OGSS 2025

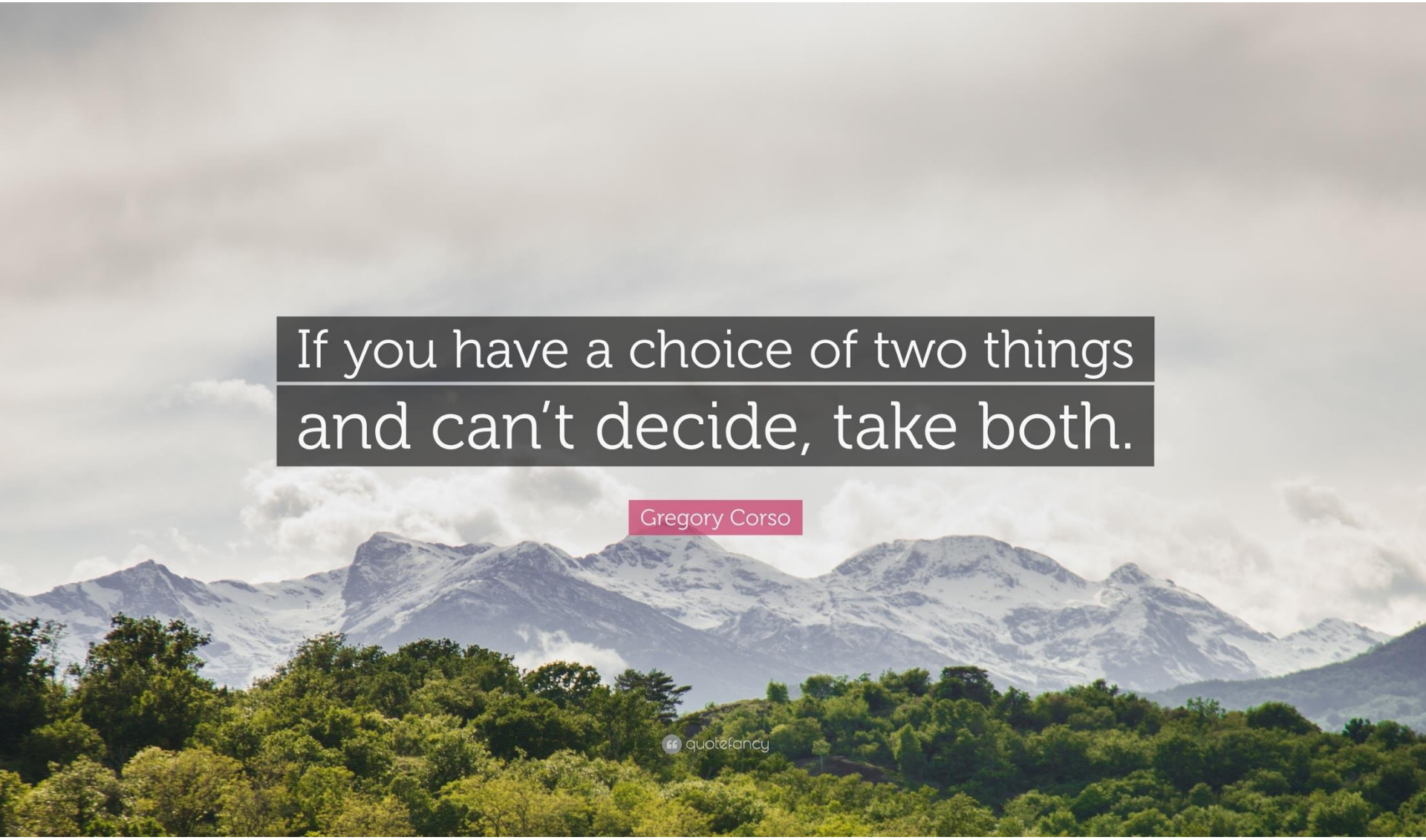
ico Open Graduate Spring School

University of Antwerp

25 years of (publishing) research in education

David Gijbels

Keynote ICO Open Graduate Spring School, March 21 2025, Blankenberge (Belgium)


If you have a choice of two things
and can't decide, take both.
Gregory Corso
quotefancy


BACK
TO THE FUTURE

1999-2000: start of professional career @UM –-> first publication

The publication process in 2000

The process:

- write the paper (this part did not change much…)
- submit four hard copies of the original manuscript and a letter to the editor to the mail address (in an envelope, not e-mail!) of the editor
- add a disk with the electronic file of the paper
- fax the paper to the editor
- wait for a letter from another country in your mailbox….

Review of Educational Research

School of Education UCB 249 University of Colorado at Boulder Boulder, Colorado 80309 RER@colorado.edu

March 10, 2003

Dr. David Gijbels
P.O. Box 616
6200 MD Maastricht
The Netherlands
10 22 880

RE: MS# 030302

Dear Dr. Gijbels,

I am writing to inform you that we have received your manuscript, "Effects of Problem-Based Learning: A Meta-Analysis from the Angle of Assessment" submitted to the *Review of Educational Research*. Your manuscript has been assigned the internal tracking number: 030302.

Once we have completed the internal review process, which can take from 3-4 weeks, we will contact you again regarding the status of your manuscript. Please feel free to contact us with any questions you may have.

Thank you for submitting your manuscript for consideration of publication in *RER*.

Sincerely.

Debra Menk
Interim Editorial Assistant, RER

Review of Educational Research

School of Education UCB 249 University of Colorado at Boulder Boulder, Colorado 80309 rer@colorado.edu

Margaret D. Lecompte
Editor
(303) 492-7951

Janette K. Klingner
Associate Editor
(303) 492-0773

Sally A. Campbell
Editorial Assistant
(303) 735-6206

March 25, 2004

Dr. David Gijbels
Department of Education
PO box 616
6200 MD Maastricht
The Netherlands

Dear Dr. Gijbels;

The reviews for your manuscript #030302, ""Effects of Problem-Based Learning: A Meta-Analysis from the Angle of Assessment" have been received. The reviewers and the editors feel that the topic of the manuscript is appropriate for RER, and it addresses a topic that is important for our publication. However, the reviewers were divided as to their evaluation of the manuscript's quality. One recommended that the manuscript be accepted with revisions, one recommended rejection, and one recommended that the work should be revised and resubmitted. Given these evaluations, the editors are requesting that the manuscript be revised and resubmitted. As is the customary practice at RER, all revised manuscripts are sent for a second round of review. Below I summarize

If you decide to revise and resubmit your article, the submission should be accompanied by a disk and a covering letter explaining exactly how the points raised by the referees have been addressed in the revision process. You should also ensure that it is presented in the appropriate format as set out in the final pages of each issue of *Learning and Instruction* under the heading 'Additional Notes for Contributors'.

With best wishes,

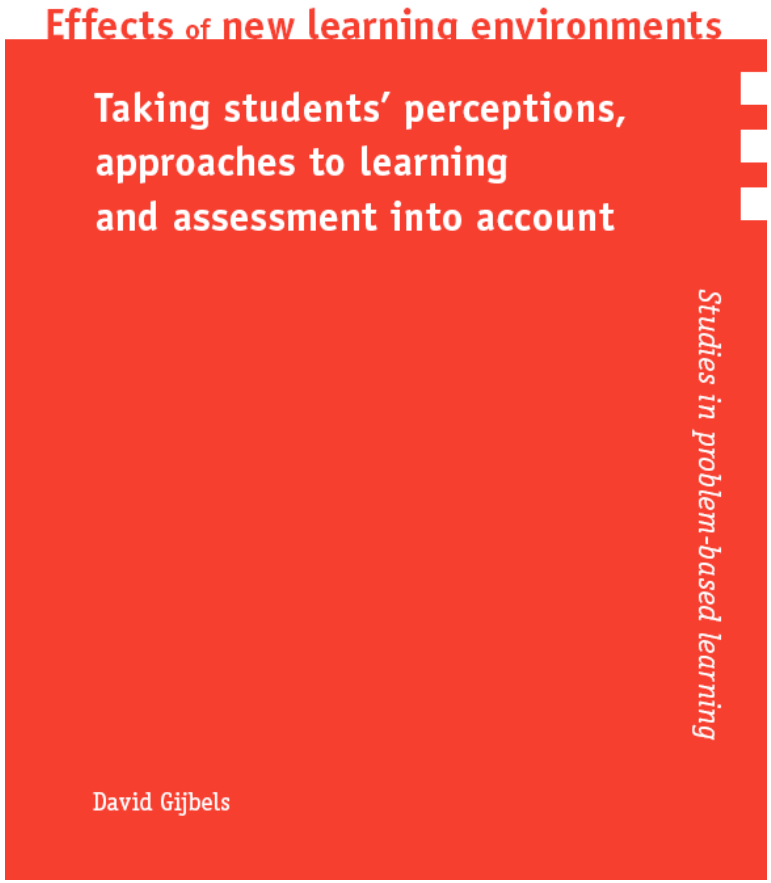
Hope everything is going well.

Neil

Neil Mercer
Editor

Lesson 1:
Editors are
human beings!

About me


Effects of new learning environments
Taking students' perceptions, approaches to learning and assessment into account
Studies in problem-based learning
David Gijbels

A question during my defense

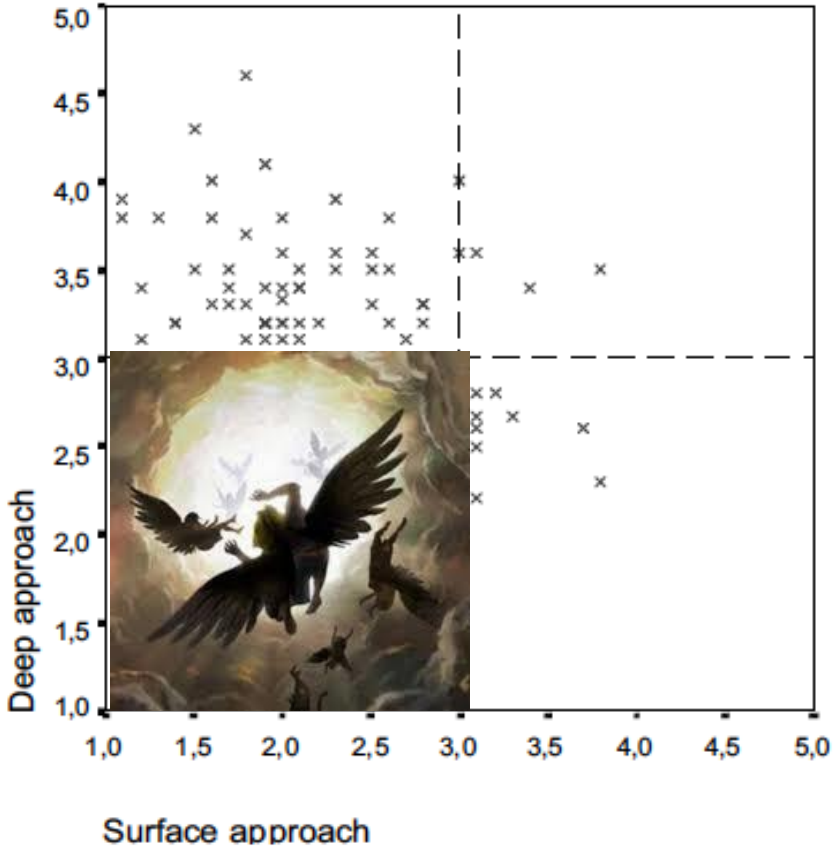


Figure 2. Plot of study approaches

Gijbels, D., Van de Watering, G., Dochy, F. & Van den Bossche, P. (2005). The relationship between students' approaches to learning and the assessment of learning outcomes. *Eur J Psychol Educ* **20**, 327–341 (2005). https://doi.org/10.1007/BF03173560

The questions you struggle with might be interesting for other researchers as well!

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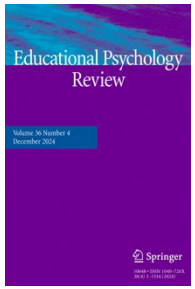
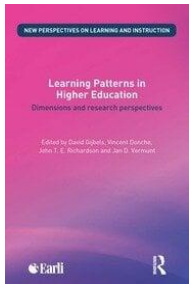




Lesson 2: Knowing your ‘peers’ & ‘audience’ is important

European Journal of Psychology of Education
2005, Vol. XX, n° 4, 327-341
© 2005, I.S.P.A.

The relationship between students' approaches to learning and the assessment of learning outcomes

David Gijbels
University of Antwerp, Belgium

Gerard Van de Watering
University of Maastricht, The Netherlands

ELSEVIER

Studies in Educational Evaluation

Volume 39, Issue 1, March 2013, Pages 33-40

Assessing students' development in learning approaches according to initial learning profiles: A person-oriented perspective

Gert Vanthournout, Liesje Coertjens, David Gijbels, Vincent Donche, Peter Van Petegem

ELSEVIER

Studies in Educational Evaluation

Volume 39, Issue 1, March 2013, Pag

Students' approaches to l
problem-based learning:
account professional beh
tutorial groups, self-stud
different assessment asp

Sofie M.M. Loyens [a], David Gijbels [b], Liesje Coert

-9406-6

Lesson 3:
Use the input of other researchers to sharpen your own ideas!

More Deep Approaches
Systematic Review on the
and Surface Approaches
to Learning in Higher Education

Henna Asikainen & David Gijbels

Educational Psychology Review **29**, 205–234 (2017) | Cite this article

6040 Accesses | **91** Citations | **15** Altmetric | Metrics

Instr Sci (2008) 36:431–443
DOI 10.1007/s11251-008-9064-7

Constructivist learning environments and the (im)possibility to change students' perceptions of assessment demands and approaches to learning

David Gijbels · Mien Segers · Elke Struyf

Published online: 19 August 2008
© Springer Science+Business Media B.V. 2008

Abstract

The focus of the present paper is on the contribution of the research in the student approaches to learning tradition. Several studies in this field have started from the assumption that students' approaches to learning develop towards more deep approaches to learning in higher education. This paper reports on a systematic review of longitudinal research on how students'

Be open for (also your own) "critique"

"Students find it difficult to report in a **general** way about how they learn"

"Overreliance on self-report measures that measure how students learn *after* the actual learning has taken place (interviews, self-report questionnaires)"

"These (rather general) self-report measures might be **poor indicators of the actual processing** *whilst* studying."

British Journal of Educational Psychology
the british psychological society

Special Issue Article

How are learning strategies reflected in the eyes? Combining results from self-reports and eye-tracking

Leen Catrysse, David Gijbels, Vincent Donche, Sven De Maeyer, Marije Lesterhuis, Piet Van den Bossche

First published: 29 August 2017 | https://doi.org/10.1111/bjep.12181 | Citations: 33

ELSEVIER

Learning and Instruction
Volume 90, April 2024, 101851

Mapping cognitive processes in video-based learning by combining trace and think-aloud data

Marijn Gijsen [a], Leen Catrysse [b], Sven De Maeyer [a], David Gijbels [a]

Questions I ask myself now…

How do students (cognitively or emotionally) process information from…

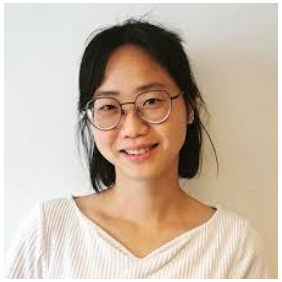
Muziek en hoop

Zonder ooit uitdrukkelijk muziek te bestuderen of een instrument te leren spelen, verwerven mensen een impliciete kennis van de structurele normen van de muziek van hun cultuur. Wij verwerven deze kennis doordat wij vanaf onze kindertijd aan muziek worden blootgesteld. Uit een groot aantal studies naar muziekcognitie is gebleken dat kinderen op ongeveer tienjarige leeftijd een relatief stabiel mentaal beeld van de muzikale grammatica van hun cultuur bezitten. Dankzij onze impliciete kennis van muzikale structuur vormen wij tijdens het luisteren naar muziek verwachtingen over de ontwikkeling van melodie. Ze helpen ons het stuk muziek waarnaar we luisteren te begrijpen, terwijl de muziek zich ontwikkelt in de tijd.

Muziek waarnemen is uiteraard niet alleen een cognitief proces. Een van de belangrijkste redenen die mensen noemen om naar muziek te luisteren, is de emotie die ze uitdrukt en het gevoel dat ze hun geeft. Wanneer je muziek en emotie intikt op google krijg je meteen 437 000 hits in slechts een halve seconde tijd. Muziek heeft een verreikend en krachtig effect op onze stemming. Soms helpt muziek ons alleen maar de tijd op een prettige manier door te brengen, maar soms ontroert ze ons tot huilen toe en verandert ze onze kijk op het leven.

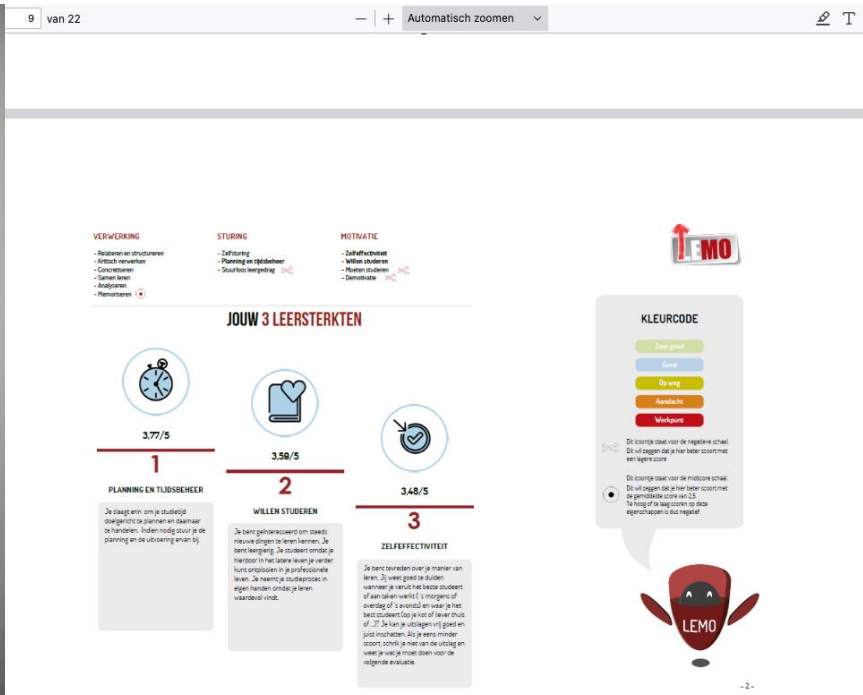
Maar uiteraard wordt niet iedereen op dezelfde manier door elke muziek geraakt. Wij hebben ieder onze eigen persoonlijke voorkeuren en subjectieve manieren om muziek te gebruiken en erop te reageren. Onze smaak in muziek ontwikkelt zich tijdens het leven en wordt beïnvloed door onze ervaringen, door sociale factoren en door onze unieke persoonlijkheid. Onderzoeker Emery Schubert ontwikkelde in 2004 een formule waarmee hij kon voorspellen hoe mensen op een bepaald muziekstuk zouden reageren. Een bepaald nummer kan een sterke emotie oproepen door zijn associatie met een specifiek persoon, kan ons herinneren aan een bepaalde gebeurtenis of periode in ons leven of kan ons inspireren.

Uit onderzoek blijkt dat luisteren naar opwekkende muziek hoop versterkt bij proefpersonen die er niet in slaagden een experimentele taak goed uit te voeren. Een van de nummers die ze te horen kregen was I feel good van James Brown. Proefpersonen die na zo'n mislukte taak niet naar muziek luisterden, voelden zich echter niet heel erg optimistisch over hun kansen om een volgende taak goed af te ronden. Muziek helpt alleen positieve verwachtingen op te bouwen bij mensen die stabiel hoopvol zijn.



Questions I ask myself now…

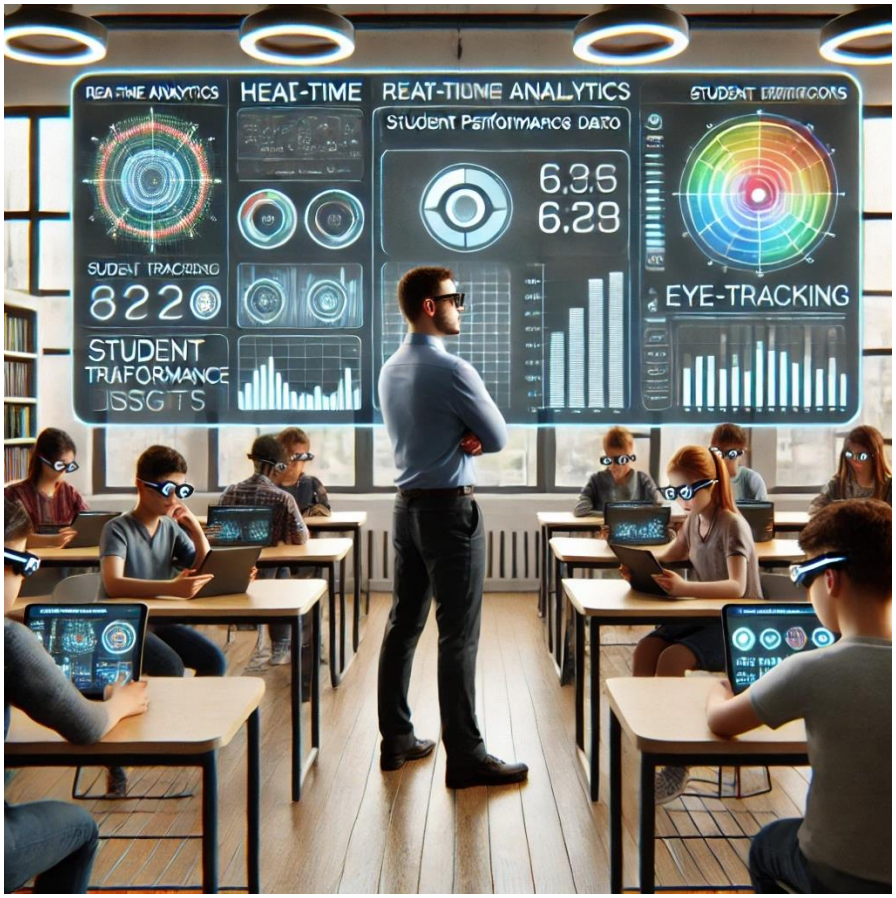
How do students (cognitively or emotionally) process feedback reports?



Questions I ask myself now…

(How) can we use students' eye-tracking behavior to support teachers?

EYE·TEACH



Studying student learning for 25 years…

→ From course-specific (UM) to longitudinal (ECHO) to task-specific research (tASL) on how students learn

→ From self-report measures to multi-modal data including behavioral and psychophysiological measures

→ Eye-tracking as a stimulus for cued recall interviews ànd as behavrioral data

→ Embracing Open Science

OSF


BACK
TO THE FUTURE
PART II

My lessons learned on publishing in the field of educational research…

What happens with a manuscript once it is submitted to a scientific journal?

Who takes a look at it? What decisions are made based on what criteria

What can an author do to increase the possibility to get a manuscript accepted?

Warming up

- Who submitted already to a scientific journal?
- Who was already rejected by a journal?
- Who already received a ‘major revision’?
- Who already received a ‘minor revision’?
- Who received an ‘accept’ letter shortly after the submission?
- Who did not submit yet but a is planning to?

Agenda (for part 2)

- Introduction (things to consider before sumbission)
- The view from the editor and the reviewer
- The view from the author : tips and tricks to get your work published
- To conclude

  - time for questions
  - sharing tacit knowledge!

Agenda

- Introduction (things to consider before sumbission)
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WhY do YoU WRitE?

… You write because you want that other scientists and other people read your paper and build on your work

The aim is to advance the field, not (only) your career

How to write?

- Five tips:
  - Read
  - Write
  - Revise & Read
  - Revise & Read
  - Revise & Read

Let others review your papers!

- Set goals (target journal!) and intermediate deadlines (use conference presentations, get involved in symposia or special issues...)
- Make use of conferences to discuss with people about your work in progress and to ask questions about journals that might be interested in your work...

How to choose a journal?

You write because you want that people read (and act upon) your work:

- Look for the journal that represents the community for whom you write (what journals are you citing?)
- To which *scholarly discussion* in which journal does your study contribute?
- Consider pre-registration before the start of the study and/or pre-publication before submitting for peer-review (cfr. OSF)
- Do you know the work of people in the editorial board?
- Do you refer to papers in the journal?
- Impact factor (cfr. web of science)
- Open access (widely accessible, you retain the CR)
- Journals that allow for pre-publication
- Avoid predatory journals…
- …

Avoid predatory journals

Predatory journals take advantage of the open-access publishing model by charging publication fees without providing standard peer-review or editing services.

Sometimes a grey zone… check e.g.

- https://predatoryjournals.org/
- https://beallslist.net/
- …

Recognising predatory journals

- Accepting articles quickly with little or no peer review or quality control, including mediocre and fake papers.
- Interfere with the editorial process to ensure acceptance of low-quality articles.
- Notifying academics of article fees only after papers are accepted.
- Aggressively campaigning for academics to submit articles or serve on editorial boards.
- Boasting about being "indexed" by academic social networking sites (like ResearchGate) and standard identifiers (like ISSNs and DOIs) as if they were prestigious or reputable bibliographic databases.

Submitting

- Check the (formal) criteria for submitting!
- The cover letter…
  - Why is your paper of interest for the readers of the journal?
  - What is the added-value?
  - Why is it innovative?
- When in the system: think hard about the 3 keywords you are asked to list…!

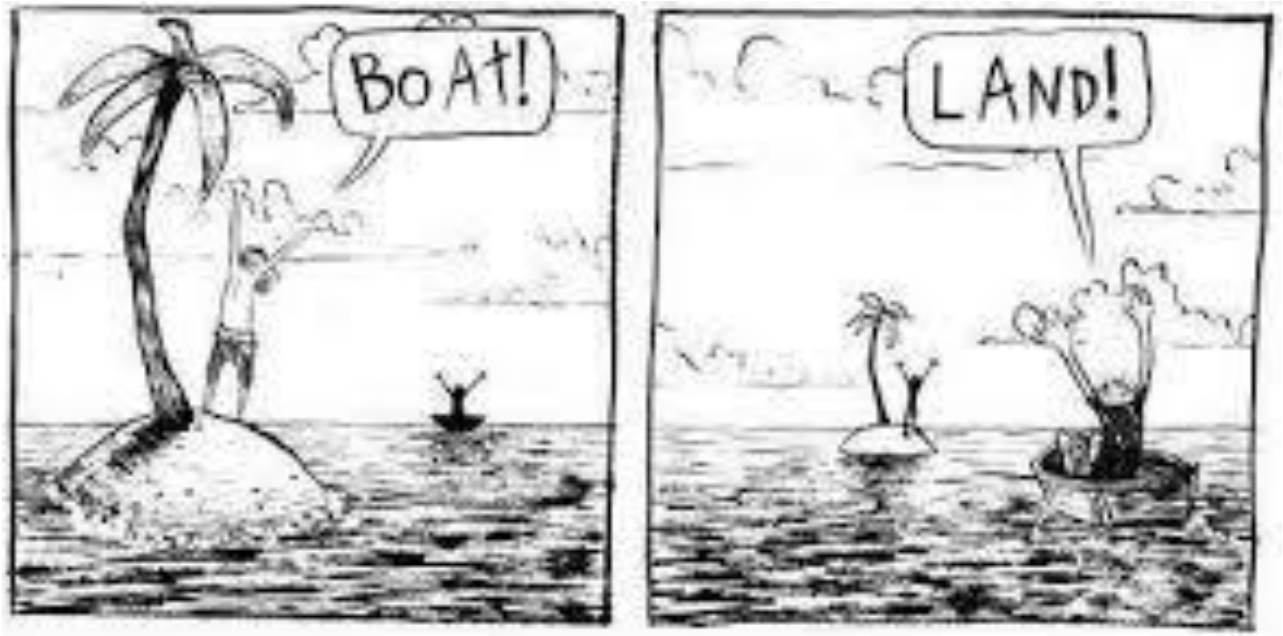
Agenda

- Introduction (things to consider before sumbission)
- The view from the editor and the reviewer
- The view from the author : tips and tricks to get your work published
- To conclude

  - time for questions
  - sharing tacit knowledge!

Submitting your manuscript

- Take the perspective of the editor/reviewer!



Starting point

- Editors do want to publish good articles in their journals
- A (major or minor) revision needs to be interpreted as an indication that the editor would like you to revise the article and that the editor would be happy to publish a revised version (if the revision satisfies the reviewers and/or the editor)
- Reviewers are asked to formulate their comments in such a way that authors can learn something from it. Try to deal with the comments in this way…
- **Editors and reviewers are human beings…**

After you submitted your manuscript….

- Editors screen the manuscript (with AI support):
  - Does it fit with the purpose of the journal
  - Does it fit with the guidelines of the journal
  - Is a blind review possible
  - Is it worth bothering reviewers with this article
  - …

- Finding good reviewers…

Reasons for a 'desk-reject'

- The style is not conform the style of the journal
  - E.g. Anonymus, APA,… (= anoying and not a good start!)

- The article does not fit in the scope of the journal
  - E.g. Many of the 'rejects' at EDUREV are given because the journal does not publish empirical studies, these studies are rejected no matter how good they are!

Finding reviewers…

- Reviewers in the database (for sure editorial board members) are appointed based on **key-words…** think verry well about these 3 words that you are requested to add!!!

- The '**quality' of the review** is checked

- Most of the time a journal will search for 3 blind reviewers (**they need to approach many to reach this – please always consider accepting invitations for reviews from serious journals),** if it takes too long, an editor can decide to proceed with 2 reviewers…

What do reviewers look for?

- All for the same and all for something different….

All for the same?

- Journals give criteria (they differ slightly for each journal) but can all be summarised as follows:

(e.g. from AliHE)

- As you can see, the emphasis is very much on research, which I understand to be the following. One, provide a **full description of the literature in the area**. Two, end with a description of the literature which leads the reader to conclude that the research which is to follow 'fills the gap(s)', so to speak, in **what we do not (yet) know** about the research field. Three, describe the study, that is, the **(research) methodology** as to how the data is/was gathered. Four, report the **results**/conclusions. Five, **discuss** these in light of the literature (that is, to what extent the research has 'filled the gaps'). Six, make suggestions for possible **future research** (these will emerge from the **limitations** of the study). Seven, leave the readers with a **'message'**, that is, something that others can take from the work, and apply to their own teaching situation in some way. If not, then it is difficult to see what readers could gain from reading a description of the practice, great though it might be. So, rather than ending with 'here are our results', it needs to end along the lines of 'so here are some pointers which you might like to think about/do'.

Criteria ALiHE

Criteria to be used in evaluating this paper* **You may find it helpful to rank these on a 1-5 scale (5=high)*
Importance of the subject
Originality of the approach
Soundness of the scholarship*
Degree of interest to our readership
Clarity of the organisation*
Strength of the argument*
Writing style

Criteria AEHA

Suitability for AEHE	*yes*	*in part*	*no*
makes a useful and/or significant addition to the literature	**x**		
has appropriate focus and contents		**x**	
has coherent research methods and/or conclusions			**x**
will be understood by an international audience	**x**		

Agenda

- Introduction (things to consider before sumbission)
- The view from the editor and the reviewer
- The view from the author : tips and tricks to get your work published
- To conclude

  - plenty of time for questions
  - sharing tacit knowledge!

- Tips and tricks:
  - Chose the right journal/community:
    - To which journal do you often **refer**?
    - Check the website of the journal, to check **the scope** and the **editorial board**: does the board include researchers that you read or refer to?
    - Check the **kind of articles** the journal accepts or not
    - Decide: is this journal appropriate for my article? Read the **guidelines for authors** very well!
    - It might be a good idea first to choose the journal and only next start writing…

If you have found your journal

- Check important publications from that journal that are related to your paper and check if you referred to these publications!
- Check the people in the editorial board, if one of them does research in your field, there is a big chance that s/he will review your paper…
- Let your article read by a native speaker, notice that there is a difference between different kinds of English (British, American,…). Check first the prefered language by the journal and look for a native speaker to proofread your article.

What after a 'revision'?

- Take the comments of the reviewers and the editor seriously and SHOW VERY EXPLICITLY that you did this
- List every comment and how you worked on it in your letter to the editor
- Convince (and help) the reviewers and the editor in making the 'right' decision…

  → aim to convince the editor that it is not necessary to send the paper back to (all of the) reviewers!

Dear editor of Teaching in Higher Education
Dear professor Stanton

Please find enclosed the revision of our manuscript of "Instructional development for teachers in higher education: Effects on students' learning outcomes", for re-submission to *Teaching in Higher Education*. We addressed all of the points made in the reviewers' reports and we feel that the article has benefited a lot as a result.

We include a table listing the changes made on the basis of the reports.

CHANGE REQUESTED	REVISION MADE
The authors could comment on the possibilities of long-term effects.	In the discussion section we go now into the topic of long-term effects: *"Second, it is possible that a longer time period is required in order to find an impact of instructional development on students' learning outcomes. Earlier studies by Gibbs and Coffey (2004) and Postareff, Lindblom-Ylänne, and Nevgi (2007) stressed that changes in teaching resulting from instructional development occur slowly. Teachers taking part in instructional development programs may, on completion of the program, wish and try to change their teaching, but may encounter difficulties in doing so. Follow-up research investigating the impact on longer term would be very worthwhile."*
The poor results may show that the development program does not bring anything new to the subjects involved. As such, this may indicate that instructional development programs in higher education need a much more clear design in order to be efficient. The authors could comment on (plans for) change in the design of the teacher's course.	In the conclusion section we go into the topic of change in the course design: *"Although the program examined in this study explicitly tried to support participants in making their teaching more geared to the concept of competence-based and student-centred teaching, it seems that (still) more attention needs to be paid to ways of stimulating diverse student learning outcomes. One might think about enhancing the practically-oriented character of the program and to elaborate a more needs-based format fitting the actual needs and wishes of the target group – ideas which are now implemented at the University of X."*

One may expect much better results in case of research oriented individuals with poor teaching record. Obviously the available pool of analysed subjects has its limitations, however, indication of certain areas for future research may be beneficial.	In the discussion and conclusion sections areas for future research are indicated (including the area of research into the differential impact of instructional development for teachers with a strong versus a weak teaching record): *"The university also offers shorter instructional development activities in addition to the one-year program and these additional forms of instructional development also need to be taken into account in future research."* *… "Other possible intervening variables such as teacher's satisfaction with the quality of the instructional development program, their motivation for teaching or the quality of their teaching record (in comparison to their research record) can also influence the impact of instructional development and should be examined in future research."* *… "Whether such a change in the design of the program might enhance its impact would be a very worthwhile area to explore in future research."*

Each of these actions we undertook was suggested by the reviewers. We also adjusted the referencing to the policy of the Journal and shortened the submission (mainly by shortening the literature section and by deleting references to less actual/important publications) in order to respect the word limit, actions you asked for. In this way we hope we have dealt with all remarks and would like to thank you again for giving us the opportunity to use Teaching in Higher Education as an outlet of our work.

Agenda

- Introduction (things to consider before sumbission)
- The view from the editor and the reviewer
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  - time for questions
  - sharing tacit knowledge!

Responding to editors

- Editors and reviewers are human beings...
- Even if the reviewer is wrong, s/he is right (even reviewer 2): improve!
- Be prepared to cut text
- Restate the comments
- Don’t submit the same version to another journal
- Make the editor’s job easy
- Celebrate (big and small) successes!

Good luck & have fun!

David Gijbels - University of Antwerp (BE)

david.gijbels@uantwerpen.be

Thank you!

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