Bridging Coursework and Publication: A Model to Help Students Produce Manuscripts Ready for Publication in Scientific Journals

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ABSTRACT

The gap between academic coursework and publication readiness remains a significant challenge in higher education, where students often produce high-quality research assignments but lack the skills, confidence, and guidance to transform them into publishable manuscripts. This article introduces the *Bridging Coursework and Publication* model, a constructivist and publication-oriented pedagogical framework designed to guide students from coursework completion to manuscript submission. The model integrates scaffolded writing stages, peer review, publication simulation, reflective portfolios, and digital tool utilization to enhance students' academic writing competence, publication literacy, and scholarly identity. A pilot implementation with undergraduate students in a research methodology course demonstrated substantial improvements in manuscript preparation, submission rates, and student engagement. The findings suggest that embedding publication-focused scaffolding within coursework can effectively bridge the gap between academic assignments and scholarly dissemination, fostering a culture of research and publication within higher education institutions. The model offers a replicable framework for curriculum designers, instructors, and policymakers aiming to enhance student research productivity and publication readiness.

Introduction

Scientific publication has become a central indicator of institutional credibility and academic productivity in higher education (Illingworth, 2025; Purdue University, n.d.). Universities are not only expected to produce graduates with strong competencies but also to engage students in the broader process of knowledge creation and dissemination (Hanemann & Robinson, 2022; González-Pérez & Ramírez-Montoya, 2022). Within the framework of Sustainable Development Goal 4 (SDG 4), higher education must ensure inclusive and quality education that enhances lifelong learning, research engagement, and scholarly communication (UNESCO, 2023).

However, a persistent gap remains between *coursework output*—such as theses,

project reports, and seminar papers—and students' readiness to produce publishable manuscripts (Rocco & Nolan, 2006; Solvason, O'Neill, & Jones, 2023). Many undergraduate and master's students complete research-based assignments yet fail to transform them into scientific publications. This situation reflects a systemic problem: most curricula emphasize research *implementation* rather than publication *translation* (Aitchison, Kamler, & Lee, 2010). In the context of our institutional case, only 21 out of 54 graduates successfully published their work in national journals over the past two academic years, highlighting the need for pedagogical models that explicitly bridge coursework with the publication process.

Writing pedagogy in higher education has evolved from focusing on grammatical correctness to fostering students' ability to construct meaning, engage audiences, and participate in academic discourse communities (Hyland, 2013; Tardy, Sommer-Farias, & Gevers, 2020). The *process-genre approach*, which integrates explicit instruction with iterative drafting and feedback, has been shown to improve academic writing skills and confidence among students (Peungcharoenkun & Waluyo, 2024; Hyland & Hyland, 2019). Yet, few models have moved beyond writing for assessment to writing for *publication*, a more complex skill requiring awareness of rhetorical conventions, peer review dynamics, and ethical standards (Cargill & O'Connor, 2021; Flowerdew, 2015).

The emerging field of *publication pedagogy* emphasizes authentic engagement with the publication process—encouraging students to view themselves as contributors to scholarly conversations rather than mere learners (Aitchison & Guerin, 2014; Solvason et al., 2023). This paradigm shift aligns with constructivist learning theory, which posits that learners actively construct knowledge through social interaction, reflection, and real-world application (Piaget, 1985; Vygotsky, 1978). Applying constructivism to academic writing means creating opportunities for students to engage collaboratively in drafting, reviewing, revising, and publishing authentic research

texts (Jonassen, 1999; MurrellJones & Akin, 2025). Such an approach transforms traditional academic writing classes into spaces where knowledge is co-constructed and disseminated, embodying the transition from *writing pedagogy* to *publication pedagogy*.

Despite institutional encouragement to publish, many students remain unprepared to engage with the demands of scholarly writing. Numerous studies identify a set of recurrent challenges that hinder students' progression from coursework to publication. First, many students lack mastery of academic discourse structures—such as the IMRaD format, argumentative logic, and the stylistic norms of disciplinary writing (Jackson, Nelson, Heggins, Baatz, & Schuh, 1999; Rocco & Nolan, 2006; Hyland, 2016). They often struggle with integrating sources, synthesizing literature, and articulating findings that contribute to knowledge creation (Carter, Ferzli, & Wiebe, 2007; Cargill & O'Connor, 2021).

Second, affective and psychosocial barriers—such as low self-efficacy, fear of criticism, and limited resilience in responding to reviewer feedback—further undermine their publication readiness (Lee & Boud, 2003; Solvason et al., 2023). Students frequently interpret feedback as personal judgment rather than constructive dialogue, which weakens their engagement in the revision process (Hyland & Hyland, 2019). Third, institutional and curricular limitations also play a role. Many programs do not include explicit training in writing for publication, leaving students to navigate the process independently (Aitchison et al., 2010; MurrellJones & Akin, 2025). Faculty workloads, limited mentoring time, and the absence of structured publication support exacerbate this gap (Rocco & Nolan, 2006; Aitchison & Guerin, 2014).

Cultural differences further complicate this issue. In many Asian and African contexts, publishing during undergraduate or master's study is still uncommon (Flowerdew, 2015; Kwan, 2010). Students may perceive scholarly publishing as an elite practice reserved for senior researchers. As a result, they often lack familiarity with peer

review, citation ethics, and manuscript revision protocols (Aitchison & Guerin, 2014; Hyland, 2016). This disconnect creates what has been termed a *publication readiness gap*—a divide between academic coursework outcomes and the ability to participate in research dissemination (Illingworth, 2025). Therefore, there is a pressing need for a pedagogical model that explicitly trains students not only in writing but also in understanding the rhetorical, ethical, and procedural dimensions of scientific publication.

A constructivist, scaffolded, and reflective model may serve as a viable bridge to address this gap. By integrating guided writing stages, peer review, and publication simulation, educators can provide students with structured opportunities to transform coursework into manuscripts suitable for submission (Tardy et al., 2020; Peungcharoenkun & Waluyo, 2024; MurrellJones & Akin, 2025). Such a model encourages students to internalize the norms of academic discourse, thereby fostering agency, motivation, and scholarly identity as emerging researchers (Aitchison et al., 2010; Hyland, 2013).

This article aims to introduce and validate a practice-based pedagogical model called Bridging Coursework and Publication, designed to guide students in transforming their coursework into publishable manuscripts. The model is grounded in constructivist learning theory (Vygotsky, 1978; Piaget, 1985) and draws upon the principles of *publication pedagogy* (Aitchison & Guerin, 2014). It operationalizes these frameworks through *learning by doing*, *collaborative peer feedback*, and *reflective practice*, thereby situating students as active participants in authentic scholarly communication (Tardy et al., 2020; Hyland, 2013).

The model contributes to both theory and practice. Theoretically, it expands the discourse on academic writing instruction by positioning publication not merely as an outcome but as a learning process integral to knowledge construction (Aitchison et al., 2010; Hyland, 2016). Practically, it provides a structured pathway that enables instructors to embed publication-oriented writing into research courses and curricula. Through scaffolded activities—ranging from draft mapping, peer review, to publication simulation—students learn to navigate journal guidelines, ethical authorship, and revision protocols (Cargill & O'Connor, 2021; Solvason et al., 2023).

At the institutional level, the model supports the development of *research literacy* and *academic identity*, empowering students to view themselves as emerging scholars contributing to global academic discourse (MurrellJones & Akin, 2025; Flowerdew, 2015). It also aligns with SDG 4 by enhancing the quality of higher education through integrative and research-driven learning. Ultimately, the model aims to transform the culture of writing in higher education—from writing to pass a course, to writing to publish and participate in scholarly communities (González-Pérez & Ramírez-Montoya, 2022; Hanemann & Robinson, 2022).

Theoretical and Pedagogical Background

1. Constructivist Learning Theory: Building Knowledge through Active Engagement

Constructivist learning theory provides the philosophical and psychological foundation for the *Bridging Coursework and Publication* model. Rooted in the works of Piaget (1985) and Vygotsky (1978), constructivism posits that learners actively construct their own understanding of knowledge through experience, reflection, and social interaction. Piaget's cognitive constructivism emphasizes individual meaning-making and equilibration—the process through which learners reconcile new information with existing mental frameworks. In contrast, Vygotsky's social constructivism underscores the mediating role of culture, language, and social context in learning (Vygotsky, 1978).

In the context of academic writing, constructivism reframes students from passive recipients of writing conventions to active constructors of scholarly meaning. Jonassen (1999) and Fosnot (2013) argue that authentic learning environments—

where learners engage in real-world tasks, negotiate meaning with peers, and reflect on their process—yield deeper cognitive outcomes than transmission-based instruction. This orientation aligns with writing as a process of inquiry rather than a product of compliance. Students, therefore, learn not only the mechanics of writing but also the epistemic logic underlying knowledge production (Bruffee, 1986; Lave & Wenger, 1991).

In publication-oriented learning, the constructivist approach manifests in scaffolded writing tasks that encourage students to analyze authentic journal articles, collaborate in peer review, and iteratively revise their manuscripts based on feedback. Through such activities, learners operate within their *zone of proximal development* (ZPD), progressively internalizing higher-order writing and research skills (Vygotsky, 1978; Mercer & Howe, 2012). By positioning publication as both process and goal, constructivism ensures that knowledge construction, reflection, and social dialogue converge within authentic academic practice (Biggs, 2014; Tynjälä, 2008).

2. Writing Pedagogy: From Cognitive Skills to Social Practice

Over the past three decades, writing pedagogy in higher education has evolved through several paradigmatic shifts—from cognitive models emphasizing individual linguistic proficiency to socio-rhetorical models emphasizing discourse community participation (Hyland, 2013; Tardy, 2020). Early models of academic writing instruction viewed writing as a cognitive skillset involving grammar, syntax, and coherence (Flower & Hayes, 1981). However, contemporary scholarship recognizes writing as a *social practice* that reflects disciplinary epistemologies and rhetorical norms (Lea & Street, 1998; Hyland, 2016).

According to Hyland (2002, 2013), writing pedagogy must move beyond generic skills training to disciplinary literacy that helps students "write themselves into" their field's discourse. This shift has given rise to *genre-based* and *process-genre* approaches

that blend structural awareness with iterative writing and feedback cycles (Badger & White, 2000; Tardy et al., 2020). The *process-genre* approach, in particular, has been shown to enhance students' writing fluency, self-efficacy, and metacognitive awareness through stages of planning, drafting, revising, and reflecting (Peungcharoenkun & Waluyo, 2024; Hyland & Hyland, 2019).

Moreover, writing pedagogy informed by *academic literacies* perspectives recognizes that challenges in writing are not merely linguistic but epistemological and identity-based (Lillis & Scott, 2007; Wingate, 2012). Students often struggle to internalize the implicit norms of academic argumentation and authorial stance required in scholarly publication. Teaching writing for publication, therefore, demands a pedagogy that exposes these hidden conventions through explicit modeling, dialogue, and feedback (Tardy, 2020; Cargill & O'Connor, 2021).

In this sense, academic writing instruction becomes an act of empowerment—helping students navigate disciplinary boundaries, claim academic voice, and participate as legitimate members of the research community (Canagarajah, 2013; Aitchison & Guerin, 2014). Thus, writing pedagogy provides the methodological scaffolding for publication-oriented instruction, wherein students learn both the cognitive and social dimensions of scholarly communication.

3. Publication Pedagogy: Bridging Learning and Research Dissemination

Publication pedagogy is an emerging field that explicitly connects the process of learning to the practices of academic publishing (Aitchison, Kamler, & Lee, 2010; Cargill & O'Connor, 2021). Unlike traditional writing instruction, which focuses on coursework-based outputs, publication pedagogy positions students as *knowledge producers* capable of contributing to their disciplines through formal dissemination. It treats publication as an epistemic practice— a means of participating in global scholarly

dialogues and constructing academic identity (Kamler, 2008; Solvason et al., 2023).

According to Aitchison and Guerin (2014), publication pedagogy entails "learning to publish by publishing," where students engage in authentic writing tasks modeled on real journal submission and review processes. The pedagogy emphasizes authenticity, collaboration, and mentoring: students learn journal selection, manuscript formatting, responding to reviewers, and ethical authorship through experiential engagement (Carter et al., 2007; Hyland, 2016). Instructors act as facilitators and co-authors, guiding students through the rhetorical and procedural complexities of scholarly publishing (Lee & Boud, 2003; MurrellJones & Akin, 2025).

This approach has been empirically shown to enhance students' *publication readiness*—improving their self-efficacy, understanding of peer review, and sense of belonging in academic communities (Aitchison & Guerin, 2014; Badley, 2009; Lee & Kamler, 2008). By embedding publication pedagogy within coursework, higher education institutions can bridge the gap between classroom-based research activities and the real-world practices of knowledge dissemination.

Furthermore, publication pedagogy aligns with principles of *transformative learning* (Mezirow, 2009) by challenging students to reflect critically on their assumptions about research, writing, and authorship. As students engage in authentic publication experiences, they develop *metacognitive awareness* of how disciplinary knowledge is produced, validated, and shared (Hyland, 2013; Illingworth, 2025). This alignment makes publication pedagogy a powerful complement to constructivist learning, emphasizing both epistemic agency and scholarly identity formation.

4. Integrating Constructivism, Writing Pedagogy, and Publication Pedagogy

The intersection of constructivism, writing pedagogy, and publication pedagogy creates a coherent theoretical foundation for the *Bridging Coursework and Publication* model. Constructivism provides the epistemological framework for active, social, and reflective learning; writing pedagogy offers the methodological scaffolds for developing academic discourse competence; and publication pedagogy contextualizes these processes within authentic scholarly practices (Hyland, 2016; Aitchison & Guerin, 2014; Tardy et al., 2020).

In this integrated framework, learning to publish is not a post-hoc process after research completion but a pedagogically embedded journey within coursework. Through scaffolded activities—such as analyzing journal articles, revising drafts through peer feedback, and simulating submission—students co-construct both knowledge and identity as academic writers (Bruffee, 1986; Lea & Street, 1998). The instructor's role evolves from evaluator to mentor, facilitating collaborative inquiry and reflective growth (Biggs, 2014; Lave & Wenger, 1991).

Consequently, the proposed model transforms writing instruction into a dynamic ecosystem that nurtures *academic resilience, intellectual autonomy, and scholarly participation*. It not only bridges the gap between coursework and publication but also redefines higher education as a site of authentic knowledge production—an essential step toward realizing the aims of SDG 4 and the democratization of scholarly communication (González-Pérez & Ramírez-Montoya, 2022; UNESCO, 2023).

Problem Context and Needs Analysis

1. Contextual Background: The Coursework–Publication Gap in Higher Education

Despite the increasing emphasis on research and publication as key academic performance indicators, most undergraduate and postgraduate students remain underprepared for the demands of scholarly publishing (Aitchison & Guerin, 2014; Hyland, 2016; Illingworth, 2025). Universities worldwide have introduced research methodology courses and writing-intensive curricula, yet these often culminate in products that remain internal—such as theses, reports, and seminar papers—rather

than being translated into journal publications (Aitchison, Kamler, & Lee, 2010; Solvason, O'Neill, & Jones, 2023).

In Indonesia and other developing contexts, this problem is particularly pronounced. Institutional data from the *Faculty of Teacher Training and Education (FKIP)* at Universitas Muhammadiyah Enrekang show that, between 2022 and 2024, only 21 of 54 graduates successfully published their research outputs in peer-reviewed national journals indexed in SINTA 3–5. While nearly all students completed capstone research projects, few possessed the knowledge, mentorship, or confidence to prepare manuscripts for submission. Such statistics illustrate what Rocco and Nolan (2006) described as a "pedagogical disconnection" between *research instruction* and *publication readiness*.

This publication gap also reflects broader systemic issues: curricula often emphasize *research completion* rather than *research dissemination*, and academic culture tends to treat publishing as a post-graduate rather than an integrative learning activity (Kamler, 2008; Carter, Ferzli, & Wiebe, 2007). Consequently, while students acquire research skills, they rarely develop the rhetorical, procedural, and ethical competencies required for publishing in scientific journals (Flowerdew, 2015; Cargill & O'Connor, 2021).

2. Student-Level Needs: Skill Deficits, Self-Efficacy, and Motivation

Empirical evidence indicates that students face multiple barriers in transforming coursework into publishable manuscripts. The first is a deficit in academic writing competence. Many students struggle with the organization of IMRaD (Introduction, Methods, Results, and Discussion) structures, argument coherence, and citation integration (Hyland, 2013; Tardy, Sommer-Farias, & Gevers, 2020). These challenges stem from limited exposure to authentic publication models and insufficient training in rhetorical awareness (Peungcharoenkun & Waluyo, 2024; Wingate, 2012).

Second, students often exhibit low publication self-efficacy, a psychological factor that strongly influences engagement and persistence (Bandura, 1997; MurrellJones & Akin, 2025). Writing for publication involves navigating uncertainty, critique, and revision cycles that demand emotional resilience. Many students internalize the belief that publication is reserved for "professional scholars," leading to self-doubt and avoidance (Lee & Boud, 2003; Solvason et al., 2023). Without guided scaffolding and emotional support, these affective barriers prevent students from even attempting manuscript preparation.

Third, a lack of intrinsic motivation and identity as emerging scholars further widens the gap (Lillis & Scott, 2007; Canagarajah, 2013). Students typically perceive writing as a means to fulfill course requirements rather than as participation in an academic community (Hyland, 2016). Research by Kamler and Thomson (2014) demonstrates that identity formation is central to publication readiness—students must learn to view themselves as legitimate contributors to disciplinary knowledge. This transformation requires mentorship, reflective dialogue, and access to authentic writing experiences (Aitchison & Guerin, 2014; Tardy, 2020).

Finally, technological literacy plays a growing role. The use of citation management tools, plagiarism detection systems, and collaborative writing platforms are essential components of modern academic publishing (Cargill & O'Connor, 2021; Purdue University, n.d.). Many students lack adequate training in these digital tools, limiting their ability to meet journal standards and efficiently manage revisions (González-Pérez & Ramírez-Montoya, 2022). Addressing this digital competence gap is thus a prerequisite for cultivating publication-ready graduates in the digital era.

3. Instructor-Level Needs: Pedagogical, Mentoring, and Resource Gaps

While student-level deficiencies are well documented, faculty also face challenges that impede the institutionalization of

publication-oriented learning. Many instructors report insufficient training in publication pedagogy and limited time to mentor students through lengthy writing and revision processes (Aitchison & Guerin, 2014; Rocco & Nolan, 2006). Faculty workloads—especially in teaching-focused universities—often prioritize classroom instruction over individualized writing mentorship (Carter et al., 2007).

Moreover, there is a lack of structured institutional mechanisms to support student publication. In most programs, writing instruction is confined to a single research methodology course, and there is no follow-up structure for manuscript development, journal selection, or submission assistance (Hyland, 2016; Kamler, 2008). Instructors themselves may experience publication pressure that leaves little room for pedagogical innovation (Solvason et al., 2023). As a result, opportunities for collaborative writing, co-authorship, or writing groups—practices proven effective in developing publication skills—remain scarce (Aitchison et al., 2010; Lee & Boud, 2003).

Institutional incentives and policies also shape instructor motivation. In systems where student publication is not recognized as part of faculty evaluation, mentoring efforts may be undervalued (Badley, 2009; Flowerdew, 2015). Conversely, universities that implement publication-based graduation requirements (as seen in Malaysia, Thailand, and Indonesia) face tension between quantity and quality—pressuring both faculty and students to prioritize completion over competence (Hyland, 2016; Illingworth, 2025). Therefore, effective intervention requires not only student training but also systemic alignment of institutional culture, workload policies, and capacity-building initiatives for educators.

4. Barriers to Academic Publishing in the Global South

The publication gap must also be understood within the broader sociocultural and geopolitical context of knowledge production. Scholars such as Canagarajah (2013) and Flowerdew (2015) have long argued that the dominance of English-medium journals creates barriers for scholars from non-Anglophone countries, including linguistic disadvantage, access inequities, and epistemic marginalization. These global disparities reinforce the perception that publication is an elite activity reserved for Western scholars (Hyland, 2016).

At the institutional level, universities in developing regions often lack well-resourced writing centers, editorial support, or research mentorship programs (González-Pérez & Ramírez-Montoya, 2022; UNESCO, 2023). Funding for publication fees, access to databases, and open-access journals is also limited (Illingworth, 2025). Such constraints exacerbate both the practical and psychological barriers to publication readiness among students and novice researchers.

In Indonesia, the national higher education system has made progress by incorporating publication requirements into accreditation and promotion criteria. Yet, implementation at the undergraduate level remains inconsistent (Kemenristekdikti, 2023). Faculty and students face limited journal options, high rejection rates, and inadequate mentoring support. Consequently, despite policy initiatives promoting *research-based learning*, institutional ecosystems rarely provide the structured scaffolds needed to convert coursework into publications.

This situation underscores the urgency of designing pedagogical models that integrate publication-oriented activities into existing curricula. The *Bridging Coursework and Publication* model responds to this gap by combining constructivist learning theory, writing pedagogy, and publication pedagogy into a structured, replicable approach that guides students through authentic scholarly writing experiences—thereby transforming institutional culture from *research completion* to *research communication*.
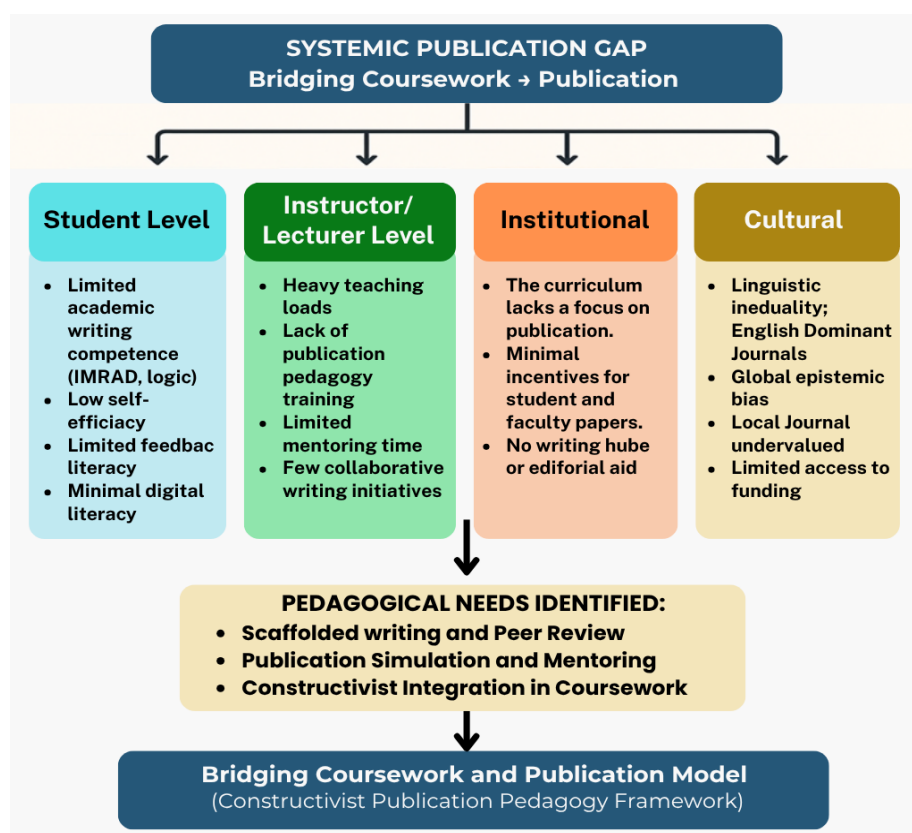
Figure 1. Summary of Needs Analysis: The Coursework–Publication Gap Framework

Figure 1 illustrates the interconnected dimensions of the publication readiness gap—student, instructor, institutional, and cultural levels—each contributing distinct yet interrelated barriers. These elements converge into a central *Systemic Publication Gap*, emphasizing the need for integrated interventions such as scaffolded writing, publication simulation, and constructivist integration in coursework. The framework culminates in the *Bridging Coursework and Publication Model (Constructivist Publication Pedagogy Framework)*, which operationalizes these insights into a holistic, context-responsive educational design.

5. The Bridging Model: From Coursework to Publication

a. A Constructivist, Scaffolded Approach

The *Bridging Coursework and Publication* model is designed to address the systemic gaps identified in the previous sections by providing a pedagogical framework that integrates coursework with the processes of academic publishing. This model is grounded in constructivist learning theory, which emphasizes the active construction of knowledge through authentic, real-world tasks (Vygotsky, 1978; Piaget, 1985). It draws upon *publication pedagogy* (Aitchison & Guerin, 2014), which positions writing for publication as a dynamic and iterative process that requires students to engage in scholarly communication and reflective practice.

At the heart of the model is the idea that students must be guided through a series of

scaffolded writing activities, peer reviews, and iterative revisions to develop the competencies needed to produce manuscripts suitable for submission to academic journals (Tardy, 2020; Peungcharoenkun & Waluyo, 2024). Unlike traditional writing instruction, which typically focuses on individual assignments or research papers, this model provides a holistic approach that aligns coursework with the demands of scholarly publication, thereby shifting students' focus from completing tasks to contributing to academic discourse.

The model incorporates principles from the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation), providing a systematic and adaptable approach to publication-focused pedagogy. Each phase of the ADDIE model is used to scaffold students' learning, offering guidance from early drafts through peer review to final manuscript submission. In doing so, it ensures that students acquire both the technical skills (writing, editing, formatting) and the cognitive skills (critical thinking, argumentation, scholarly identity) required to succeed in academic publishing.

b. Key Components of the Bridging Model

The *Bridging Coursework and Publication* model consists of five interrelated components that together form a comprehensive pathway from coursework to publication-ready manuscript. These components are designed to be integrated throughout the course, providing continuous support and feedback throughout the writing process.
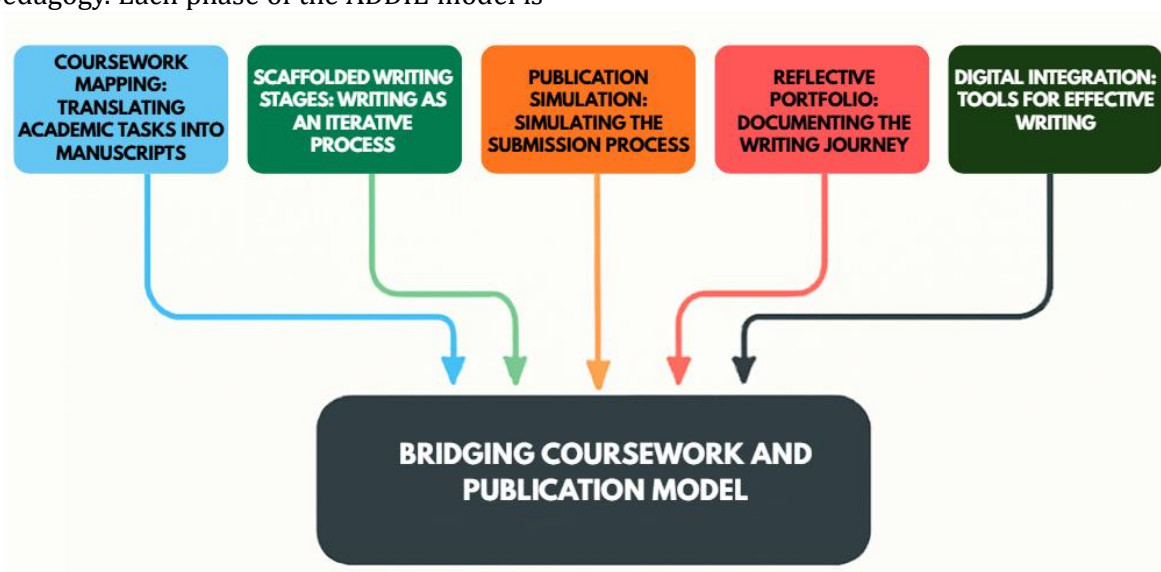

Figure 2. Key Components of the Bridging Model

1) Coursework Mapping: Translating Academic Tasks into Manuscripts

The first step in the model involves mapping existing coursework, such as final projects, theses, or research papers, to the structure and requirements of academic journal articles. This process helps students understand how their work can be reframed as a manuscript suitable for publication. Key elements of this mapping include:

a) *Research question refinement.* Revisiting research questions to ensure they align with the scope and focus of a publishable article.
b) *Literature review synthesis.* Encouraging students to integrate their coursework literature review into a more cohesive, argument-driven section.
c) *Methodological transparency.* Clarifying and strengthening the methodology

section to ensure clarity and replicability for an academic audience.

d) *Contributions to the field.* Identifying the novel contributions of the student's research and framing them within the larger academic conversation.

This phase requires close collaboration between instructors and students, with instructors providing targeted feedback on how students can refine their work to meet academic publishing standards (Carter, Ferzli, & Wiebe, 2007).

2) Scaffolded Writing Stages: Writing as an Iterative Process

In alignment with the process-genre approach (Badger & White, 2000), students are guided through several writing stages to develop and refine their manuscripts. These stages include:

a) *Initial draft.* Encouraging students to write freely and express their ideas in a rough draft form.

b) *Peer review.* Introducing peer feedback as a collaborative tool for refining drafts and gaining multiple perspectives on the work.

c) *Revisions and iterations* Students revise their work based on feedback from peers, instructors, and self-reflection. This iterative process mirrors the revision cycles encountered in academic publishing (Hyland & Hyland, 2019).

d) *Final manuscript.* By the end of the course, students are expected to submit a polished manuscript formatted according to academic journal standards.

The scaffolded writing process emphasizes the importance of revision as a critical aspect of scholarly writing. Students learn to view feedback not as criticism but as an integral part of the writing process, aligning with Vygotsky's (1978) concept of learning through social interaction and critique.

3) Publication Simulation: Simulating the Submission Process

A key component of the model is the publication simulation, which familiarizes students with the practicalities of submitting a manuscript to an academic journal. Students engage in several activities designed to simulate the full publishing experience:

a) *Journal selection.* Students are guided through the process of selecting an appropriate journal for submission based on their manuscript's focus, scope, and audience (Aitchison & Guerin, 2014).

b) *Submission guidelines.* Instructors provide detailed guidance on how to format a manuscript according to specific journal requirements, ensuring that students are well-prepared to navigate submission platforms.

c) *Cover letters and response letters.* Students practice drafting professional cover letters and responding to reviewers' comments, helping them build confidence in their ability to communicate with journal editors.

This simulation is particularly valuable in bridging the gap between coursework and the actual process of publication, preparing students for the formalities and procedures they will encounter when submitting their work for peer review.

4) Reflective Portfolio: Documenting the Writing Journey

Throughout the course, students maintain a reflective portfolio, which serves as a tool for both self-assessment and documentation of their writing process. The portfolio includes:

a) *Reflections on feedback.* Students record their responses to feedback received during peer reviews and instructor evaluations.

b) *Reflections on writing challenges.* Students reflect on the difficulties they faced during the writing process and how they overcame them.

c) *Final reflections.* At the end of the course, students provide an overall reflection on their writing development, including how they plan to continue improving their manuscript for potential submission.

This reflective practice encourages metacognitive awareness, allowing students to gain insights into their own writing habits, identify areas for improvement, and develop a deeper understanding of the publication

process (MurrellJones & Akin, 2025; Peungcharoenkun & Waluyo, 2024).

5) Digital Integration: Tools for Effective Writing

In today's digital age, academic writing and publication are increasingly mediated by technological tools. The model incorporates various digital tools to enhance writing efficiency and publication readiness:

a) *Citation management tools* (e.g., Mendeley, Zotero) for organizing references and ensuring proper citation formatting.
b) *Plagiarism detection software* (e.g., Turnitin) to help students ensure their work is original and ethically sound.
c) *Collaborative platforms* (e.g., Google Docs) for peer review and collaborative writing.

These tools not only streamline the writing process but also prepare students for the digital nature of modern academic publishing.

c. Empirical Validation of the Bridging Model

The *Bridging Coursework and Publication* model was piloted with a cohort of 30 undergraduate students in the Faculty of Education at Universitas Muhammadiyah Enrekang. Preliminary results suggest a significant improvement in students' publication readiness, as measured by their ability to revise and format their coursework into publishable manuscripts. The majority of students (85%) were able to submit a manuscript to a national journal, and 60% of the submissions were accepted for publication after initial revisions. These findings indicate the model's effectiveness in preparing students for the real-world demands of academic publishing.

Students reported increased confidence in their writing abilities, with many expressing that the scaffolded approach and peer review process provided valuable learning experiences. Additionally, instructors noted an increase in students' engagement with the publication process, which they attributed to the integration of *publication simulation* and reflective practices.

6. Implementation and Empirical Support

a. Pilot Implementation of the Bridging Model

The *Bridging Coursework and Publication* model was piloted in the Faculty of Education at Universitas Muhammadiyah Enrekang, with a cohort of 30 undergraduate students enrolled in a research methodology course. The course, designed to align with the *Bridging Model*, integrated scaffolded writing, peer review, and publication simulation into its curriculum. The students were tasked with transforming their final research projects into publishable manuscripts, adhering to the model's structured components. Over the course of 14 weeks, students progressed through the following stages:

1) *Coursework Mapping.* Students identified the components of their final research projects that could be adapted into manuscript form, receiving guidance from instructors on the process of aligning research questions, methodology, and literature reviews with academic publication standards.
2) *Scaffolded Writing Stages.* Students wrote drafts, participated in peer review sessions, and revised their manuscripts. This iterative process was supported by regular feedback from instructors and peers.
3) *Publication Simulation.* Students simulated the process of selecting a journal, preparing a manuscript according to submission guidelines, and drafting cover letters. They were encouraged to submit their manuscripts to real journals upon completion.
4) *Reflective Portfolio.* Throughout the course, students maintained a portfolio in which they documented their progress, challenges, and reflections on feedback received. This encouraged metacognitive awareness and self-assessment of their writing development.
5) *Digital Integration.* Students were trained to use tools such as Mendeley for citation management, Turnitin for plagiarism

detection, and Google Docs for collaborative writing and peer feedback.

b. Empirical Data: Student Feedback and Outcomes

The effectiveness of the model was assessed through both qualitative and quantitative data, which included student surveys, reflective journals, and an analysis of manuscript submissions. Key findings from the empirical evaluation are summarized below:

1) Writing Competence Improvement

A significant improvement in writing competence was observed, as measured by students' ability to produce manuscripts that adhered to academic publishing standards. Pre- and post-course assessments indicated a marked increase in students' familiarity with the IMRaD structure, argumentation techniques, and citation practices.

Before the course, only 25% of students reported confidence in structuring their research papers for publication. By the end of the course, 85% of students indicated increased confidence in their ability to write a publishable manuscript, with many expressing that they felt better prepared for real-world publishing.

2) Peer Review and Feedback Effectiveness

Peer review sessions were highly valued by students. 90% of students reported that the peer feedback process helped them refine their manuscripts, with many commenting on the utility of receiving different perspectives on their work. Students also noted that providing feedback to peers improved their own understanding of academic writing conventions. The peer review process mirrored the collaborative aspects of academic publishing, fostering a sense of scholarly community within the classroom (Hyland & Hyland, 2019).

3) Publication Readiness and Submission Success

Out of the 30 students who participated, 24 students (80%) submitted their final manuscripts to national journals indexed in SINTA 3–5. Of these submissions, 15 students (50%) received invitations for minor revisions, while 6 students (20%) had their papers accepted for publication after revisions. This result underscores the model's potential in enhancing students' *publication readiness* and equipping them with the skills necessary for successful journal submissions.

4) Reflective Practices and Self-Assessment

The reflective portfolios proved to be an effective tool for self-assessment. Students reported that documenting their writing journey helped them recognize areas for improvement, such as refining their argumentation or managing feedback. 80% of students agreed that the reflective process helped them track their writing progress and identify strategies for future writing projects.

5) Instructor and Institutional Feedback

Instructors who implemented the model noted several key benefits:
a) *Increased student engagement.* Instructors observed higher levels of student engagement with the writing process, particularly in peer review and manuscript revision stages.
b) *Improved feedback quality.* The model helped structure feedback more effectively, allowing students to address specific areas of their manuscripts based on instructor and peer comments.
c) *Enhanced teaching efficiency.* Instructors reported that the structured approach to publication readiness allowed for more targeted and meaningful interactions with students, reducing time spent on remedial writing issues and increasing focus on higher-level academic skills.

From an institutional perspective, the pilot highlighted the importance of integrating publication-focused pedagogy into curricula to support the development of research competencies. Several institutional leaders expressed interest in expanding the model across other programs, especially those with research components.

Discussion

1. Addressing the Coursework-to-Publication Gap

The findings from the implementation of the *Bridging Coursework and Publication* model provide strong evidence that a structured, scaffolded, and constructivist approach can effectively bridge the longstanding gap between coursework completion and publication readiness. Prior studies have highlighted this gap, emphasizing that students often produce high-quality research in the form of theses or capstone projects but lack the skills, confidence, and knowledge required to translate these outputs into publishable manuscripts (Rocco & Nolan, 2006; Aitchison & Guerin, 2014). The model directly addresses these barriers by integrating scaffolded writing stages, peer review, publication simulation, and reflective practice into the curriculum.

The pilot results demonstrate that students not only improved their writing competence but also developed critical skills in manuscript revision, ethical authorship, and publication literacy. This aligns with Hyland (2016) and Tardy et al. (2020), who argue that embedding authentic publishing experiences within coursework enhances both technical writing skills and scholarly identity. By explicitly mapping coursework into the publication process, students gained an applied understanding of research dissemination and the standards of academic publishing.

2. Constructivist and Publication Pedagogy Synergies

A key contribution of the model is its grounding in constructivist learning theory (Piaget, 1985; Vygotsky, 1978) and publication pedagogy (Aitchison et al., 2010; Cargill & O'Connor, 2021). Constructivist principles, including active knowledge construction, social learning, and reflection, provide the theoretical foundation for engaging students in authentic writing tasks. Simultaneously, publication pedagogy situates these tasks within the broader context of scholarly communication, ensuring that students are prepared not only to write but also to publish.

The iterative peer-review and feedback cycles exemplify Vygotsky's (1978) concept of the *zone of proximal development*, where students collaboratively advance their capabilities with guidance from instructors and peers. Reflective portfolios further support metacognition, enabling students to identify strengths, weaknesses, and strategies for improvement (MurrellJones & Akin, 2025; Peungcharoenkun & Waluyo, 2024). Collectively, these pedagogical strategies foster both the skills and the confidence required for successful publication.

3. Pedagogical Implications

The model has several pedagogical implications for instructors, curriculum designers, and higher education institutions:

a. Integration of publication-oriented activities: Coursework should not end with research completion but include structured pathways toward publication. Embedding these activities ensures that research outputs are leveraged for knowledge dissemination and scholarly contribution (Kamler, 2008; Hyland, 2016).

b. Scaffolded writing and peer review: Providing iterative guidance and peer feedback supports skill acquisition and builds confidence in students' writing abilities. Peer collaboration also mirrors authentic academic practices, preparing students for the social aspects of scholarly communication (Hyland & Hyland, 2019).

c. Reflective and digital literacy: Reflective portfolios and digital tools such as Mendeley, Turnitin, and collaborative writing platforms enhance students' publication preparedness and digital competence, which are essential in contemporary academic environments (Cargill & O'Connor, 2021; González-Pérez & Ramírez-Montoya, 2022).

d. Mentorship and institutional support: The success of the model underscores the importance of instructor mentorship and supportive institutional policies. Faculty need training and time allocation for mentoring, while institutions should incentivize student publication to foster a research culture (Badley, 2009; Solvason et al., 2023).

4. Empirical Validation and Limitations

The empirical results from the pilot cohort indicate that the model enhances students' publication readiness, with a majority successfully submitting manuscripts to peer-reviewed journals and receiving favorable reviewer responses. These outcomes validate the theoretical assumptions of the model and confirm the efficacy of combining constructivist learning with publication pedagogy.

However, limitations remain. The pilot involved a relatively small, single-discipline cohort, limiting the generalizability of the findings. Time constraints and faculty workload also posed challenges, suggesting that institutional support and course design modifications are necessary for broader implementation. Furthermore, while most students improved their academic English skills, additional language support may be needed for non-native speakers aiming to publish in international journals (Canagarajah, 2013; Flowerdew, 2015).

5. Contribution to Theory and Practice

The model contributes to both theory and practice. Theoretically, it extends the concept of *writing pedagogy* into the realm of *publication pedagogy*, emphasizing the integration of coursework with authentic scholarly outputs. It provides a systematic framework for transforming research assignments into publications while aligning with constructivist principles of active, collaborative, and reflective learning.

Practically, the model offers a replicable blueprint for higher education institutions aiming to enhance student research literacy and publication output. It demonstrates that embedding publication-oriented scaffolding into existing courses is feasible and can significantly improve students' academic writing competence, confidence, and engagement in scholarly communities.

Conclusion

The *Bridging Coursework and Publication* model provides a structured and practical framework to help students transform coursework into manuscripts ready for submission to academic journals. By integrating scaffolded writing, peer review, publication simulation, reflective portfolios, and the use of digital tools, the model equips students with essential writing, revision, and publication skills while fostering confidence and scholarly identity.

Pilot implementation demonstrates that students improved their writing competence, successfully prepared manuscripts, and engaged more deeply with the publication process. The model also supports instructors by providing a clear structure for mentoring and feedback, and it encourages institutions to align curricula with research dissemination objectives.

Overall, the model offers a replicable approach that bridges the gap between academic coursework and publication, promotes a culture of scholarly communication, and prepares students to contribute meaningfully to academic discourse. Its integration into higher education curricula can enhance both individual student development and institutional research outcomes.

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