Discover, Write, Submit: Convert your ideas into published works

Jennifer Little Kegler
The College at Brockport, jkegler@brockport.edu

Follow this and additional works at: https://digitalcommons.brockport.edu/drakepubs

Part of the Library and Information Science Commons

Repository Citation

This Presentation is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Library Publications and Presentations by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.
DISCOVER, WRITE, SUBMIT:

Convert your ideas into published works

Abstract: This poster will describe the varied ways in which one librarian worked to write and publish peer-reviewed articles and a book chapter. Discover ways to generate research ideas through regular job duties, faculty interactions, coursework, and grants. Creative opportunities abound on a college campus; the harder part is converting these projects into publishable material. Learn how to write about your ideas, as a sole author, co-author, or with a group of authors, and identify appropriate publishing outlets in journals or books. Finish your work and submit the draft. Expect to make revisions and re-submit, and in some cases, to re-write and submit to a different outlet.
Jennifer Little Kegler
Library Instruction Coordinator/Reference Librarian
Drake Memorial Library
WNY/O ACRL Fall Conference 2013
RIT, Rochester, NY
http://librariandesign.wikispaces.com/
Job responsibilities

• Campus-wide Information Literacy project
• Faculty interactions when teaching classes or serving on committees
• LibGuides author
• Informal mentoring opportunities
• Other passions and interests (e.g. e-reading and comprehension)
Faculty Learning Communities

• Look for opportunities to interact with faculty.

• Two FLCs I participated in:
  – “Technology and Comprehension” (2010-11, funded, continued for two years voluntarily)
Coursework (Formal/Informal)

• Educational technology classes through University at Albany
• Online webinars
• Conferences
• Instructional design continuing education
Grants and Grant writing

• Information Literacy Grant: Offered small stipends for faculty to attend workshops.
• Technology Initiative Grants: Bought Kindles and iPads for library use.
Identify Journals

• Cassell’s Directory of Publishing Opportunities
• In Print: Publishing Ideas for College Librarians
• IA State LibGuide:  http://instr.iastate.libguides.com/facultyresearch
• Professional reading
• Professional organizations
Sole Author

Challenges
• High self motivation
• Set own schedule
• Asking for help

Benefits
• Self-paced
• Set own deadlines
• Ownership is clear
Two Authors

Challenges
• Who is really “in charge?”
• Sharing the workload
• Voice in the article

Benefits
• Communication between two is easy.
• Proofread each others’ work fairly easily.
• Timeline may be quicker
Three or More Authors

**Challenges**
- At least one person HAS to take the lead.
- Difficult scheduling meetings.
- Various levels of commitment
- Multiple voices in early drafts.

**Benefits**
- Multiple proofreaders
- Many hands to help with data collection
- Broader level of knowledge on the topic
Just do it!

• Submit to your first choice.
• Don’t wait until the article is “perfect.”
• Expect to revise the article, always.
• Rejection is common, even after a re-write.
• Revise and re-submit to another journal.
• Congrats! You did it!
## Google Scholar Profile

### Citation indices

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Since 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>h-index</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>i10-index</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Citations to my articles

<table>
<thead>
<tr>
<th>Title / Author</th>
<th>Cited by</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive load theory and library research guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JJ Little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Reference Services Quarterly 15 (1), 53-63</td>
<td>12</td>
<td>2010</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JJ Little, JH Tuten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College &amp; Undergraduate Libraries 13 (3), 113-123</td>
<td>8</td>
<td>2006</td>
</tr>
<tr>
<td>Interdisciplinary collaboration: A faculty learning community creates a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comprehensive LibGuide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JJ Little, M Fallon, J Dauenhauer, B Balzaro, D Halquist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Services Review 38 (3), 431-444</td>
<td>6</td>
<td>2010</td>
</tr>
<tr>
<td>Are Students Ready to Declare Their Independence from the Printed Text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Explorative Study of the Use of E-Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P Maxwell, J Little, S Sites-DoE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poster session presented at ACRL, Philadelphia, PA</td>
<td>3</td>
<td>2011</td>
</tr>
<tr>
<td>Business Students’ Learning Engagement as a Function of Reading Assigned e-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJ Margolin, C Driscoll, NJ Toland, JL Kegler</td>
<td>1</td>
<td>2013</td>
</tr>
<tr>
<td>E-readers, Computer Screens, or Paper: Does Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change Across Media Platforms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJ Margolin, C Driscoll, NJ Toland, JL Kegler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Cognitive Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Students’ Learning Engagement as a Function of Reading Assigned E-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JL Sites-DoE, Susan, Maxwell, Pat, Kegler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing Student Engagement and Retention using Mobile Applications ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eTextbook Exploration: Are Students Ready to Declare Their Independence From</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Printed Text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Maxwell, JJ Little, S Sites-DoE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Book Readers: Exploration and Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Maxwell, JJ Little</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dates and citation counts are estimated and are determined automatically by a computer program.**
Bibliography


