

ERC Seminar Series

Publishing in a Refereed Journal: Some Tips

Date & Time: 18 April 2016, 13:00 – 14:00 (Light lunch begins at 12:30pm)

Venue: Room G021, Tin Ka Ping Lecture Hall, Faculty of Education (E33)

Language: English

Audience: UM Staff / Postgraduate Students

Registration: Online Registration (Link: <https://goo.gl/0GmRm2> or QR Code



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* Complementary light lunch will be provided.

Abstract

It has become increasingly important in Academia to publish in high-impact refereed journals, yet, it is generally not taught in a formal way in graduate classes. In this presentation, I present, some general guidelines to keep in mind to publish in a good journal and what editors look for in a paper. The topics include, preparation of the paper, responding to reviewers' comments, and resubmissions. Presentation format includes Socratic Method and questions and discussion are encouraged.



Speaker



Prof. Malatesha Joshi is a professor of Reading/Language Arts Education, ESL and Educational Psychology from College of Education and Human Development, Texas A & M University. His research interests cover bilingualism and biliteracy, differential diagnosis and intervention of reading and spelling problems, literacy acquisition in different languages, literacy/reading and orthography and dyslexia. Prof. Joshi has published widely in top international journals in his field and served as editorial board member for over ten international journals, such as Journal of Educational Psychology, Journal of Learning Disabilities, Reading Research Quarterly, Annals of Dyslexia, Dyslexia: An International Journal and Scientific Studies of Reading. He is also the founding editor of three international journals: Reading and Writing: An Interdisciplinary Journal, Monograph series on Neuropsychology and Cognition and Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education. In 2014 his research team was awarded Distinguished Scientific Team Award by Society for the Scientific Studies of Reading.