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Researchers, Instructors, & Staff Scholarship

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## Visible or Vanish: Increasing Discoverability and Visibility of Scholarly Publications

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# Visible or Vanish

Increasing Discoverability and Visibility of  
Scholarly Publications

Early Childhood Music Special Research Interest Group  
National Association for Music Education

Jacey Kepich & Daniela Solomon  
Kelvin Smith Library  
May 23, 2022

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# GOALS FOR TODAY:

**Understand the role of keywords**  
**Review Search Engine Optimization**  
**Increase Discoverability**

# What is Search Engine Optimization? (or, why do algorithms matter?)

Algorithms are formulas search engines use to rank results  
They count the frequency and position of keywords, which impacts **discoverability**

# Anatomy of a scientific paper: reader's & search engine's perspective



# Increasing Discoverability and Visibility of Your Scholarship

## Discoverability

- Create a search engine-friendly title
- Refine the abstract
- Use keywords throughout title, abstract, and article

## Visibility

- Update your professional profile
- Upload to repositories
- Share with scholarly networks
- Leverage social media

# Increase Discoverability

Follow Search Engine Optimization (SEO) principles to boost rankings:

- Create a search engine-friendly **title**
- Refine the **abstract**
- Carefully select and use **keywords**



# Get the title right

See: [Help Readers Find Your Article](https://uk.sagepub.com/en-gb/eur/help-readers-find-your-article)

(<https://uk.sagepub.com/en-gb/eur/help-readers-find-your-article>)

*What key phrases would you give a search engine if you were searching for your own article?*

Write for your audience but bear in mind how search engines work

Write a clear title with your main key phrase and topic (10-12 words is enough)

Include 1-2 keywords in the first 60 characters of your title

Stay relevant: subtitles can be reworded into the abstract if needed

# Refine the Abstract

Abstracts are marketing tools:

Editors read them before accepting articles or assigning peer reviewers

Conference proposals often require them

Artificial Intelligence (AI) services analyze them

Writing a succinct, keyword-rich abstract is crucial –

Some sites post abstracts only, and some post only the beginning of an abstract.

## Early childhood music education research: An overview

S Young - Research Studies in Music Education, 2016 - journals.sagepub.com

... This article offers a short commentary on the “state of play” in **early childhood music education** research to accompany the articles published in this special issue. It provides an ...

# Refine the Abstract

Explain your motivation

Summarize the purpose, value, and relevance of your topic ('so what' ?)

Share essential findings and key points in the first few lines

Include 3-6 keywords/phrases

Repeat keywords, but avoid 'keyword stuffing'

# Choose Keywords Carefully

Prioritize your abstract and keywords *before* submission for peer-review

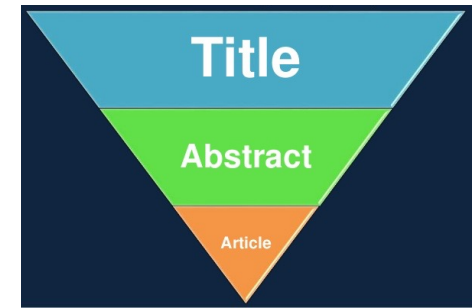
Think from a reader's point of view and ask yourself:

What is my article about?

What techniques/designs/methodologies were used?

Who/what is studied?

What were the results?



Include one keyword for topic, one for 'who', and one for design

e.g. music teacher education, string methods students, phenomenology

e.g. music cognition, children ages 4-6, experimental

# Choosing Keywords

Aim for 6-8 key words or key phrases

Use variant terms and phrases readers are likely to search for

e.g. graphic design, design education, arts of design, graphic art

Keywords (and variants) can be useful in your headings, abstract, conclusions, and even image captions

Include full forms of abbreviations and acronyms

Pay attention to word order, spelling, punctuation, grammar, and capitalization

# Choosing Keywords

Make connections to works outside of the field—in education, sociology, psychology, etc.—by checking to see how constructs they are researching might be described in keywords

Select words that represent large general areas associated with your topic

e.g. topic of teacher education in music

keywords: “teacher education” or “preservice”

Include ‘hot topic’ keywords

(but make sure they’re genuinely relevant to your paper)

# “The influences of teacher aspirations and practices for children’s inclusive music education: The case of Muziki Changa”

**Author:** [Andang’o, Elizabeth Achieng’](#) 

**Source:** [International Journal of Music in Early Childhood](#),  
Volume 16, Number 1, 1 June 2021, pp. 51-69(19)

**Keywords:** [Kenya](#); [Muziki Changa](#); [communities of practice](#); [inclusive pedagogies](#)  
[children’s inclusive music education](#); [informal music education](#); [social inclusion](#)

“This article explores the concept of inclusion within a music education programme called Muziki Changa based in Kenya. Through the lenses of Vygotsky’s sociocultural learning theory and Wenger’s communities of practice, the article explores the aspirations and practices of one of the founders and two teachers at Muziki Changa...”



# “Ways to Enhance Embodied Learning in Dalcroze-inspired music education”

**Author:** [Juntunen, Marja-Leena](#)

**Source:** [International Journal of Music in Early Childhood](#), Volume 15, Number 1, 1 July 2020, pp. 39-59(21)

**Keywords:** [Dalcroze](#); [body movement](#); [embodied learning](#); [embodiment](#); [music education](#); [phenomenology](#)

‘Drawing on the phenomenology of embodied learning, this article presents suggestions for ways that embodied learning can be enhanced in Dalcroze-inspired music education....’

## The power of musical play: The value of play-based, child-centered curriculum in early childhood music education

A Niland - *General Music Today*, 2009 - journals.sagepub.com

... In adopting a play-based, child-centered approach to **early childhood music education**, we may not necessarily change the fundamental aspects of our program, but we will change the ...

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### Abstract

Young children learn through play. This has long been acknowledged in the writings of educational theorists dating back as far as Rousseau, Pestalozzi, and Froebel and is strongly supported by current early childhood research. **Play is at the heart of contemporary early childhood pedagogy,** and this has led to a strong belief in the importance of an emergent, child-centered approach to curriculum. Although music educators commonly recognize the importance of making music enjoyable, music education pedagogy for young children is often teacher led and structured toward specific behavioral outcomes. Research has shown, however, that child-centered musical play can be a powerful medium for young children's exploration of many musical elements and concepts.

#### Keywords

early childhood, play, emergent curriculum, singing

#### Major Topics:

[71: Pedagogy -- Preschool, primary, and secondary schools](#)

#### Subjects:

[pedagogy—by place -- United States of America -- early childhood -- musical play](#)  
[pedagogy—general -- curriculum -- preschool -- musical play](#)

Original Article

# Policies, Practices, and Promises: Challenges to Early Childhood Music Education in the United States

Diane Cummings Persellin

Pages 54-61 | Published online: 07 Aug 2010

Download citation <https://doi.org/10.3200/AEPR.109.2.54-64>

## Abstract

The United States has achieved nearly universal access to education and has witnessed a phenomenal growth in the number of children who attend child care programs. In addition, researchers and practitioners are making notable advances in the field of early childhood music. Many preschools, however, feel pressure to accelerate learning for young children to prepare them for high-stakes testing in the elementary schools at the expense of early childhood music programs. In this article, the author looks at policies that have impacted early childhood music education practices, examines challenges that No Child Left Behind and other policies present, and presents promising practices and future recommendations for early childhood music.

**Q Keywords:** early childhood music No Child Left Behind United States

# Early Childhood Music Education in Taiwan: An Ecological Systems Perspective

Jennifer Chau-Ying Leu

Pages 17-26 | Published online: 07 Aug 2010

Download citation <https://doi.org/10.3200/AEPR.109.3.17-26>

## Abstract

The author examines early childhood music education in Taiwan through Bronfenbrenner's ecological systems theory. Factors in the microsystem level that influenced the musical development of children included adult perception of children, child-adult interactions, Taiwanese family structure, and the existing early childhood education system. The quality of child-parent-teacher relationships in mesosystem, the second level, had a noticeable impact on children's musical development. Exosystem, the next level, illustrated how insufficient early childhood teacher training in music influenced children's musical growth. The outermost level illustrated the educational policies and how the current practice affected Taiwanese children's music learning. The author gives recommendations to improve current practice of educational policies based on problems raised and discussed in the different levels.

**Q Keywords:** early childhood music education ecological systems theory Taiwan

# Choosing Keywords

Type your keywords into a search engine and look at results that match your research.  
What keywords do they use?

Use a range of Metadata Search Tools to identify key themes and unique phrases to make your keywords, title and abstract stand out.

- RefSeek is a very user-friendly method of checking Metadata  
<https://www.refseek.com/>
- Metacrawler allows you to check several search engines at once  
<http://www.metacrawler.com/>

# Choosing Keywords

Look at favorite or best references cited in your article ('treeing' method)  
What keywords do they use?

Tip: Locate an article through your library's eJournal portal or databases.  
Review its abstract, subject terms, or author-supplied keywords.

Look for patterns within specific journals, or review their guidelines for authors.

# Increase Visibility

- Sign up for an ORCID ID
- Update your professional profile
- Upload to repositories
- Share with scholarly networks
- Leverage social media
- Build links to publication

# What's an ORCID ID?

A 'persistent digital identifier' that distinguishes you from every other researcher and can be connected to your professional record

**Author:** [Andang'o, Elizabeth Achieng'](#) 

**Source:** [International Journal of Music in Early Childhood](#),  
Volume 16, Number 1, 1 June 2021, pp. 51-69(19)

## How do I get one?


Visit <https://orcid.org> to register (it's free!)





[https://orcid.org/  
0000-0003-1260-762X](https://orcid.org/0000-0003-1260-762X)

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Name

**ELIZABETH ANDANG'O**

Also known as  
E.J.A. Andang'o



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**Kenyatta University: Nairobi, Nairobi, KE**

1998-08 to present | LECTURER (MUSIC AND DANCE)  
Employment

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**Source:** ELIZABETH ANDANG'O

# Keep in mind...

## Research Databases:

- Contain quality-controlled content
- Include academic publications
- Search bibliographic information (title, abstract, keywords, metadata)
- Offer search filters to refine results
- Can access references and citations
- Are often discipline-based

## Search Engines:

- Lack quality control
- Search all web content
- Search full document
- Have limited refinement options
- Can access citations but not references
- Can search all disciplines

# Summary

- Create a search engine-friendly title
- Refine the abstract
- Use keywords throughout
- Update your professional profile
- Upload to repositories
- Share with scholarly networks
- Leverage social media
- Get an ORCID ID!



# Questions?

Visit our Research Impact Challenge guide:

<https://researchguides.case.edu/impactchallenge>

Contact: Jacey Kepich, Research Services Librarian

Kelvin Smith Library, Case Western Reserve University

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