UNIVERSITY OF EMBU

PROCEEDINGS
OF
THE THIRD PUBLISHING WORKSHOP
For
M.A, MSc, MBA, M.Ed. and Ph.D. Students

Date: 19th December 2017
Venue: University Computer Laboratory 2
UNIVERSITY OF EMBU

THE THIRD PUBLISHING WORKSHOP

For

MSc, MBA, M.Ed. students and Ph.D. Students

Organized by:  Board of Postgraduate Studies

University of Embu

Rapporteur:  Ms. Irene Wambui Mwangi

Compiled and Edited by:  Prof. Nancy Budambula

Date:  19th December 2017

Venue:  University Computer Laboratory 2
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WORKSHOP PROGRAMME

UNIVERSITY OF EMBU

Programme

THIRD POSTGRADUATE PUBLISHING WORKSHOP

DATE: TUESDAY 19th December 2017, TIME: 8.00AM - 5.00PM, VENUE: ICT LABORATORY

Knowledge Transforms
## Programme

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EXECUTIVE SUMMARY

The Third Postgraduate Publishing Workshop was held on 19th December 2017 in the Computer Laboratory at the University of Embu. The workshop aimed to equip postgraduate students with the skills required for thesis writing and publishing to enable them to complete their work and graduate on time. The workshop brought together 82 participants comprising senior university management, member of Senate and postgraduate students from the Schools of Agriculture, Pure and Applied Sciences, Business and Economics as well as Education and Social Sciences. The workshop covered the fundamentals of publishing, online publishing, plagiarism, referencing tools and additional E-resources. In his opening remarks, Prof Daniel Mugendi Njiru, the Vice-Chancellor of the University of Embu noted that publishing was one of the key avenues of disseminating research findings. He reminded the postgraduate students that at UoEm it is a requirement for Master’s students to publish one paper and PhD students to publish two papers. The Vice-Chancellor further observed that there is need to improve the research output in the social sciences. He called upon the students to attend the workshops organised for them so that they learn how to write, use E-resources and cite the latest literature. During this workshop the importance of a writing plan and a good study design was emphasised. The students were encouraged to write good quality papers that can be published free of charge by leading publishers. The Third Postgraduate Publishing Workshop facilitated by; Mr James Njue the University Librarian, Ms Victoria Nyaga the Deputy Librarian and Prof. Nancy Budambula the Director Board of Postgraduate Studies.
INTRODUCTION OF PARTICIPANTS

The Director of Board of Postgraduate Studies, Prof. Nancy Budambula, introduced the participants by schools, the secretariat, then the facilitators; Ms. Victoria Nyaga, Deputy Librarian, and Mr. James Njue, University Librarian. She then welcomed the Deputy Vice Chancellor in charge of academics, research and extension to give welcome remarks and invite the Vice Chancellor to open the Workshop.

WELCOME REMARKS BY DEPUTY VICE-CHANCELLOR (ACADEMICS, RESEARCH AND EXTENSION)

The Deputy Vice-Chancellor (Academics, Research and Extension) (DVC(ARE)) highlighted the following characteristics of a successful publisher:

i) Have a writing plan – be able to talk about what you want to write before writing.
ii) Keep it simple – it should be understood by people of average understanding. Keep the paragraphs and the sentences short.
iii) Avoid editing while writing. Write then edit later.
iv) Have a mentor to guide on how to write – The PhDs should mentor the Master’s students.

The Deputy Vice-Chancellor (Academics, Research and Extension) invited the Vice-Chancellor to address the postgraduate students.

VICE CHANCELLOR’S SPEECH DURING THE THIRD POSTGRADUATE PUBLISHING WORKSHOP

The Vice-Chancellor (VC) of the University of Embu, Prof Daniel Mugendi Njiru, welcomed all participants to the workshop. The VC called upon the students to improve their skills in thesis and project report writing. He noted, after doing research, one of the ways of sharing findings is through publishing. At UoEm it is a requirement for Master’s students to publish one paper and PhD students to publish two papers. He further observed that there is need to improve the research output in the social sciences. Students should endeavour to publish their work and graduate on time. He noticed that not all students who were invited to the workshop attended. He requested that all Departmental and School defense sessions for postgraduate students to be synchronised with his calendar so that he can attend as many as possible. It was noted that majority of the students are poor at looking for literature relevant to their area of research and most of them use literature that is over 10 years old. The VC called upon the students to attend the workshops organised for them so that they learn how to use E-resources to source and cite the latest
literature. From the recent presentations in the University, it was observed that students were not using E-resources when doing and writing their research findings. The University has availed books, access to E-resources and other material to students. A postgraduate student should know how to write a thesis or project in such a way that it makes sense and flows. The Chairmen of Departments need to give a progress report for each student in their department. Every proposal submitted to the Department should be reported to the Board of Postgraduate Studies and the Vice-Chancellor’s office for accountability purposes. Master’s students should take two years to complete their programme and PhD students should take three years to complete their programme. He declared the workshop officially opened. The Vice-Chancellor’s full official speech is attached as Appendix 1.

QUESTION AND ANSWER SESSION FOR THE VC

Question 1: What do we do with journals that require publishing fees?

Answer: Reputable journals do not charge. Predatory journals charge. Aim to generate good papers that can be published in reputable journals. Unless it is necessary use journals that do not charge.

Question 2: Can a masters student graduate within one year?

Answer: It is not possible. This is because the curriculum takes 18 months so the earliest one can graduate is within 1½ years.

Question 3: What is the benefit of publishing before graduating?

Answer: Publishing is very good. It helps in looking for jobs and being reputable. It is a requirement by Commission of University Education (CUE) and is a measure of quality.

Question 4: How much time does it take to publish?

Answer: It takes long about 2 – 3 months especially in getting an acceptance letter. With an acceptance letter you can graduate as you wait for publishing.

The DVC(ARE) informed the students that it is wise to get supervisors who have already published since not all PhD holders have published. The mode of publishing in the modern age is a bit faster compared to what was used before the internet. Do not be discouraged when you get corrections from publishers or supervisors since it indicates that the student is making progress. Use your coursework time to develop a concept paper and form thought and ideas that are concise to solve a problem. A well stated problem is clear and well stated. Start preparing your paper once your proposal is approved. The University
will start charging for every extra time a student spends in the University in order to persuade them to graduate. There are documented timeframes on how long a postgraduate document should stay at the different levels that is at the Department, the School and at BPS. He encouraged the students to apply for NRF research grants whose deadline is in February 2018.

PRESENTATIONS

ADDITIONAL E-RESOURCES BY MR. JAMES NJUE, UNIVERSITY LIBRARIAN

Open access content are educational materials which are online. They are openly licensed and that can be redistributed. What has enabled Open Education Resource (OER) is social – there is a change in philosophy on dissemination of knowledge “Open Movement”, technical – affordable internet, legal – alternative copyright licensing, financial – a wide range of financial models. You can find E-resources at

i) OER commons using the URL https://www.oercommons.org
ii) Merlot – it is a curated collection of free and open online teaching, learning and faculty development services contributed and used by an international education community, a program of the California State University.
iii) Open Textbook Library
iv) MIT OpenCourseWare

For full notes, see appendix 2.

PUBLISHING BY PROF. NANCY BUDAMBULA, DIRECTOR BPS

Due to improvement of internet and advances in technology there is no need to go through the Directorate of Research and Extension in order to do research and upload work for publishing. There are various journals that a student can publish in. Some of the recommended ones are Elsevier, Springer, Public Library of Science (PLOS), Wiley & Sons and Taylor & Francis. To access journals housed by Springer:

i) Open an internet browser
ii) Go to www.google.com
iii) Search for Springer Journals
iv) Under results found, look for Products-Springer-Journals and click on it
v) When a Springer webpage appears, go to Browse our journals then to browse by subject then select discipline of choice

Indexed and abstracted mean that the journal’s content is stored in a database that can be accessed universally. ORCID gives a unique identity number to each user for identification.
It is advisable to publish your work and get an embuni email address to gain access to restricted journals.

For full presentation see Appendix 3.

REFERENCING TOOLS BY MS. VICTORIA NYAGA, DEPUTY LIBRARIAN
A management tool was used to show the various tools for referencing. Zotero was downloaded, activated and students were able to register with Zotero. The Zotero download link used was [https://www.zotero.org](https://www.zotero.org).

SENSITIZATION ON PLAGIARISM BY MR. JAMES NJUE, UNIVERSITY LIBRARIAN
The University Librarian sensitized the participants on what constitutes plagiarism, the dangers of plagiarism and the allowed similarity levels at the University of Embu. For full presentation see Appendix 4

PRACTICALS ON REFERENCING TOOLS AND ONLINE PUBLISHING
The afternoon session was mostly a practical session on how to use the referencing tools taught in the morning and how to use the journals for uploading work for publishing. Prof. Budambula conducted the practicals on how to upload work for publishing while Ms. Nyaga conducted the practicals on how to use the referencing tools available at the University.

Part of the practicals included creating accounts in the various journals and checking if uploading of a document was successful.

QUESTION AND ANSWER SESSION FOR THE FACILITATORS:
Question 1: If one has already published, does the published paper count in being considered as part of the published work by the student?

Answer: No, published work of a student is one that originates from the approved proposal by the Board of Postgraduate Studies.

Question 2: Can the University start a journal so that it is easy for the students to publish?

Answer: It is a good long-term idea since we need to build ourselves and get a good impact factor.
# LIST OF PARTICIPANTS

1. Prof. Daniel Mugendi  
2. Prof. Kiplagat Kotut  
3. Prof. Nancy Budambula  
4. Mr. James Njue  
5. Ms. Victoria Nyaga  
6. Mr. John Kinyua  
7. Dr. Eric Wangila  
8. Ms. Irene Mwangi  
9. Ms. Eunice Wangari  
10. Mr. Peter Mwakio  
11. Ms. Purity Chege  
12. Ms. Sussy Sayo  
13. Ms. Emily Wekesa  
14. Mr. Thomas Mwangi  
15. Mr. Francis Migwi  
16. Mr. Erick Otieno  
17. Mr. Anyona Nyakundi  
18. Mr. Francis Murage  
19. Mr. Justus Mukavi  
20. Mr. Moses Kariuki  
21. Mr. Kinyili Musyoka  
22. Mr. Justus Mwenda  
23. Mr. Francis Lekololi  
24. Mr. Kaburu Ngai  
25. Ms. Beatrice Nangang  
26. Ms. Jackline Chege  
27. Mr. Francis Kadipo  
28. Mr. Daniel Musau  
29. Ms. Susan Muriuki  
30. Mr. Philemon Orwa  
31. Mr. Edwin Ng'etha  
32. Ms. Mary Nyamu  
33. Mr. Anthony Mbatha  
34. Mr. Denis Kiplimo  
35. Mr. Giochi Kaviatu  
36. Mr. Robert Kasyoka  
37. Ms. Susan Onsongo  
38. Ms. Fridah Mwakha  
39. Ms. Hellen Njura  
40. Mr. Jesse Mutugi  
41. Mr. Alex Kipnyargiz  
42. Mr. Samuel Maina  
43. Mr. Kelvin Njogu  
44. Ms. Hellen Maina  
45. Ms. Grace Ndiritu  
46. Ms. Veronica Kiura  
47. Mr. Peter Ireri  
48. Mr. Eliud Nyakio  
49. Mr. Stephen Kariuki  
50. Ms. Veronica Nyokabi  
51. Ms. Eunice Koskei  
52. Ms. Ann Waruita  
53. Ms. Maryanne Mucheru  
54. Ms. Beatrice Mugangi  
55. Mr. Stephen Muia  
56. Ms. Jane Omambu  
57. Mr. Samuel Odhiambo  
58. Mr. Antony Kimani  
59. Mr. Augustus Kiema  
60. Mr. Nathan Okoth  
61. Mr. Paul Njiru  
62. Mr. Samson Njiru  
63. Ms. Jane Njage  
64. Sr. Bibiana Ireri  
65. Ms. Beatrice Gitonga  
66. Ms. Anne Kairu  
67. Mr. Alex Murithi  
68. Mr. Aaron Chombah  
69. Ms. Judith Katum  
70. Mr. David Wachira  
71. Mr. James Muchoka  
72. Mr. Paul Waweru  
73. Mr. David Njue  
74. Ms. Rosalucy Nyaga  
75. Ms. Harriette Okal  
76. Ms. Beryl Etemesi  
77. Ms. Vennah Nyakangi  
78. Ms. Merline Hanny  
79. Mr. John Gachuki  
80. Ms. Grace Munene  
81. Mr. Francis Kadipo  
82. Mr. Okeyo Odhiambo
APPENDIX 1: VICE CHANCELLOR’S SPEECH DURING THE THIRD POSTGRADUATE PUBLISHING WORKSHOP

- Deputy Vice-Chancellors
- Members of the University Management and Senate,
- Facilitators
- Postgraduate students,
- Ladies and gentlemen.

Good morning.

It gives me great pleasure to be here with you this morning to officially open the Third Postgraduate Publishing Workshop at the University of Embu.

The University of Embu recognizes the importance of postgraduate training and research in achieving the vision of becoming a dynamic epicenter of excellence in training and research for service to humanity.

To enhance the quality of postgraduate training, the management has put in place various measures including:

1. Periodic training of postgraduate students on proposal writing, thesis writing, data analysis, E-resources and publishing among others.
2. Antiplagiarism check and clearance before any thesis or project is accepted for examination.
3. Recruitment of competent staff with excellent research, publications and student supervision experience.
4. Frequent seminars at department, school and university level to share postgraduate research findings.
5. Periodic sensitizations and workshops for supervisors on effective supervision.

The status of our postgraduate students:

- Only 25% of PhD students who were given provisional admission to date have an approved proposal and are collecting data.
- Only 40% of Masters students in their second year have an approved proposal and are collecting data.

These statistics show that we need to do more. I call upon Deans, CoDs, Supervisors and Students to do more to ensure that your students are progressing as expected.
It is the international practice and national requirement for postgraduate students to publish their work before they are awarded a degree. Before a thesis is accepted for examination at the University of Embu:

- PhD students must publish at least two papers
- Masters students must publish at least one paper

I am pleased to note that during the 2016 and 2017 graduation ceremonies, all the students who graduated from the University of Embu had published their work.

Key research areas in Kenya as measured by the number of citations in 2007-2016 by Clarivate Analytics InCites indicate that Kenyan research is focused primarily on:

- Infectious Diseases
- Public, Environmental and Occupational Health
- Immunology and Tropical Medicine
- Environmental Sciences
- Ecology and Parasitology

These statistics indicate as a nation we need to improve the research output from social sciences.

At the University of Embu, I would like to see an improvement in quality of publications from the areas of Business, Education and Humanities.

The aim of this workshop is to equip you with the skills required for you to write your thesis, publish your work and graduate on time.

**It is now my pleasure to declare the Third Postgraduate Publishing Workshop at the University of Embu officially opened.**

Thank you and God Bless you all.
APPENDIX 2: ADDITIONAL E-RESOURCES BY MR. JAMES NJUE

APPENDIX 3: AN OVERVIEW OF PUBLISHING, BY PROF NANCY BUDAMBULA

APPENDIX 4: SENSITIZATION ON PLAGIARISM BY MR. JAMES NJUE, UNIVERSITY LIBRARIAN
OPEN ACCESS AND OPEN EDUCATIONAL RESOURCES

James Njue
Librarian
University of Embu
INTRODUCTION

Open Access (OA)

Making resources freely available to researchers globally for development
Open Educational Resources (OERs)

by dkscully
Open Educational Resources (OER) are teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student or self-learner. Examples of OER include: full courses, course modules, syllabi, lectures, homework assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, and many more resources contained in digital media collections from around the world.

http://www.oercommons.org/
Types of Open Educational Resources

- Courses,
- Course materials,
- Content modules,
- Learning objects,
- Collections, and
- Journals
Open content / Open practices

- opening up content to students not on campus/formally enrolled
- sharing and collaborating on content with other practitioners
- re-using content in teaching contexts
- using or encouraging others to use open content
- making knowledge publicly accessible
- teaching/learning in open networks

- openly licensed
- highly discoverable, freely available
- open platform, technically repurposeable
- high value production (e.g. multimedia)
- accessible design
- educational purpose/ designed for learning
- quality assured/reviewed
- trusted provenance/brand

<< as a sign or catalyst of OER as a sub-set of >>

open (learning & teaching) practices

qualities of open (learning) content

http://oersynthesis.jiscinvolve.org/wp/tag/open-content/
Open Educational Resources

Open Content / Open educational resources (OER) / Open Courseware are educational materials which are discoverable online and openly licensed that can be:

- Shared
- Improved
- Used
- Redistributed

... redistributed and share again.

... used by anyone to ...

... adapt / repurpose / improve under some type of license in order to ...

Shared freely and openly to be...
What has enabled OER?

- Change in philosophy
- Affordances of the Internet
- A range of financial models
- Alternative copyright Licensing
Change in philosophy towards an “Open Movement”

Open Source Software
- The idea of OPEN m
- Open Source Software

Open Data
- infochimps
- Free our data
- Oana Fondatii

Open Access
- The idea of OPEN
- Open Access

Open Society
- The idea of OPEN m
- Open Society

Open Science
- The idea of OPEN m
- Open Science

Open Educational Resources
- Open Educational Resources
- zxcreative commons

The Open Movement
WHERE TO FIND OPEN EDUCATIONAL RESOURCES
OER Commons


OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum.

Create OER with Open Author

Open Author helps you build Open Educational Resources, lesson plans, and courses (on your own, or with others) — and then publish them, to the benefit of educators and learners everywhere. Select one of our authoring formats to get started:

https://www.oercommons.org/
MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community, a program of the California State University.
A global network of educational institutions, individuals and organizations that support an approach to education based on openness, including collaboration, innovation and collective development and use of open educational materials.
The importance of sound in today’s world: promoting best practices

Open Educational Resources

UNESCO believes that universal access to high quality education is key to the building of peace, sustainable social and economic development, and intercultural dialogue. Open Educational Resources (OER) provide a strategic opportunity to improve the quality of education as well as facilitate policy dialogue, knowledge sharing and capacity building.

Open Educational Resources are teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution.

In 2001, the Massachusetts Institute of Technology (MIT), in an unprecedented move, announced the release of nearly all its courses on the internet for free access. As the number of institutions offering free or open courseware increased, UNESCO organized the 1st Global OER Forum in 2002 where the term Open Educational Resources (OER) was adopted.

With the support of the Hewlett Foundation, UNESCO created a global OER Community wiki in 2005 to share information and work collaboratively on issues surrounding the production and use of Open Educational Resources.
Open Textbook Library

Make a difference in your students' lives with free, openly-licensed textbooks.

Textbooks every student can access and afford

Open textbooks are textbooks that have been funded, published, and licensed to be freely used, adapted, and distributed. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. These books can be downloaded for no cost, or printed at low cost. All textbooks are either used at multiple higher education institutions; or affiliated with an institution, scholarly society, or professional organization.

The Open Textbook Library is supported by the Center for Open Education and the Open Textbook Network.
Massachusetts Institute of Technology

http://ocw.mit.edu/

http://mitworld.mit.edu/

http://youtube.com/mit

http://techtv.mit.edu/
URLs found here: http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html
Berkeley

http://ocw.uci.edu/

http://itunes.berkeley.edu/

http://www.youtube.com/ucberkeley

More Berkeley juice: http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html
Free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University.

http://oyc.yale.edu/
Johns Hopkins University

http://ocw.jhsph.edu/

Johns Hopkins Podcasts

http://www.johnshopkins.edu/podcasts/
Rice University

Connexions is:
a place to view and share educational material made of small knowledge chunks called modules that can be organized as courses, books, reports, etc. Anyone may view or contribute:

- authors create and collaborate
- instructors rapidly build and share custom collections
- learners find and explore content

http://cnx.org/
Using intelligent tutoring systems, virtual laboratories, simulations, and frequent opportunities for assessment and feedback, OLI builds courses that are intended to enact the kind of dynamic, flexible, and responsive instruction that fosters learning.

http://www.cmdu.edu/oli/

http://www.youtube.com/carnegiemellonu
Etudes

About Etudes

Etudes leads open source software development of teaching, learning and collaboration tools and offers centralized hosting, support, site and account management, training and professional development opportunities to its members.

Serving about 75,000 students, Etudes-NG (Next Generation) is the platform for delivering, managing, and supporting instruction in over 25 colleges.

http://sofia.fhda.edu/
http://openlearn.open.ac.uk/

http://www.youtube.com/ou
Take the world's best courses, online.

Join for free

Earn Your Master's Degree Online
You can now earn a master's degree in business, accounting, data science, or entrepreneurship on Coursera
Free to Learn Guide/Index of OER Resources

Open Educational Resources come in many shapes and sizes. This partial list of sources introduces the scope of OER and the organizations cultivating its increasingly vital role in opening higher education up to the greatest number of people worldwide.

Contents

1 Learning Objects
2 Digitized Library Collections Resources
3 OER Encyclopedia
4 Open Textbooks
5 OER Courses
6 OER Courseware
7 On the Horizon
8 Online Tools That Support and Empower the OER Community
   8.1 Intellectual Property Management
   8.2 Open Learning Management Systems
   8.3 Distribution and Dissemination
9 Hybrid Commercial/OER Partnerships

Learning Objects
Benefits of OERs

Individuals:
• Improved access – including to the world’s best quality learning resources
• Lower costs – no tuition fees, lower text costs

Providers:
• Lower costs through collaborative development and reusing existing resources
• New markets and new revenue streams
• More diversified curriculum
Benefits of OERs

Education system
• Improved access through more affordable courses and programmes
• Higher quality learning resources
• Lower costs through lower support to learners and lower level of subsidies to providers
• Lower costs of resources e.g. open texts
Closing note:

"When you learn transparently (and openly) you become a teacher”

Siemens, 2010
APPENDIX 3: AN OVERVIEW OF PUBLISHING, BY PROF NANCY BUDAMBULA

Publish or Perish
- Pressure on both academic staff and postgraduate students to publish
- Today it is not enough to publish.
- How and where you publish matters.

The basics
You must have a good study design to get publishable results.

When designing a study consider
- What is the Problem
- What is your hypothesis or research question?
- *What are the aim(s)/objectives of your study?*
- Which positive and negative controls will you use?
- Do you have the required ethics and regulatory permissions? ERC, IBC, etc
- Will your experiment have enough statistical power to give useful results?
- Is your sample size large enough to draw valid conclusions?
- Which statistical tests will you use for your analysis?

*Apply Bloom’s Taxonomy when setting objectives (Bloom 1956); Anderson and Krathwohl 2001*
Set your objective(s) right

a) To generate publishable data, set your objectives at higher levels of Bloom’s taxonomy.
b) A manuscript based on an objective set at lower levels of Bloom’s taxonomy are unlikely to be accepted for publication.

- Five plants found in Embu County - unattractive title – objective simple - list
- Five antimalarial plants from Embu County - attractive title- objective higher level-

The right journal

1. Registered- has ISSN number -
2. Impact factor- Does it have an impact factor? The impact factor is a measure of the frequency with which the average article in a journal has been cited in a particular year
3. Language- can you reach your readers?
4. Is it available online/internet? - don’t underestimate the power of global connectivity.

Finding the right journal

a) Evaluate your work critically- don’t undervalue or over estimate.
b) The topics the journal publishes.
c) The journal’s target audience.
d) The types of articles the journal publishes- eg review or original.
e) Time taken to publish article
f) Your literature review – should highlight the studies similar to yours.
   “The works you have cited are the works with which you are engaging in conversation”
g) Visit Journal website and read instructions for authors

Structuring your manuscript

The general structure of the body of research articles
- Title
- Abstract
- Background/introduction
- Materials and Methods
- Results-must show new contribution to knowledge.
- Discussion
- Conclusion

A good title and abstract
The title and abstract are the most visible parts of your article. Be as descriptive as possible and use specific rather than general terms.

often used to judge the article at prescreening and review stage

Sample 1
Malaria is common killer in Kenya - unattractive title
Chloroquine resistant malaria in Kisii District 2005 to 2015 - attractive title

Sample 2
Many girls perform poorly in examinations- unattractive title
Effect of early morning preps on examination performance by girls in Embu County-attractive title

Sample 3
Hair salons in Embu Town are run by women - unattractive title
Effect of bank interest rates on financial performance of hair salons in Embu Town-attractive title

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3) Many others by different publishers

What is the difference between thesis and publication?
Thesis reports everything you have done but publication will focus on results. The title of publication should highlight the results.

Sample 1
Thesis title/Chapter title
Distribution of Hepatitis B virus genotypes and frequency of its mutants among Blood Donors in selected regional blood transfusion centres in Kenya

Publication title
Sample 2

Thesis title/Chapter title
Competence of Tropical Maize Lines to Agrobacterium-Mediated Transformation and The Expression of Maize Poly (ADP-Ribose) Polymerase (PARP2) Gene under Drought Stress

Publication title
Yeast Extract Peptone Based Co-cultivation Media Promotes Transient GUS Expression in Tropical Maize Genotypes. *Asian Journal of Crop Science* 9:71-81

Announcements/Observations from the Office of the Director, BPS.

- BPS website http://embuni.ac.ke/bps.embuni.ac.ke
  Pay attention to FAQ
- New postgraduate students to get the presentations of July 2015 seminar. Proposal, thesis, data analysis, FAQs, routine (register with Secretariat)
- Submission checklist
- Consultation hours
- NRF 2018 call
- Too many teachers-
- The objectives of these trainings
- Observation- non-improving students eg.
  - old literature
  - author based literature review

Some tips/strategy – smooth thesis and publication journey

1. Read the correct kind of literature- make use of E resources.
2. Read as you collect and analyse data.
3. Start by writing the results chapter of the thesis.
4. Submit more papers than required.
5. Adhere to instructions to author.
6. Do Corrections!
7. Prepare for rejections- minor, major, revision, reject
8. Write a review paper- start immediately the proposal is accepted.

Sample a review paper- Nzivo *et al* 2017
ONLINE PUBLISHING BY PROF NANCY BUDAMBULA

For example
Google springer journals
Products Journals-springer
Browse journals by subject
Physics>Optics, Lasers, Photonics, Optical Devices > Optical and Quantum Electronics

- 2014 Impact Factor
- FOR AUTHORS AND EDITORS
  - Impact factor 2014 is 0.987
  - Aims and Scope
  - Submit Online
  - Open Choice - Your Way to Open Access
  - Instructions for Authors
  - Author Academy: Training for Authors

ABSTRACTED/INDEXED IN
Science Citation Index, Science Citation Index Expanded (SciSearch), Journal Citation Reports/Science Edition, SCOPUS, INSPEC, Chemical Abstracts Service (CAS), Google Scholar, EBSCO, CSA, Academic OneFile, Academic Search, CSA Environmental Sciences, Current Contents Collections / Electronics & Telecommunications Collection, Current Contents/Engineering, Computing and Technology, Earthquake Engineering Abstracts, EI-Compendex, Gale, INIS Atomindex, OCLC, ReadCube, Referativnyi Zhurnal (VINITI), SCImago, Summon by ProQuest

Make your work visible
- publish in journals available online
- publish in journals with good impact factor

Make UoEm visible
- indicate your affiliated institution as University of Embu.
- use your institutional email address. Webometric ranking search engines will be searching for embuni.ac.ke

To submit online eg-using Scholarone Manuscript-tm or Manuscript Central

Google springer virology journals > Virogica sinica
View open access articles/sample articles
ISSN numbers
Impact factor
Instructions to authors
Ready to submit online
How to create and use account

Practical Exercise
Today - Create and Use account in one journal of your choice that has online submission. Upload.
*but do not click submit END.
Introduction

- Plagiarism is using others’ ideas and words without giving them credit.
- plagiarius – kidnapper (Latin)
- Plagiarism is the act of presenting other persons’ work or ideas as your own.
Introduction cont...

- According to the Merriam-Webster Online Dictionary,
- to "plagiarize" means...to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source..
Introduction cont...

How serious is the problem?

- “A study of almost 4,500 students at 25 schools, suggests cheating is a significant problem in high school - 74% of the respondents admitted to one or more instances of serious test cheating and 72% admitted to serious cheating on written assignments. Over half of the students admitted they have engaged in some level of plagiarism on written assignments using the Internet.”

- Based on the research of Donald L. McCabe, Rutgers University

- Source: “CIA Research.” Center for Academic Integrity, Duke University, 2003

<http://academicintegrity.org/cai_research.asp>
University of Embu has subscribed to plagiarism software call Unicheck.

Unicheck is decent paid plagiarism checker used by over 500 Universities in the world.

The annual subscription provides a limited number of 1,800 scans annually thus the need to control number of scans per user.

Another antiplagiarism software used by UoEm is Plagramme. Its free but give a limited scans of 20 per month.
Pillars of plagiarism detection software

Plagiarism Ratio
The software performs similarity checks to reveal the extent of ‘borrowed’ content in order to gauge your personal input or the lack thereof.

- Multi-Format Support
The software should provide universal compatibility with text files, i.e. .doc, .docx, .odt, .rtf, .txt, as well as .pdf

- Multiple Document Check-Up
Under serious time constraints, you may want to speed up the checking and grading process and simultaneously assess several files for plagiarism to avoid self-copying and unwanted repetition.

- Custom Reports
Software provides PDF reports for deeper analysis or offline paper evaluation, supervisor need downloadable similarity reports to tackle different forms of plagiarism or ambiguous writing techniques.

- Disguised Character Detection
The plagiarism software now pinpoints letter substitutes from other alphabets. A good tool will mark replaced characters and reveal original text sources.

- Easy Source Navigation
There are two aspects to it: performance and completeness. Dealing with big text volumes you will need a faster checking solution so your work doesn’t get stuck.

- Detection of Left-Out Quotations and References
Checker will automatically spot uncited content i.e. Forgotten citation and URLs to original sources so it could look like your genuine thoughts.
Accessing the antiplagiarism software

- open library website. [library.embuni.ac.ke](http://library.embuni.ac.ke)
- click on [Anti plagiarism](http://library.embuni.ac.ke) Software link on quick links to the left of the web page
- log in using this credentials to access the software page
  - username: Spas
  - Password: Embunilib2016
Accessing the antiplagiarism software

- Proceed to the software by following the link provided in the button.
- Choose “For Corporate use tab” and click on enter my account

- Login to the system using:
  email: library@embuni.ac.ke
  password: f4BT76gu – This changes every 30 minutes
  (ask us for the password whenever you need to check antiplagiarism, login, upload, scan (only one scan per login allowed), generate report, download for offline deeper analysis or check it online as shown in the following slide.)
Accessing the antiplagiarism software

- upload the assignments to be checked for plagiarism

- after upload, you will be provided with check for similarity button on top right, check the document to scan and click on the check for similarity button.

- Select if you checking similarity against internet only or internet and already existing submissions in the uncheck UoEm database
Sample reports

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Dairy farming has remained to be the major subsector in agriculture since the early days when man began to domesticate animals. World milk production was 711 million tonnes in 2010 and there are future expectations for increment. India, China, United States and the Asian countries are the most significant milk producers in the world. Developed countries give one-third of the world’s milk production while more than two-thirds of world dairy herd are found in the developing countries. Growth in milk production is a future tendency in...