

Writing for publication

Joanna Young





Using Zoom

Your control panel is located at the bottom of the Zoom screen. On the left hand side, you can control your audio and video via the buttons:

MUTE/ UNMUTE
START/ STOP VIDEO

(switches off your audio/ switches on your audio)
(switches on/ off your webcam)

You may wish to mute your audio and stop your webcam video output while you participate, you will still see and hear everything.

In the centre and right of your Zoom control panel you can see:

PARTICIPANTS

(the other participants in the session)

CHAT

(the group conversation, opens in a new panel on the right)

LEAVE MEETING

(you can leave the session via this button at the end)

Other:

BREAKOUT ROOMS

(for discussions, an invitation to join a room will pop up)

About me

1999 – 2003 BSc Microbiology

(University of Edinburgh)

2003 – 2004 MSc Informatics

(University of Edinburgh)

2004 – 2008 PhD Neuroscience

(University of Edinburgh)

2008 – 2011 Postdoctoral Research Associate

(University of Edinburgh)

2011 – Electv Company Director



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1 Why publish?

2 The publishing process

3 Preparing to publish

4 Scientific writing

5 Article structure

6 Copyright & OA

7 Navigating peer review

8 After publication



Icebreaker



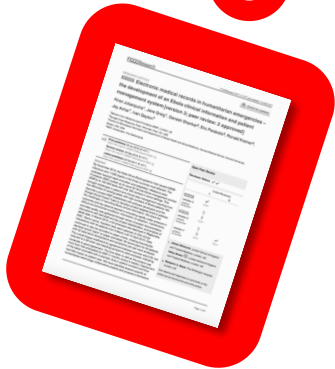
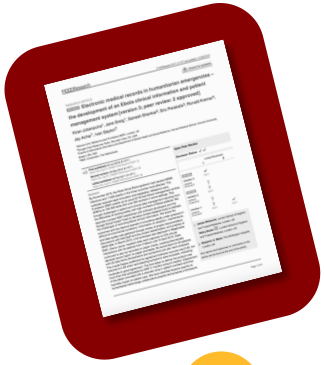
Using chat:

- 1) Describe your research in a sentence
- 2) Say which year of your PhD you are in
- 3) Say where you are at the moment



*"I think the main thing is: Just do it.
Plunge in!"*

- Margaret Atwood on writing, 2014



1

Why publish?

Why publish?



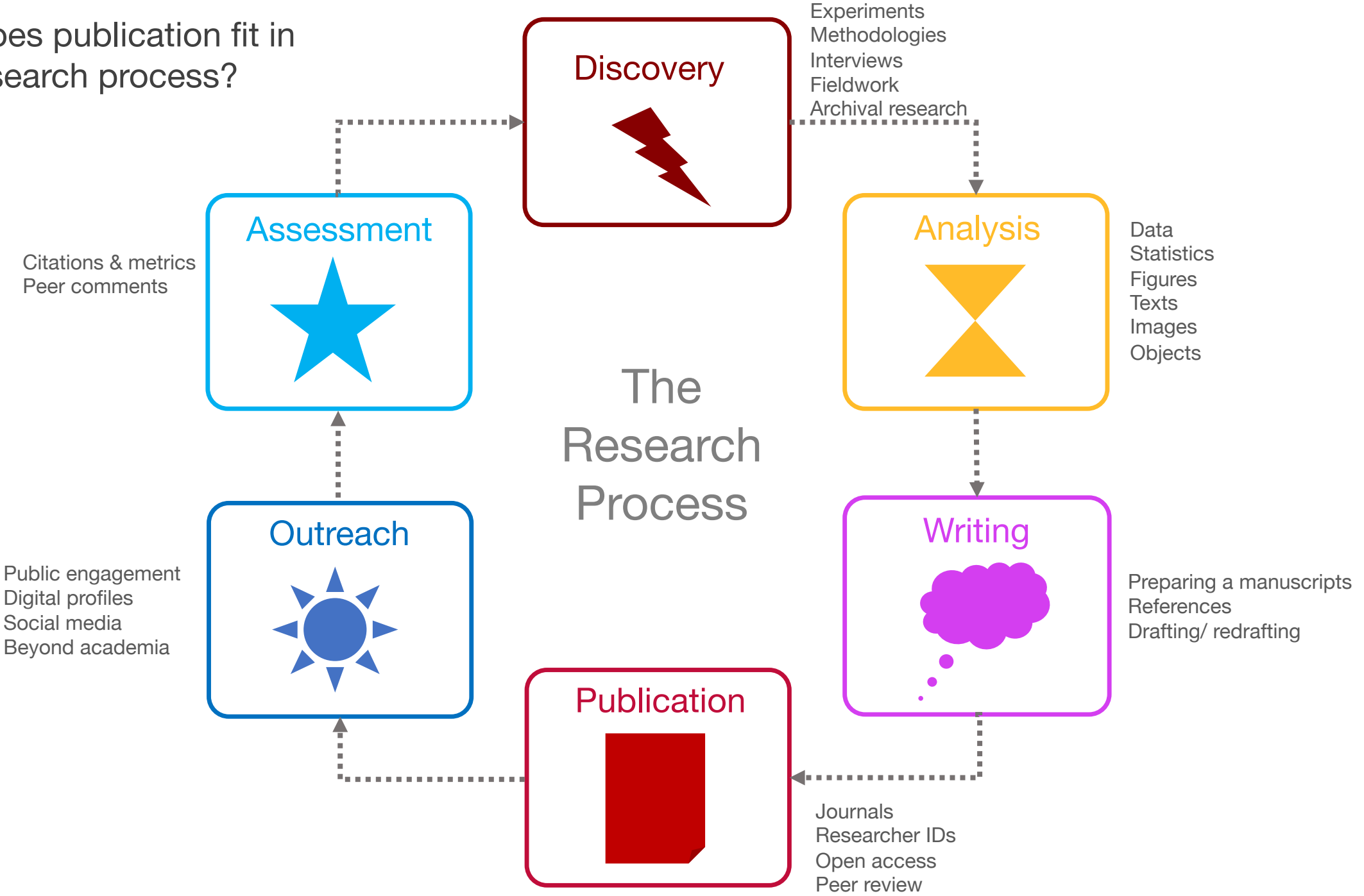
- To share and disseminate your research
- To build on existing knowledge
- To boost your career prospects & raise your profile
- To be the first to report these findings
- Your contract may require you to publish
- To inform the public, industry & others beyond academia
- To inform policy

Publication of an article is often the culmination of years of research and is a key part of the research process.

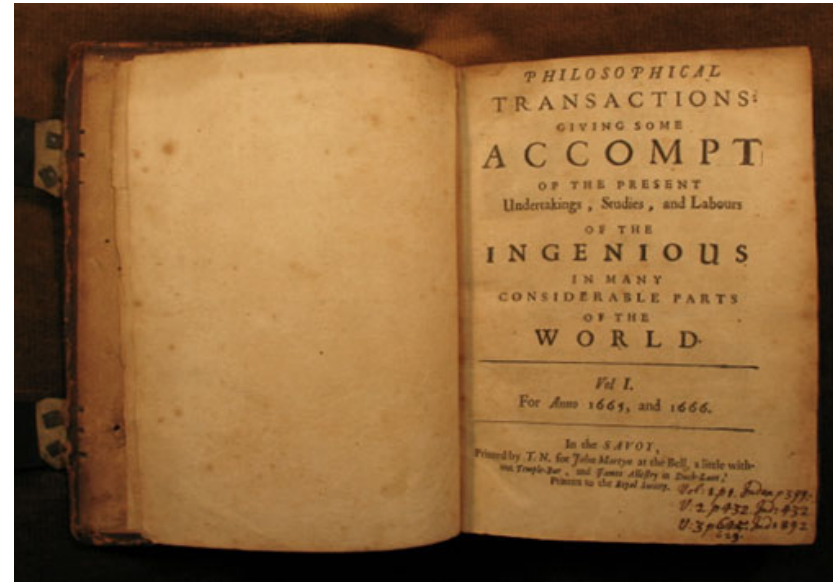


The average researcher reads 250 articles per year spending (on average) 30 minutes on each article.

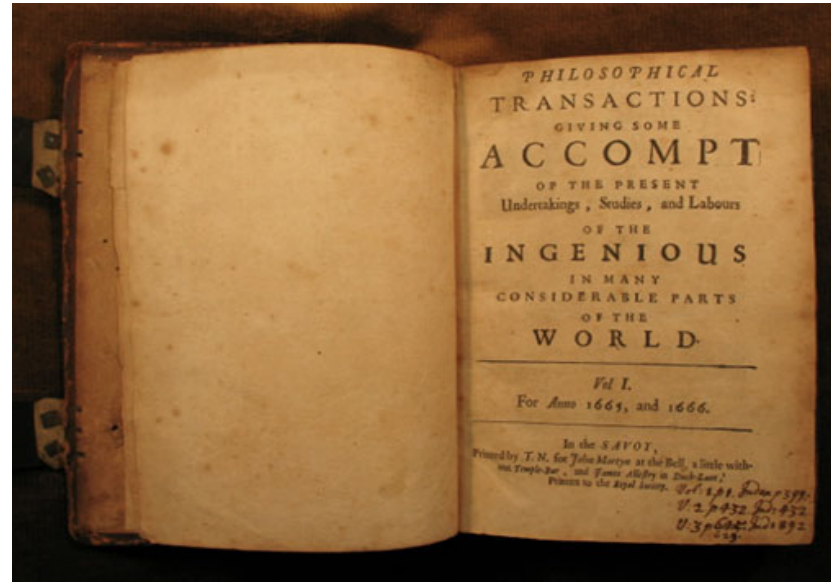
Where does publication fit in to the research process?



History of scholarly communication



History of scholarly communication



Philosophical Transactions of the Royal Society of London

The first journal, published in 1665

Status of scholarly publishing

33,000
English
language
journals

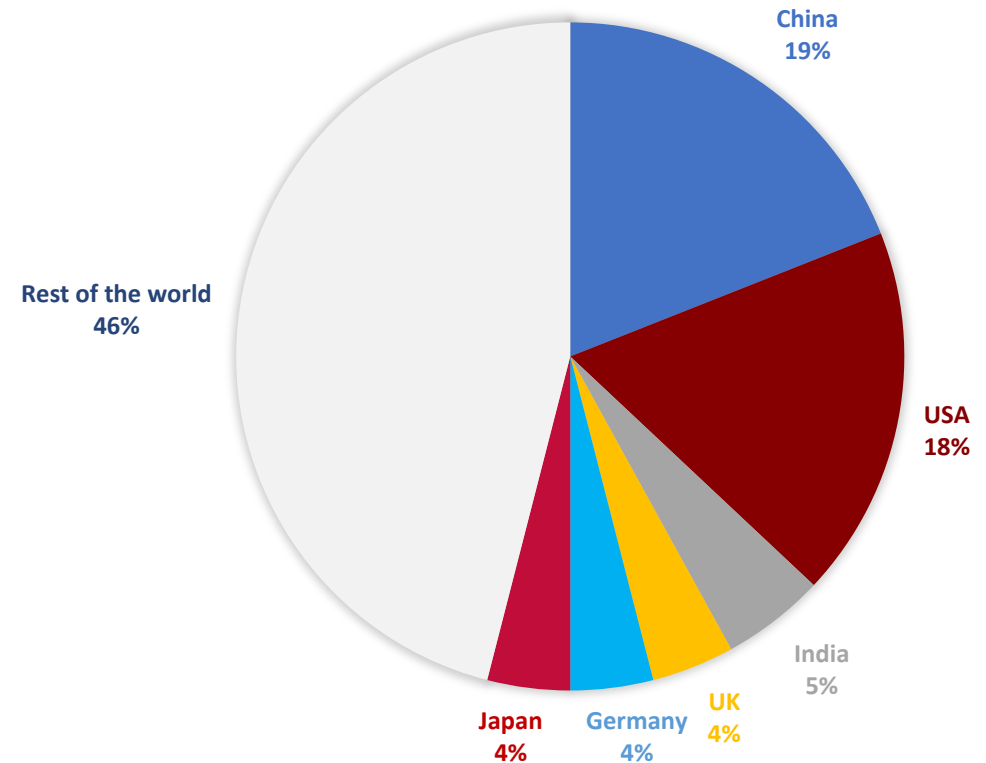
~ 3 million
articles are
published
every year

10,000
journal
publishers
globally

8 million
researchers
around the
world

20%
researchers
are repeat
authors

% OF ARTICLES PRODUCED BY COUNTRY AS OF 2018



When to publish?



When is the right time to publish and how do you know if you have enough?

- Discuss with your colleagues and any co-authors, what do they think?
- Read! Critique & evaluate published papers in your field, how do they compare to your work?
- Ask your PI or colleagues to recommend their favourite articles based on content and presentation
- Consult the editor of your chosen journal

Ultimately, the decision to publish is yours (and that of your co-authors).

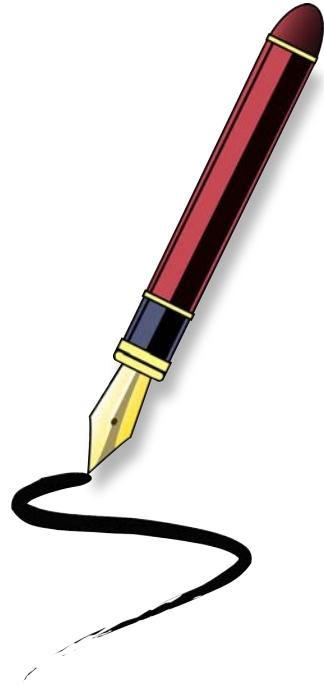


“Good writers are avid readers.”

- Steven Pinker

(Source: The Sense of Style: The thinking person's guide to writing in the 21st Century)

Authorship



What do you need to have done to be listed as an author?

Group discussion

Co-authorship



What do you have to do to be listed as an author on an article? *Click on the tick and cross on the right...*

Some journals encourage authors to describe the contribution of each author in detail and this can be seen in the “author contributions” section, called the Contributor Roles Taxonomy (the [CRediT system](#)), in the published article.

The orders of authors’ names on the article may also indicate their level of contribution and this should be discussed with co-authors at an early stage.



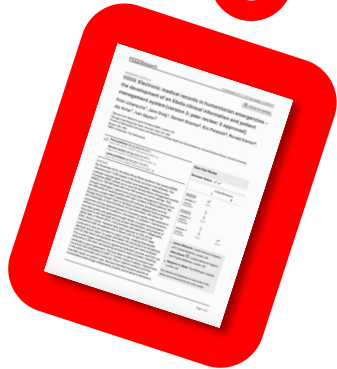
Authors should meet the following three conditions:

- Substantial contributions to conception & design, acquisition of data, or analysis and interpretation of data
- Drafting the article or revising it critically for important intellectual content
- Final approval of the version and its content to be published



Authorship is not generally granted if a person has only:

- Obtained funding
- Collected data
- Done general supervision of the research group



2 The publishing process

Who is involved in the process?



Author(s)

- If you have more than one author, then all of them must approve the final version of the manuscript being submitted.
- The authors usually start to discuss the manuscript before the first draft is written, deciding who will write what section and the order of names of authors for the final version.



Editor(s)

- The editor will be the first person to see your submitted manuscript and they will decide if it should be sent for peer review or rejected.
- You may wish to contact the editor in advance of submitting your manuscript to see if they think it would fit the type & style of article published in that journal.



Peer reviewer(s)

- An important part will be the peer review process.
- Most journals invite independent reviewers to assess and comment on each new article and authors are given the opportunity to respond.
- There are usually two peer reviewers and they recommend to the editor whether the paper should be published or not.

The cycle of publishing



Scholarly publishing has several stages and it is a rigorous process: it can take many months from submitting your article to final publication.

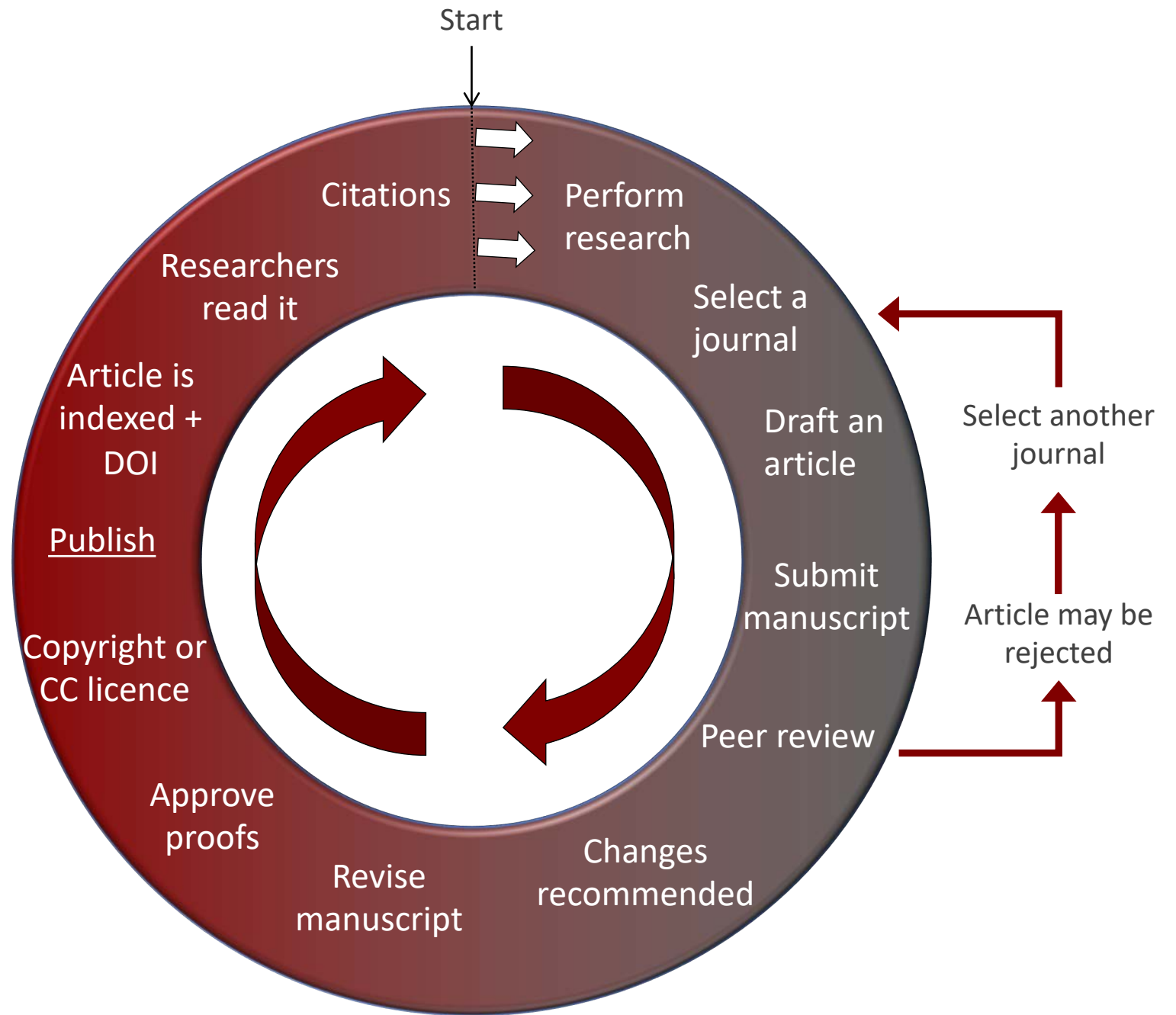


You may only submit your manuscript to one journal at a time.



There are two routes for your article once you have submitted it to the journal:

1. Sent to peer review
2. Rejected by the editor

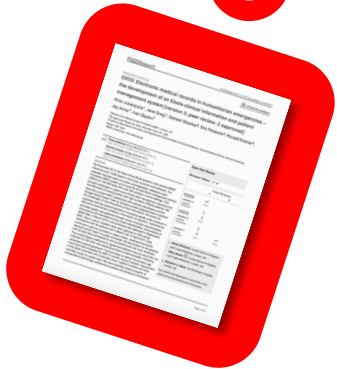
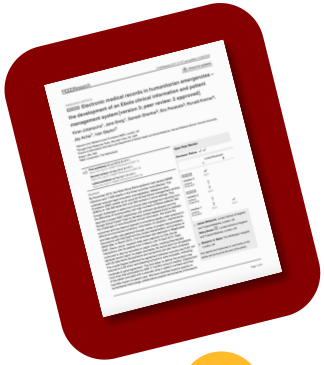




Exercise - Your article

- Write a title for your article
- When (on what date) do you want to submit the article?
- List your co-authors
- Have you had a meeting about the article with your co-authors yet? If so, what did you discuss?





3 Preparing to publish

Selecting a journal



Selecting a journal to send your article to is one of the first things that authors do.

Once you have a target journal, you can look at the website and read through the guidelines for authors section for a detailed outline of the type of articles the journal accepts, the structure they prefer, the peer review process and many other journal policies and key aspects to preparing the manuscript.

Other considerations that you may wish to include are:

- The journal's copyright © policies
- Are there any publication fees or colour printing charges?
- What are the journal's rejection rates?
- Can you make your article open access immediately?



There are over 30,000 journals to choose from



Examine your reference list: Who do you cite? Where did they publish?



Will your paper be consistent with the type & style of articles published in your journal of choice?



Turnaround time? How long will it take for your article to go through peer review?



What reputation does the journal have? What do your colleagues think? Do you read articles from it? Are journal rankings useful to you?

Selecting a journal



You may wish to follow the [Think. Check. Submit](#) guidelines to help you identify trusted journals as there are some fake journals out there - the checklist below may be helpful. Researching aspects such which organisation publishes and edits the journal can be useful in helping you to decide.

Journal checklist

- Who is the publisher of the journal? Do they publish other titles?
- Is it peer reviewed?
- Who are the editors? Have they published in the field before?
- Who else publishes their work in the journal?
- Does the journal accept the type of article (e.g. research article, review article, methods article) you want to publish?
- Is the journal a member of DOAJ or COPE?
- Are articles in the journal frequently cited?
- What is the journal's copyright and open access policy? (search on SHERPA RoMEO)
- Other metrics, such as the Journal Impact Factor, may be worth considering though this is generally considered to be an inaccurate measure of journal quality.

Directory of Open Access Journals [\(DOAJ\)](#)
Committee on Publication Ethics [\(COPE\)](#)
European Association of Science Editors [\(EASE\)](#)
Copyright & OA [SHERPA RoMEO](#)

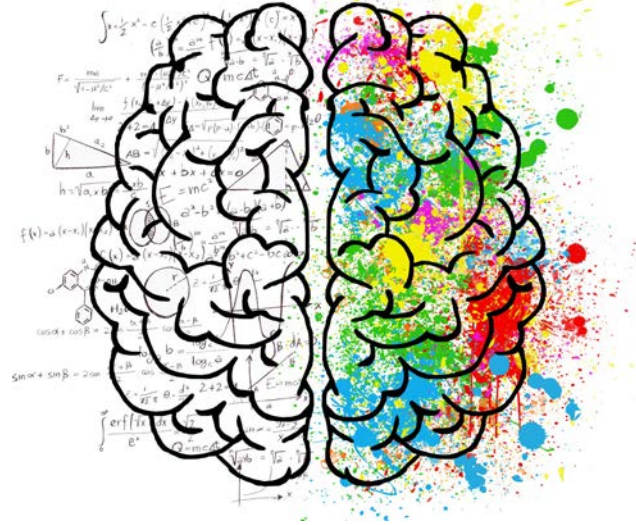
ORCID

ORCID

Connecting Research
and Researchers



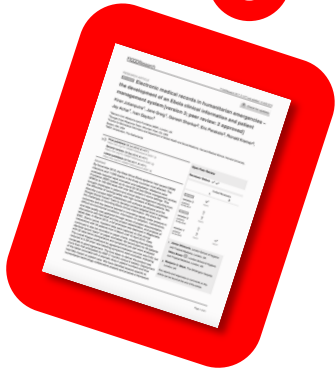
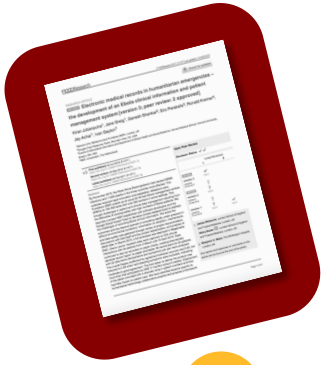
Exercise



ACTIVITY

Search for relevant journals for your article

- *Make a list of up to five potential journals.*
- *Next, check the author guidelines for each journal and browse the published articles within it.*
- *Which is the most suitable for your article?*



4 Scientific writing

Scientific writing style



- A well written scientific article is factual, clear, concise and based on evidence.
- Articles usually have a clearly defined structure and the authors use this to tell an engaging story about their research findings.
- There should be a logical and coherent argument throughout the article based on a clearly defined topic.
- The authors usually state their findings early on in the article, it is not like a crime novel where the big reveal is at the end.
- The reader's time is precious - there are many articles out there competing for a reader's attention.



“Scientists receive (and offer) much advice on how to write an effective paper that their colleagues will read, cite, and celebrate. Fundamentally, the advice is similar to that given to journalists: keep the text short, simple, bold, and easy to understand.”

Weinberger CJ, Evans JA, Allesina S (2015) Ten Simple (Empirical) Rules for Writing Science. PLoS Comput Biol 11(4): e1004205.
<https://doi.org/10.1371/journal.pcbi.1004205>

Scientific writing style



Do

- Clear, concise language
- Use unequivocal language
- Be precise
- Back up your claims with evidence
- Use short sentences

Don't

- Be wordy
- Use overly long sentences
- Be vague
- Use emotive language

“Scientists receive (and offer) much advice on how to write an effective paper that their colleagues will read, cite, and celebrate. Fundamentally, the advice is similar to that given to journalists: keep the text short, simple, bold, and easy to understand.”

Weinberger CJ, Evans JA, Allesina S (2015) Ten Simple (Empirical) Rules for Writing Science. PLoS Comput Biol 11(4): e1004205.
<https://doi.org/10.1371/journal.pcbi.1004205>

The readers



Author(s)

- The author(s) should clarify why is this study important or “who cares?”
- Make it easy for the reader to understand and follow.
- How does this study build on what has gone before?
- What is different about this study? What is the contribution to knowledge?



Reader(s)

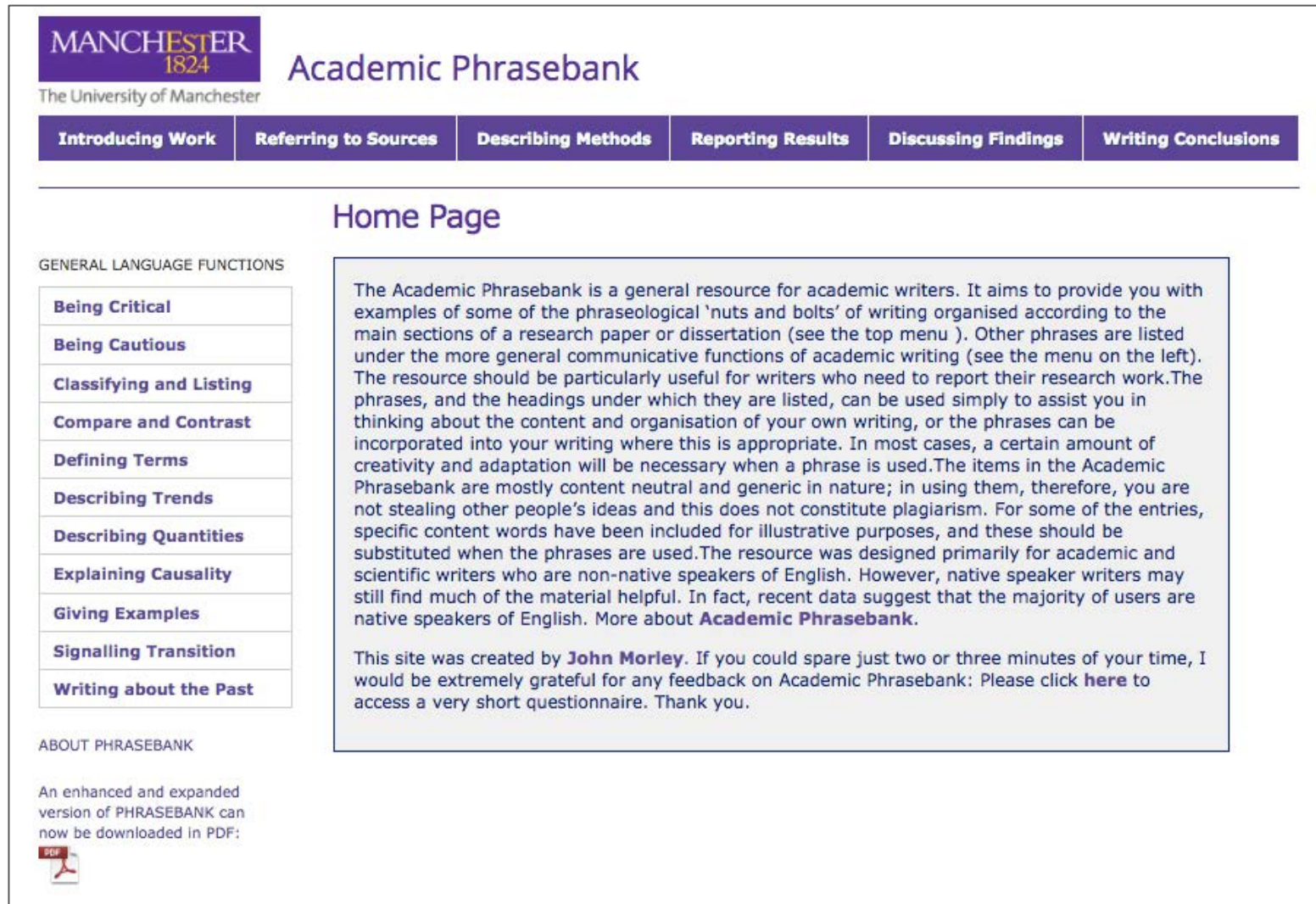
- The reader expects a certain structure to the article, usually in line with the type and style of article usually published in that particular journal.
- They often read through an article quickly, spending on average 30 minutes reading it.
- If this is an interdisciplinary study or published in a more general journal then the reader may not have a detailed background in the field so bear this in mind when preparing the article.

Academic Phrasebank

The academic phrasebank is an excellent resource for researchers.

Created by the University of Manchester, the Phrasebank provides a range of examples of general language functions used in academic writing.

If you are looking for a prompt on how to structure a certain sentence or start a paragraph this is a good place to start.



The screenshot shows the homepage of the Academic Phrasebank. At the top left is the University of Manchester logo (1824) and the title 'Academic Phrasebank'. Below this is a navigation menu with six categories: 'Introducing Work', 'Referring to Sources', 'Describing Methods', 'Reporting Results', 'Discussing Findings', and 'Writing Conclusions'. The main heading is 'Home Page'. On the left, under 'GENERAL LANGUAGE FUNCTIONS', there is a list of categories: 'Being Critical', 'Being Cautious', 'Classifying and Listing', 'Compare and Contrast', 'Defining Terms', 'Describing Trends', 'Describing Quantities', 'Explaining Causality', 'Giving Examples', 'Signalling Transition', and 'Writing about the Past'. On the right, a text box explains the resource's purpose and provides a link to a questionnaire. At the bottom, there is a section 'ABOUT PHRASEBANK' with a PDF download icon.

MANCHESTER
1824
The University of Manchester

Academic Phrasebank

Introducing Work | **Referring to Sources** | **Describing Methods** | **Reporting Results** | **Discussing Findings** | **Writing Conclusions**

Home Page

GENERAL LANGUAGE FUNCTIONS


- Being Critical**
- Being Cautious**
- Classifying and Listing**
- Compare and Contrast**
- Defining Terms**
- Describing Trends**
- Describing Quantities**
- Explaining Causality**
- Giving Examples**
- Signalling Transition**
- Writing about the Past**

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click **here** to access a very short questionnaire. Thank you.

ABOUT PHRASEBANK

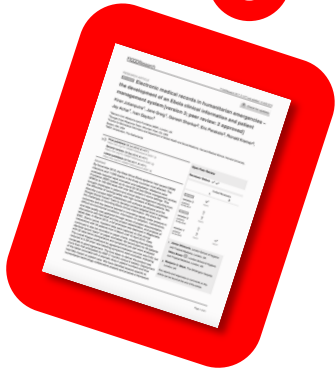
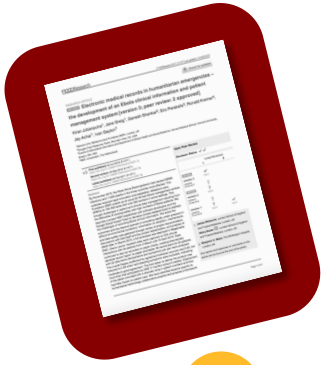
An enhanced and expanded version of PHRASEBANK can now be downloaded in PDF:



Tips & hints



- Make your research question very clear at the start.
- The abstract is a summary of the article: what you did, what you found and why this is important.
- Clearly state your findings early in the manuscript – authors often include a short summary of the key in the last section of the introduction.
- You do not have to write the manuscript in the same chronological order that you performed the experiments but it should be logically laid out so that the reader can follow the story.
- Write in clear language and try to avoid overly verbose or “wordy” phrases.
- Consider making the first sentence of each paragraph a “topic” sentence that indicates what the rest of the paragraph will be about. The reader can then read the first sentence of each paragraph and get a clear overview of the article.



5 Article structure

Structure of an article



- Most scientific research articles are written in the IMRAD structure, as shown on the right.
- The overall structure of an article can be likened to an hourglass shape.
- Articles are laid out in clearly defined sections with descriptive headings.
- Articles includes graphics and tables to help the reader clearly follow the author's argument.

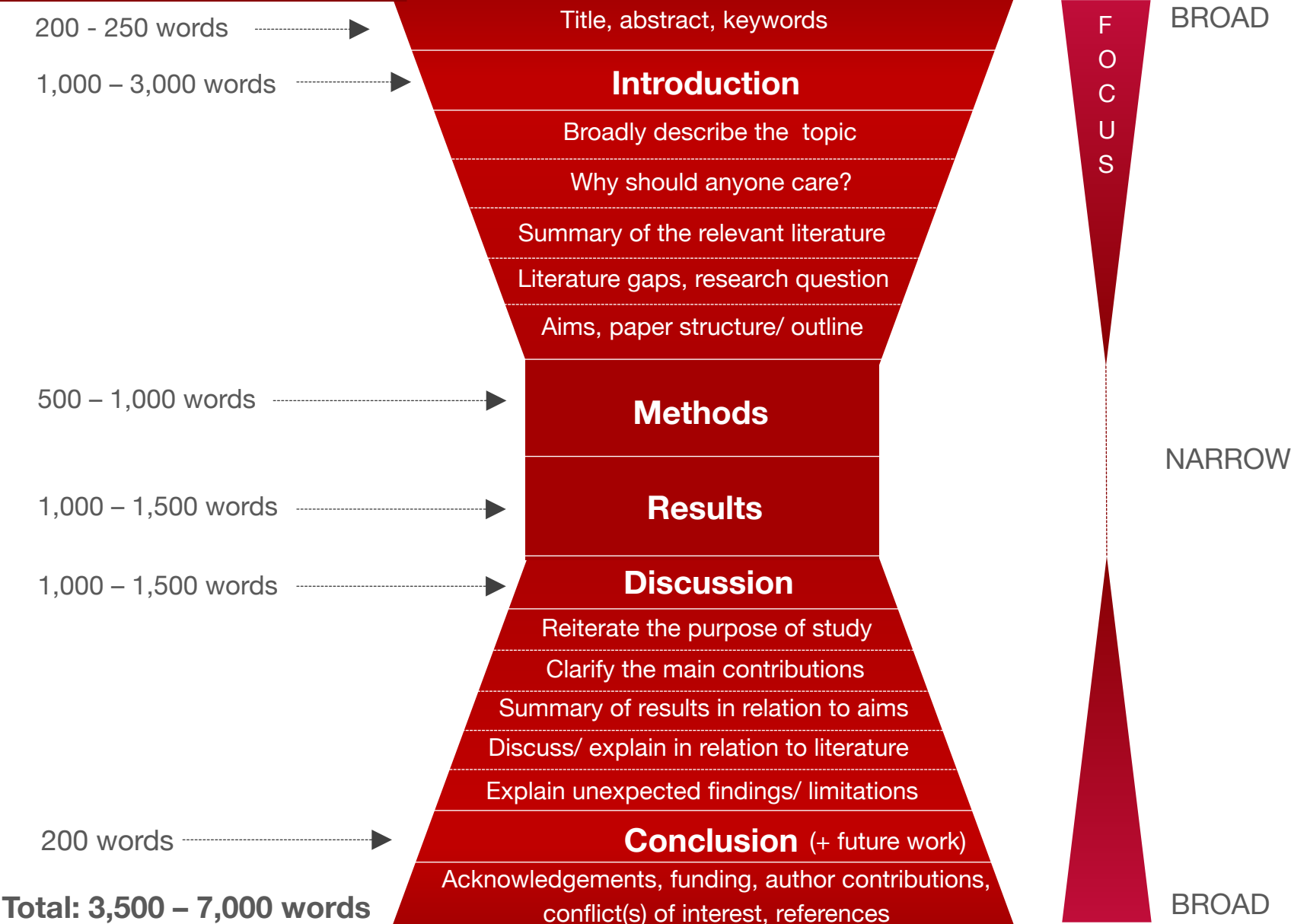


Introduction
Materials & methods
Results
And
Discussion

Structure of an article



The article
“hourglass”



Your article



For your article, write the following:

- The research question
- Four sub-headings for your introduction
- What was different about your study
- Four sub-headings/ key findings (or expected findings) for the results section
- Four sub-headings for your discussion section



Figures, diagrams & presenting data



“The greatest value of a picture is when it forces us to notice what we never expected to see.”

– *John W. Tukey*

Quantitative

vs

Qualitative

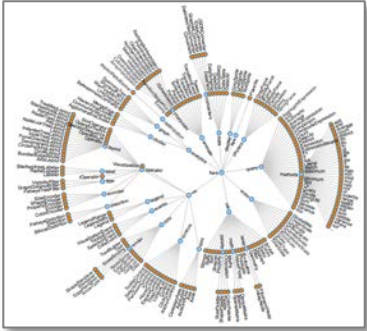
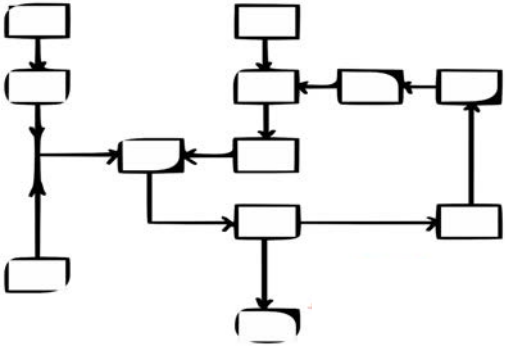
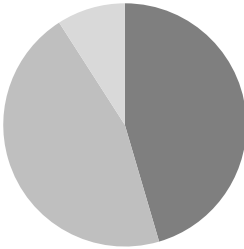
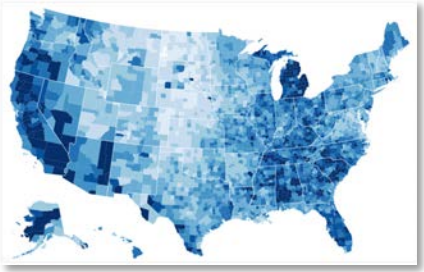
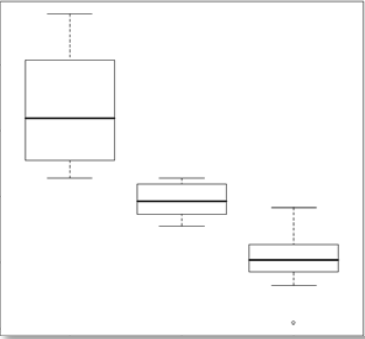
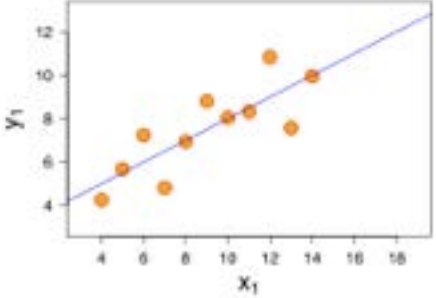
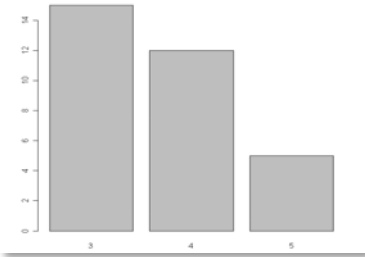
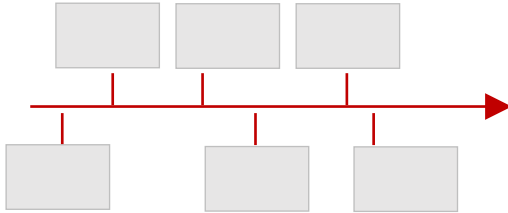
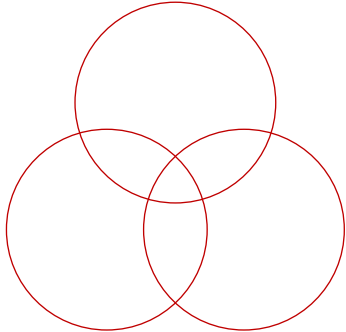
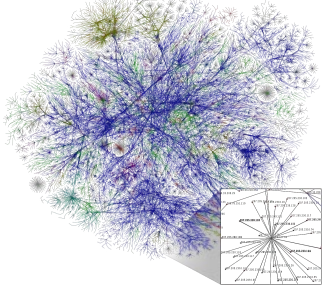


TABLE 2.
CX Neuron Homology

Connecting	Drosophila	Schistocerca	Apis	Tenebrio	Gryllus	Achaeta
Small field neurons						
FB	P1-L	PdU1-3				
PB FB ND	pb-fb-na	CPU4	Winnick cell			Intrinsic neuron
PB FB VSD	pb-fb-vsd	CPU1a	Segmental neurons			RCL
PB FB	pb-fb	CPU2				
PB LTR	pb-tr	CU2				d tr/rb
PB EB VSD	pb-eb-vsd	CL1a	Segmental neurons			
PB EB	pb-eb	CL1c				
PB EB ND	pb-eb-na	CL2				
PB LTR	pb-tr					
PB			Linking 2+ pb segments			d tr job
						Linking pb segments
Large field neurons						
PB	PdU		Winnick PB neuron			
central brain-PB	Ca1	Ca, S5	Fan shaped neurons			FN neurons, ts1
VSD-PB	Ca2 / Ca3	S3				Local interneurons
central brain-EB			Fan shaped neurons			
VSD-PB						wb job
CB-LTR/LAL	R1-4 neurons	TL1				CNL
CB-LTR/LAL	R1-4 neurons	TL2				CNL
CB-MD/LAL	R1-4 neurons	TL3				CNL
CB-LAL	R1-4 neurons	TL4				CNL
PB LTR/LAL	R1-4 neurons	TL5				CNL
CB						
PDU-PB		TS1				
PDU-PB		TS2				

The upper section of the table describes small field neurons and the lower section describes large field neurons. The first column shows the regions of the brain that the neurons are connecting, subsequent columns denote the homologies neurons from six different organisms. Neuron names for each organism is according to the labels they have been previously assigned. The VSD (Drosophila) and LAL (Schistocerca) describe the same brain region but each have been included here to avoid confusion when referring to the original paper. This is also the case for the FB (CB) and EB (CB). CNL: compass neuron; FN: fan-shaped neuron; CB: central brain; VSD: ventral; PDU: posterior dorsal; LAL: lateral; RCL: responsive cluster neuron; S5: SS: serotonin-immunoreactive neurons. References: Achaeta abdominalis: Scholtz et al., 2008; Apis mellifera: Homberg, 1995; Drosophila melanogaster: Homberg et al., 1989; Neure et al., 1995; Gryllus obscurus: Sakurai et al., 2008; Schistocerca gregaria: Homberg, 1995; Lehar et al., 1997; Neure and Homberg, 2007; Neure and Homberg, 2008; Neure and Homberg, 2009; Tenebrio molitor: Wegnerhoff and Breddbach, 1992; Wegnerhoff et al., 1995.

TECHNICIAN
LIFE HUNTING MONEY
PRACTICE PROFESSION SEARCH EMPLOYERS SUCCESSFUL
ASSISTANT BOSS NEED CAREER CRAFT BUSINESS MEETING TRADE
EMPLOYMENT ENTERPRISE LEVEL CORPORATE PARTNER DEVELOPMENT
ADULTS DUTIES RESUME SPECIALTY



Qualitative

● TRY THIS VIZ ● CONSIDER THIS VIZ

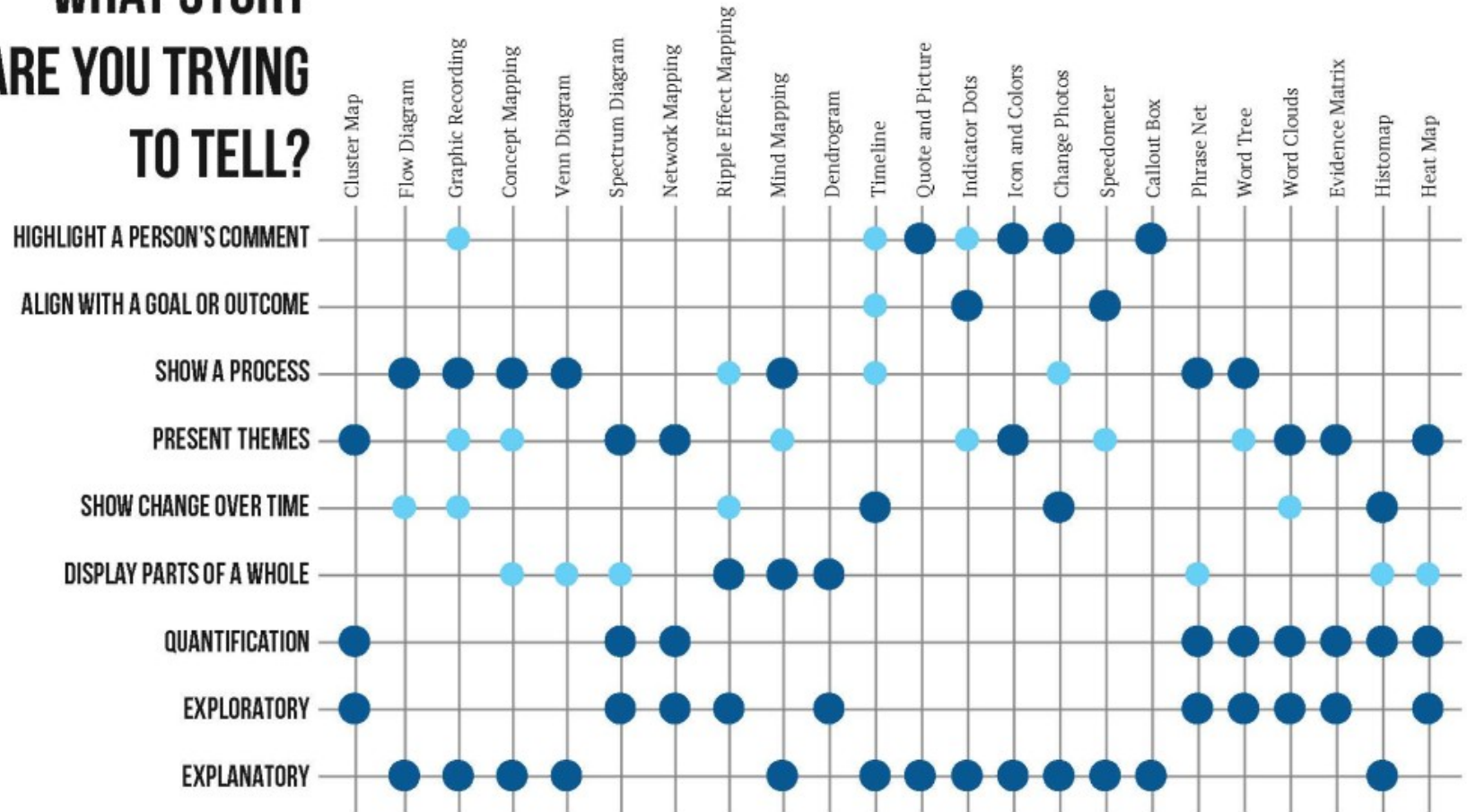
DIAGRAMS

PICTURES

QUOTES & WORDS

TABLES

WHAT STORY ARE YOU TRYING TO TELL?



FOR MORE SEE [STEPHANIEEVERGREEN.COM/BLOG](https://stephanieevergreen.com/blog) [PRESENTING DATA EFFECTIVELY](#) [EFFECTIVE DATA VISUALIZATION](#)

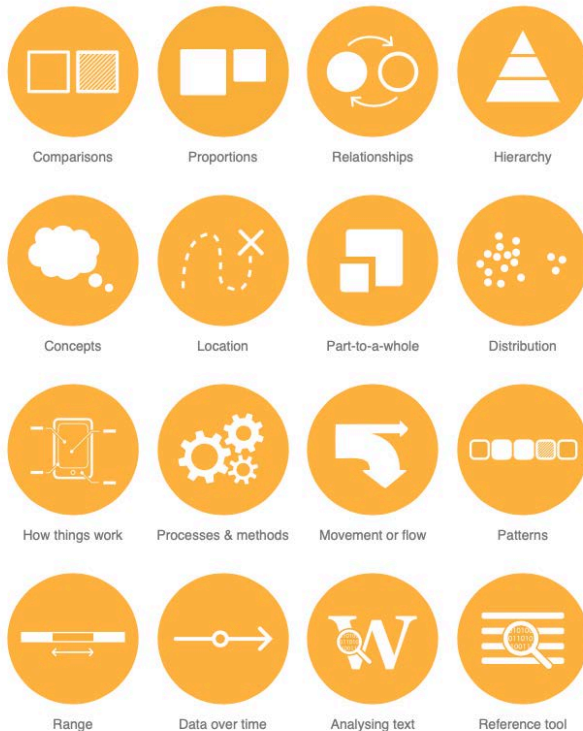
Qualitative chart selector

The Data Visualisation Catalogue

- A summary of different graph types and what data you use them for
- Examples
- Chart nomenclature
- <https://datavizcatalogue.com>

What do you want to show?

Here you can find a list of charts categorised by their data visualization functions or by what you want a chart to communicate to an audience. While the allocation of each chart into specific functions isn't a perfect system, it still works as a useful guide for selecting chart based on your analysis or communication needs.



The Data Visualisation Catalogue

About · Blog · Shop · Resources



Figures, diagrams & presenting data

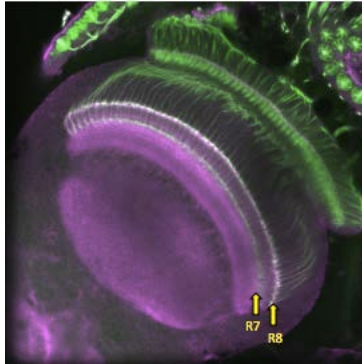
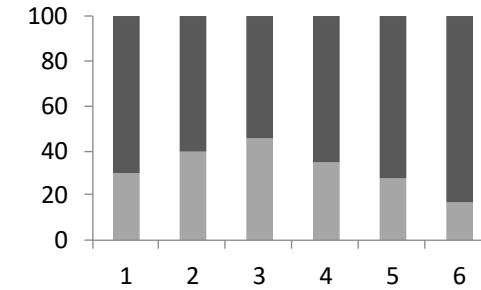
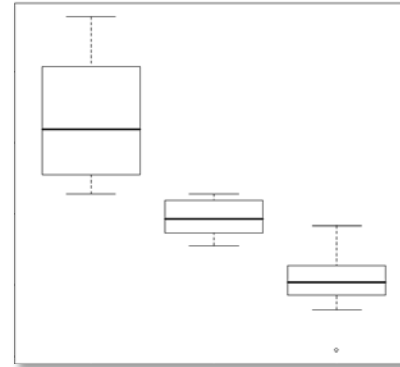


TABLE 2.
CX Neuron Homology

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Small field neurons						
FB	P1-4	POU1-3	Intrinsic cell	Intrinsic neuron		
FB FB NO	po-fb-no	CPU4				
FB FB VSD	po-fb-vdo	CPU1a	Segmental neurons	RCL		
FB FB	po-fb	CPU3				
FB LTB	fb-lt	CU2				
FB FB VSD	po-fb-vdo	CL1a	Segmental neurons	d Strfb		
FB ES	po-fb	CL1c				
FB ES NO	po-fb-no	CL2				
FB LTB	po-lt		Linking 2 + jo segments	d Str jo		
FB				linking jo segments		
Large field neurons						
FB	PJU		Intrinsic PB neuron			
central brain FB	Est1	S4, S5	Fan-shaped neurons	FN neurons, fs1		Local interneurons
VSD FB	F2 / F3	S3				
central brain ES	Est2		Fan shaped neurons	fb-est		
VSD FB						
CBU-LTR/LAL	R1-4 neurons	TL1			CNL	Local INE
CBU-LTR/LAL	R1-4 neurons	TL2			CNL	Local INE
CBU-MD/LAL	R1-4 neurons	TL3			CNL	Local INE
CBU-LAL	R1-4 neurons	TL4			CNL	Local INE
PS-LTR/LAL		TL5				
CBU						
POU FB		TS1				
POU FB		TS2				

The upper section of the table describes small field neurons and the lower section describes large field neurons. The first column shows the regions of the brain that the neurons are connecting, subsequent columns denote the homologous neurons from an different organism. Neuron names for each organism is according to the labels they have been previously assigned. The VSD (Drosophila) and LAL (Schistosoma) describe the same brain region but both have been included here to avoid confusion when referring to the original paper. This is also the case for the FB (CR2) and ES (CR3). CNL, compass neuron like; CBU, central body lower division; CBU, central body upper division; POU, posterior optic tubercle; RCL, rostral cluster neurons; S3-S5, septal/intermediate neurons; Schistosoma, Achaeta abdominalis; Schistogon, 1983; Acan mellipes; Homberg, 1983; Drosophila, Hansson et al., 1989; Renz et al., 1999; Gryllus domesticus; Sakurai et al., 2008; Schistosoma graminis and S. americanus; Homberg, 1993; Muller et al., 1997; Heisen and Homberg, 2007; Heisen and Homberg, 2008; Heisen and Homberg, 2009; Tenebrio molitor; Weggenhoff and Breddbach, 1992; Weggenhoff et al., 1996.



Exercise: Refer to the sub-headings you just outlined in the previous exercise

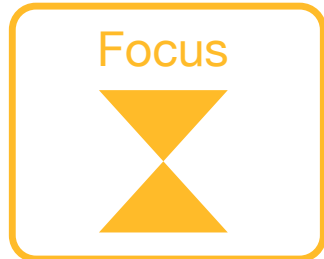
- 1) Write a list of figures, diagrams &/or tables for this chapter
- 2) For each figure, what type of graphic will you use and how will you lay it out? Draw a quick sketch.
- 3) What information do you need to include in the figure legend?

Motivation & keeping going

Click on the icons below...



- Set deadlines for your writing project & milestones
- Organise your time and schedule your writing



- Avoid distractions (“Ooo, that paper was interesting, I’ll read it again now...”)
- Focus on the key questions, try to avoid going off on tangents
- You can always fill in details later (just put in a note and come back to it)



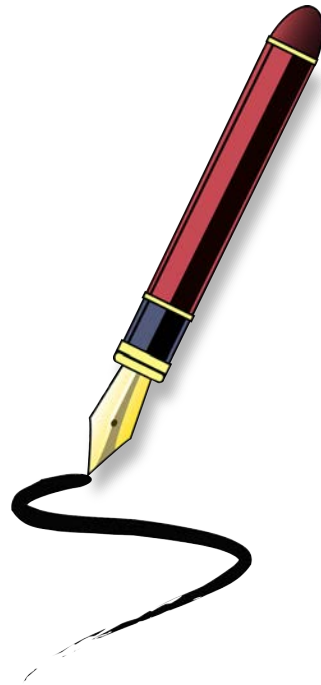
- Be concise and keep it relevant
- Language: clear, concise, correct
- Try to avoid using too much “academese”



- Start with the key sections (results & figures), then build out from there
- Join or start a writing group and write together at a set time every week

Freewriting

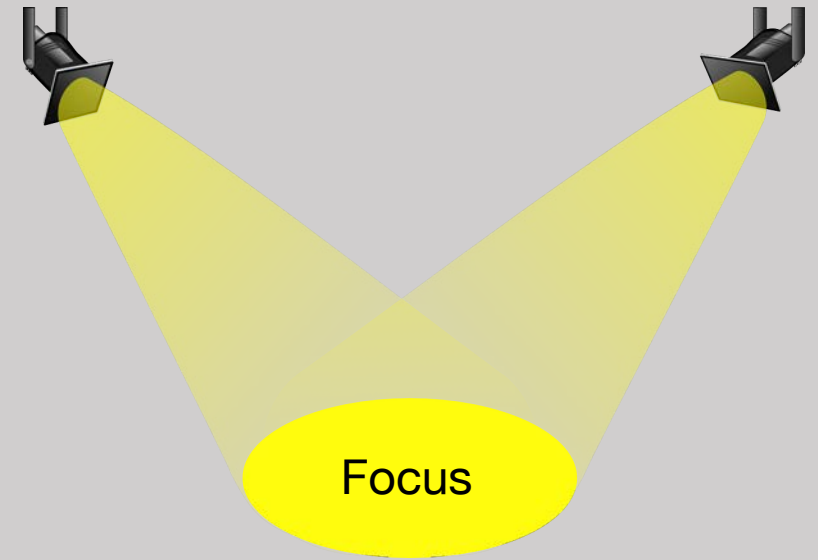
Just write...



If you are facing a blank page and wondering how to start, freewriting can be a helpful technique to kickstart your writing.

What is freewriting? It is when you write for a set amount of time without stopping. You don't need to worry about grammar, spelling or editing, you just write solidly until the time ends and empty your thoughts on to the page.

Afterwards, you read it through and decide what to keep and what to delete. If you do this regularly, even for only 15 minutes, the word count will add up.



1) *Select a section of your manuscript from your plan*



2) *Set a timer for 15 minutes*



3) *Freewrite*



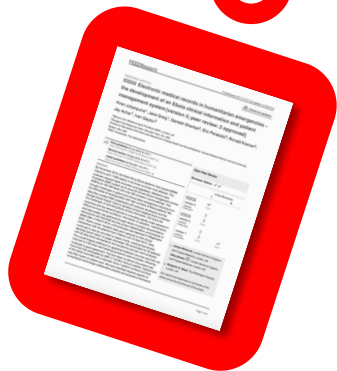
4) *Timer goes off – read through your work*

Freewriting



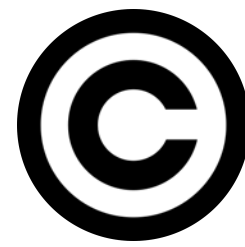
Pick one sub-heading from your previous exercise, now write as much as you can on that part of your manuscript in 15 mins.

- Think about it briefly
- Start writing, don't stop
- Don't edit
- Empty your thoughts on to the page



6 Copyright & OA

Copyright



- [Copyright](#) is a form of intellectual property (IP) that gives authors/creators legal rights over their work.
- The author automatically owns copyright over their work, they do not have to register or apply for it.
- They can license their work out to others via Creative Commons licences.

Copyright covers several types of work, including:



Written documents, books & papers



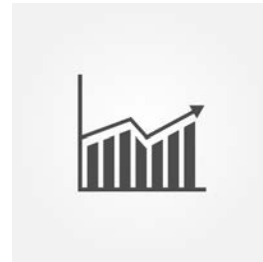
Video



Music & sounds



Photographs



Graphs, drawings & images



“Creative Commons (CC) is a non-profit organisation that provides Creative Commons licences and public domain tools that give every person and organisation in the world a free, simple, and standardised way to grant copyright permissions for creative and academic works; ensure proper attribution; and allow others to copy, distribute, and make use of those works.”

- Creative Commons

Open access



- How will you make your work openly available for others to find?
- Many traditional journals require readers to pay subscription fees in order to access the journal content (these fees are usually paid by your university's library)
- Open access means making your work available for everyone to access free of charge.
- Open access applies not only to articles, but datasets, figures and other research outputs too.
- There are a number of ways that you can make your work available, or open access, including via journals, institutional repositories or other online options.
- Many funding organisations and institutions in the UK now require their researchers to make their work open access so it is important to understand your responsibilities.



What is open access?



CC BY SA SHB online ([YouTube](#))

Why is open access important?



CC-BY Danny Kingsley & Sarah Brown

Submitting the manuscript

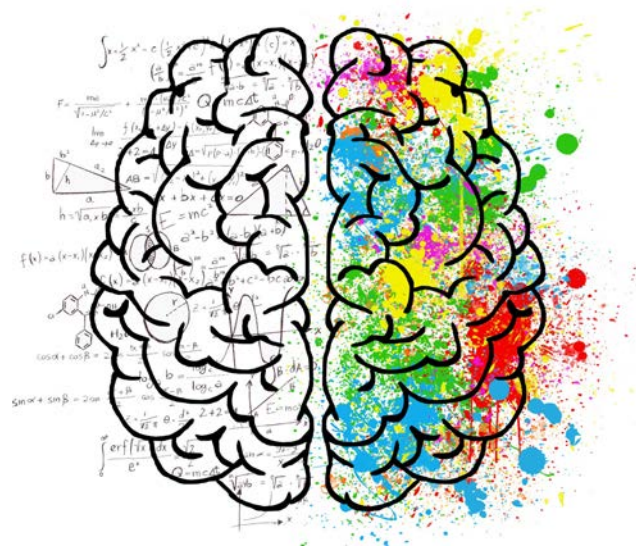
- When you are happy with your final article draft and all of your other documents, then you are ready to submit your article to the journal!
- Authors are usually asked to complete an online form with their names (all authors), contact details, ORCID and other details.
- You may also be given the opportunity to suggest a short list of peer reviewers for your manuscript.
- If you are given the opportunity to include a cover letter to the editor then you should take it.



Final checklist for submitting:

- Final readthrough and proofread of the article.
- Double check the journal's author guidelines and make sure your article complies.
- Suggest a short list of reviewers
- Cover letter (why is it novel and interesting? Why this journal?)

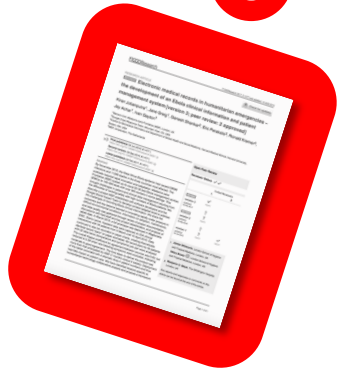
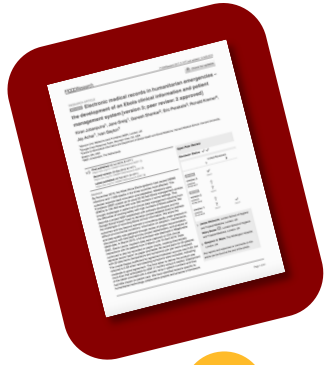
Exercise



ACTIVITY

Who are the peer reviewers?

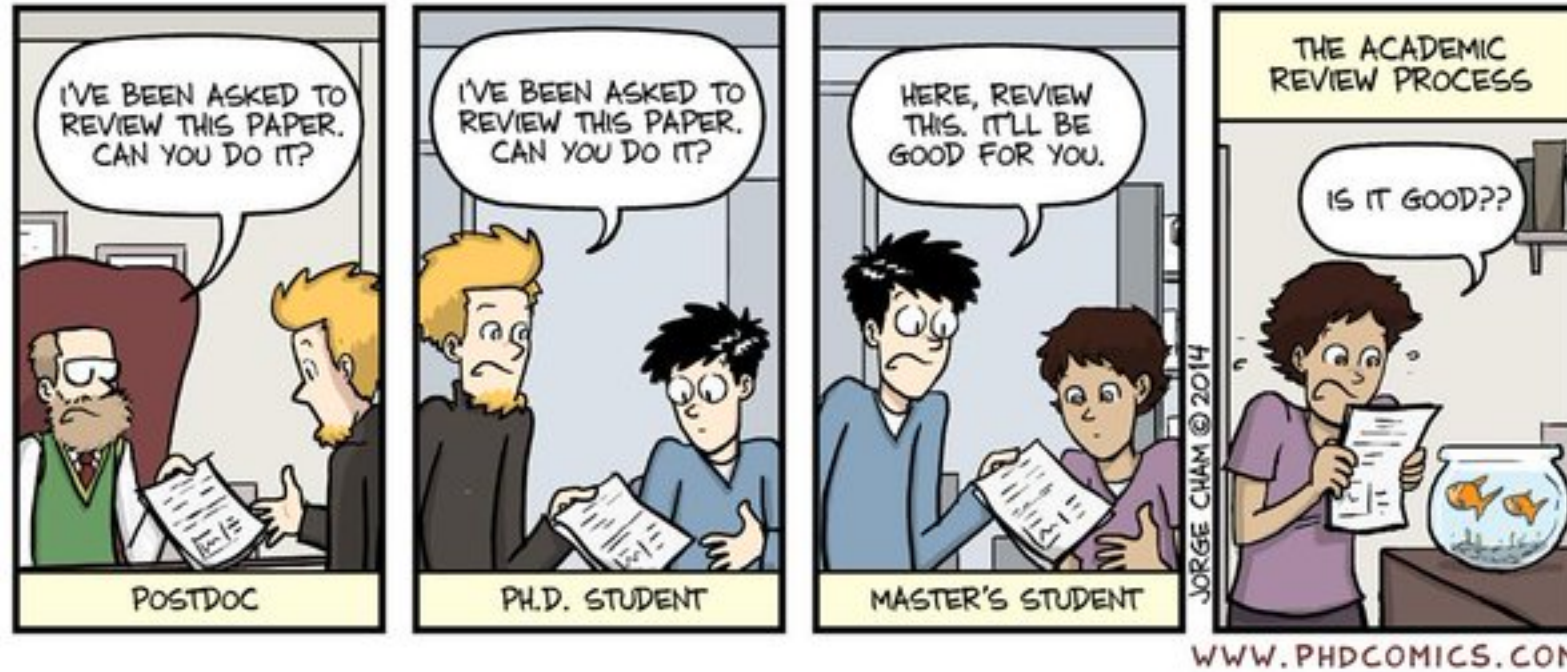
- *Make a list of up to five potential peer reviewers for your article.*



7

Navigating peer review

Why do we have peer review?



Group discussion

What reviewers evaluate

The first person to see your manuscript will be the journal editor and they will decide whether or not to send your article out for peer review.

Hopefully, they will decide to take it forward and send it on to (usually two) independent reviewers.

What does the reviewer evaluate?

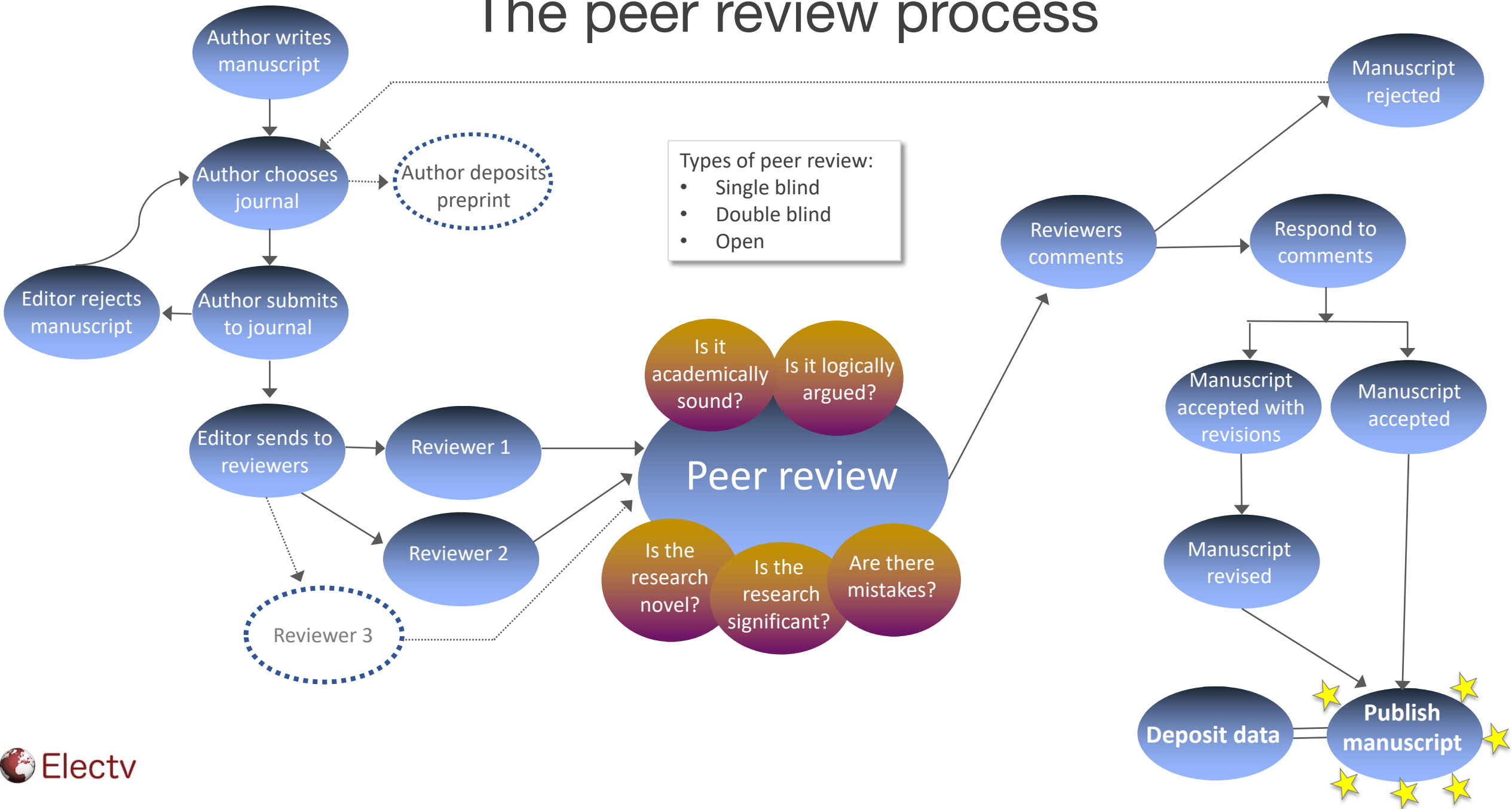
- Novelty and originality of the manuscript
- Validity of the study
- Methodology
- Does the article fit with the journal?
- Has previously published, relevant literature been cited?



Reviewer's responsibilities:

- *To provide expert opinion*
- *To help improve the article*
- *To recommend, or not, to the editor that the article is suitable for publication in this journal*

The peer review process



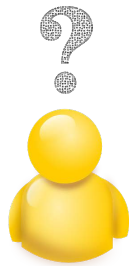
Types of peer review

Click the red boxes to see the different types of peer review >>



Single blind

The peer reviewers know who the authors are, but the authors do not know who the peer reviewers are.



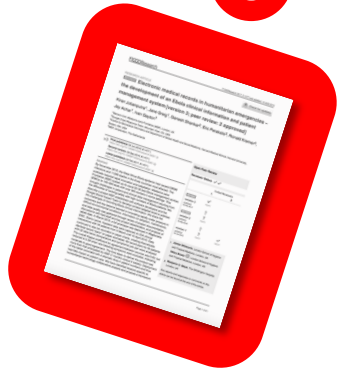
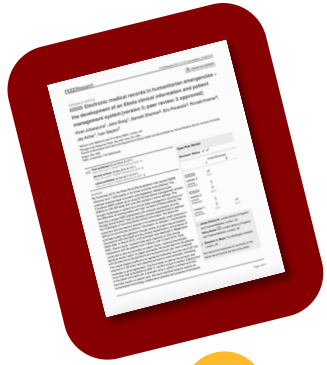
Double blind

Neither party knows who the others are: the authors do not know who the peer reviewers are and the authors' names are not disclosed to the peer reviewers either.



Open

Both parties know who the others are: the peer reviewers are given the authors' names and the authors are told the peer reviewers' names when they receive the review comments.



8

After publication

Making your article visible

Congratulations! Your article has been published!



Now that your article is available, you can take some quick steps to make sure that it is easy for people to find.

- If your article was not published in an open access journal, make a copy (often a pre-print version) openly available in your institution's repository.
- You may wish to add the article citation or the PDF pre-print of your article to your university profile page or a social network.
- Consider writing a blog post or short summary of your article for your department, institution or popular website.
- Share a link and short summary about your article on social media.
- Track interactions with your article using article level metrics and altmetrics. (See next slide for examples of article level metrics.)



Can people find your article?

Basic article level metrics and alternative metrics (“altmetrics”) let you track interactions with your article



Platforms such as Altmeter enable you to track social web interactions



Interactions & article metrics

The screenshot shows the PLOS Cognitive Neuroscience Channel website. The article title is "Digital Health: Tracking Physiomes and Activity Using Wearable Biosensors Reveals Useful Health-Related Information". The article metrics are displayed in a green box:

289 Save	67 Citation
84,271 View	435 Share

The article is published on January 12, 2017. The abstract is visible, and the article is categorized under "Digital Health".

Article level metrics

Basic article level metrics and alternative metrics (“altmetrics”) let you track interactions with your article. Some journals, such as the PLOS journals (left), automatically track and display article metrics such as the number of saves, citations, page views and shares (via social media or email).

Screenshot taken on 18.10.19
<https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001402>

Summary

- Publishing is a key part of the research process and an important way to share your work with your peers and beyond academia.
- It can be a lengthy process but it is worth it!
- Your institution's library is an excellent resource and you may wish to consult them regarding copyright, open access, storage and journals.



“The secret of my success is comprised in three words: Work. Finish. Publish.”

- Michael Faraday

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Visualize This – Nathan Yau
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Beautiful visualization, O'Reilly - Noah Iillinsky & Julie Steele
The Functional Art – Alberto Cairo
The Truthful Art – Alberto Cairo
Data visualisation - Andy Kirk

Graph types

- Dataviz Catalogue <http://www.datavizcatalogue.com/>
- The Graphic Continuum <http://www.scribblelive.com/blog/2014/10/01/graphic-continuum/>
- FT Visual vocabulary <https://www.ft.com/content/304419ec-63a3-11e6-8310-ecf0bddad227>

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Flowingdata.com
Truth & beauty – Moritz Stefaner

ResearchGate discussion:

https://www.researchgate.net/post/Best_graphics_program_for_making_scientific_illustrations_for_journal_articles2



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Survey:
<https://forms.gle/RnQ4yGgDcyibPqMD6>