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# Present and Publish

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<b>From</b>	Deborah Tidwell 
<b>Sent</b>	Tuesday, January 1, 2008 6:28 p.m.
<b>To</b>	Deanna Breslin, Kavita Mittapalli, Anastasia P. Samaras, Mary Adams-Legge, Jeanmarie Infranco, Jennifer A. M. O'Looney, Arvinder K. Johri, Mary Jane McIlwain, Bernadine Person, Tamie L. Pratt-Fartro, and Dawn Renee Wilcox

*Congratulations on the acceptance of your proposal for The Seventh International Conference on Self-Study of Teacher Education Practices. I will be the primary editor for your full paper throughout the proceedings preparation process. Please feel free to contact me directly with any questions you may have.*

## CHAPTER DESCRIPTION

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This chapter discusses the importance of making your research public through presenting it broadly. You will find an invitation to create an interactive presentation along with pointers for presenting your research. An example of a self-study proposal and proposal criteria are included to help you gain an idea of a proposal process. Also included is advice about presenting your research as well as advice on getting published. The chapter focuses on the methodological component of knowledge generation and presentation along with an invitation to celebrate your efforts as a self-study teacher researcher.

◆ Reading this chapter provides guidelines for presenting and publishing your research.

I literally ran to the conference session. I couldn't wait to hear this researcher speak. I had read so much of her work, and it was so connected to my own research. I arrived at the session early because I figured it would be packed. I found a seat and anxiously waited for the talk. Instead, and to my great disappointment, the presenter first passed out a paper of her research and then proceeded to read the whole thing for 20 minutes, running out of time to address audience questions. We know that good teaching and presenting are more than just telling.