

Developing Strategies for Sustainable Publication

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Riding the Tiger

- Throughout the world, we are riding a 'tiger' of change in higher education.
 - The 'tiger' is the pressure on universities to gain in the race for world university rankings.
 - This has increased pressure on faculty as well as graduate students to publish.
 - This is resulting in publication KPI's being developed and monitored to a greater extent than ever before.
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Hallinger, P. (2014). Riding the tiger of world university rankings in East Asia: Where are we heading? *International Journal of Educational Management*, 28(2), 230-245.





My Publication Background

- Global Talent Professor of Management, Mahidol University, Thailand
- Held Professorships in USA, Hong Kong, China, Thailand
- Published 250+ Scopus Q1 and Q2 articles over the past 45 years
- 75,000+ GS citations, GS H-index 124
- Published research reviews, conceptual, quantitative, qualitative, and mixed methods studies
- Former chief co-editor of *Journal of Educational Administration* (SSCI/Scopus Q1)
- Recipient of the Lifetime Achievement Award from UCEA and the Research Excellence Award from AERA

Objectives

1. To understand the changing context for publication in higher education
2. To identify your research passion
3. To articulate a program of research
4. To evaluate your strengths as a researcher
5. To develop strategies that will increase your effectiveness in publishing across your career



Prepare for Success

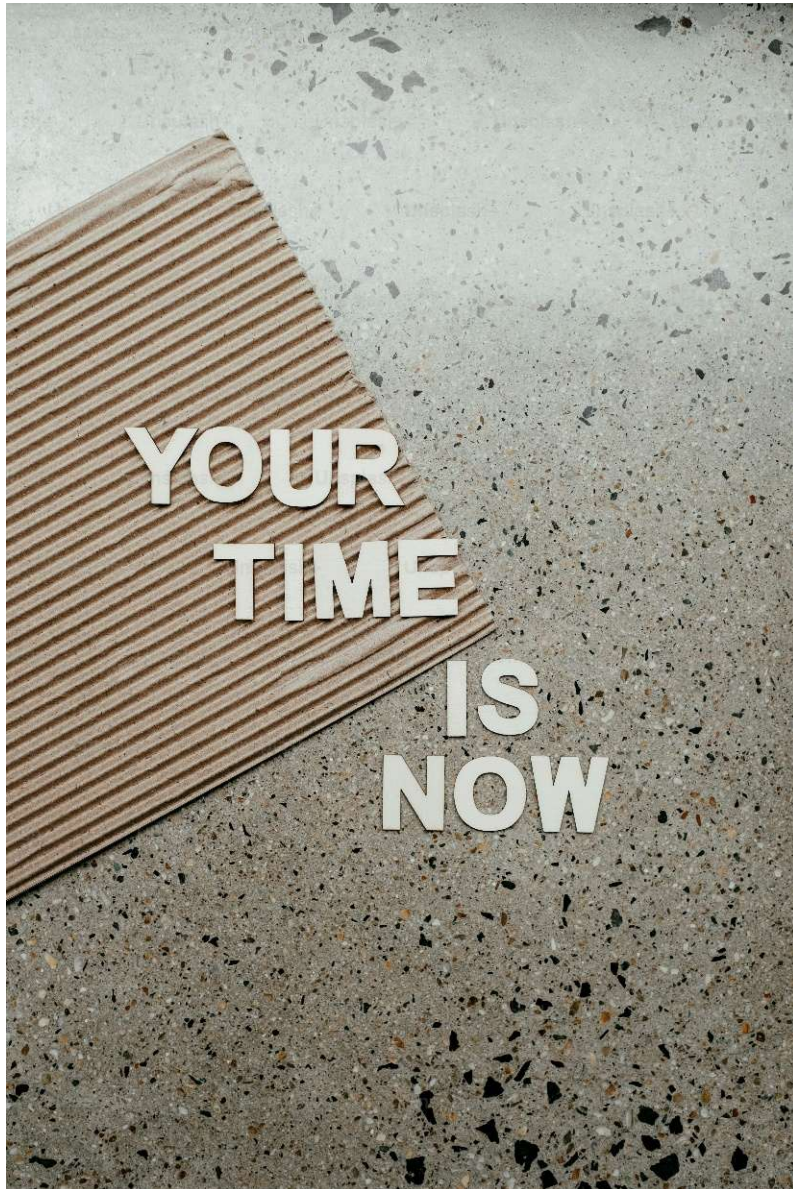
Never too soon to start

A rolled-up white diploma tied with a red ribbon, resting on a brown leather folder, with a black graduation cap and a red tassel nearby.



Successful publication requires **tacit knowledge** that can only be gained from experience

- Tacit knowledge
 - Writing for an audience
 - Framing a local problem for a global audience
 - Journal selection
 - Responding to reviewers
- Successful publication requires that you gain tacit knowledge ASAP



Learn to work smart

- **Effective**
 - Produce high-quality papers
 - Conduct high-quality research
 - Present at academic conferences
 - Engage with community/industry
 - Succeed in publication
- **Efficient**
 - Maximize the use of your time
 - Reduce wasted effort
 - Don't waste money
 - Limit repetition of tasks

**The single most critical factor
that determines successful
publication is journal
selection.**



Example: How well
do you know the
journals in your field?

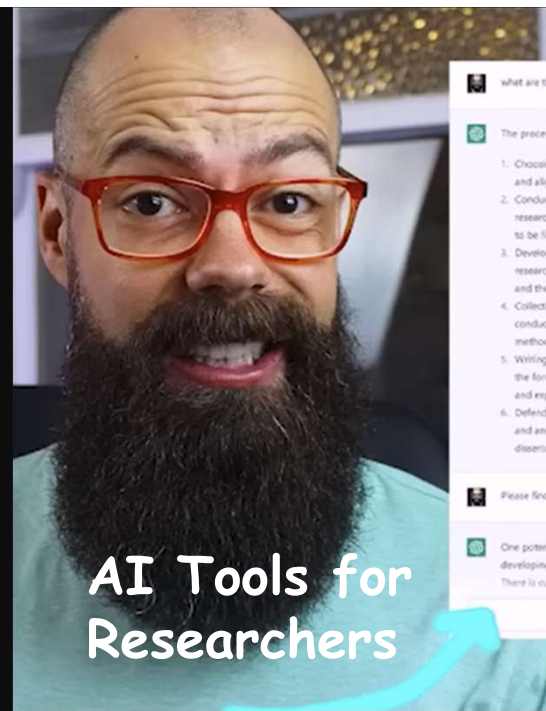
- National or international focus
- Topic/Method preferences
- Primary audience
- Ranking or impact factor
- Format, style, and length of articles
- Geographic focus

AI Analysis of Journal Suitability based on an Abstract

Journal name	Why it is more or less suitable	What would need to be done to make it more suitable
Journal of Educational Administration	Best fit. The manuscript is directly about the evolution of the educational administration knowledge base, and JEA's scope is centrally concerned with educational administration, leadership, school organization, and the international development of the field. Its historical role in the field also makes it a natural venue for a "state of the knowledge base" bibliometric review.	Emphasize the contribution to educational administration as a field, not only bibliometric mapping. Strengthen the implications for how the field has moved from "administration of schools" to "leadership for learning." Make sure the paper speaks to JEA readers' interest in leadership, school organization, and internationalization.
Educational Management Administration & Leadership	Very strong fit. EMAL publishes international work on educational administration, management, and leadership "in its widest sense," including research from across educational sectors. The global/geographic-diversity angle would fit well.	Position the article as a field-development paper about the internationalization, diversification, and conceptual evolution of EDLM. EMAL may respond well to a stronger discussion of implications for global scholarship and future research capacity.
Educational Administration Quarterly	Strong but somewhat more selective fit. EAQ is appropriate because the manuscript addresses the structure and evolution of educational administration. However, EAQ often expects a sharper theoretical, policy, or conceptual argument rather than a mainly descriptive account.	The paper would need a stronger conceptual payoff: for example, what the historical shift reveals about the changing identity, boundaries, or legitimacy of EA as a research field. The Anglo-American dominance and later diversification would need to be interpreted as more than a descriptive trend.
Review of Educational Research	Prestigious but lower fit unless substantially reframed.. The scale and historical ambition of the manuscript are compatible, but a VOSviewer-based bibliometric review alone may not be enough unless it offers a deep interpretive synthesis relevant beyond the EA subfield.	Recast the manuscript as a critical integrative review of the evolution of EDLM knowledge, using bibliometrics as one evidentiary base rather than the main contribution. It would need stronger theorization, clearer implications for education research broadly, and a more explicit synthesis of schools of thought.

Tools of the researcher: Self-management

- Set goals and milestones
- Develop a strategy and plan
- Organize yourself to succeed
- Develop your *productive capacity*
- Prioritize your time to succeed
- *AI: Use selectively to build your tacit knowledge*





What are the tools
of a 21st century
scholar's trade?

- Data Analysis Software
- Writing software (Word, Grammarly etc.)
- Reference software (Endnotes, Zotero)
- Presentation (PPT, Keynote, Canva)
- Online Databases and Search software (Google Scholar, Scopus, Web of Science)
- AI software (Chatgpt, Bard, Claude, Gemini)

You're in the Danger Zone!

My query to Chat GPT 4.0: I am a researcher studying the topic of active learning. Please write a list of 7 definitions of active learning and include references for each source in APA style

- 6 of the 7 references could be located
- But, none of the definitions could be located in the articles
- If I had submitted this table in a ms. to a journal, I would have been **crucified**

Definition	Reference
Active learning refers to instructional methods and approaches that actively engage learners in the learning process, requiring them to participate, think critically, and apply knowledge through various activities and interactions.	Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report No. 1. The George Washington University, School of Education and Human Development.
Active learning involves learners in cognitively engaging activities that promote higher-order thinking, problem-solving, and the construction of knowledge through meaningful interactions with the subject matter and peers.	Prince, M. (2004). Does active learning work? A review of the research. Journal of Engineering Education, 93(3), 223-231.
Active learning is a pedagogical approach that encourages students to actively participate in their own learning process, requiring them to engage in tasks, discussions, and reflections to develop a deeper understanding of the content.	Bonwell, C. C., & Sutherland, T. E. (1996). The active learning continuum: Choosing activities to engage students in the classroom. New Directions for Teaching and Learning, 1996(67), 3-12.
Active learning is an instructional approach that emphasizes student involvement in constructing knowledge through collaborative activities, problem-solving, and critical thinking, thereby enhancing their understanding and retention of the material.	Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Active learning: Cooperation in the college classroom. Interaction Book Company.
Active learning refers to a student-centered approach that fosters deep learning by engaging learners in activities that require them to analyze, evaluate, and apply knowledge, encouraging a higher level of understanding and skill development.	Barkley, E. F., Cross, K. P., & Major, C. H. (2014). Collaborative learning techniques: A handbook for college faculty. John Wiley & Sons.
Active learning involves learners in meaningful and purposeful activities that enable them to construct knowledge, develop skills, and enhance their understanding through interactions with the subject matter, instructors, and peers.	Felder, R. M., & Brent, R. (2009). Active learning: An introduction. ASQ Higher Education Brief, 2(4), 1-5.
Active learning is an educational approach that engages students in the learning process through various techniques, such as problem-solving, group work, discussions, and hands-on activities, enabling them to take ownership of their learning and develop critical thinking skills.	Michael, J. (2006). Where's the evidence that active learning works? Advances in Physiology Education, 30(4), 159-167.

Comparison of Chat GPT Table and My Edited Table

Definition	Chat GPT	Reference
Active learning refers to instructional methods and approaches that actively engage learners in the learning process, requiring them to participate, think critically, and apply knowledge through various activities and interactions.		Bonwell, C. C., & Eison, J. A. (1991).
Active learning involves learners in cognitively engaging activities that promote higher-order thinking, problem-solving, and the construction of knowledge through meaningful interactions with the subject matter and peers.		Prince, M. (2004).
Active learning is an educational approach that engages students in the learning process through various techniques, such as problem-solving, group work, discussions, and hands-on activities, enabling them to take ownership of their learning and develop critical thinking skills.		Michael, J. (2006).
Active learning involves learners in meaningful and purposeful activities that enable them to construct knowledge, develop skills, and enhance their understanding through interactions with the subject matter, instructors, and peers.		Felder, R. M., & Brent, R. (2009).
Active learning refers to a student-centered approach that fosters deep learning by engaging learners in activities that require them to analyze, evaluate, and apply knowledge, encouraging a higher level of understanding and skill development.		Barkley, E. F., Cross, K. P., & Major, C. H. (2014)
Active learning is an instructional approach that emphasizes student involvement in constructing knowledge through collaborative activities, problem-solving, and critical thinking, thereby enhancing their understanding and retention of the material.		Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998).

Definition	Edited Table	Reference
Active learning refers to instructional activities involving students in doing things and thinking about what they are doing. They must read, write, discuss, or be engaged in solving problems and higher-order thinking tasks such as analysis, synthesis, and evaluation.		Bonwell, C., & Eison, J., 1991, p. 5.
Active learning refers to an instructional approach that, “promotes conceptual understanding through interactive engagement of students in heads-on (always) and hands-on (usually) activities which yield immediate feedback through discussion with peers and/or instructors.”		Hake, R., 1998, p. 2
Active learning is, “any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.”		Prince, M. 2004, p. 223.
Active learning is, “The process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas.”		Michael, J., 2006, p. 160.
“Active learning consists of short course-related individual or small-group activities that all students in a class are called upon to do, alternating with instructor-led intervals in which student responses are processed and new information is presented.”		Felder, R. & Brent, R., 2009, p. 2.
“Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work.”		Freeman, S. et al., 2014, pp. 8413-14.
Active learning occurs when students construct, discover, and transform their own knowledge. Active learning requires students to engage meaningfully cognitively and emotionally with other students, the task assigned, and the materials or resources used to complete the task.		Johnson, D. W., & Johnson, R.T., 2018. 13



mindfulness

My Conclusions Using AI in 2026

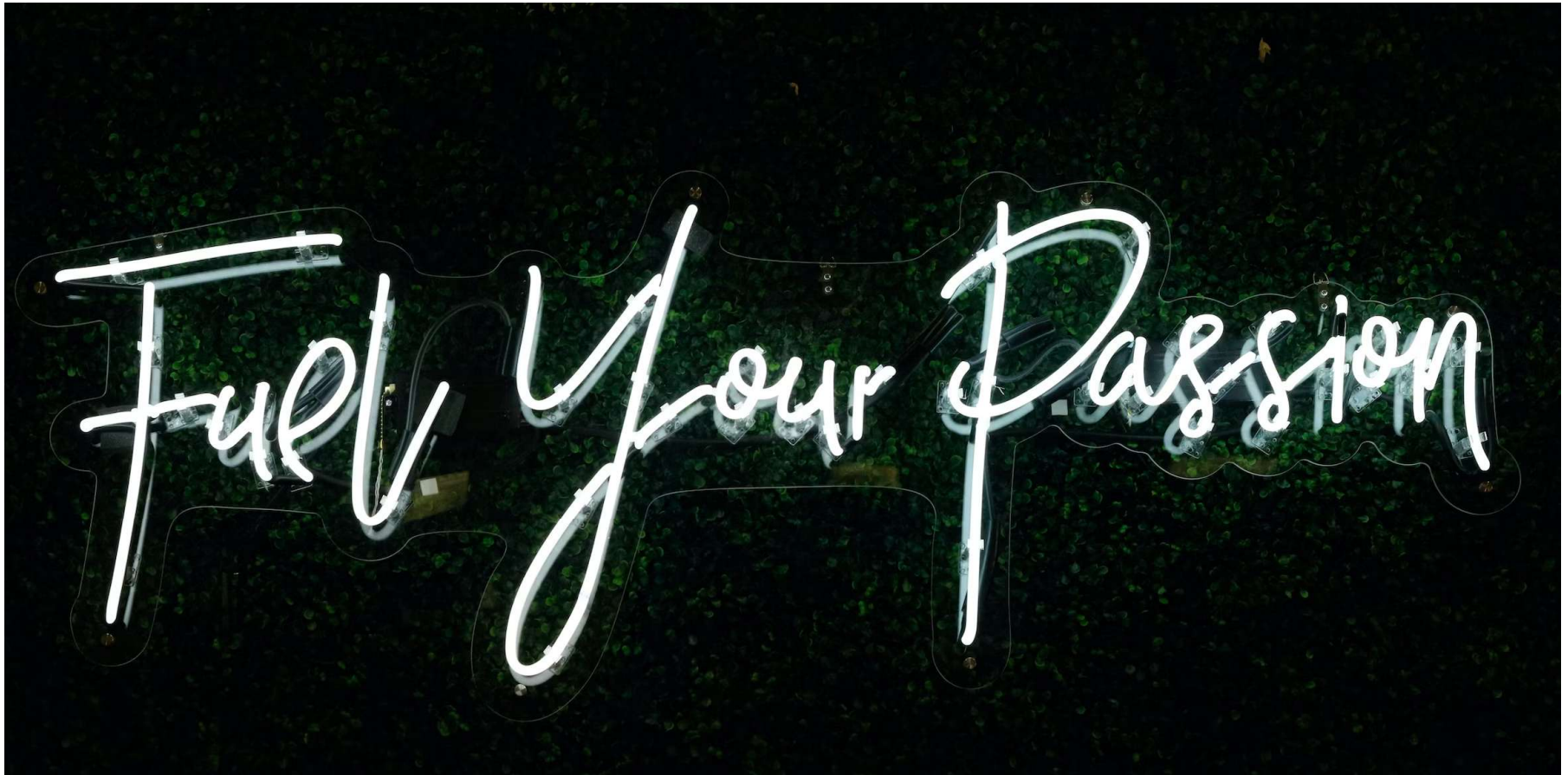
- AI produces powerful results in the hands of people who have the capacity to evaluate the accuracy and utility
- It's tempting to accept the results when you're tired or running out of time, but the consequences can be severe
- Always keep your original draft

ORIENTAL



Why do we do research?

- Solve social problems
- Contribute to social and economic development
- Transfer new knowledge to others
- Extend your impact



Jot short phrases in response to the 3 questions. . .

1. What is the area of your **research passion**?
2. What is the **social problem** your research could potentially help to solve?
3. How would you like your research to **make a difference**?

Prof. Philip: My Passion

- **Passion:** leadership and how it enables people to achieve results beyond expectation
- **Problem:** Schools are not organized to support the success of all students.
- **Make a difference:** I'd like to be able to identify the mindset and practices of leaders who are capable of supporting the success of all teachers and students



Interview a Peer (Breakout Rooms)

- 5-minute interview with a peer
- Find out as much as you can about your colleague's
 - Area of research passion
 - Problem that motivates him/her to do research
 - Vision of future impact
- Use open-end questions
 - What. . ?
 - Can you tell me more about. . ?
 - Could you give me an example of. . .?
 - If you are successful, where would you hope to find or create 15 years from now?



From Vision to Action



Develop a Program of Research (POR)

- A **POR** describes the **focal issue(s)** (theoretical and/or practical) that could become a **line of inquiry** that you are passionate about studying
- You should be able to describe your **POR clearly** and **succinctly**
- You may have more than one **focal area**, but in general, you would not want more than 3, or your effort will become too dispersed – especially as you start out

My program of research has 3 related foci. The first is understanding the nature and effects of leadership on teaching and learning in schools. Since I am interested in the effects of school leadership, this engages me in the analysis of organizational change and education reform. This combined focus on leadership and learning has also led me towards a 3rd line of inquiry, the study of leadership development that enables leaders to make a difference in the quality of teaching and learning. This led me to study problem-based learning and computer simulations in leadership development.

Brainstorm your vision of the research you'd like to do into the future

Make notes in some bullet points on the lines of inquiry you might like to research in the future.

-
-
-
-
-
-
-

My POR



Self- reflection



Champions use their strengths
What are yours?

Rate Yourself: 1-5 (weak to strong)

- ___ Problem-finding
- ___ Practical experience in your topic area
- ___ Knowledge of literature on your topic
- ___ Knowledge/Use of theory
- ___ Creativity
- ___ Qualitative research methods
- ___ Quantitative research methods
- ___ Access to data collection
- ___ Analytical skills (synthesis of findings)
- ___ Policy and practice application
- ___ Technology skills
- ___ English language
- ___ Writing skills

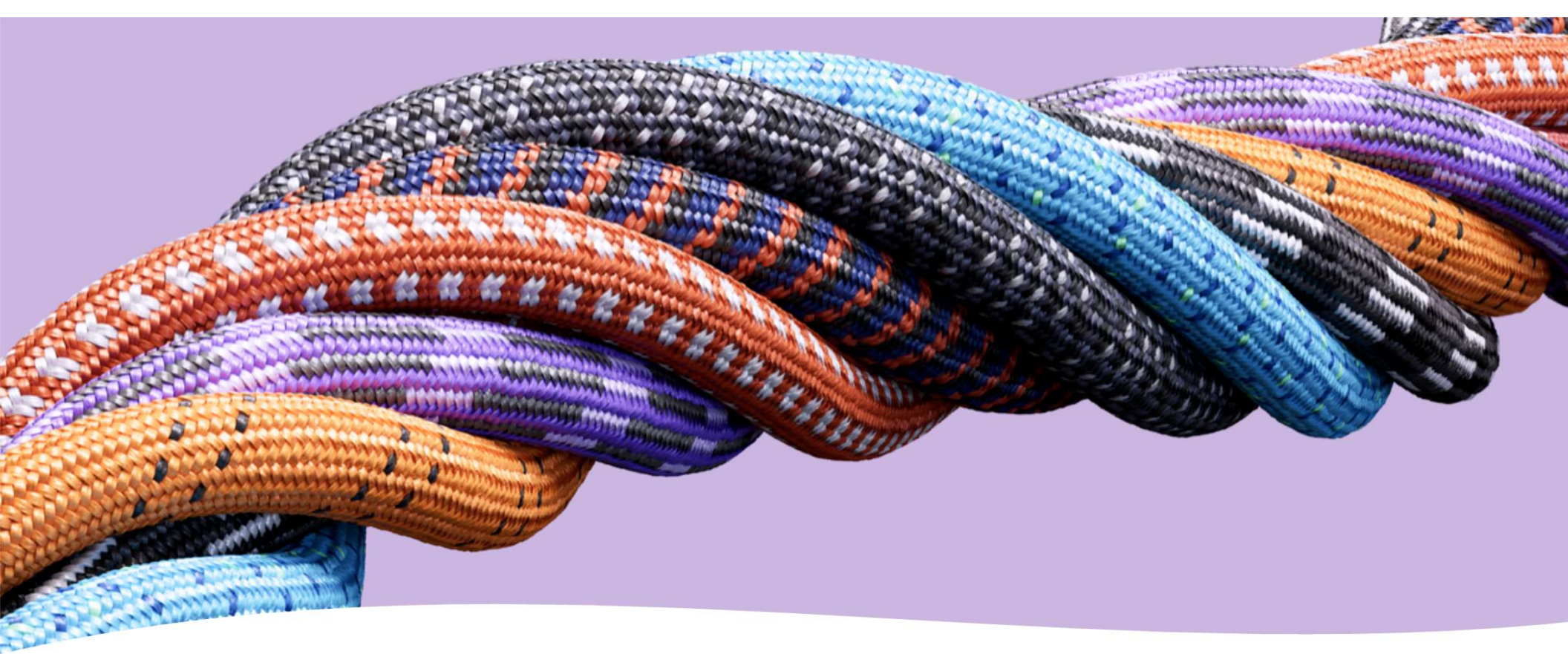


Champions use their strengths
What are yours?

Rate Yourself: 1-5 (weak to strong)

- 5 Problem-finding
- 4 Practical experience in your topic area
- 5 Knowledge of literature on your topic
- 3 Knowledge/Use of theory
- 4 Creativity
- 3 Qualitative research methods
- 2 Quantitative research methods
- 3 Access to data collection
- 5 Analytical skills (synthesis of findings)
- 5 Policy and practice application
- 4 Technology skills
- 4 English language
- 5 Writing skills





Complement Your Expertise

My co-authors have complemented my limitations with their strengths in:

- Statistical analysis
- Software coding
- Theory application and building
- Access to data

Complement Your Expertise

What skill set(s) possessed by others could **complement your strengths** in conducting and publishing research in the future?

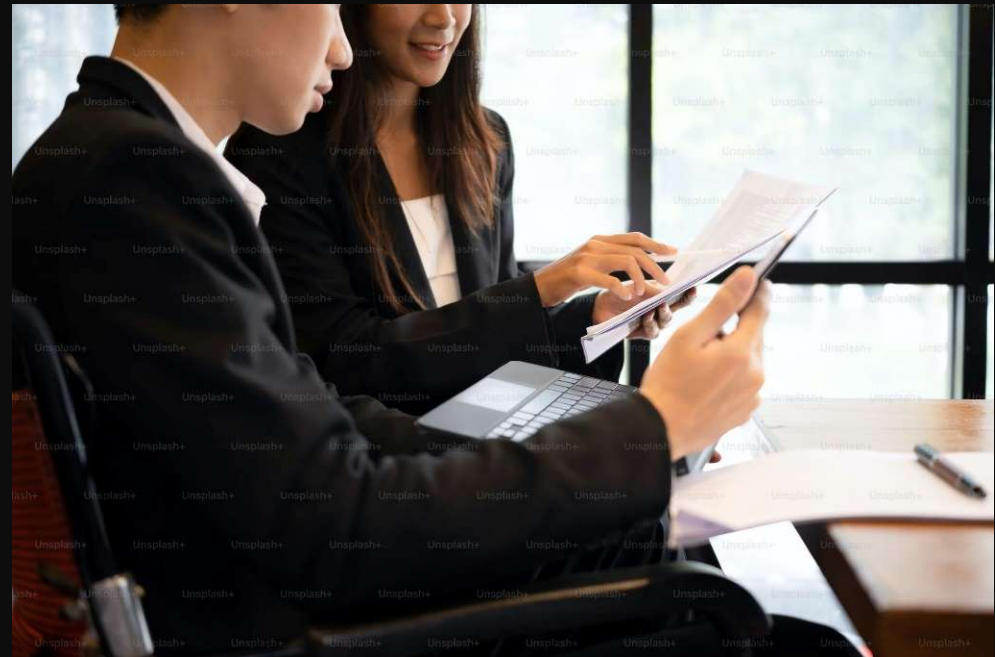
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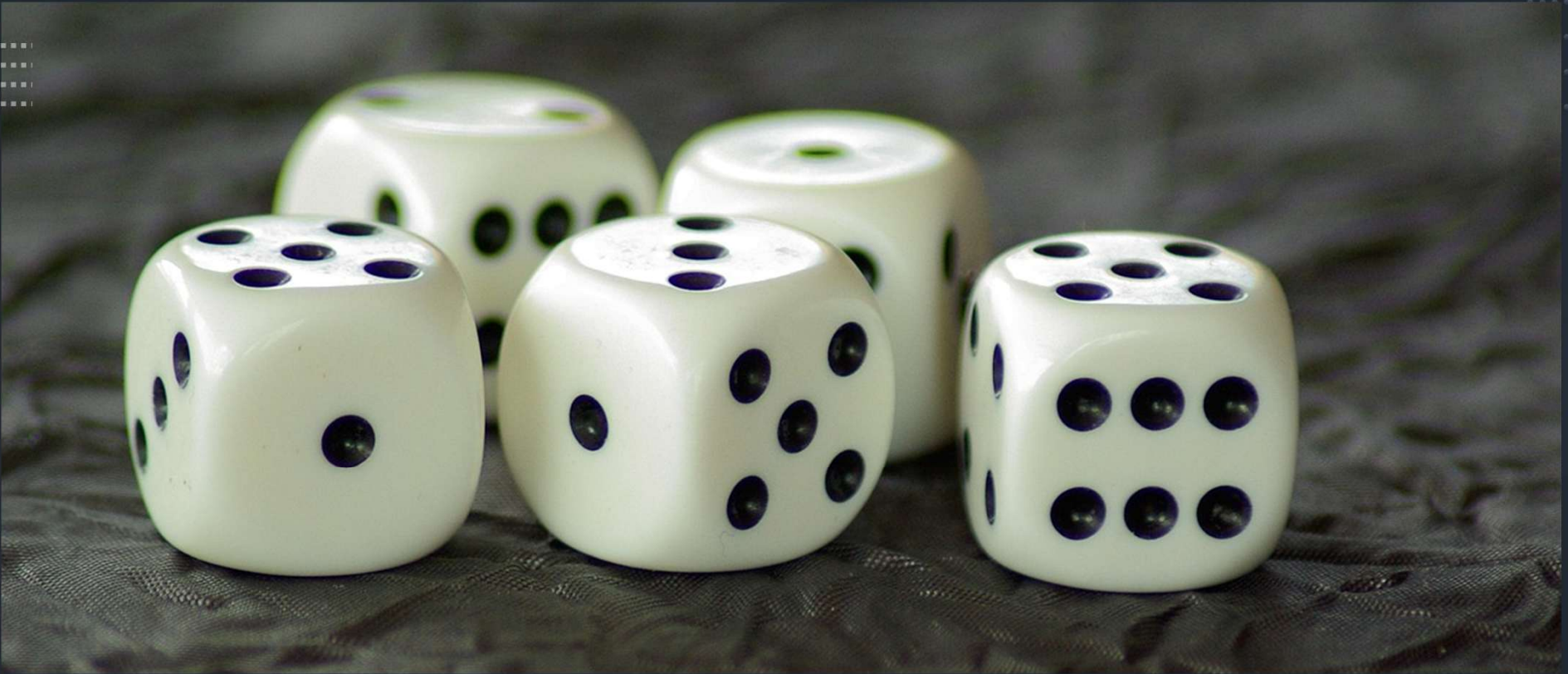


Develop a Research Network: Learning with and from others

- Attend conferences where you can meet peers and senior faculty from other universities, local and international
 - Seek out and connect with peers who will become part of your research network
 - Work with colleagues at the same **and** different levels of experience
 - External networking is a powerful way to complement local resources
-

Are you too busy to succeed?



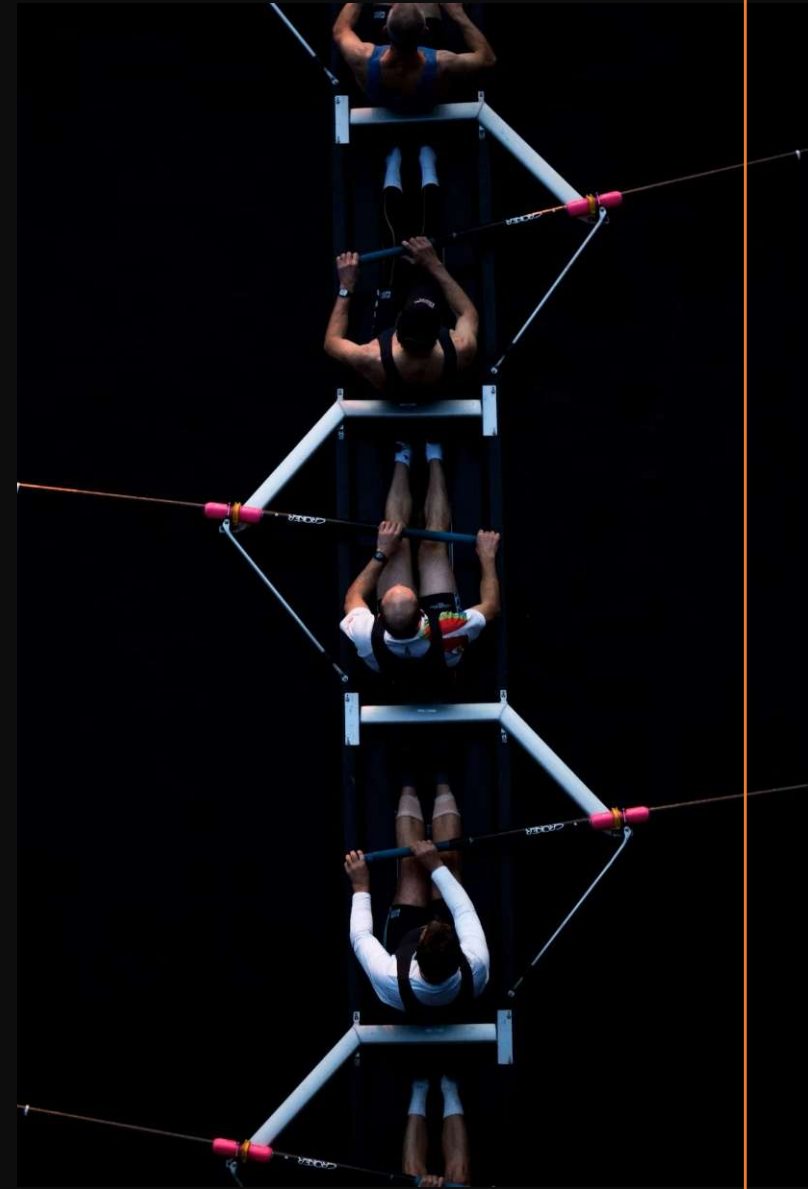


Take a chance:
Contact a senior scholar with
a paper draft or invitation to
join a project

- Mehmet Bellibas
- Sedat Gumus
- Liu Shengnan
- Jasna Kocacevic
- Sefika Mertkans
- Yasser Al-Mahdy
- Waheed Hammad
- Yara Hillal

Costs and Benefits of Collaboration

- Benefits
 - Enables you to 'learn on-the-job'
 - Complement your strengths
 - Can work on larger projects
 - Increases your total output
 - Can be more fun
- Costs
 - Efficiency costs
 - Requires you to develop 'working norms'
 - Must have some individual output
 - Should be 'first author' on some publications
 - Can be frustrating (waiting, quality. . .)



STRATEGIC PLAN



Be Strategic and Plan: Tap into the magic of goal-setting

- Set SMART goals
- Plan papers early in a project rather than waiting until data are collected
- Identify conferences and journals and set a timeline for submission



Set SMART Goals and Monitor Progress

Sample Publication Plan

Paper	Type	Source	Status	Year	Scopus
Bib Review of SBL	Jnl	Sim & Gaming	Pub	2020	Q1
Bib Review of SBL in Man Edn	Conf	ISAGA	Pres	2020	-
Sys Rev of Sustain Sims & Games	Jnl	IJM	Pub	2021	Q2
Bib Review of Service Learning #1	Jnl	Educ. Sciences	Pub	2023	Q2
Effects of LCS on Sust Know and Mindset of Students	Conf	IJSHE	Sub	2023	Q1
Effects of LCS on Sust Know and Sust Mindset of student	Jnl	Sim & Gaming	Sub	2023	Q1
Bib Review of Service Learning #2	Jnl	J Exp Ed.	Revise	2023	Q2
Meta-analysis of leadership effects on teacher commitment	Jnl	EMAL	W	2023	Q1

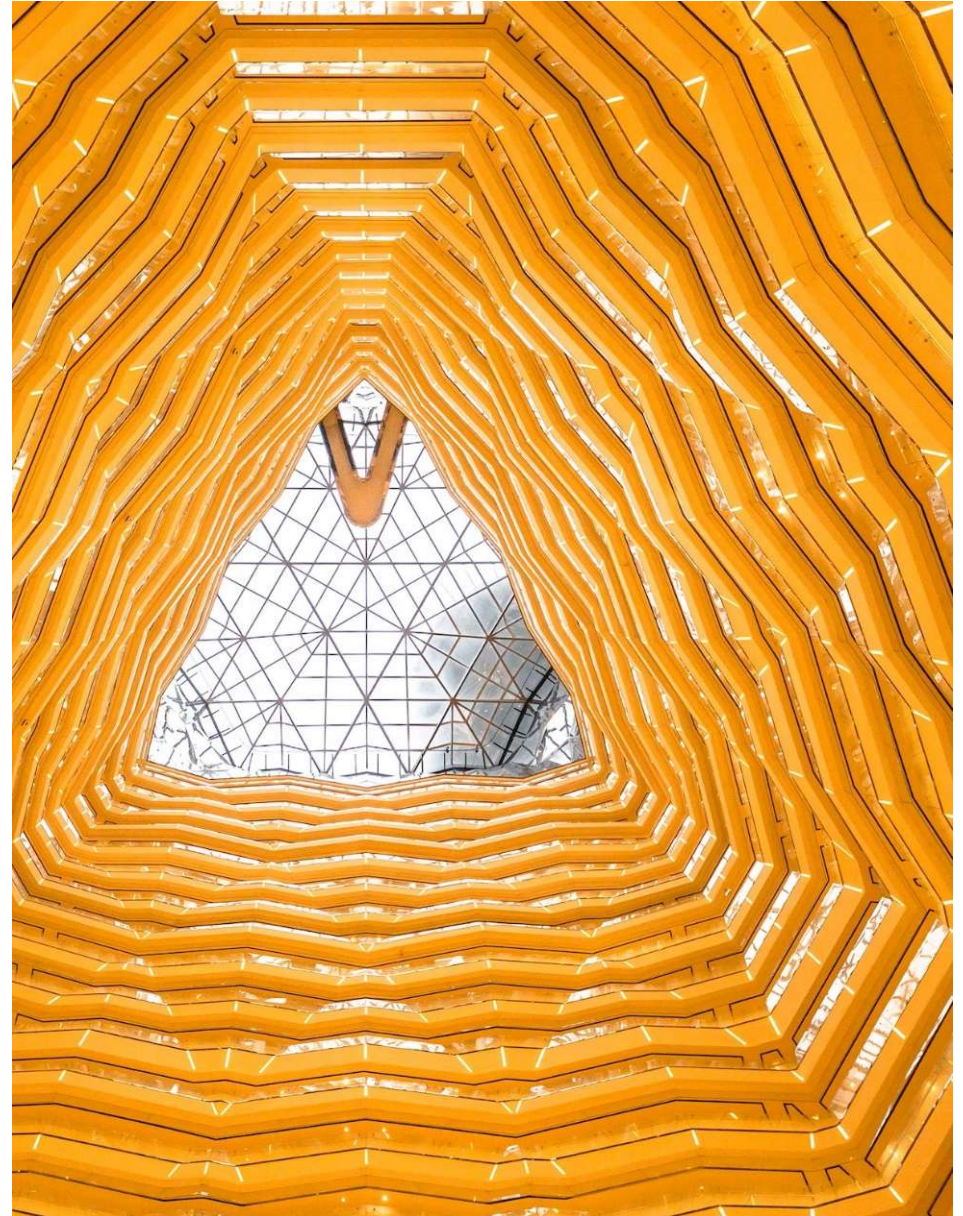
Not all research projects are planned: Be opportunistic

- Opportunistic research takes advantage of naturally occurring events and activities
- Collect data in the course of consulting, workshops, and classes
- Although project constraints may limit rigor, you can still publish
- Examples
 - PBL study at CMMU
 - Change in K-12 schools study
 - PIMRS profile of Thai principals
 - Simulation study in South Africa



Can you anticipate any future opportunities?

- _____
- _____
- _____





Then:
Paging James
Bowles

Facebook
Now: Success!
My paper was
published. . .

Be Visible, Enhance Your Impact

Strategy

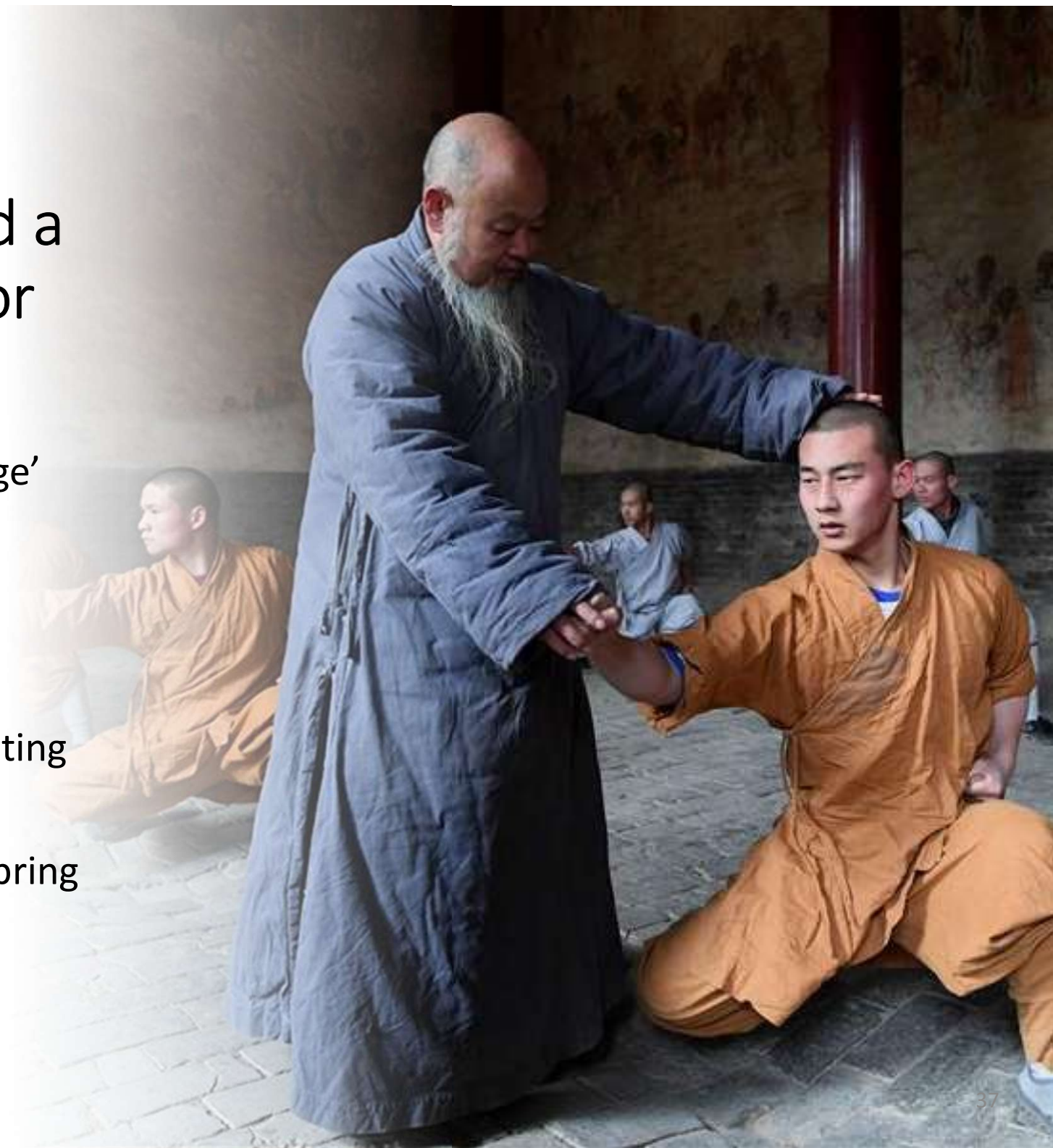
- Get a Google Scholar Profile
- Join ResearchGate.com™ or Academia.com
- Feature your research on FB other social media (even your QP or conference papers)

Impact

- Visibility enhances impact
- Easier to access your work
- Increases citation impact
- This works BOTH to your benefit AND your university
- Enhances your value

Long-term: Find a coach or mentor

- Successful publication requires 'tacit knowledge' that is only gained by experience
- Accelerate your accumulation of tacit knowledge by collaborating with senior colleagues
- Seek out a mentor but bring something to the table



And remember. . .



- No vision, then no goals
- No goals, then weak intention
- Weak intention, then inconsistent actions
- Inconsistent actions, poor results
- Poor results, no persistence
- No persistence, no publication, no success

My Takeaways

- _____
- _____
- _____
- _____
- _____





Q & A