



Academic Literacy, 7.5 ECTS

Course overview and literature

Course facilitators

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The course aim and design

The purpose of the course is for PhD candidates to develop their academic literacy skills in general, and in relation to the different academic genres particular to their specific areas of educational research. During the course, doctoral students will learn to cooperate and communicate with academic colleagues in both written and oral forms. The doctoral candidates' individual coursework will render a clear and well thought out strategy for academic publication. The maximum number of course participants is limited to 20. PhD candidates from the Department of Education are given priority in this course.

The course is divided into three parts involving different forms of assessment. The brief descriptions for each of the parts are shown below and the detailed time schedule and content will be given by each facilitator before starting each part of the course.

Part 1 (Autumn term with two parts): 1.1 Publication strategy (3 ECTS) & 1.2 Peer review process (3 ECTS)

Part 1.1 Publication strategy (3ECTS): Get to know the academic journals and their publications (facilitator: Shu-Nu Chang Rundgren)

The purpose of Part 1.1 is to help doctoral candidates to map the highly ranked journals in the field of educational research and to discuss the critical features of accepted publications containing empirical studies and review articles in those journals. Doctoral students will work individually focusing particularly on exploring the academic journals in educational research

field and analyzing the publications in the journals. This component runs over one month during the autumn term and provides doctoral students with three meetings containing one lecture, one workshop and two seminars. The content of the three meetings are presented as follows.

Meeting 1 (lecture and workshop): Research dissemination process and the quality of academic journals in education

- Research dissemination (lecture)
- Know the quality of the journals (via Citation index): choose the top-ranking journals that publish empirical studies and/or review of conceptual articles (workshop)

Meeting 2 (seminar): Content analysis of the published articles containing empirical studies

Each student needs to

- present the following content at the seminar via PowerPoint (PM sent before the planned due time via Athena, see course schedule)
 - the background of the chosen journals: analyzing the journal Website and the content of the journal's abstracts in the latest volume
 - the factors of acceptance: analyzing 3 chosen articles in a selected journal and present the critical factors for the acceptance
- act as an opponent of another presentation (read PM before the meeting)

Meeting 3 (seminar): Content analysis of the published articles containing review paper or conceptual paper

Each student needs to

- present the following content at the seminar via PowerPoint (PM sent before the planned due time via Athena, see course schedule)
 - the background of the chosen journals: analyzing the journal Website and the content of the journal's abstracts in the latest volume
 - the factors of acceptance: analyzing 3 chosen articles in a selected journal and present the critical factors for the acceptance
- act as an opponent of another presentation (read PM before the meeting)

Examination: Students are required to hand in a written task (PM) (1000-1500 words excluding the reference list) individually before meeting 2 and meeting 3 at Athena course site, and orally present the tasks at the seminars via PowerPoint. Each student will also act as an opponent to another PM. The opposition list will be announced on the day after the submission due time. The detailed time plan is shown in the course schedule.

Literature for Part 1.1:

There is no literature list for Part 1.1, but PhD candidates are expected to actively search for and engage with relevant and updated literature in the specific field of their research interests.

Part 1.2 Peer review process (3 ECTS) (facilitator: Cormac Mc Grath)

This part of the course will focusses on the peer review process as a facet of academic literacy. The aim, more specifically is to introduce doctoral students to peer review, to enhance peer review practices as a way of understanding one's own academic contribution in the broader context of the scientific community. By the end of this sub-course students will be able to:

- demonstrate insight into the purpose of peer review,
- demonstrate the ability to critically, and constructively review scientific texts

This component runs over the two months during the autumn term and provides doctoral students with opportunities to develop their understanding for peer review processes. The component incorporates individual written work and feedback on a selection of the written assignments handed in throughout the course. The format of the formative and summative course assessment incorporates peer learning and peer assessment.

Meeting 1 (Lecture): Peer Review, What is it good for?

Meeting 2 (workshop): Peer review in practice

Meeting 3 (examination workshop): Peer review in practice, part 2

Examination: Students are required to hand in a (mandatory) written reflective statement where they reflect on the peer review process, incorporating their experiences of conducting and receiving peer review and where they integrate the course literature. Fulfilment of other course activities constitute grounds for pass.

Literature for Part 1.2:

Al-Khatib, A., & da Silva, J. A. T. (2016). Stings, hoaxes and irony breach the trust inherent in scientific publishing. *Publishing Research Quarterly*, 32(3), 208–219.

Bohannon, J. (2013). Who's Afraid of Peer Review? *Science*, 342(6154), 60 LP – 65.
<https://doi.org/10.1126/science.342.6154.60>

Bornmann, L. (2011). Scientific peer review. *Annual Review of Information Science and Technology*, 45(1), 197–245.

McGrath, C., Liljedahl, M., & Palmgren, P. J. (2019). You say it, we say it, but how do we use it? Communities of practice: A critical analysis. *Medical Education*.

Csiszar, A. (2016). Peer review: Troubled from the start. *Nature*, 532(7599), 306–308.

Other articles may be added later.

Part 2 (Spring term): How do I get published (1,5 ECTS) (facilitator: Max Scheja):

This part of the course invites doctoral candidates to reflect on aspects relating to what matters in communicating research effectively. The course includes three seminars centering on different aspects of getting published:

- 1) “Strategies for getting published” (Max Scheja). In preparation for this seminar

doctoral candidates will read Thomson, P., & Kamler, B. (2012). *Writing for peer reviewed journals. Strategies for getting published*. London: Routledge. The book is available as an ebook at the Stockholm University library, via the following link: <https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/reader.action?docID=1092713&ppg=1&query=pat%20thomson%20and%20kamler>

- 2) **"Publishing Best Practices – towards a sustainable and open science"** (Sofie Wennström & Max Scheja). This second seminar, which is a collaboration between the department and Stockholm University Library, will include an overview of the how and why of the academic publishing discourse within Social Sciences. The aim of the seminar is to provide doctoral candidates with guidance in how to find a suitable strategy to disseminate their writings, and how to avoid some of the worst mistakes in academic publishing. This seminar will be given by Sofie Wennström, Analyst & Managing Editor at the Stockholm University Library & Stockholm University Press. Sofie has a background within international academic publishing and has been working at Stockholm University since 2014. She will address questions relating to how publishing channels can be assessed, and how doctoral candidates can position themselves in the current discourse of open access to scholarly work. This seminar will also cover advice about Open Access publishing related to the publishing and data policies at Stockholm University see <https://www.su.se/english/library/research-support/open-access/open-access-at-stockholms-university-1.264733> and <https://www.su.se/staff/organisation-governance/governing-documents-rules-and-regulations/research/research-data-policy-1.387809>.
- 3) **Support in writing up a publication plan for the 50% seminar** (Max Scheja). This third and last seminar is voluntary and will offer doctoral candidates an opportunity to meet and talk about their own publication plans for their theses. The idea is to provide doctoral candidates with support in writing up a publication plan to be discussed in the 50% seminar which concludes the Academic Literacy course as a whole. Doctoral candidates who wish to participate in the seminar are asked to summarize, on a single A4 page a draft outlining their research area and which journals that might be of interest to in their future publishing activities. Doctoral candidates will be given an opportunity to briefly share their summaries and receive feedback in the seminar.

Examination: When doctoral candidates have presented their publication strategies and had these discussed at their 50% seminar, the Academic Literacy course will be concluded.

Literature for part 2

Thomson, P., & Kamler, B. (2012). *Writing for peer reviewed journals. Strategies for getting published*. London: Routledge (available as an ebook at the Stockholm University library, via the following link: <https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/reader.action?docID=1092713&ppg=1&query=pat%20thomson%20and%20kamler>).

Part 3 (Autumn term): meeting your supervisors and aiming for your 50% seminar

The third part of the course is to let doctoral candidates meet with their supervisors to apply what they have learned from the course during the past year and aim for their 50% seminar of their PhD projects. There is no limit of the time plan for the third part, since it depends very much on each doctoral student's research percentage and progress of the research project. The focus of this part is to write up an explicit publication plan in relation to the individual PhD project outlining how each PhD project's research area and how the research project will be disseminated in different fora including journals and/or conferences. Presenting the publication plan at the 50% seminar and getting feedback from the readers.

Examination: Handing in the final version to the readers at the 50% seminar.