

IBSTPI INSIGHTS

Faculty Toolkit · Fall 2026 Graduate Student Campaign

Everything in this document is meant to be copied, pasted, and adapted. **Nothing here needs attribution to IBSTPI.** Use whichever pieces fit your course. If you change the meaning of a submission requirement, please check with the editors first so students are not working from wrong information.

Before you use any of this, fill in the highlighted fields. Only three remain — rights and licensing, prior-work policy, and time from acceptance to publication. A checklist is on the last page.

1. QUICK FACTS

What it is	A digital publication launched by IBSTPI in January 2026 that translates IBSTPI's research-backed professional standards into practical, real-world guidance.
Who reads it	Instructional designers, trainers, and performance improvement professionals worldwide.
Published at	ibstpi.edtechbooks.org
Editors	Chris Prokes and Matthew Schmidt — editor@ibstpi.org
Review type	Developmental editorial review. Editors work with authors through revision rather than issuing a blind accept/reject.
Cost to author	None. No submission fee and no publication fee.
Length	500–1,500 words, depending on submission type
Format / style	APA 7
Review turnaround	Roughly 3–4 weeks from submission to first editorial response
Deadline	Rolling — submissions accepted anytime
Guidelines & links	ibstpi.org/ibstpi-insights
Submission form	tinyurl.com/InsightsIBSTPI

What we look for

Useful shorthand when a student asks whether their idea fits. We welcome submissions that:

- ◆ Demonstrate the application of IBSTPI competencies
- ◆ Offer practical guidance for practitioners
- ◆ Share lessons learned from the field

- ◆ Highlight emerging trends in learning and performance
- ◆ Reflect global, ethical, and inclusive perspectives

Content types

Point students at a type before they start writing. Choosing the format first is the single most useful thing they can do.

TYPE	DESCRIPTION AND EXAMPLE	TYPICAL LENGTH
Blog post	Commentary on trends and technologies affecting instructional practice. Example: "How AI Tools Are Changing the Instructional Designer's Role"	500–1,000 words
Feature article	In-depth analysis of IBSTPI-related topics, case studies, and field trends. Example: "The Evolution of Competency-Based Training: A 10-Year Analysis"	1,000–1,500 words
Spotlight / profile	Professionals and organizations demonstrating excellence in our competency areas. Example: "How a Fortune 500 Company Used IBSTPI Evaluation Standards to Prove Training ROI"	800–1,200 words
How-to guide	Step-by-step application of a specific standard. Example: "A 5-Step Process for Conducting Needs Analysis Using IBSTPI Competencies"	1,000–1,500 words
Event recap	Key insights from conferences such as AECT, AERA, and OLC that connect to our mission.	500–800 words
Research corner	Updates on our ongoing competency validation research and survey findings.	500–1,000 words

2. DROP-IN TEXT

A. Syllabus paragraph (104 words)

For the course description, assignment list, or "opportunities" section of a syllabus.

Publication opportunity. Work you produce in this course may be suitable for *IBSTPI Insights*, a digital publication of the International Board of Standards for Training, Performance and Instruction. *Insights* publishes short, practice-oriented pieces that connect professional competency standards to real work in instructional design, training, and performance improvement. Graduate students are explicitly invited to submit, individually or with classmates or faculty as co-authors. Submissions receive developmental editorial feedback, so the review process itself is a learning experience. There is no fee to submit. Pieces run 500–1,500 words in APA 7 and are accepted on a rolling basis. Guidelines and the submission form are at ibstpi.org/ibstpi-insights.

B. LMS announcement / email to your class (57 words)

A real place to publish your work. *IBSTPI Insights* is accepting graduate student submissions. It publishes short, practical pieces connecting professional standards to real instructional design and

training work. You can submit solo, with classmates, or with me as a co-author, and every submission gets editorial feedback. 500–1,500 words, APA 7, no fee, rolling deadline. Details: ibstpi.org/ibstpi-insights

C. One-line mention (24 words)

For a slide, a weekly email, or a program newsletter.

IBSTPI Insights is accepting graduate student submissions — short practitioner pieces, developmental editorial feedback, no fee, solo or co-authored. ibstpi.org/ibstpi-insights

3. ASSIGNMENT DESCRIPTIONS

Three options, from lightest touch to fully embedded. Option 1 requires no change to your grading.

Option 1 — Optional venue (no change to the assignment)

After this assignment is graded and returned, you may revise it for submission to *IBSTPI Insights*. Submission is entirely optional and has no effect on your grade. If you choose to submit, let me know — I am glad to read a revised draft first, and glad to discuss co-authorship if the piece draws substantially on work we developed together.

Option 2 — Publication-ready alternate deliverable

Alternate format option. In place of the standard paper, you may write a practitioner-facing article suitable for *IBSTPI Insights* (500–1,500 words, APA 7). The article must do three things: (1) name the specific IBSTPI competency set or professional standard you are working from; (2) ground the discussion in a real context — a project, practicum, workplace, or documented case; and (3) end with guidance another practitioner could act on. Graded on the same rubric criteria as the standard paper. Submitting the piece to *Insights* is optional and does not affect your grade.

Option 3 — Course-embedded submission (capstone, seminar, or practicum)

Publication track. This course includes a publication track. You will develop a practitioner-facing article and submit it to *IBSTPI Insights* by [FILL: date]. Milestones: (1) 150-word pitch identifying your competency framework and real-world context, due [FILL: date]; (2) full draft for peer workshop, due [FILL: date]; (3) revised submission, due [FILL: date]. You are graded on the quality of the article and the revision process, *not* on whether it is accepted. Editorial decisions are outside this course and outside my control.

Grading on acceptance is the one thing to avoid — it makes an external editorial decision into a grade, which is neither fair to students nor comfortable for the editors.

4. THREE-MINUTE CLASS TALKING POINTS

- ◆ **Lead with the low bar.** "This is not a dissertation. It is a short practitioner piece, and the work you are doing in this course is most of the way there."
- ◆ **Name the format.** "It is 500 to 1,500 words in APA 7 — shorter than the paper you are already writing."
- ◆ **Explain developmental review.** "An editor works with you to improve it. This is not a journal that sends back a rejection three months later."
- ◆ **Give permission to collaborate.** "You can do this with a classmate. You can do it with me. You do not have to do it alone."
- ◆ **Say why it matters.** "It is a citable line on your CV, and it is read by people actually doing this job."
- ◆ **Close with a concrete next step.** "Email editor@ibstpi.org with a two-sentence idea. You do not have to write anything first."

5. CO-AUTHORSHIP GUIDANCE

Students ask about this and are usually too uncertain to raise it directly. A short, explicit statement from you removes the awkwardness.

When faculty co-authorship is appropriate

- ◆ You contributed substantively to the ideas, framing, design, or analysis — not only supervision or grading.
- ◆ The piece draws on a project, dataset, or partnership you brought to the work.
- ◆ You will do real writing and revision on the article itself.

When it is not

- ◆ The student did the work and you graded it.
- ◆ You suggested the venue but nothing else.
- ◆ Your name is being added for credibility.

Suggested language to a student: *"If you want to submit this, it is your piece and your name goes first. I am happy to co-author if I end up doing real work on the revision — and equally happy not to. Tell me which you prefer."*

6. EMAIL TEMPLATES

A. Forward to your students

Subject: A place to publish what you are already writing

Everyone —

I want to point you at something worth ten minutes of your attention. *IBSTPI Insights* is a digital publication from the International Board of Standards for Training, Performance and Instruction, and it is actively looking for graduate student authors.

It publishes short, practical pieces connecting professional competency standards to real instructional design, training, and performance improvement work. The review is developmental — an editor works with you to strengthen the piece rather than simply rejecting it. There is no fee, and you can submit on your own, with classmates, or with a faculty member as co-author.

The paper you are writing for this course may already be most of the way there. If you are interested, talk to me — I am glad to read a revision before you submit. Pieces run 500–1,500 words in APA 7. Guidelines are at ibstpi.org/ibstpi-insights and the form is at tinyurl.com/InsightsIBSTPI.

Submissions are accepted on a rolling basis, so there is no deadline to miss — which also makes this very easy to let slide. Pick a week and do it.

[Your name]

B. Program listserv / graduate student association post**Subject: IBSTPI Insights — graduate student submissions open**

IBSTPI Insights is accepting submissions from master's and doctoral students in instructional design and technology, learning design, educational technology, human performance improvement, training and development, HRD, and adult education.

What it is: a digital publication of the International Board of Standards for Training, Performance and Instruction, launched in January 2026. It publishes short, practitioner-facing pieces that connect professional standards to real-world practice.

Why students should care: it is a realistic first publication. Reviews are developmental, so you get editorial feedback rather than a form rejection. You can publish solo, with classmates, or with faculty co-authors. There is no submission or publication fee.

Length: 500–1,500 words depending on submission type, APA 7. First editorial response in roughly 3–4 weeks. Submissions accepted on a rolling basis. Guidelines: ibstpi.org/ibstpi-insights. Submit: tinyurl.com/InsightsIBSTPI. Questions: editor@ibstpi.org

Editors are also available to visit a class or student chapter meeting for 20 minutes, virtually.

C. Mid-semester nudge**Subject: The one you keep meaning to submit**

A nudge. Submissions to *IBSTPI Insights* are accepted on a rolling basis, which is generous and also exactly why people never get around to it. There is no cliff to fall off, so nothing forces the decision.

So here is an arbitrary but useful one: pick a date in the next three weeks and send it by then. If the piece is not polished, send it anyway. Developmental review means the editors expect to work with you on revision — a solid draft is enough to start the conversation, and the first editorial response comes back in roughly three to four weeks.

Submit: tinyurl.com/InsightsIBSTPI. Guidelines: ibstpi.org/ibstpi-insights. Questions: editor@ibstpi.org

7. QUESTIONS STUDENTS WILL ASK YOU

Does this count as a real publication?

Yes. It is an edited, publicly available publication of an established professional standards body, with named editors and a documented review process. It is not a peer-reviewed empirical journal article, and students should describe it accurately on a CV — as a publication in an edited practitioner publication.

Can I submit a paper I wrote for a class?

Yes, and that is the point — but it needs revision. A course paper is written for an instructor; an Insights piece is written for a practitioner who wants to do something differently on Monday. That usually means cutting the literature review, sharpening the recommendation, and rewriting the opening.

Will it be rejected?

Editorial decisions are real, but the process is developmental. The most common outcome for a promising piece is a request to revise, not a rejection.

Can several of us write it together?

Yes. Co-authored submissions from students in the same course or program are welcome.

Do I keep the rights to my work?

[FILL: state the rights/licensing terms from the submission guidelines — students ask this and a vague answer costs submissions.]

Can I publish this and also use it in my thesis or dissertation?

[FILL: confirm with the editors, then answer here. Also point students to their own institution's policy.]

How long does it take?

Roughly three to four weeks from submission to the first editorial response. After that it depends how fast you turn the revision around. [FILL: typical time from acceptance to appearing on EdTech Books.]

8. FILL-IN CHECKLIST

Length, format, review turnaround, and deadline are confirmed throughout this document. These four remain.

☐ Rights and licensing terms	What the author keeps; whether the piece can be reused in a thesis or dissertation
☐ Prior-work policy	Whether adapted coursework, conference papers, or preprints are eligible
☐ Time to publication	Typical weeks from acceptance to appearing on EdTech Books
☐ Campaign priority date	Optional. Submissions are rolling, but a soft target gives the outreach something to push toward

Questions, or want a 20-minute virtual visit to your class? Write to editor@ibstpi.org.