



Workshop on Journal Authorship

Unit One Introduction to Practitioner Authorship

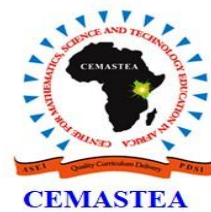


JMakanda & TKaranja



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What is a Journal ?



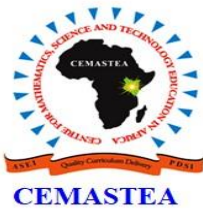
- ❑ **Periodic** (yearly, quarterly) publications with articles (research findings, reviews) on a specific field of study or professional practice
 - ❑ **Academic:** Scholarly research/ theoretical discussion
 - ❑ **Professional-practitioner:** Practical advice, case studies & updates relevant to practitioners in a particular field- PCK/ICT-STEM Education

Hunt Library, 2024



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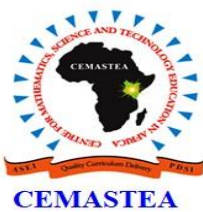
Reflection I



Have you ever written an educational article for publication? Tell us about the experience.



What is a Practitioner Journal?



- ❑ Journal that features content/articles written by professionals who work (**practice**) in the field.
- ❑ As opposed to articles written by those who work in academia, institutions like a university or college.
- ❑ Emphasis is on real world applications, case studies, best practice and actionable advice
- ❑ Relevant to people who want to stay updated on trends, new and effective/efficient strategies and techniques



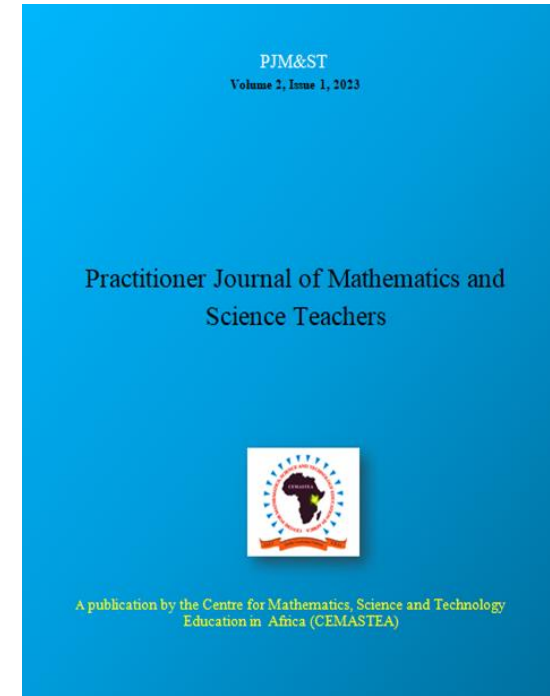
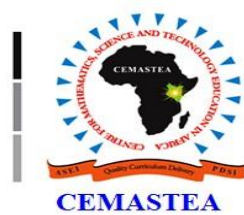
What is a Practitioner Journal?



- Results/outcomes are/can directly applied to the professional settings/focus on providing practical applications of the ideas presented
- In **Education** PJ is written with practicing teachers and school leaders in mind/targeted at a **niche** market rather than a broad audience
- Focus/more emphasis on practical implications and less on rigorous research methodology.
- The editor often selects articles and do not have to go through a formal process of **peer review**.

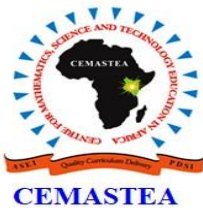


Sample Journals



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Reflection II

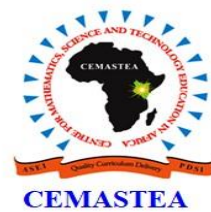


What **experiences/ encounters** do you have as a teacher that you can write about?



An Example

Journal of Lesson Study*



A **Journal of Lesson Study** could describe the practices and experiences of teachers/practitioners who engage in lesson study. Journal details the process and allow other teachers adopt the findings/lessons learnt to their own context or replicate the process including.

- student learning goals, challenges, problems and issues investigated;
- Methods used to study the lesson;
- Summary of findings and conclusion about the process
- Activities in the lesson and how they were effected



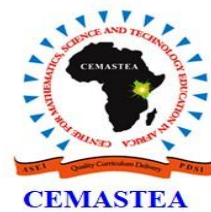
Why Publish?



- Because **you did/experienced something interesting** in improving or changing practice/done something interesting or made a difference or initiative that you want to communicate
- **Create valuable networking opportunities:** Sharing your experiences with colleagues and peers worldwide within industry (education) and academia.
- Publishing is good for your growth/CV gets you noticed with your peers/ gives an edge, particularly in an area which values particular knowledge and expertise.



What do Readers & Editors want?



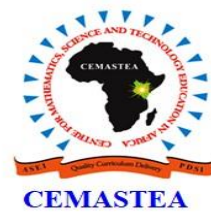
Readers: While your work may be vital to you; why would people/teachers in the wider world be interested?

- What is new about your work; how might they benefit from your work?
 - Do you have an improved way of teaching/new resource you developed?
- What is generalizable? What is good about it and how can the benefits can be translated into something tangible/practical from which others can learn?

Editors: Compliance to guidelines & Something that will take knowledge forward, make a difference, provide inspiration to readers on how to change practice.

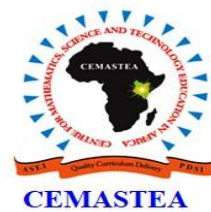


Developing a Written Work



- All teachers are writers! They write every Schemes and Records of work, lesson plans, assignments, reports, letters, emails, etc....
- Writing enables teachers **reflect** on what they do: planning, instruction, assessment, class management.
- Writing enables teachers analyse and investigate why they make certain choices and their effects


Write: What/How About?



 A well structured, practical and impactful article:

 Requires a **clear focus** on practical and relevant topic/
information to practice/practitioners

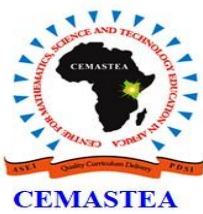
 **Who is the target audience?** knowledge level, interests
an challenges they face

 **What is the topic?** Should address topic issues
experiences and challenges and provides value to the
leaders

 **Gather information from authentic** sources (your
classroom/practical experiences



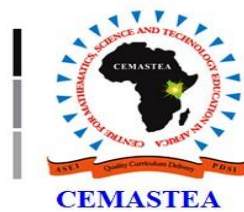
Other considerations



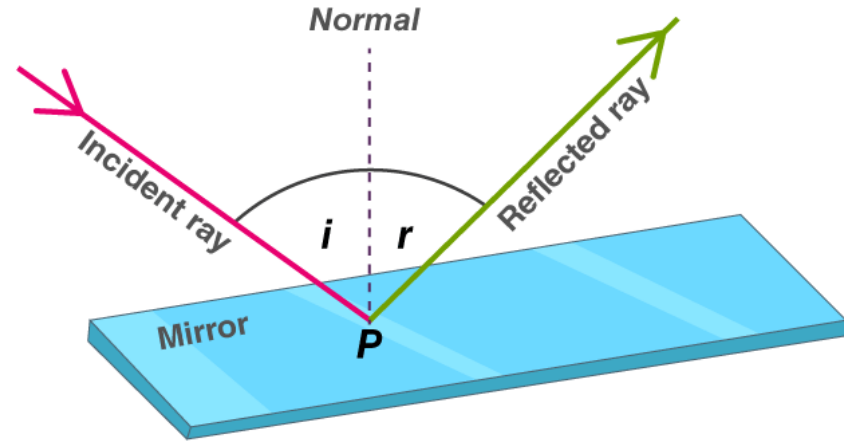
- Using **simple clear** straight forward **language** is easy to understand
- Include **practical examples-real** world, experience, practice based, anecdotes
- Where possible **use illustrative charts**, images (avoid faces), that are clear, relevant and integrated into the text (**APA**)
- **Well edited** for clarity and coherent concise,
 - Spell check, grammar, typos and **adherence to guidelines** (APA, formatting).
- Seek feedback from peers, **significant other** ...something can pass you



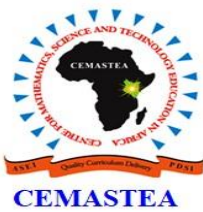
Reflection?



What are you going to write about, let's listen to you?



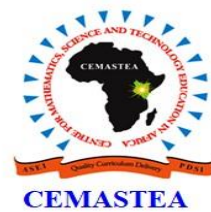
Possible Articles



1. Experiences in planning and implementing a lesson
2. Assessment and feedback
3. Classroom management
4. Lesson activities and resources
5. Critical incidents analysis
6. Lesson study
7. Action research
8. Lesson observation
9. Experiences as a County Trainer/HOD/HOS

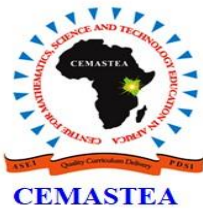


General Structure*



- **Introduction:** topic/title/abstract: introduce topic and key points to be covered
- **Body:**
- **Problem statement:** What is the issue being addressed
- **Basic methods,** data analysis, case study and discussion
- **Solutions/outcomes, recommendations:** offer practical solutions strategies, emerging best practice
- **Conclusions:** summary of main points and highlights of the article and practical implications for practice, research and policy



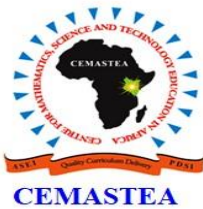


EXAMPLES



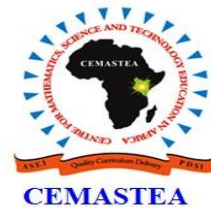
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Documenting Lesson Study



- **Process** [takes time] in which teachers [group/team] work together to improve the quality of **their** classroom practice through design, lesson delivery and reflection...Report?
- **Planning** (Plan), **Implementation** (Do), **Observation**(See) and **Reflection** (Improve) [ASEI] Cycle for lesson (Suratno & Cock, 2009).

AN EXPLORATION OF TEACHER EDUCATORS' INSTRUCTIONAL PREPAREDNESS TO TEACH IN PRIMARY TEACHERS TRAINING COLLEGES IN KENYA



Anonymous 7d

Title: Giving Life to STEM through Biomimicry in the teaching of Biology
Author: Amina S.M Sharbaidi
Abstract I have been thinking how

Ignored Students Responses: Can they be used to Develop Learning?

Richard Jakomanyo

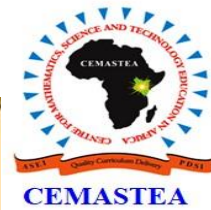
Title: How does Student's understanding of chemical formulae influence the performance in chemistry?




Kizito Makoba 2d

Teachers' Classroom Practices and how they impact learning; Reflections from Classroom Observations-
Makoba Kizito





 Anonymous 6d

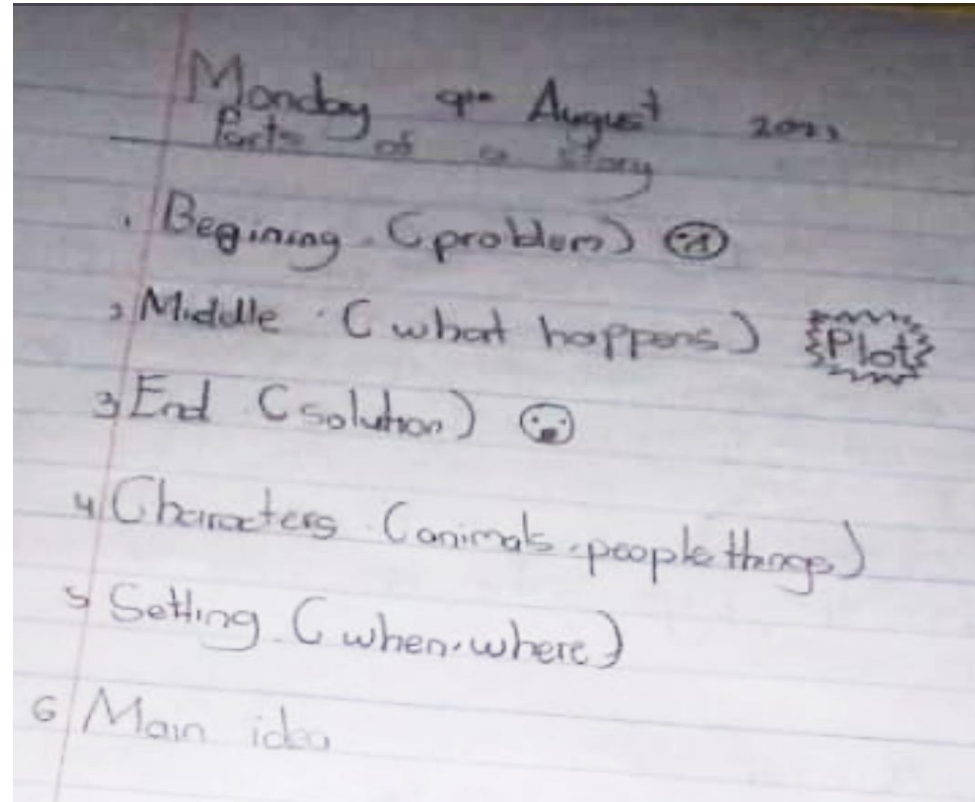
Ignored Students Responses: Can they be used to Develop Learning?

My last experience in lesson observation left me wondering why teachers ignore students' responses. This is especially when they are different from their expectations. These responses are perceived to be wrong. I have observed a lesson where a question is asked to several students, one after the other and no time is taken to ask them to explain their answer. This continued until one student gave the expected answer. It is important to allow students to explain their answers whether perceived to be correct or wrong. Students' wrong answers can be used to develop learning. They also point out how a student is thinking about the question asked. The questions I hope to answer as I engage in this topic include: Why do teachers ignore students' responses? How can teachers use students' wrong responses to develop learning? What strategies can be used to respond to students wrong answers?

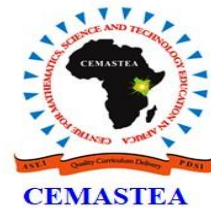


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Research in Competency Based Curriculum



Conclusion



- Based on a pressing question or dilemma identified by the practitioner.
- Through reflection, practitioners explore and prioritize what needs to be investigated in their work.
- **Practitioner research is small scale, typically initiated by practitioners from local issues arising from their practices.**
- The driving force in practitioner research is **an urge to understand and improve practice and often to change it.**
- Purpose to build knowledge about education from the inside/share the insights and potentially initiate debate with other researchers and practitioners.
- Our **classroom** practice provides everyday opportunity for writing and telling the world about our experiences
- However, it requires the a **skill of observation** and a **deliberate effort for journaling** these experiences/observations[incidences]



1. Emerald Publishing (2024).
How to write for a practitioner audience. Emerald Publishing
2. CEMASTE (2024).
Practitioner Journal of Science and Mathematics Source:
<https://ojs.cemastea.ac.ke/>



“You should spend the next week typing down names of all co-authors on your paper.”