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## **AN INVESTIGATION OF EDUCATION GRADUATE STUDENTS' PERSPECTIVES ON ACADEMIC PUBLISHING**

### **Abstract:**

Many graduate programs, including education, have the expectation for students to publish their academic work and publication is often synonymous with success both for the student but also the faculty and program. Given this expectation, it is surprising that there are few empirical studies exploring graduate students' perspectives on academic publishing. Furthermore, what studies do exist suggest that graduate students often do not receive formal training in publishing. The current study sought to help address this gap by surveying education graduate students about their experience in publishing, their career aspirations and the relation to publishing, their perceived supports and barriers to publishing, and what would be helpful to engage in publishing. Specifically, there were 30 graduate education students, 12 studying at a PhD or EdD level, and 18 who were studying at an MSc, MEd, or MA level, all of whom answered an open-ended, semi-structured online survey. This study used a summative content analysis approach to elucidate keywords related to students' perspectives, the frequency of which they were used amongst students, and the context in which students used these keywords. Along with providing an overview of the findings, this presentation will highlight recommendations, based on these perspectives, for education graduate programs, graduate students, and supervisors/faculty to best support graduate education students to be successful in academic publishing.

### **Keywords:**

Academic publishing; graduate student training; higher education