



# **UNIVERSITY OF EMBU**

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

**Date: 19<sup>th</sup> 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:** 19<sup>th</sup> December 2017  
**Venue:** University Computer Laboratory 2

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## WORKSHOP PROGRAMME



**UNIVERSITY OF EMBU**

# *Programme*




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WEBSITE: [www.embuni.ac.ke](http://www.embuni.ac.ke)


## THIRD POSTGRADUATE PUBLISHING WORKSHOP

**DATE:** TUESDAY 19<sup>th</sup> December 2017, **TIME:** 8.00A.M. - 5.00P.M., **VENUE:** ICT LABORATORY

*Knowledge Transforms*

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# Programme



TIME	ACTIVITY	ACTION BY
8.00a.m. – 8.30a.m.	Arrival and Registration	Ms. Irene Mwangi, BPS Secretariat
8.30 a.m. – 8.35 a.m.	Opening Prayer	Participant
8.35a.m. – 8.40 a.m.	Welcome and Introduction of Participants	Prof. Nancy Budambula, Director, BPS
8.40a.m. – 8.45 a.m.	Remarks	Prof. Kiplagat Kotut, Deputy Vice-Chancellor (ARE)
8.45a.m. – 9.00 a.m.	Remarks and Official Opening	Prof. Daniel Mugendi, Vice-Chancellor, University of Embu
9.00 a.m. – 9.45 a.m.	An overview of Publishing	Prof. Nancy Budambula, Director, BPS
9.45 a.m. – 10.30 a.m.	Plagiarism	Mr. James Njue, University Librarian
10:30 a.m. – 11.00 a.m.	HEALTH BREAK	CATERING
11:00 a.m. – 11.45 p.m.	Online Publishing	Prof. Nancy Budambula, Director, BPS
11.45 p.m. – 12.30 p.m.	Referencing Tools	Ms. Victoria Nyaga, Deputy Librarian
12.30 p.m. – 1.00 p.m.	Additional E-Resources	Mr. James Njue, University Librarian
1:00 p.m. – 2:00 p.m.	HEALTH BREAK	CATERING
2:00 p.m. – 3.00 p.m.	Publications by Postgraduate Students	Prof. Nancy Budambula, Director, BPS
3.00 p.m. – 4.00 p.m.	Referencing at UoEm	Ms. Victoria Nyaga, Deputy Librarian
4.00 p.m. – 4.30 p.m.	Plenary Discussion	Prof Nancy Budambula, Director, BPS
4:30 p.m. – 4:35 p.m.	Closing Prayer	Participant
4.35 p.m.	HEALTH BREAK	CATERING
PARTICIPANTS LEAVE AT OWN PLEASURE		

Knowledge Transforms



Knowledge Transforms



## EXECUTIVE SUMMARY

The Third Postgraduate Publishing Workshop was held on 19<sup>th</sup> 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](http://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>.

### **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 Nganga
26. Ms. Jackline Chege
27. Mr. Francis Kadipo
28. Mr. Daniel Musau
29. Ms. Susan Muriuki
30. Mr. Philemon Orwa
31. Mr. Edwin Ngetha
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 Njuguna
44. Ms. Hellen Maina
45. Ms. Grace Ndiritu
46. Ms. Veronica Kiura
47. Mr. Peter Ileri
48. Mr. Eliud Nyakio
49. Mr. Stephen Kariuki
50. Ms. Veronicah Nyokabi
51. Ms. Eunice Koskei
52. Ms. Ann Waruita
53. Ms. Maryanne Mucheru
54. Ms. Beatrice Mugambi
55. Mr. Stephen Muia
56. Ms. Jane Omenda
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 Ileri
65. Ms. Beatrice Gitonga
66. Ms. Anne Kairu
67. Mr. Alex Murithi
68. Mr. Aaron Chombah
69. Ms. Judith Katumo
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](#)



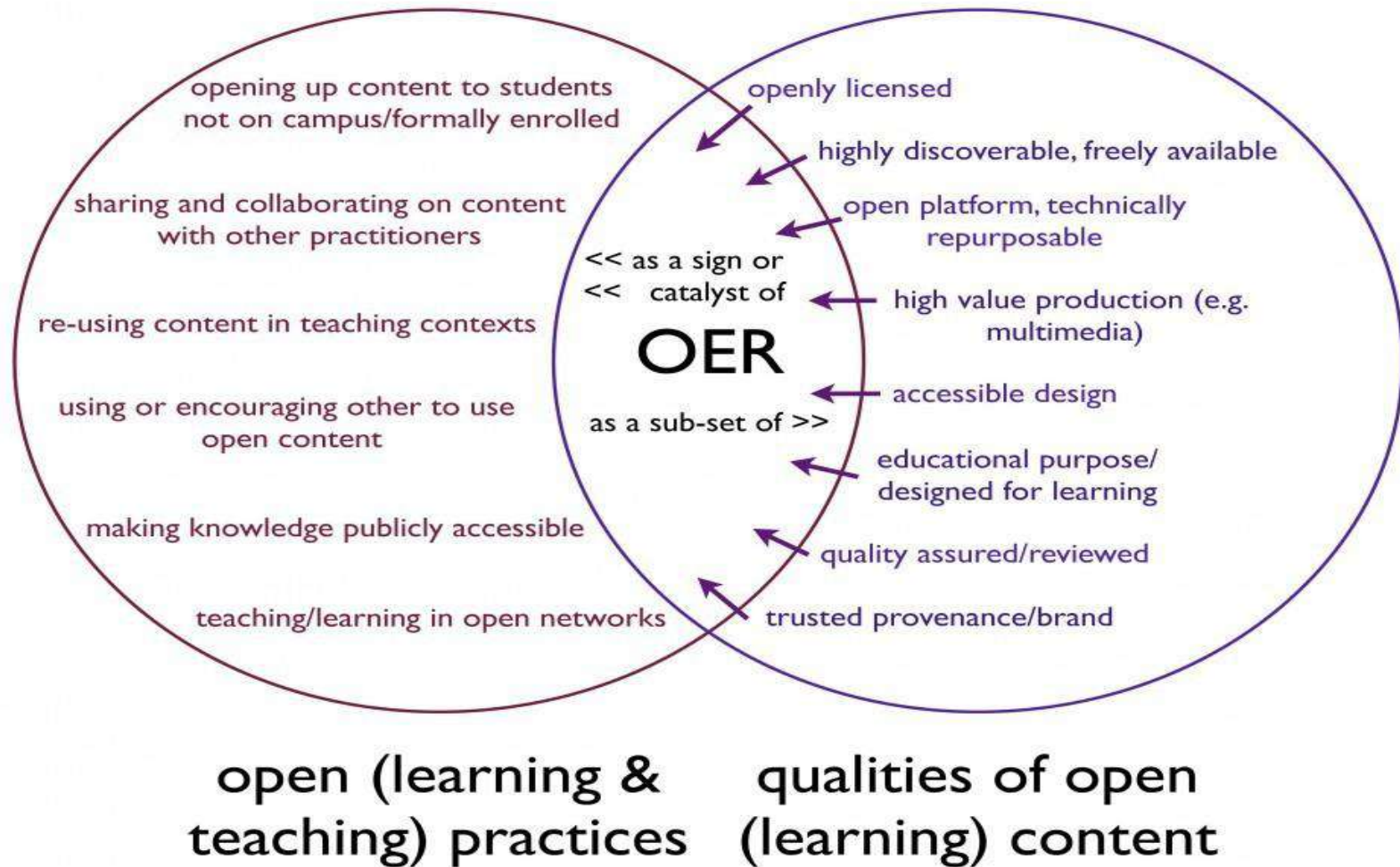
Open Educational Resources (OER) are teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student or self-learner. Examples of OER include: full courses, course modules, syllabi, lectures, homework assignments, quizzes, lab and classroom 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

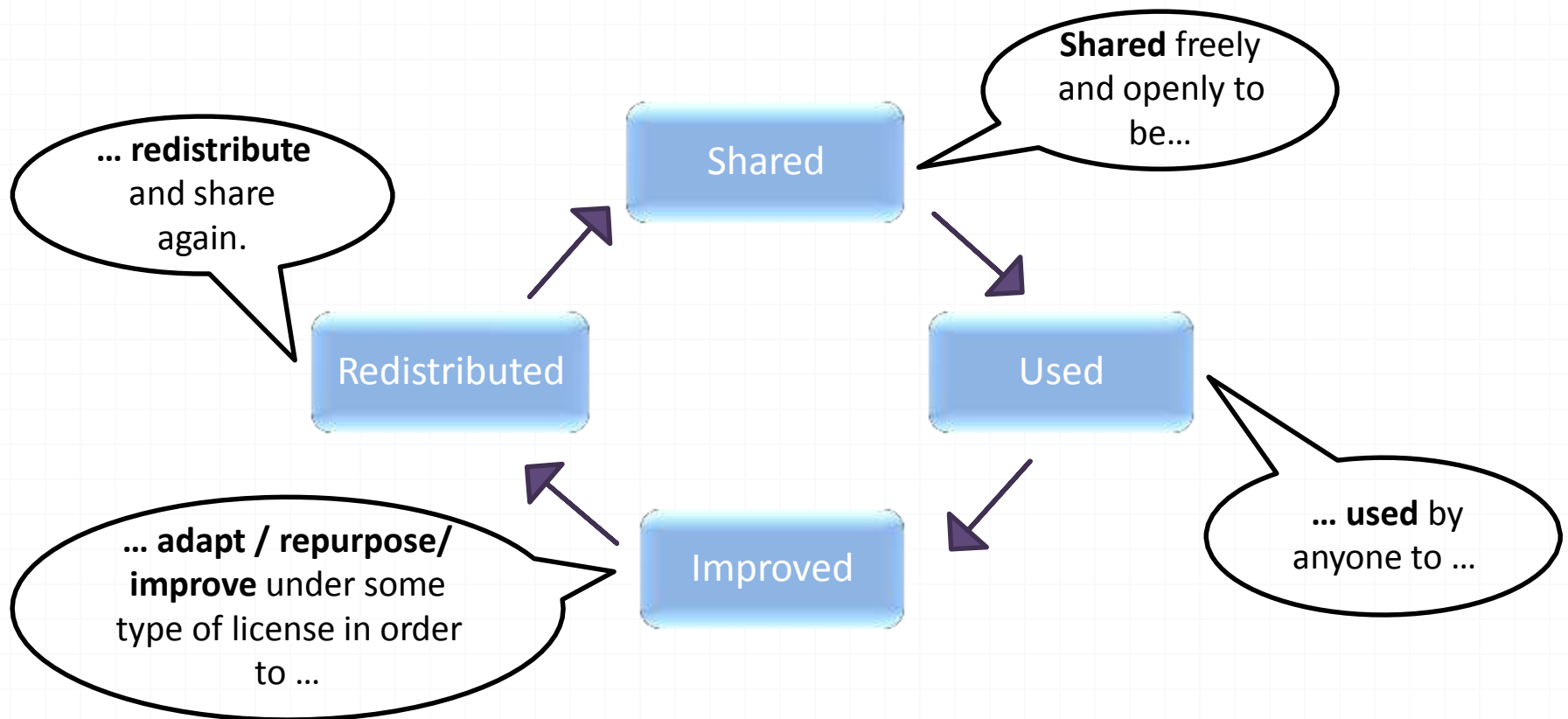
- Courses,
- Course materials,
- Content modules,
- Learning objects,
- Collections, and
- Journals

# Open content / Open practices

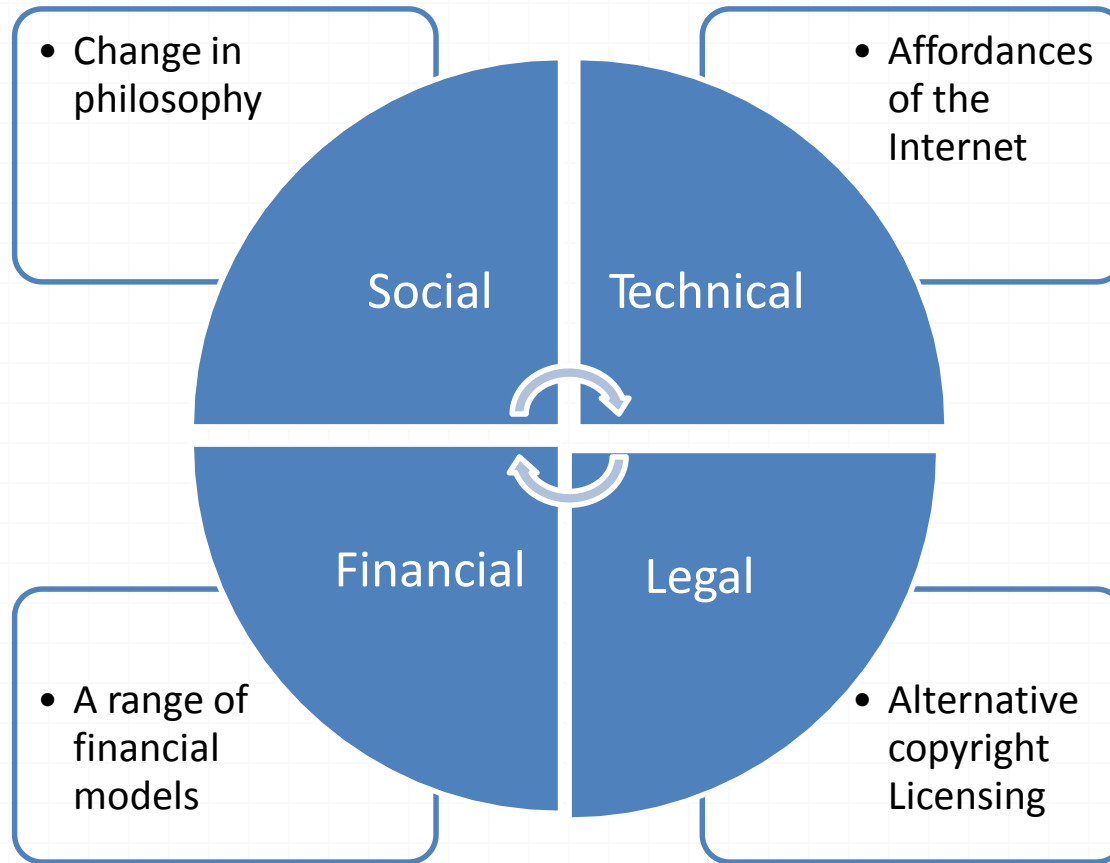


# Open Educational Resources

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



# What has enabled OER?

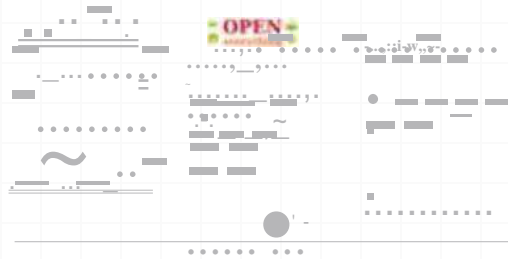


# Change in philosophy towards an “Open Movement”

## Open Society

The idea of OPEN m

Open Society



## Open Science

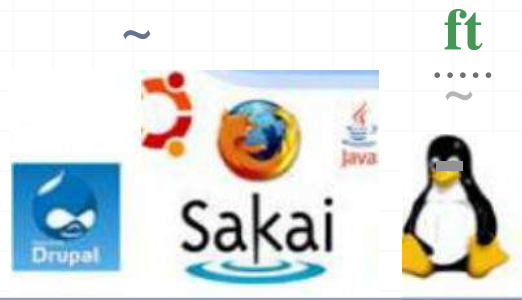
The idea of OPEN m

Open Science



## Open Source Software

The idea of OPEN m --  
Open Source Software



## Open Data

infochimps



Open• Oala  
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## Open Access

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Open Access



# The Open Movement

## Open Educational Resources



## Open Licences

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# **WHERE TO FIND OPEN EDUCATIONAL RESOURCES**



# OER Commons

The banner features a top navigation bar with the OER Commons logo, links for Discover, Hubs, Groups, and Our Services, a green Create button, a search icon, a bell icon, and a Sign In/Register link. The main visual is a photograph of people working at a wooden table with various items like a laptop, keyboard, coffee, and papers. Overlaid on this image is the text 'Explore. Create. Collaborate.' and a descriptive sentence about the platform. Below the text is a search bar with filters for Subject, Education Level, and Standard, and a green Search button. A link to the advanced search is also present.

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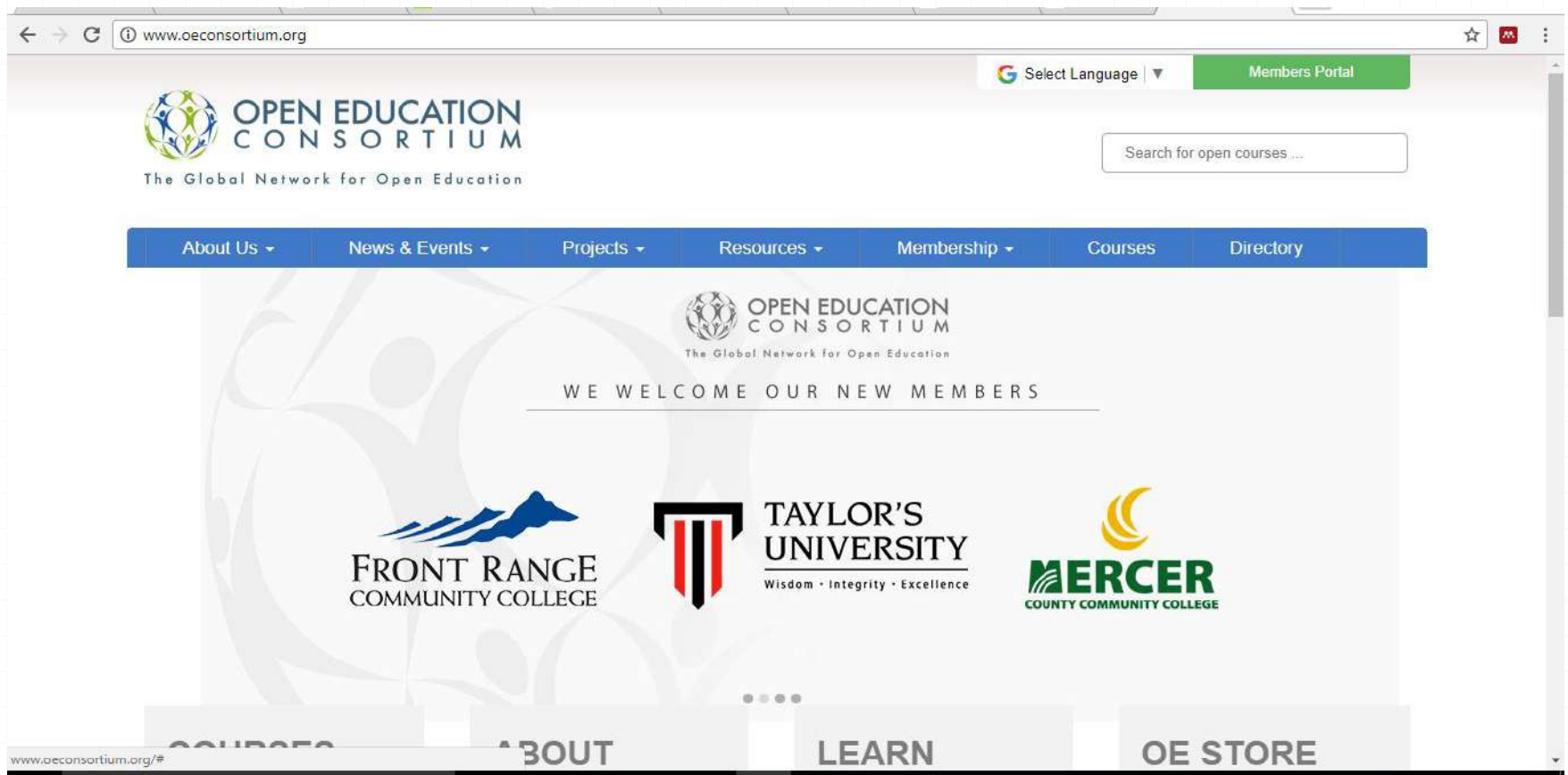
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A global network of educational institutions, individuals and organizations that support an approach to education based on openness, including collaboration, innovation and collective development and use of open educational materials.







United Nations  
Educational, Scientific and  
Cultural Organization

## Communication and Information

UNESCO » Communication and Information » Themes » Access to knowledge » Open educational resources

A- A+

The importance of  
sound in today's world:  
promoting best  
practices

### Access to knowledge

Access for people with  
disabilities

Archives

Ethics of Information

Free and Open Source  
Software (FOSS)

Information literacy

Internet Governance

Libraries

## Open Educational Resources



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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.

### Q&A ABOUT OER

- ▶ What are Open Educational Resources (OERs)?
- ▶ Why should I care about OERs?
- ▶ What are some examples of OER projects?
- ▶ How has UNESCO supported OERs?
- ▶ What is the 2012 World Open Educational Resources Congress and what are its aims?
- ▶ What is the Paris Declaration?
- ▶ How can I get involved?

### RELATED INFORMATION

#### PUBLICATIONS/DOCUMENTS

- ▶ **NEW!** Study on International Collaboration on Open Education Resources (OER)
- ▶ Guidelines on Open Educational Resources (OER) in Higher Education
- ▶ More





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# *Massachusetts Institute of Technology*



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<http://youtube.com/mit>



<http://techtv.mit.edu/>



# Harvard University



## Berkman

The Berkman Center for Internet and Society at Harvard Law School

HOMERIC ODYSSEY AND  
THE CULTIVATION OF JUSTICE



URLs found here: <http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html>

# Berkeley



<http://ocw.uci.edu/>

Berkeley on iTunes U  
University of California  
<http://itunes.berkeley.edu/>



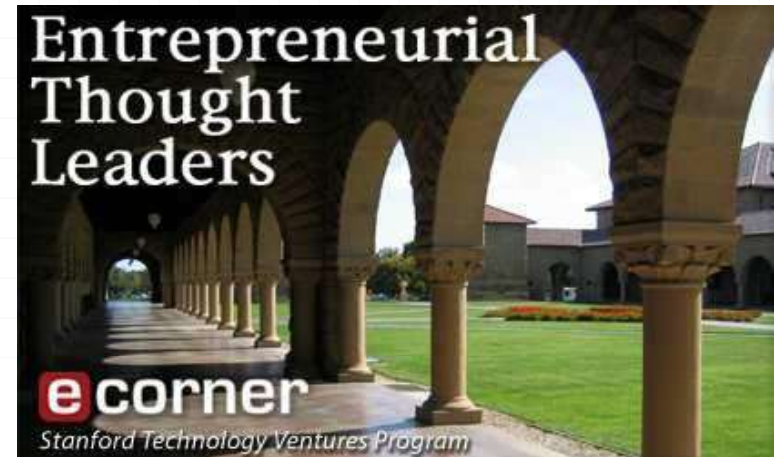
More Berkeley juice: <http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html>



# Stanford University



<http://itunes.stanford.edu/>



<http://ecorner.stanford.edu/podcasts.html>

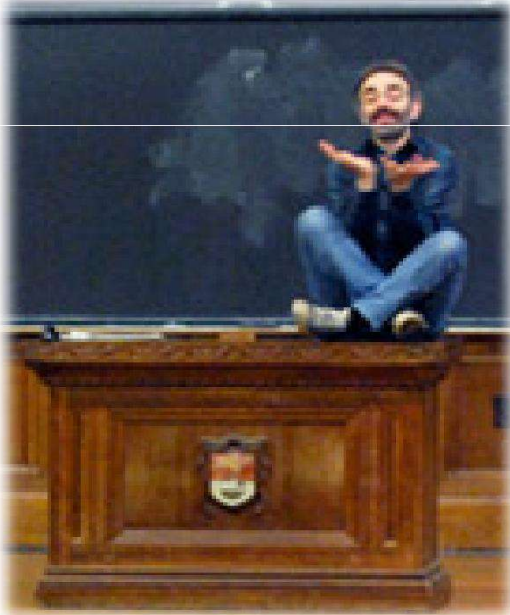


<http://www.youtube.com/stanford>

More Stanford juice: <http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html>

# *Yale University*

## Open Yale courses



Free and open access  
to a selection of  
introductory courses  
taught by  
distinguished teachers  
and scholars at Yale  
University.

<http://oyc.yale.edu/>

# Princeton



<http://www.youtube.com/uchannel>



 **PRINCETON UNIVERSITY**

Event Streaming  
**WebMedia**

<http://www.princeton.edu/WebMedia/>



<http://uc.princeton.edu/main/index.php>

# *Johns Hopkins University*

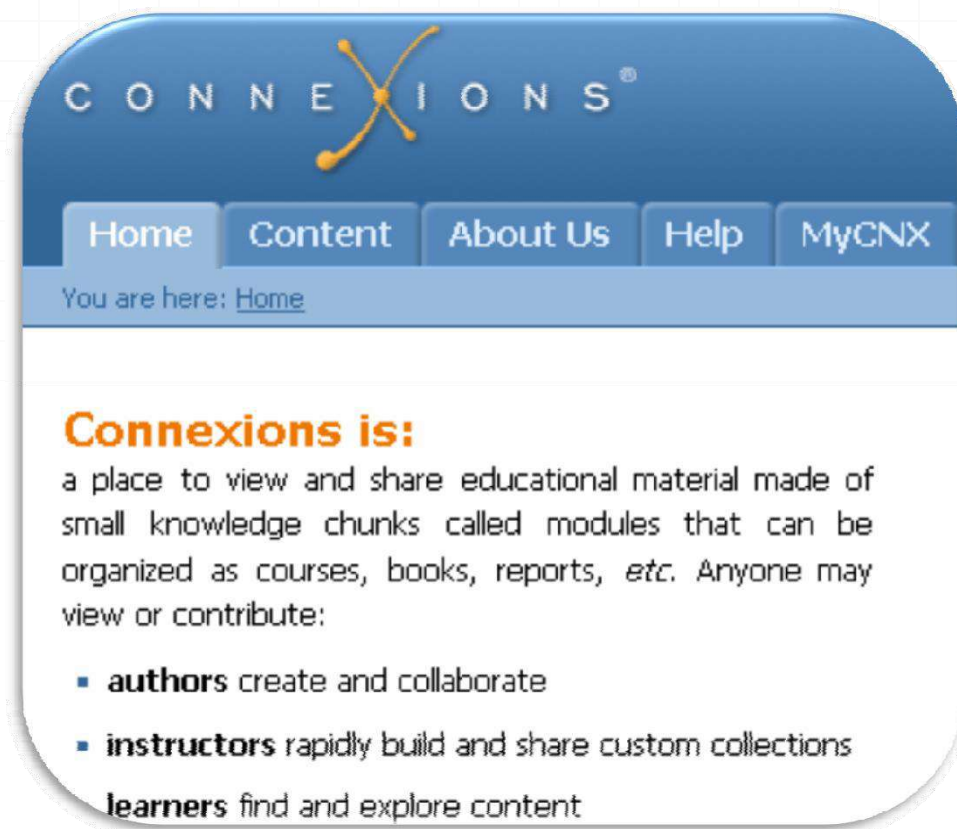


**<http://ocw.jhsph.edu/>**

## Johns Hopkins Podcasts

**<http://www.johnshopkins.edu/podcasts/>**

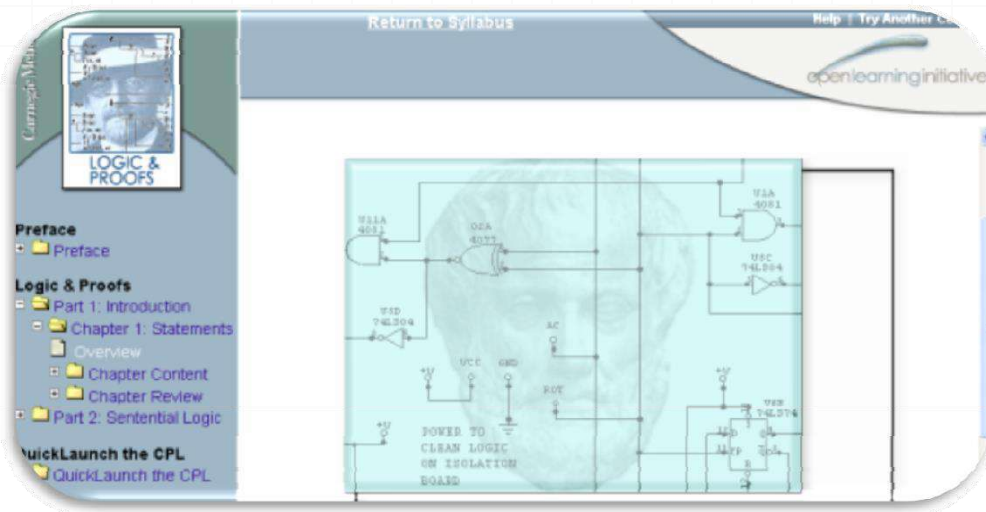
# *Rice University*



**<http://cnx.org/>**



# Carnegie Mellon University



<http://www.cmu.edu/oli/>



<http://www.youtube.com/carnegiemellonu>

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.

# TUFTS **OPEN** COURSEWARE

TUFTS UNIVERSITY

<http://ocw.tufts.edu/>



<http://ocw.umb.edu/>



UNIVERSITY OF  
NOTRE DAME

**OPENCOURSEWARE**

<http://ocw.nd.edu/>



<http://ocw.usu.edu/>



<http://uocwa.org/>

# Etudes



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- Home
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- Training & Events
- Faculty Support
- Student Help
- Software Development
- Our Team
- News & Headlines
- Acknowledgements

## 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.



## Etudes Features




Learn about the core tools, features, functionality and capabilities of Etudes. See Feature List...

## Pilot Etudes

<http://sofia.fhda.edu/>



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[Advanced Unit Search](#) | [Full Text Search](#)




**Knowledge Maps**   
 Map the web, ideas, and arguments...

**MSG Instant Messaging** 


The [OpenLearn](#) website gives free access to course materials from [The Open University](#). The [LearningSpace](#) is open to learners anywhere in the world.


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Password


<http://openlearn.open.ac.uk/>

  
**ouview**  
 

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life

  
learn

<http://www.youtube.com/ou>

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UNIVERSITY OF PENNSYLVANIA

**JOHNS HOPKINS**  
UNIVERSITY

**M** UNIVERSITY OF  
MICHIGAN

**Stanford**

**UC San Diego**

**Duke**  
UNIVERSITY

See All



## 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

[hide]

- 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



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

Siemens, G. & Matheos, K. (2010). Open Social Learning in Higher Education: An African Context. VI International Seminar of the UNESCO chair in e-learning; open social learning. Available online:

<http://www.youtube.com/watch?v=Oexie4cwnf8>

## 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.

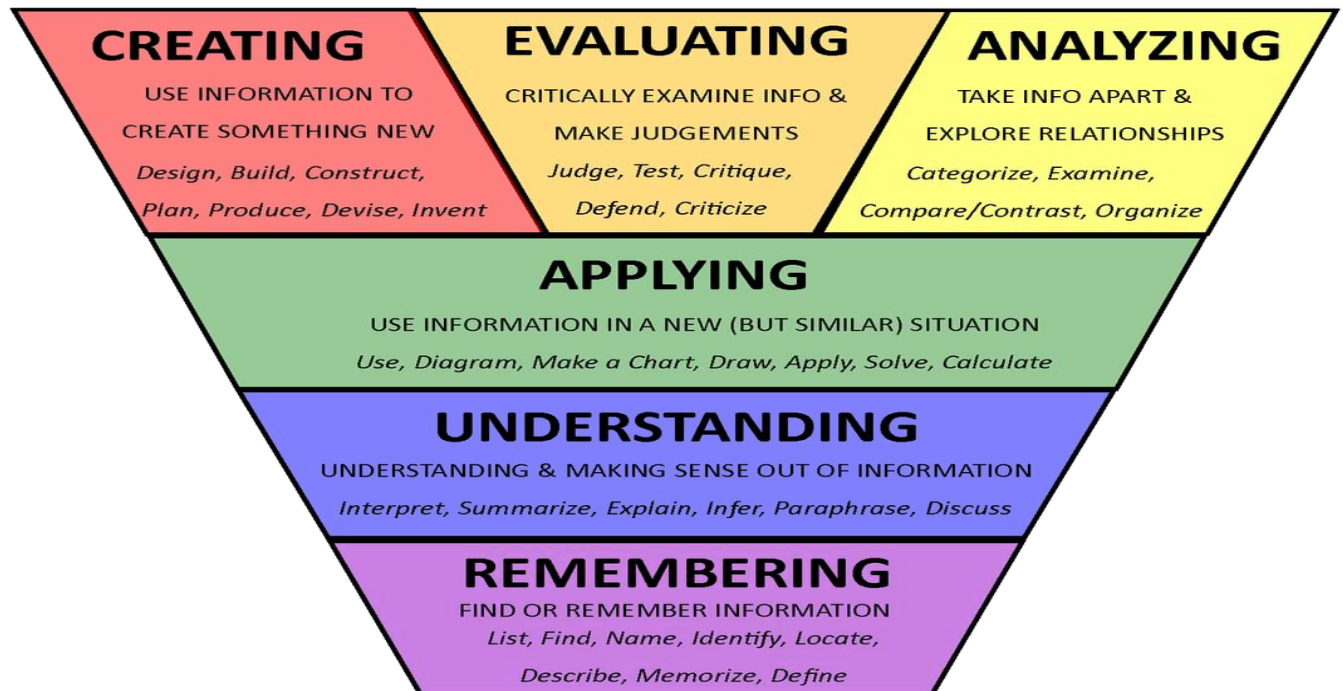
### The basics

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**

### **Enroll today in the Author Academy. Recommended**

- 1) Biomed central –Author Academy

<http://www.biomedcentral.com/authors/authoracademy>

- 2) Springer-Journal author academy: now with interactive courses

<https://www.springer.com/gp/authors-editors/journal-author/journal-author-academy>

- 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**

Hepatitis B virus subgenotype A1, occurrence of subgenotypeD4 and S gene mutations among voluntary Blood Donors in Kenya. *Virus Genes* 47: 448-455

## **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**

- i) Read the correct kind of literature- make use of E resources.
- ii) Read as you collect and analyse data.
- iii) Start by writing the results chapter of the thesis.
- iv) Submit more papers than required.
- v) Adhere to instructions to author.
- vi) Do Corrections!
- vii) Prepare for rejections- minor, major, revision, reject
- viii) 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 >Virologica 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.**

---



# UNIVERSITY OF EMBU

J. M. NJUE: LIBRARIAN

# Introduction

- ➡ Plagiarism is using others' ideas and words without giving them credit.
- ➡ plagiararius –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>](http://academicintegrity.org/cai_research.asp)



# ANTIPLAGIARISM SOFTWARE

- 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 **Plagamme**. 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.

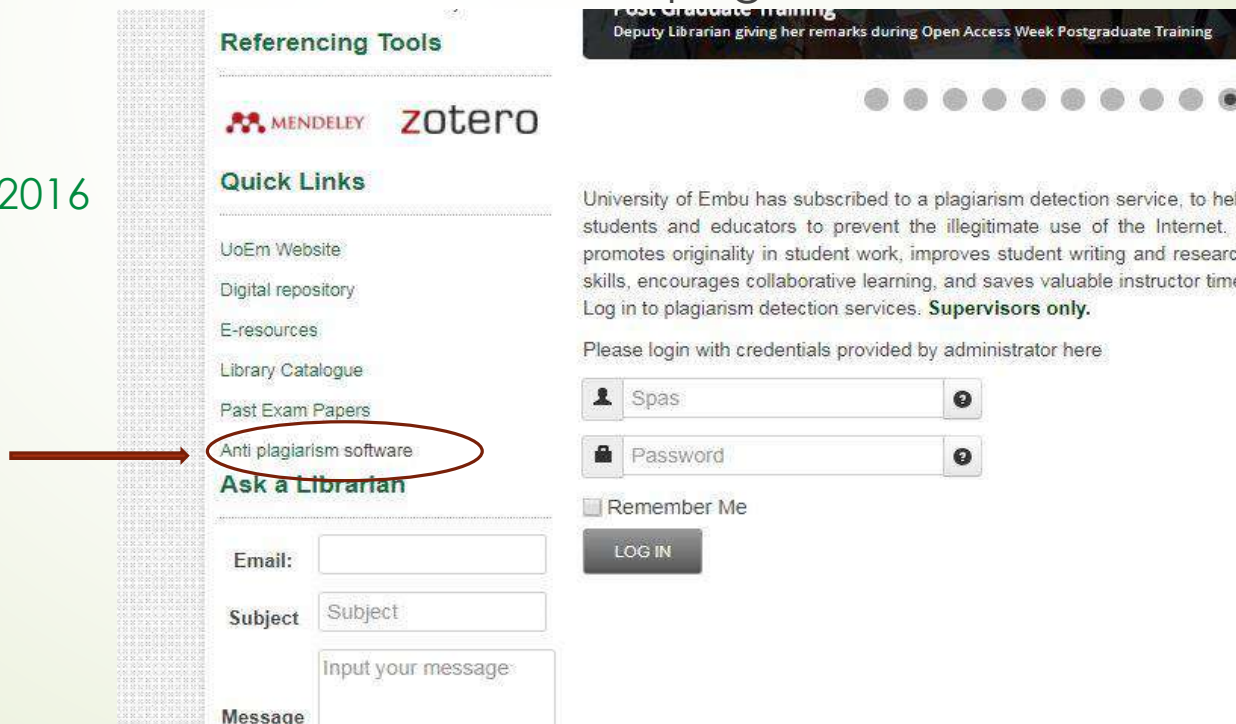
## ➤ **Detection of Left-Out Quotations and References**

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](#) Software link on quick links to the left of the web page
- log in using this credentials to access the software page

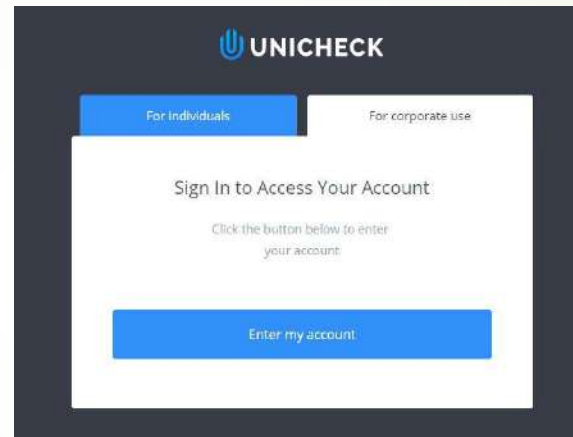
- username: Spas
- Password: Embunilib2016



The screenshot shows the library website interface. On the left, under 'Quick Links', the 'Anti plagiarism software' link is circled in red, with a red arrow pointing to it from the left. Above this, 'Referencing Tools' includes links for 'MENDELEY' and 'zotero'. Below the quick links, there are links for 'UoEm Website', 'Digital repository', 'E-resources', 'Library Catalogue', 'Past Exam Papers', and 'Ask a Librarian'. On the right, a banner for 'Post Graduate Training' is visible. Below it, a text block states: 'University of Embu has subscribed to a plagiarism detection service, to help students and educators to prevent the illegitimate use of the Internet. It promotes originality in student work, improves student writing and research skills, encourages collaborative learning, and saves valuable instructor time. Log in to plagiarism detection services. **Supervisors only.**' Below this text is a login form with fields for 'Username' (containing 'Spas') and 'Password' (containing 'Password'), a 'Remember Me' checkbox, and a 'LOG IN' button. At the bottom, there is an 'Ask a Librarian' form with fields for 'Email', 'Subject', and 'Message'.

# Accessing the antiplagiarism software

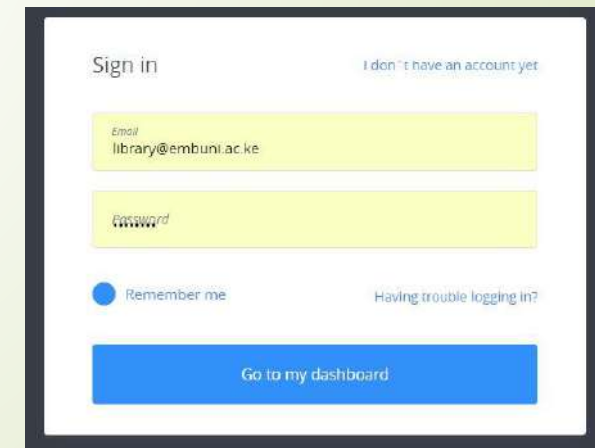
- Proceed to the software by following the link provided in the button.
- Choose “For Corporate use tab” and click on enter my account



- Login to the system using:  
email: [library@embuni.ac.ke](mailto: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.*



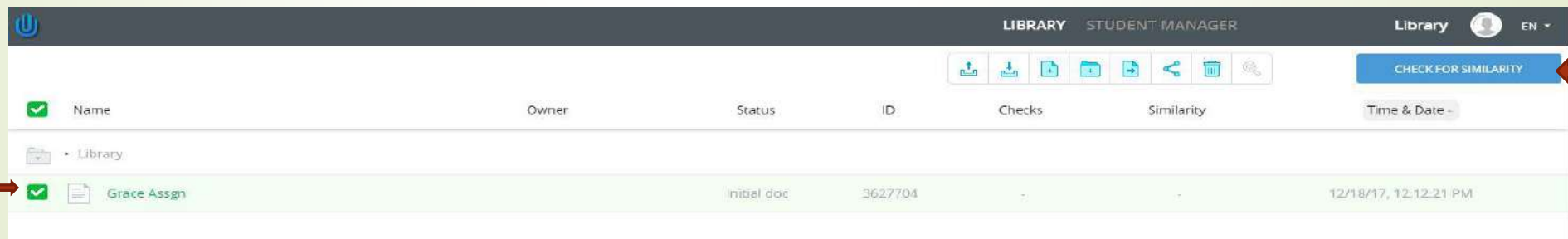


# Accessing the antiplagiarism software

- 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

Library

PROJECT PROPOSAL 2

GENERATE REPORT

CHECK FOR SIMILARITY

< BACK

PROJECT PROPOSAL 2

Checked on 04/19/17, 3:52:04 PM

COMMENTING MODE

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-third of world dairy herd can be found in the developing countries. Growth in milk production is a future tendency in

LEGEND

Internet History Exclude

84.16 / 15.84

Originality / Similarity (%)

694 / 694

Used Sources / Total

SOURCES EXCLUDED

0 Manually

0 By system similarity settings

0 / 0 References / citations

SIMILARITY SOURCES

Words: 9928 | Pages: 50

Leave Feedback | Live Chat

## SIMILARITY SOURCES ?

Internet ( 694 sources )

1. erepository.uonbi.ac.ke/bitstream...	3.57%	✕	🔗
2. erepository.uonbi.ac.ke/bitstream...	3.22%	✕	🔗
3. www.lrrd.org/lrrd19/8/ndam19111.htm	2.06%	✕	🔗
4. agefo.ca/wp-content/uploads/2016/...	1.74%	✕	🔗
5. archive.org/stream/ERIC_ED501453/...	1.74%	✕	🔗
6. files.eric.ed.gov/fulltext/ED5014...	1.74%	✕	🔗
7. tojet.net/articles/v5i2/523.pdf	1.74%	✕	🔗
8. www.researchomatic.com/Running-He...	1.47%	✕	🔗
9. www.studymode.com/essays/Diffusio...	1.42%	✕	🔗