Action Research Project

Ana Teles, January 2026

Background

Visual Arts

Journal of Contemporary Painting

Volume 11 Number 1

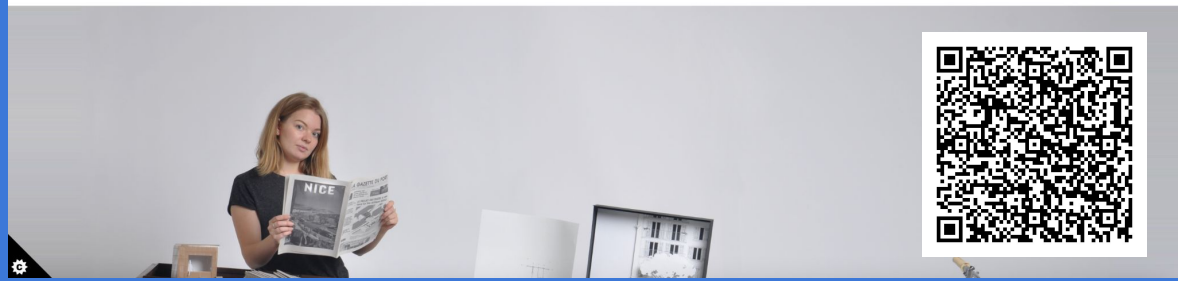Special Issue: 'Carol Rhodes: Seen and Unseen'

intellect journals   ISSN 2052-6695

Story

Preparing For Publication, Peer Review Group

Context

How can I (and UAL) better support students writing for publication?

What does *writing for publication* mean for students?

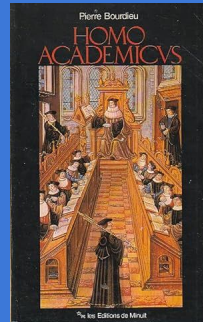What are the main barriers to writing for publication?

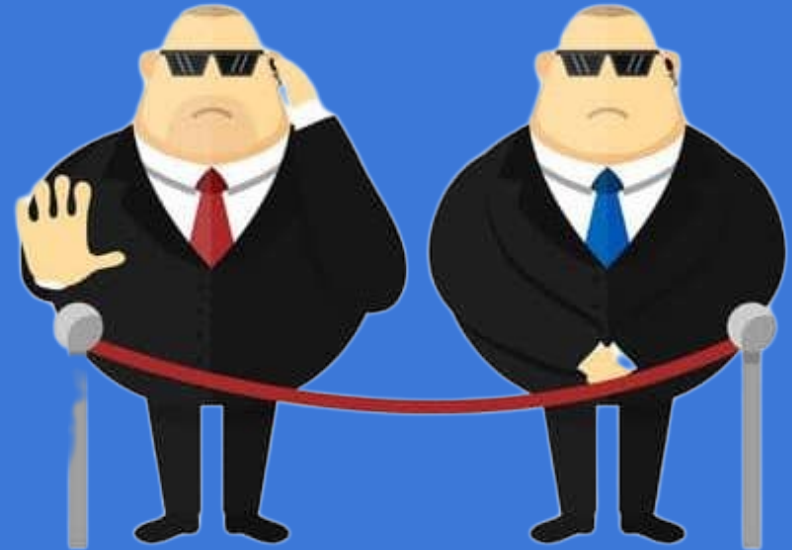What existing support and resources are available?

Rationale

Why it matters:

- Publishing benefits: professional development, career progression, recognition, advancement of knowledge.
- Removing barriers supports **diverse voices, experiences, and forms of knowledge**.

Barriers to publication:

- Writing challenges
- Limited understanding of publication processes and expectations.
- Fear of rejection and self-doubt

RE:THINKING 'Diversity' in Publishing

Academic Writing in a Global Context

The politics and practices of publishing in English

Theresa Lillis and Mary Jane Curry

Pierre Bourdieu

HOMO ACADEMICVS

les Éditions de Minuit

Research Methods

Semi-structured Interviews:

- PhD students (various levels and experiences)
- Academic tutor supporting writing for publication

Review of literature:

- Pedagogical strategies
- Understand barriers

Analysis of resources available:

- Academic support, Doctoral School, etc
- Peer review group

Testing/intervention (trying out ideas in practice)

Reflexivity (drawing on my own experience as a practitioner-researcher)

Analysis

Semi-structured Interviews:

- complex and emotionally demanding;
- anxiety of rejection;
- peripheral to the PhD;
- disconnect between PhD writing and publication writing;

- community-based, peer support combined with expert guidance;
- support through the process of publishing.

Analysis

Orientation: Understanding Publishing Opportunities

Discover why publishing matters, the benefits it can bring to your academic and professional journey, and how to take your first steps in identifying, preparing, and submitting your work. You'll also find practical tips, useful tools, and UAL-specific resources to support your publishing ambitions.

Start mapping your path to publication journey today!

Find more information here (core knowledge 20min read).
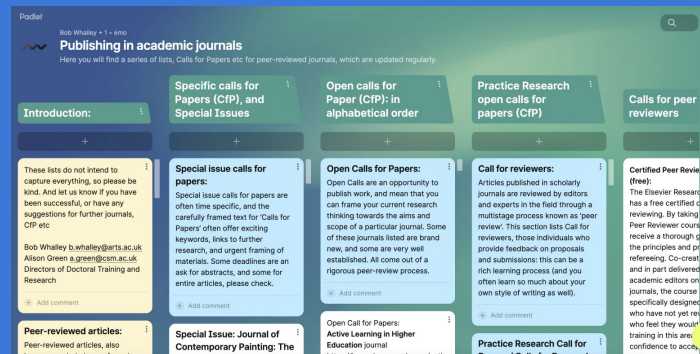
Orientation Resources

Understanding Different Types of Publications: **download here** (10min read).

The Value of Publishing: Why It Matters for Study, Progression & Employability **download here** (10min read).

What Should I Research? Finding Your Authentic Voice: **download here** (10min read).

UAL home · Editorial Board · Advisory Board · SUBMIT · News / Get involved

JAWS - Journal of Arts Writing

JAWS is a peer-reviewed journal that publishes new art and writing from early- to mid-career researchers and practitioners working across creative disciplines. *JAWS* publishes writing about art and writing as art. We welcome practice-based research, visual essays, book reviews and interviews by emergent practitioners and researchers. Supporting criticality and experimentation in arts writing, the journal connects authors to an international audience. *JAWS* welcomes divergent and/or unconventional forms, as well as more traditional submissions.

Bob Whaley + 1 · 6mo

Publishing in academic journals
Here you will find a series of lists, Calls for Papers etc for peer-reviewed journals, which are updated regularly.

Introduction:	Specific calls for Papers (CfP), and Special Issues	Open calls for Paper (CfP): in alphabetical order	Practice Research open calls for papers (CfP)	Calls for peer reviewers

These lists do not intend to capture everything, so please be kind. And let us know if you have been successful, or have any suggestions for further journals, CfP etc

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Directors of Doctoral Training and Research

Special issue calls for papers:
Special issue calls for papers are often time specific, and the carefully framed text for 'Calls for Papers' often offer exciting keywords, links to further research, and urgent framing of materials. Some deadlines are an ask for abstracts, and for some for entire articles, please check.

Open Calls for Papers:
Open Calls are an opportunity to publish work, and mean that you can frame your current research thinking towards the aims and scope of a particular journal. Some of these journals listed are brand new, and some are very well established. All come out of a rigorous peer-review process.

Call for reviewers:
Articles published in scholarly journals are reviewed by editors and experts in the field through a multistage process known as 'peer review'. This section lists Call for reviewers, those individuals who provide feedback on proposals and submissions: this can be a rich learning process (and you often learn so much about your own style of writing as well).

Certified Peer Review (free):
The Elsevier Researcher has a free certified course, receive a thorough grounding in the principles and processes of refereeing. Co-created and in part delivered by academic editors on our journals, the course is specifically designed for who have not yet reviewed, who feel they would like training in this area...

Peer-reviewed articles:
Peer-reviewed articles, also...

Special Issue: Journal of Contemporary Painting: The

Open Call for Papers:
Active Learning in Higher Education journal

Practice Research Call for Papers / Calls for Research

Academic Support Online · Workshops & tutorials · Learning resources · Forum beta · Recordings and registrations · Logout

Home > LSS Services > Pathways to Publication

Pathways to Publication

Introduction

Here, you can explore opportunities to share and publish the research you've conducted throughout your studies, whether through coursework, projects, dissertations, or more.

Sharing and publishing your work is an excellent way to enhance skills relevant to education, employment and self-development, like critical thinking, research, literacy, and both visual and verbal communication. It also fosters essential attributes such as confidence, creativity, and professional independence. In our increasingly communication...

Alison Green + 1 · 9mo

UAL Doctoral School Writing Retreat resources

Peer Review and Exchanging Writing	Workshop materials	Issues in Writing	Academic Publishing	Help with Academic Referencing

Postgrad Interest Group: ongoing peer review opportunity

artslondon.sharepoint.com
Sign in to your account

Peer Review

Uncommon Writing Workshop exercises

Three uncommon writing workshop exercises

Uncommon Writing workshop exercises_Alison Green

Splenic Writing workshop

Writing about images

nytimes.com
What's Going On in This Picture?

(Sorry that this one is behind a paywall)

Stuart Hall, 'Encoding/Decoding' (1980)

ENCODING/DECODING

Padlet with Academic Publishing resources (courtesy of Dr Michael Eden, LFC Academic Support tutor)

Introduction to Academic Publishing & Writing in the Arts & Humanities

Padlet · michael eden

Introduction to Academic Publishing & Writing in the Arts & Humanities

Padlet with calls for papers, peer reviews, etc., updated regularly (courtesy

Nuts 'n' Bolts of Referencing slide

School Writing Retreat 'n' Bolts of Referencing

Academic Referencing_DocSchool Retreat_11 July 2024

RNUAL recording: Managing Reference Gustavo Grand Nov 2020)

Analysis

Support and resources available:

- extensive resources and support

- short-term support
- variable depth of staff knowledge (academic support)
- superficial, reactive engagement with texts
- seen as insufficient by some students (paddlet)
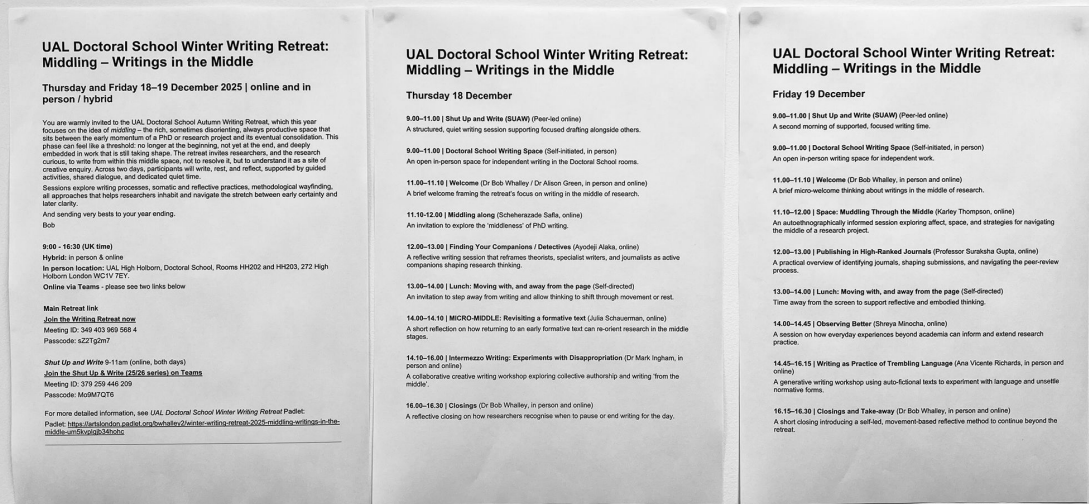
Action

1. Peer Review Group
(Small-scale, realistic actions)

- Share anonymised peer-review examples;
- Expand participation to build a supportive community;
- Run more regular sessions;
- Where possible, connect students with other academics.

2. Real-situation publication/conference (more ambitious intervention)

ACTION **RESEARCH** PROJECT **CYCLE**

1. IDENTIFY THE PROBLEM

How can I better support students writing for publication?

2. COLLECT DATA & INFORMATION

Empirical Data:
- Interviews
- Researcher Reflexivity
- Testing an Action

Contextual Sources:
- Document Analysis
- Literature Review

New Questions, Expanded Sources

REFINE THE PROBLEM

3. ANALYSE THE DATA

Interpret findings to understand how students are supported with writing for publication.

4. PROPOSE CHANGE (ACTION)

Develop evidence-based interventions.

Conclusion

Main findings

- Practice-led research hard to translate into written outputs;
- Publication unfamiliar or peripheral for many PhD arts students
- Run more regular sessions;
- PhD Students want individual guidance and peer community support.

Limitations

- Peer review group not embedded in curriculum
- Small sample (three students)
- Research shaped by my positionality and timeframe

Next steps

- Continue the action plan
- Pilot student-led conference/publishing
- Encourage further research on arts-based knowledge production
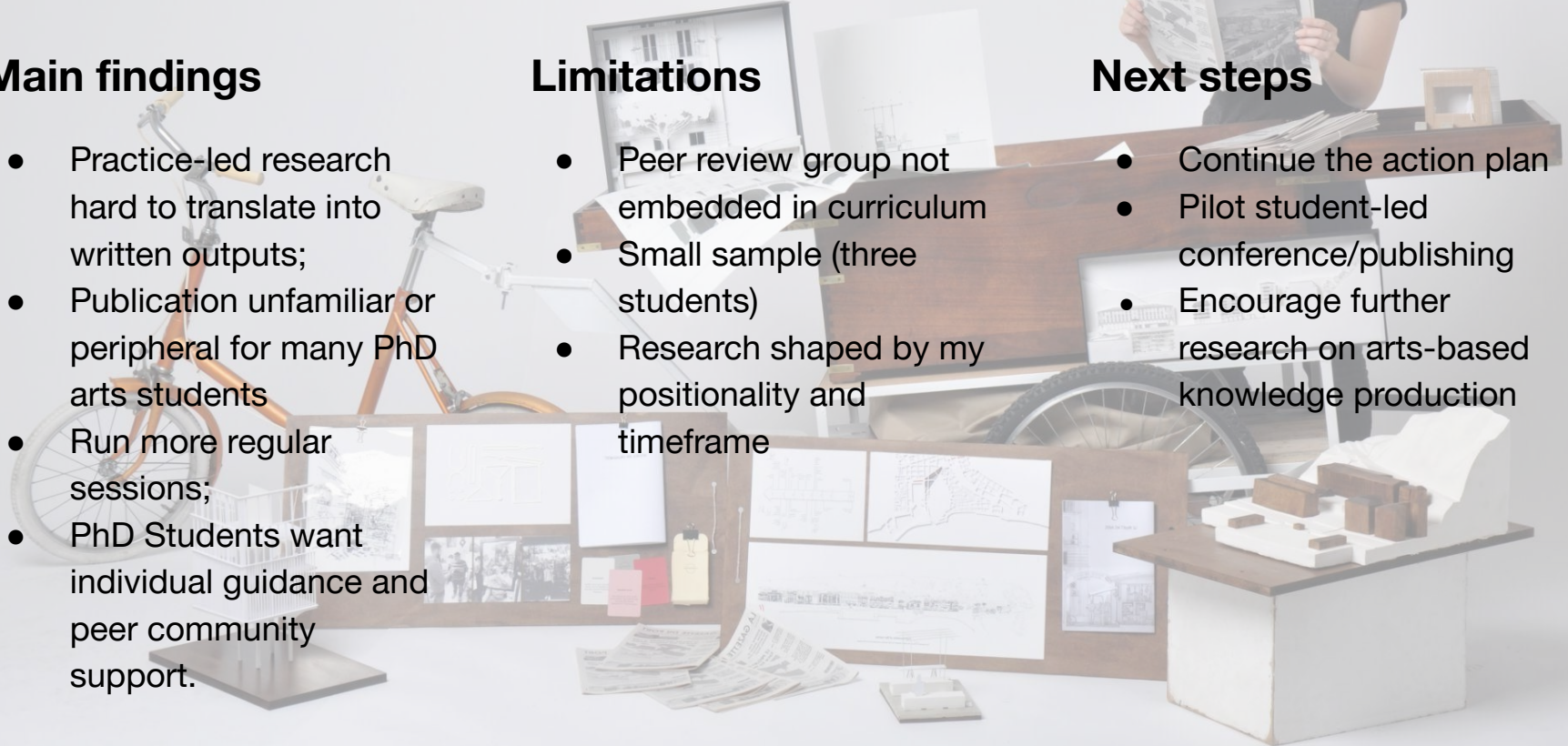
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