Generating ‘Good’ Ideas, Writing Good Papers and Reviewing Journal Articles

# A free workshop for doctoral students and early career researchers who have not yet published in refereed academic journals

## To be held as a precursor to the full Gender and Education Association Biennial conference on Tuesday 23 June 2015 from 1.30-4.00 pm at Whitelands College, Room G001, University of Roehampton

## NB. Numbers will be limited to 20 on a first come, first served basis. Please email [Julia.noyce@roehampton.ac.uk](mailto:Julia.noyce@roehampton.ac.uk) to reserve your place by Friday 19 June

This workshop on writing and reviewing articles, and facilitated the editors of *Gender and Education*, will be divided into two parts. First, we will lead a joint session that addresses the links between writing and reviewing articles and the importance of developing new ideas and new directions in an area or fields of interest. Members of the team, along with participants, will very briefly discuss how ideas were thought about at the outset and moving forward and the power that these ideas carried in different academic and public circles. The key here is to bridge the task of how to comprehend and develop ‘good ideas’ and the role they play in writing and reviewing journal articles.

We then move forward to discuss attempts at thinking ‘anew’ in a field and draw upon participants’ experiences about values they adhere to when conducting their work such as arguing for the necessity of particular theories, the ethical stance behind their choices and attempting to follow, when possible, the road ‘less travelled’. Questions such as: “Is there such a thing as breaking into a ‘field’ or are we seeking out knowledge and ideas that have been missed or silenced? Or could it be that we were not subjected to certain ideas in a time and place and sometimes finding a needle in a haystack is tougher than we think? It is at this juncture that we might most easily recognize the difference between breakthrough moments in our work and impasses. Arguably, both of these terms – breakthrough moments and impasses – are at the core of what writers and reviewers need to comprehend to write an interesting and publishable paper and conduct a well-informed and constructive review.

In the second part of the workshop, we discuss writing and reviewing journal articles. These are inter-linked activities – both require innovative thinking and a good knowledge base of the fields being addressed. Both too are important for building an academic life and of making a contribution to scholarship in your field(s) of research. For example, in reviewing articles, we are called upon to make judgements about quality, significance and rigour and to recommend whether work warrants publication. This is more than a technical exercise of noting inconsistencies in referencing styles, or missing citations (although this is relevant). Reviewing the work of others goes to the heart of how we determine what counts as ‘good’ research and how we observe the directions in which the field is heading. In turn, this influences how we craft and situate our own research and writing. We ask participants to write two brief sentence introductions asking: What kind of researcher am I and how does this link to my values and experiences both within and beyond the academy?; and what I am researching and why? We use these introductions as the basis for discussing the processes of submitting and reviewing articles for journals, taking the case of *Gender and Educaiton* as one example. Small groups will work with materials prepared by Dr Sara Delamont from Cardiff University and the editorial team of Gender and Education. Excerpts from (fictional) articles and reviews will be considered, as a provocation for reflecting more broadly on the explicit and implicit processes of making academic judgements, recognising good (or bad) research, writing that ‘sings’ and ‘good’ ideas that matter.