

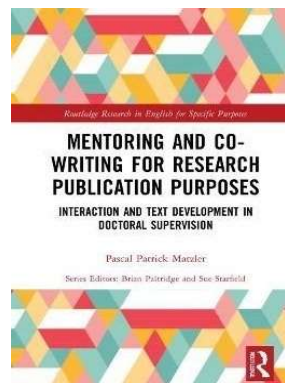
Book Review

Book Review

Producing the Research Article: Support and Assistance by the Mentors

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Mentoring and Co-Writing for
Research Publication Purposes

Pascal Patrick Matzler
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Publishing a research article is necessary for research students who are doing their degrees PhDs, Mphil and university teachers who needs professional development and promotion. The publication of research articles provides them with the exposure in the field of academia and builds their confidence in the respective field. In many universities, the mentors or the supervisors, guide their students in this journey of becoming more competent in the publication sector by providing them with the opportunity to co-authoring with the researcher under their supervision. The guidance and support from the supervisor really act as the signpost for the researcher and they get opportunity to learn from the veterans of this field. This book under review is the result of the research, the author has conducted, on how doctoral students are introduced or socialized by their supervisors to the writing of the research articles for publication purpose. This is going to be an extremely useful read for not only for those who want to develop their insights on how to author the research articles but also to the novice PhD supervisors who wants to guide their supervisees in bringing out some articles in a publishable format. The book is equally useful for the researcher to develop

Book Review

insights upon how to conduct the ethnographic case study research. The book provides the stage wise process to be adopted to develop the article as well as the research.

This book contains eight chapter supported by the introduction before the chapters. The introduction portion of the book mentions about the rationale and the research approach adopted by the author behind conducting the study, then the key findings and implications of the book followed by the organization of the book. The research is based on the four research questions and the researcher has answered those questions with enough supporting details required.

Chapter one reviews the main approaches to writing and learning practices that help in forming the conceptual framework. The author first presents the ideas of ethnographic case study researches and then orient the readers towards learning to write for publication. The author clarifies the role of the supervisors in the writing process. The role of the supervisor is presented as a cognitive apprenticeship in which the students learn the structures as well as how to apply this knowledge to new situations. Finally, in this chapter the author concludes with the co-authoring trends with the supervisors during the PhD. The author builds sufficient empirical data to support the theory developed. The author followed the method suggested by Blakeslee. According to the author the in the First stage the supervisor led the discussion in the meetings, with overall reaction to the Research article then move to the specific section, then students prepare a new draft for the upcoming meeting based on the suggestions given. The author also mentions three difficulties for the research students to adapt these suggestions. First, students attempt to apply their inadequate pre-existing writing skills. Second, is the implicit nature of much of their supervisors' writing knowledge, as well as supervisors' unwillingness to openly express learning goals for research writing purposes, may cause difficulties for postgraduate research students. Third is the contradiction between the writing task at hand and the relationship between the student and the supervisor.

Chapter 2 considers the challenges of developing or adopting a research methodology for case study on Co-authoring and learning practices beginning with the overall research design followed by data collection methods, types of data, and organization, data analysis procedures and options for reporting its findings. The researcher used ethnographic approaches for data collection under case study research design. Three pairs of participants (PhD students and respective supervisors in New Zealand) are taken as sample form Environmental Sciences, Neurosciences and Computational Chemistry. The author adopted triangulation process in methodology. Data collection is done by: interviews, collecting the drafts as well as supervisors' comments and edits and observe and audio record meetings and final interview with the participants.

Book Review

Chapter three is divided into two main sections. The first sections deal with the introduction of the subjects (the students and supervisors). The background, contexts and goals of each study participants in the three cases, followed by a summary of the shared characteristics. The second section 'A brief history of each case' deals with a timeline of research articles development for each case, as the participant convert an initial student draft to a manuscript submitted to an academic journal in the specialist field. Meanwhile, the author also discusses the importance of the publication for the research writer and how do the supervisors motivate their students.

Chapter four entitled 'Modes of Interaction' deals with description of the setting the supervisors meet with their Supervisees. How are the meeting managed and the purposes followed by the three main modes of interaction? Three settings are found being used during the meetings viz. Side-by-side screens, peripheral student, and face to face interaction. Then the author defines three modes of interaction: The first mode of interaction is *student-centered delayed writing*, under this mode of interaction the supervisors engage the students in their own previous written comments and edits on the students draft to organize the flow of their meeting and create discussion. In the second mode *discussing then dictating* both the participants orally exchanges ideas before the supervisor cast their agreement through this mode the supervisor attempt to resolve different conflicting limitations. The third mode deals with the direct manipulation of the draft by the supervisor and is named as *supervisor direct text intervention*.

The fifth chapter examines how supervisors instill a sense of RA writing as a form of social negotiation in their students. Students' situated practices for learning to write for their disciplinary community are detailed, including the supervisor's oral modeling of reviewer and reader expectations, as well as their highly recursive practice of textualizing the findings of their joint research and situating their contribution in relation to the larger discipline.

Chapter 6 and 7 describe and analyze the drafts in detail about the genre analysis for the purpose of orienting the audience towards the language used in the research articles focusing on the types of the audience one is writing. Chapter six entitled Manipulating move structures in meetings focus on how each supervisor and students interact with the large-scale organization of their research articles in their writing practices. Chapter 7, entitled Joint text development in meetings- personal pronouns, deals with how regularities in pronoun usage emerge from the writing practices in each case.

The conclusion section mentioned as chapter 8 is dealt in detail. The author concludes the book by presenting the synopsis and the key findings of the research, the importance of the studying interaction, implication and limitations and avenues for future research. The content is very genuine and it is very useful for any green academician who is working on his/her first paper or those who

Book Review

would like to produce a paper in the high impact factor journal and are strongly recommended to read this book.

The book is a good read for those who would like to produce a new paper and those who would like to explore how research processes move forward. The rigorous process that is undertaken in the writing process is reflected in this book. This is very useful for teachers and green supervisors on assistance process in the research guidance and journal production. It is equally important and a must read for editors who are contributing in the process of editing the research article for publication.

Reference

Matzler, P.P. (2022). *Mentoring and co-writing for research publication purposes*. Routledge:London