

# *Guidance for GW-Project Authors and Reviewers*

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## An Important Message to All Authors and Reviewers

Please help the Groundwater Project protect their many hours of work on the Groundwater Project books by adhering to the following requests when reviewing or revising a Groundwater Project book. Please be sure that you:

- 1) use the latest version of the formatted file that has been through the Groundwater Project review cycle;
- 2) only use MS Word to revise or review, never open the book using Google Docs or any application other than MS Word because all the work done by the Groundwater Project Formatting Team may be lost; and,
- 3) use the MS Word Review Tools > Track changes to track your edits and to add comments as needed.

We suggest that you open the book file in MS Word and save it with another name before you do your work so as to have an original untouched copy as a backup. If you have any questions or concerns about this request, please contact Amanda Sills at [amanda.sills@g360group.org](mailto:amanda.sills@g360group.org) or the editor of your book section.

We greatly appreciate your contribution to the project and your compliance with this request,

Your Groundwater Project Book Publication Team

## 1 Introduction

Humans learn readily from interesting materials. For instance, storytelling is a highly effective teaching strategy and is key to how human understanding has evolved over the millennia. So, if there is an opportunity to present a story about the topic of your book, the GW-Project encourages its inclusion.

It can also be useful for an author to frame the topic into key questions that have been most influential in the development of its scientific understanding. Identifying the questions may require an expert to take a step back and consider why the problem was initially of interest to them. Science advances through framing the right questions and once insightful questions are posed, the answers usually come quickly. Hence, understanding results from the identification of a series of questions can make a book more interesting. Providing background about why the questions were posed, who posed them and how understanding of the topic was driven by the larger state of the science at the time creates a story that engages readers.

Another way to engage readers is by posing a puzzle they can solve as they read. This can be done through presentation of case studies or by providing exercises for the reader to work along with answers that the reader can turn to if they cannot work out the puzzle on their own.

Regardless of the approach used to engage readers, it is important to use visuals to relay information in a clear and intriguing way. Illustrating groundwater science to create interest is especially challenging because groundwater cannot be seen and so requires imagery in order to “see it”.

This document offers guidance to GW-Project authors and reviewers for enhancing GW-Project books. If you have additional ideas as you work on GW-Project books, we would appreciate your sharing those ideas with the GW-Project.

## 2 Tenets of Authoring GW-P Books

1. *Ample Visualizations*: Every important concept needs to be supported with a **visualization** (e.g., photograph, diagram, schematic such as a freehand sketch or drawing, video, interactive software). **Visualizations underpin the aim and uniqueness of GW-Project books**, i.e., to tell the story primarily through annotated figures. Text and equations are secondary but are important. GW Project books have many more figures than conventional books.
2. *Original Visualizations*: Preferably visualizations will be **GW Project originals**. That is, they are created or adapted by the author(s) or are from other GW Project books. Visualizations from other publications should be redrawn or modified. **Concise and easily understood visualizations are essential to convey important concepts and ideas.**

3. *Descriptive Figure Captions:* Captions should be sufficiently descriptive in pointing out specific attributes of the figure. A figure and corresponding caption should contain enough information that they can stand alone from the text. **A descriptive caption strengthens the understanding and effectiveness of a visualization.**
4. *High Quality Graphics:* Visualizations that are **high quality** in terms of pixel size, resolution, font size, among others (depending on the type of visualization) are essential to effectively convey concepts and ideas. This may require recreating visualizations to obtain the desired quality, but also using **colors in figures and tables to facilitate absorption of information.**
5. *Captivating Content:* The book should be fascinating to read, “a page turner”, and should stimulate a reader **to want to learn more** about the topic or groundwater in general. Real-world examples, presented **as case studies with ample visualizations** will make the book more interesting and/or placing a concept or scientific information in its **historical context.**
6. *A Focus on a Global Audience:* Including **examples, statistics and/or case studies** from more than one country **makes the book more “global” and enriches readers.** If possible, include examples from different economic regions of the world. Highlight other regions by **adding photographs to visualize geographic context.**
7. *Good Readability:* This is essential to **absorbing information** and requires a **balance between text and visualizations;** pages with only text should be avoided. Tell most of the story through visualizations; **make use of diagrams to summarize concepts and relationships.** Break up long sections by means of bullets and/or sub-headings. Tables in the main text should be short.
8. *Inclusion of Exercises:* The focus of each book is on education, thus **exercises with worked solutions that highlight key concepts** should be included to allow readers to **evaluate their understanding of the topic.** If mathematical exercises are not appropriate, “thought exercises” should be created that challenge readers to **apply information from the book.**



GW-Project Tenets of book writing.

### 3 Educational Writing

Based on our experience and consultations with experts, we know that textbooks are not the key to effective learning because individuals learn in different ways and at different speeds. An effective learning process must be centered on supporting materials for 'experiential learning' and 'self-supported study'. This, now widely accepted, strategy for learning means that modern teaching includes access to the web and interactive learning aids. In the grand vision for the GW-Project, there will be a comprehensive set of books accompanied by a plethora of learning aids. The goal is for the learning aids to create an environment that inspires and enables learners to develop the capability to think about subsurface systems in three dimensions with variability

in space and time, and with multiple processes occurring in three-dimensional geologic frameworks.

The authors/co-authors who are preparing books in the GW-Project are all experts in their fields. Therefore, their challenge is not to improve their knowledge of the topic and then write about it. Rather, their challenge is to figure out how to best explain the topic given the advantage of their deep knowledge. In other words, the challenge is to elegantly capture the complexity of their understanding in an accessible presentation. Further discussion of this concept is presented in Appendix A1, "[Simplicity from Complexity](#)"<sup>1</sup>". There is beauty in the results of hard work on what are initially complicated and complex scientific problems and data sets. The challenge is to see and effectively present the beauty of the solutions. The goal of the GW-Project is to present the material for both those with a minimal math and science background as well as those with strong math, chemistry and physics who can learn with rigor. In other words, we are aiming to be inclusive to the maximum degree possible. The electronic format of a GW-Project book provides great opportunity for educational innovation because it offers flexibility for achieving inclusivity in ways that are not possible in conventional print publishing.

The GW-Project aims to create materials for learning about a multitude of groundwater topics, with coverage in four categories: children, the general public, those with training in a related specialty and groundwater specialists. Overlap and repetition, which is not acceptable in conventional textbooks, is encouraged in the GW-Project as a means of providing different styles of coverage for the same topics. The coverage may have a different perspective or aim. In fact, overlap or repetition is essential since users of the GW-Project resources may not access materials in what authors may see as the logical order, and thus may need some material that is been presented in other sections of a book or in other GW-Project books. Therefore, authors are encouraged to write to their subject as they want and adjustments for overlap and duplication can be made later if necessary.

The strategy for writing a GW-Project book includes layering the material so it is accessible to readers of varying backgrounds. Basic concepts should be presented first in plain language that does not require previous experience in the area with more advanced materials provided in boxes (similar to appendices) or in later sections of the book. This is discussed in Appendix A2, "[Strategy](#)"<sup>1</sup>".

### 3.1 Learning Approaches

The GW-Project places emphasis on three learning approaches to achieve greater understanding:

#### Words/Narratives

- Step-by-step descriptions for drawing of contour maps, isopach maps, geological cross sections, and fence diagrams
- Exercises with worked answers
- Links to carefully selected articles and reports available free-of-charge
- Synthetic case examples illustrating calculation procedures and modeling
- Case studies illustrating how processes combine to produce different outcomes and how answering big questions involves data acquisition to answer many small questions
- Links to important old literature that is now difficult or nearly impossible to access

## Visuals

- High quality figures designed for education that synthesize the science (see Section 3.2, *Educational Figures*)
- Video recorded field and laboratory demonstrations
- Photos/Videos of field activities such as drilling, sampling, well installations
- Photos/Videos of Hele Shaw models
- Photos/Videos of Sand tank models
- Educational computer simulations of flow and transport

## Mathematical Analytical

- Step-by-step derivations of equations with associated explanations and guidance
- Problem assignments with answers provided
- Spreadsheets and Applications that allow readers to enter different parameters for analytical solutions and quickly see the impact on heads, flows, concentrations in the form of graphs or maps
- Links to open-source software
- Graphs of results from field and laboratory experiments

## 3.2 Educational Figures

Visuals are the most important aspect of GW-Project books so they warrant a section in the front of this document. Other book components are discussed in detail in Appendix A3, Book Components. A few publications that offer guidance on creating useful figures are discussed in Appendix A4, Books About Preparation of Useful Figures.

Groundwater and the vadose zone are out of sight, thus to understand them we must convert subsurface data into three dimensional representations of parameters and processes in space with temporal changes. The use of figures is especially important when doing this because

groundwater science is primarily about envisioning the subsurface. Figures that already exist for many groundwater topics in scientific journals and reports were not prepared for education. Rather these figures were prepared for those already educated in science. Figures are especially important to convey science to those who do not have a strong math, chemistry, or physics background. Hence much effort in the GW-Project is being directed at creation of original educational figures with explanatory captions so that the sequence of figures in each book tells the story without strong reliance on the text. Ideally without reading the text, the reader should be able to study the figures along with their captions (long, inclusive, complete captions are desirable) and understand the essential points of nearly all that the book is intended to convey.

Abundant use of figures is essential in the GW-Project books. Papers in refereed journals do not aim to teach. Journal figures are often complex because the number of figures needs to be minimized and the readership is assumed to be expert on the topic. Papers in journals rarely have simple sketches (e.g., cartoon-like) or schematic figures. Instead, they generally have data-rich diagrams and graphs that are intended to provide the 'evidence' backing up the claims made in the text. Although textbooks need to provide some of the evidence for what has become accepted knowledge, proving the concepts and processes presented is not the main goal of the GW-Project. The main goal is to support achievement of understanding.

In general, the use of figures taken directly from scientific journals should be avoided; the preferred approach is to adapt journal figures by simplifying (e.g., remove all non-essential information) to make them better suited for the GW-Project readership. Also, by adapting published figures we can avoid the need to seek permission from the publishers that own the copyright. If a point is more likely to become better understood through presentation of a few simple figures rather than one complex figure, then it is better to use a few figures.

Some suggestions for the design of figures in GW-Project books follow:

- ❖ To the extent possible, the figure should stand on its own, it should not need the reader to refer back to the text to grasp its full meaning. The idea is to produce a figure that could be isolated, for example placed on social media and still do its job.
- ❖ Aim each figure at only one message or even a part of a message, not multiple messages.
- ❖ Remove all information that is not essential to the message.
- ❖ Avoid legends: imbed all key information in word labels positioned on the figure.
- ❖ Choose colors purposely to achieve clarity and consistency in the sequence of figures within the book (e.g., DNAPL is always red).
- ❖ For accessibility to the colorblind, avoid the following color combinations: Green & Red, Green & Brown, Blue & Purple, Green & Blue, Light Green & Yellow, Blue &

- Grey, Green & Grey, Green & Black. You can upload a figure at the following web site and see how the figure will look to people with different types of color blindness (<https://www.color-blindness.com/cobliis-color-blindness-simulator>)
- ❖ Figures in black and white with only one or two colors added to draw the eye to the key components may be more effective than use of multiple colors.
  - ❖ Choose font sizes that effectively relate the message (e.g., do not force the reader to struggle to read words, axis labels and other figure features).
  - ❖ Although the figures are to be viewed by the reader on the page, in general make them “Presentation ready” because that is a test of their simplicity. However, do not include a title at the top of the image as is commonly done in Presentations.
  - ❖ Avoid making a figure complex because the point of GW-Project figures is to render a complex idea in a simple manner. As needed, use two or even a few figures to make the point (e.g., a good sequence of figures is generally better than a single complex figure).
  - ❖ When using a figure from the literature, in general do not take it directly; redraw it to better suit the particular use in the GW-Project and give credit as follows:
    - ❖ **reproduced from:** the figure is exactly as originally published (i.e., either the exact .jpeg or other picture format, OR a snipped/captured image, OR a photograph of the original);
    - ❖ **modified from:** changes were made to an original figure, but the figure was not redrawn;
    - ❖ **modified from and annotated:** changes were made to an original figure and text is added to clarify something, but the figure was not redrawn;
    - ❖ **redrawn:** the figure was redrawn exactly as the original (e.g., this may be done to improve quality of the available image);
    - ❖ **redrawn and annotated:** the figure was redrawn exactly as the original and text was added to the redrawn figure;
    - ❖ **redrawn and modified:** the figure was redrawn and changes were made to enhance clarity or draw attention to something specific in the figure;
    - ❖ **redrawn, modified and annotated:** the figure was redrawn, changes were made to enhance clarity or draw attention to something, and text was added; and/or
    - ❖ **inspired by:** the figure was created based on an existing figure but is far from a replica, rather was inspired by the cited figure.
  - ❖ There are many good schematic figures available on the web and searches for such figures can be rewarding; in general, select only those that do not have copyright

- designations. Many excellent figures of general concepts are available from the USGS and have no copyright restraints. For example: Alley et al., 1999, Sustainability of groundwater, USGS Circular 1186; and Winter et al., 1999, Groundwater and surface water: a single resource, USGS Circular 1139.
- ❖ Another source of figures is Google images, but if you use this be sure to do an advanced search ([https://www.google.com/advanced\\_image\\_search](https://www.google.com/advanced_image_search)) and specify usage rights at the bottom of the search as “free to use and share.” Authors are responsible for obtaining permission when needed.
  - ❖ Web images licensed under creative commons with restrictions that fit the GW-Project are useful as long as they are properly cited. For example: Naeinsun, 2012. “[A qanat tunnel near Isfahan, Iran](#)” by Naeinsun is licensed under [CC BY-SA 3.0](#);
  - ❖ It is recommended that authors show each figure to one or two colleagues asking whether, after a short period of time, they see the key message and, if not, suggest how to revise. After the figures are revised based on this informal ‘expert review’, we recommend an additional test, referred to as ‘student review’. In this review, each figure would be reviewed by a student or some other person who has little or no prior knowledge of the topic. For some figures this reviewer could be a lay person.

**Authors are responsible for obtaining permission for copyrighted material.** When authors are uncertain about using copyrighted material in their book, we recommend the using the Fair Use evaluation tool: <https://librarycopyright.net/resources/fairuse/index.php>. The Groundwater Project has received legal advice regarding our use of materials under Fair Use guidelines. Because the purpose of the GW-Project is not for profit and educational in nature and we are based within a University GW-Project authors’ work falls within the Fair Use Guidelines. This allows our authors to more freely use, or adapt, existing figures into their work within reasonable guidelines.

## 4 Steps - Writing your Book

- 1) Prepare a book outline - Submit for review by your GW-Project editor.
- 2) Share the first section of your book in rough form with your editor so the editor can provide feedback as to whether the book has the appropriate “flavor” for the GW-Project.
- 3) Submit a rough first draft of the complete book to the editor for comment and discussion. If the editor’s comments are small, they will share the book with the Creative Content Editor who will assess the book for visual content and provide recommendations if additional or improved figures are needed. If the editor would like their comments addressed first, they will request revisions, once done this version of the book will be shared with the Creative Content Editor for review.

- 4) Receive and revise book as needed.
- 5) Submit the book and supplemental files (e.g., spreadsheets, model inputs and/or other interactive learning materials) to the editor for review of formatting. The Groundwater Project will contact you to collect your initial author contract and any additional information needed to finalize formatting of the book. The book should be a Microsoft Word document of text with the figures and tables embedded. The tables must be editable (not an image). A figure to be used for the book cover needs to be identified and provided by the author to the GW-Project. The figure should be visually pleasing and grab the reader's attention to make it an engaging cover. The figure should not be detailed. This is not a technical drawing or graph but rather an artistic representation of the topic.
- 6) Receive and revise book as needed.
- 7) Submit the book to the editor for the main review of technical and educational content by experts, Ph.D. candidates, post-doctoral students and educational experts. The main questions for reviewers to address are whether the book aligns with GW-P tenets (as delineated in Section 2) along with the following considerations:
  - a. Overall, can the book be improved to facilitate learning?
  - b. Is there subject matter that should be added to achieve better coverage, balance, or to fill in gaps?
  - c. Is there material that should be removed?
  - d. Are the figures designed in a manner that is most effective for learning?
  - e. Are the equations developed/expressed with clarity?
  - f. Is the text written in a manner that is most effective for learning?
  - g. Overall, what should be done to improve the book to make it more interesting and help the reader learn?
- 8) Receive comments and complete revisions.
- 9) Repeat steps 7 and 8 as needed.
- 10) Submit the book to the editor for final formatting and penultimate review. Provide the book as Microsoft Word file with figures and tables embedded. Also, submit the editable figure files in PowerPoint if you have worked in PowerPoint and as image files (e.g., png, jpeg, svg). Having the PowerPoint facilitates translations of the final book. John Cherry will write a foreword to be incorporated in the final formatted version.
- 11) Receive and review the final formatted copy of the book (revise if needed).
- 12) Submit final formatted draft for pre-production high level final review.
- 13) Incorporate final review comments.
- 14) Submit production-ready book as a Word file with figures and tables embedded.

- 15) The Groundwater Project will contact you to schedule a zoom meeting author interview with GW-Project staff which is published on the book website when the book is released.
- 16) Approve the final PDF for publication:
  - a. Receive and review the final pdf.
  - b. Sign and return form approving the PDF for release (this will be cosigned by the GW-Project and filed).
- 17) Receive notice of publication of book on the Groundwater Project website.

## 5 Formatting Guidance and Templates

All GW-Project books have the same sections at the front and back of the book, though those listed with an asterisk (\*) are optional. These include:

- cover page;
- title page;
- author page;
- copyright page;
- \*dedication;
- GW-Project foreword;
- book foreword (written by John Cherry);
- \*preface;
- acknowledgments;
- introduction/summary;
- multiple technical sections;
- \*wrap-up;
- exercises (questions and problems that readers can work on to evaluate their grasp of the topic and learn more – all exercises link to solutions in a later section);
- references;
- \*boxes(similar to appendices, these may contain advanced discussion, derivations, tables of data, examples, case studies, historical information, and so on);
- exercise solutions;
- notations \*optional if the number of equations is  $\leq 2$ ; and,
- author biographies.

In addition to the book and its sections delineated above, many GW-Project books include supplemental material that is downloaded separately from the book web page as described in Appendix A3 subsection titled “[Supplemental Material](#)”.

Information on the contents and formatting of GW-Project book sections is provided in the following links.

1. A comprehensive formatting guide has been created for our authors and is kept updated and available online for your use at:  
[Formatting-Guide.pdf](#)↗
2. A docx word template has been created for our authors and is kept updated and available online for your use at:  
[Groundwater-Project-Authors-Template-DOC.docm](#)↗
3. A dotm word template has been created for our authors and is kept updated and available online for your use at:  
[Groundwater-Project-Authors-Template-DOT.dotm](#)↗

## 5.1 GWP Formatting Highlights

As mentioned above, a detailed Formatting Guide is available at <https://author.gw-project.org/>↗. This section lists some of the more significant items. Refer to the Formatting Guide for details related to these bullets.

- Page layout is A4 with 1-inch margin except 1.18 on the right
- Use a GW-P template to write or to import styles ([author.gw-project.org](http://author.gw-project.org)↗)
- Sections of a GWP book are explained in the Formatting Guide and provided in the templates
- Use GW-P styles as provided in templates (see Formatting Guide for details on using styles)
- All units are given in the International System of Units (SI) with a space between the value and the unit abbreviation
- Abbreviations are not used except for units and for USA (because the full spelling is long and used frequently in many books)
- American spelling is used for English words
- Numbers should have a comma as the thousandth separator, a period to separate the fractional portion of the number and apostrophes are not included in years (1950s not 1950's)
- Parameters of equations and mathematical expressions that are in line with the text are in italic Cambria font and inserted as special characters unless some aspect of them cannot be expressed without using a MSWord equation
- If an item with a superscript/subscript in line with the text appears in an equation, it needs to look as it looks in the equation, so its font needs to be raised/lowered and sized to match the way the superscript/subscript look in the equation
- Emphasis is created with italic font (not underlined or bold font)
- Capitalize "Figure", "Table", "Equation" when referring to such a number in the text

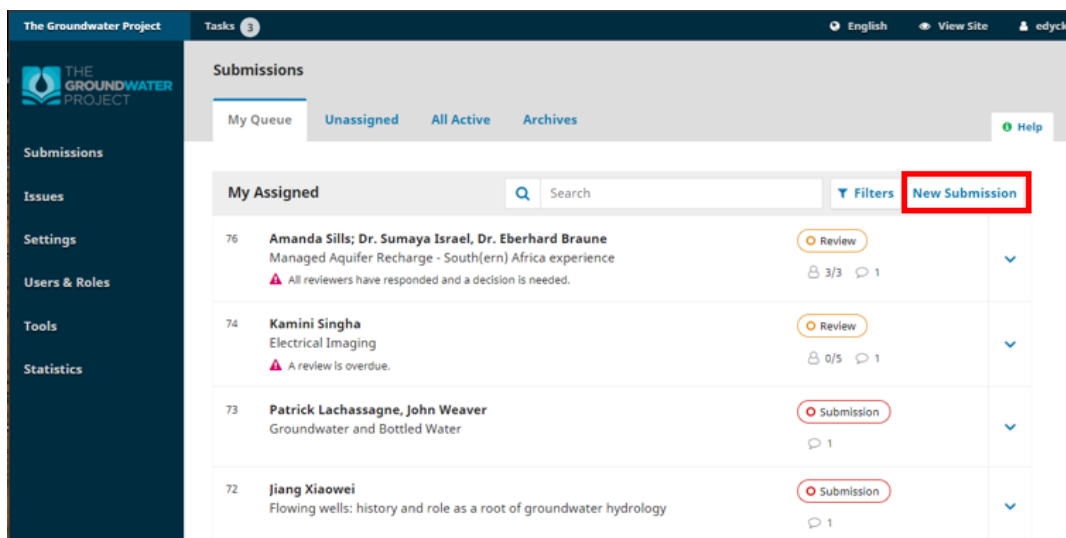
- Equations are entered in tables (see Formatting Guide for equation format which can be pasted into your document and adapted for your equations)
- Every numbered equation needs to be mentioned in the text and stands alone as do figures and tables, that is the equations are not written as part of the flow of the text sentences.
- Figures are one inserted image, centered on the page
- Tables must be editable, not cut and pasted from another document (See Formatting Guide for table format)
- See Formatting Guide for details on figure and table captions
- See Formatting Guide for formatting of citations and list of citations
- See Formatting Guide for details of formatting lists, quotations, footnotes
- See Formatting Guide for details on linking
- There are no appendices, rather Boxes are used (see Formatting Guide for details on boxes)
- All GW-P books include exercises with complete solutions.
- If at all possible, GW-P books contain links to videos and all author created videos include the animated GW-P logo Header at the start and Trailer at the end.
- If at all possible, GW-P books contain supplementary interactive learning materials
- It is possible that some formatting exceptions will be made in special cases if your editor approves


## 6 Open Journal System (OJS) Submission Instructions

The Open Journal Systems (OJS) software is used to share documents among the many individuals involved in producing each book. As an author, you will be invited to upload a submission of your book once your first draft is complete. You will be provided with a link by the project manager or editor of your book section. If you have not received a link, please contact Amanda Sills at [amanda.sills@g360group.org](mailto:amanda.sills@g360group.org) or the editor of your book section.

### 6.1 Uploading a File to OJS

When you have completed the first draft of your GW-Project book, you can upload it to OJS in order for the review process to start. If you have not accessed the OJS website yet, it is best to read about [OJS Basics](#) ↓ in Appendix A5 before uploading your document. The first step once you have access to the 'Dashboard' page in OJS is to select 'New Submission' as outlined in red in the image below.



There are five steps when uploading a document. This video shows an example of how to upload your draft document once you have access to the OJS system: <https://youtu.be/jakyf7nft3c> . The Steps are outlined below in more detail.

### Step 1: Start

The first step is to specify the GW-Project Section that your book is part of (ask your editor if you are unsure of this). Then specify your role in the book under Submit As 'Author'.

### Step 2: Upload Submission

This is the step where you upload your draft book (in .docm format). For review purposes we ask that all figures and tables be embedded into one word document near where they are mentioned in the text. The exercises, reference list, boxes and exercise solutions should be included at the end of the file. It is best to name your file using the name of your book. Typically, we use the entire book title in lowercase letters with the words separated by hyphens and including no spaces (e.g., groundwater-flow-systems.doc). If you have several files to upload, be sure that each one is named in a manner such that those unfamiliar with your book will understand the nature of the file. Be sure to upload the entire book and all supplemental materials associated with the book.

### Step 3: Enter Metadata

Please write the full title of your book rather than a short form. This makes it easier for editors to find your submission. For example, if the title of your book is 'Groundwater' please do not use 'GW'.

It is important you enter all of the authors/contributors to your book and their contact information so that they have access to the reviews provided and can see the status of the book. Contributors should have a First and Last name listed, as well as a current email address. Be sure to check the 'Include this contributor in browse lists' so that they are visible when editors go to find a book.

#### Step 4: Confirmation

When you have confirmed that all the information you added in Steps 1 to 3 is correct, click *Finish Submission*. Now you have successfully uploaded your file to OJS. GW-Project editors should receive a notification that you have uploaded your submission, but feel free to send them a message separately to ensure that they know the draft is ready just in case something goes wrong with the automated messages from the system.

#### Step 5 (optional): Next Steps

At this stage you can choose to review your submission, create another submission, or return to your dashboard. If you return to your dashboard you should see your submission posted there in the "My Queue" tab.

## 6.2 Uploading Revisions following Review

There is a different process for uploading a revision to your book. DO NOT create a new submission, as this will lead to files being placed in two different listings rather than kept under one title. Navigate to your book OJS page and go to the "Review" tab. There will be a message that says "*The submission must be resubmitted for another review round*" as shown in the image below. If this message is not shown, not all reviews have been completed.

Round 1

**Round 1 Status**  
The submission must be resubmitted for another review round.

Reviewers			
Eileen Poeter	<b>Complete</b> Recommendation: Revisions Required	Open	<a href="#">Read Review</a>
Dr. John Cherry	<b>Complete</b> Recommendation: Revisions	Open	<a href="#">Read Review</a>

**Reviewer's Attachments** [Q Search](#)

No Files

**Revisions** [Q Search](#) [Upload File](#)

No Files

Your revised draft can be uploaded at the bottom of the page under “Revisions”. Choose the “Upload File” button as shown above and follow the prompts.

## 7 Review of GW-Project Books

### 7.1 Reviewers


Each GW-Project book undergoes a formal review process. In the case of journal submissions, the primary purpose of the review process is to arrive at a decision about acceptance or rejection. When reviewing for the GW-Project, there is no doubt that all submitted books will be included because they are invited. So, the purpose of the review is not to determine acceptance or rejection, but rather for reviewers to identify ways to improve the book. Some guidance is provided for reviewers in “[External Review](#)” (Appendix A6).

### 7.2 Authors

Each GW-Project book is reviewed by three specialists in the core subject area of the book. Authors can access the files provided by each reviewer by logging into OJS and navigating the ‘Review’ tab. This should be done before the next round of reviews.

Authors should read the reviews and consider revisions to the book. Authors do not need to make all the changes that reviewers recommend. All reviews are transparent, and authors are welcome to communicate directly with reviewers if they want to discuss something. If this is the case, the project manager should receive a copy of those email exchanges. Sometimes reviewers

end up joining the book as a contributor (e.g., authoring a box within a book) or even as a co-author and authors are welcome to collaborate with them if they desire. If so, the authors should contact the project manager for further details.

When the authors' revision is ready, they should upload the file to the OJS submission page and email the project manager. Assistance for uploading the revised book and instructions are available in the [Guide to Authors](#)<sup>↗</sup> or in a series of step-by-step instructional videos on the Groundwater Project YouTube channel: <https://youtu.be/jakyf7nft3c>  .

## 8 Appendices

### Appendix A1 Simplicity on the Other Side of Complexity

The concept of simplicity on the other side of complexity comes from one of the famous Oliver Wendell Holmes (most likely senior [1809-1894] who was a renowned physician, poet and polymath, but may come from junior [1841-1935], a renowned United States Supreme Court justice, one of whom stated:

*"For the simplicity that lies this side of complexity, I would not give a fig,  
but for the simplicity that lies on the other side of complexity, I would give my life."*

Draw a basic bell curve. From left to right is understanding, and up and down is complexity. At the left of the diagram, and at the beginning of taking on a new complex problem, you are blissfully naïve. Your descriptions of a topic are overly simplistic and reductive. They are based on assumptions, stacked on top of guesses, and are likely wrong and incomplete. You don't know what you don't know, and so when you talk about things with other people, you aren't able to fully engage.

To move to the right on the diagram, you gain experience and learn. Your knowledge and insight grow as you become more and more of an expert. As you peak in the middle of the curve, you see the meaning in the data, and you've formed your own opinion about it. But you can't necessarily communicate that information. You've integrated it for yourself, but that doesn't mean you've distilled it down to a meaningful, concise story for someone else, someone still on the left side of the peak of the curve.

As you continue to move to the right on the curve, you gain more experience, find deeper meaning in the data, and so you revise and recast your opinion because you have simplified the key issues of the problem. This is simplicity on the other side of complexity. It's where you've not only been able to synthesize the content into your own worldview, but you've discerned the essence of the idea in such a simple, direct way that you can communicate it in a manner that people with little or no knowledge of the subject can move to the right along their curve.

[Return to where text linked to Simplicity on the Other Side of Complexity](#) ↑

## Appendix A2 Strategy

When authors are initially invited to contribute, we ask that they prepare an outline. This will be reviewed to ensure it aligns with project goals. This allows the GW-Project to ensure that the book is heading in the right direction and save valuable time in the review process. When developing the outline please consider including layered learning as described in this section.

One advantage of the electronic format is that topics can be presented in layers, from elementary to more advanced, from superficial to deep, from narrow to broad (or broad to narrow), from essentials to enrichment, based on whatever is available to “click on” (i.e., link to). Links can provide access to supplementary or enrichment materials, derivations of equations, case studies, videos, learning tools, and other items. Each opportunity to link needs to be identified with a description of its intended purpose by information provided in the text preceding the link. Because the books are not intended to be published in paper form, opportunities to link to additional information should be abundant. The challenge in the GW-Project is for us to learn how to best take advantage of such opportunities to encourage more effective learning.

Initially the GW-Project has two types of books, self-contained and supplemented/layered books. Eventually we envision that all books will be of the latter type because they will be supplemented with links to relevant material and layered such that the links themselves include more links to more detailed and complex material. The reader can continue deeper into the links or abandon that path and return to the main book when they feel the links have taken them too far from their original learning goal. The links may lead to: items that the authors have developed and included as boxes at the end of the book (similar to appendices including discussions, derivations, or data and the like); supplemental material available for download on the book webpage; materials in the GW-Project archive; or, external material available on the Internet. Procedures for creating links while writing are provided in the section titled “Links” in the GW-Project formatting guide, [Formatting-Guide.docx](#)<sup>↗</sup>.

[Return to where text linked to Strategy](#) ↴

## Appendix A3 Book Components

The GW-Project is aimed at effective, combined use of three pillars:

- figures of many kinds and sizes;
- equations expressed so that the physical, chemical and/or biological processes are represented as clearly as possible; and,
- logical concise explanatory text to provide context and enhance understanding of the figures and equations.

The following subsections provide expectations for authors to keep in mind when writing their book.

### A3.1 Initial Summary

At the start of each book, there should be a summary, but not the conventional type of summary. The intent of this book summary is to create interest in the book and provide an indication of the nature of the book; this may be best accomplished by inclusion, with minimal text, of one schematic figure that captures enough of the topic to be both informative and interesting. Rather than presenting a list of topics covered by the book, it is more effective to list questions the book intends to address in order to create more interest up front. The summary needs to mention how the book relates to groundwater science, how it serves the societal needs of groundwater science (e.g., practical relevance), and how it prepares the reader for other GW-Project books.

### A3.2 Final Wrap-Up

In contrast to the initial summary where the main questions addressed in the book are identified, the Wrap-Up at the end of each book is aimed at identification of the questions, unresolved issues and assumptions in need of more assessment, which were not addressed in the book. It helps if the Wrap-Up mentions the book-related topics that are currently the focus of early-stage research and where this research is being conducted. In other words, the Wrap-Up may be most relevant to those who want to know what is not understood, or least understood, and hence the topics most worthy of new research.

### A3.3 Figures

Figures are such an important aspect of GW-Project books that they are discussed in the main body of this guide in the “[Figures](#)↑” section. That information is not repeated here.

## A3.4 Derivations of Equations

Derivations are important and should be included, however it is most desirable that the rigorous mathematics for the derivations be included in boxes that the reader can access through a link if it is of interest to them. To facilitate understanding, where possible, compressed mathematical notation should be avoided such as vector notation. Simplified schematic derivations (in contrast to rigorous equation steps) are encouraged, since they can be useful for everyone while also being enough for those who cannot follow the rigorous mathematical versions. The full, rigorous derivation should be accessible by linking to a box in the book. Many users of the GW-Project will not have the mathematical background to understand rigorous derivations, but can gain an appreciation of what the derivations stand for if schematic versions are presented.

Generally, the most important aspects of derivations used in groundwater are the underlying assumptions. When a reader looks at any of the key groundwater equations, it is important that the reader appreciate the simplifications in the conceptual model on which the mathematical model is based. This can be enhanced by linking to other GW-Project books that discuss the complexities if such books have been written (e.g., sorption, if represented by a single coefficient, or, biodegradation, if represented by a simple rate constant). This is limited in early GW-Project books because so few GW-Project books were available. However, future editions of those books will include such links.

It is important for the reader to appreciate the significance of each term/symbol of an equation. What do each of the parameters represent in the physical or chemical context? It is one thing to understand the mathematics of a derivation and another thing to appreciate the physical or chemical significance of the end result. The mathematical background of most users of the GW-Project will not be sufficient for advanced mathematical understanding and therefore the challenge is to accomplish this second aim.

## A3.5 Exercises

To help the GW-Project serve its educational purpose, exercises should be included at the end of each book. Some authors may choose to provide an internal link to individual exercises from within related sections of the book. There are two categories of exercises: those that have a numerical answer and those for which the answer is provided in words or sketched diagrams, such as schematic graphs, maps or cross sections. The exercises are available for readers to work on if they choose. Each exercise should be linked to a complete solution. An author may choose to also provide a link to only the answer so readers can attempt to obtain the answer and check to see if they have it correct, and if not try again without having to review the full solution process.

## A3.6 Jargon and Terminology

Each book needs to introduce and explain all necessary technical terminology, but at the same time avoid use of the technical jargon. Jargon is an impediment to the pursuit of understanding. Jargon is often useful when professionals are communicating and has its place in dialog as a kind of shorthand. For many of us the use of jargon is a strong habit because we are nearly always communicating with peers. For some of us, avoiding jargon can be a challenge. If a sentence can be written without the use of technical words and still get the meaning across, then that needs to be considered and adopted when appropriate.

## A3.7 Historical Context

In the published literature and particularly in journals, explanation of historical context is rarely encouraged. Some journals do not want old literature cited, old being prior to 20 years ago. Hence the origins of ideas and the early controversies get lost. In the GW-Project we believe that historical context is important and that GW-Project books should give attention to this context. The reason for this is that good treatment of historical context will help make the book more interesting. Where did the ideas we rely on come from? Why did scientists long ago, or not so long ago, decide to answer the question? Who, why and where was the question raised? What we know today is mostly because somebody recognized an issue or problem that needed an answer. This is key to the advancement of all avenues of science and when written well, the historical context is interesting to many, if not most, people with a serious intent to learn a subject. So historical context should be mentioned to a small degree where it can help stimulate interest and can be expanded on in text boxes. Also, historical context is a way to show the international origins of ideas and problem recognition, and to encourage readers to apply the same kind of critical thinking in their current work and reading of other literature.

## A3.8 Purpose of References

The purpose of citing references (i.e., literature citations) in the GW-Project is different than those used in peer-reviewed journals, review papers and scientific monograms, where each paper is cited to provide credit in detail to the sequence of papers leading up to the one submitted for publication. In GW-Project books the aim is to explain the science as it is known rather than create new science. For the GW-Project, citations should be limited to those that are foundational to the development of the science in the historical context and those that do an exceptionally good job of explaining aspects of the subject matter.

Given that the GW-Project goal of providing learning materials free of charge, it is important to avoid references and links to materials that are not free of charge. An advantage of

the GW-Project format is that publications can be made available to the reader directly by linking to the Internet where the publication can be downloaded. If these publications are available in the public domain (i.e., use is not restricted by copyright), this approach is strongly encouraged.

In preparation material (papers, books to be published, etc.) should not be used as a reference. Once the 'in prep' material is published, it can be inserted as a minor update to the current GW-P book. Other small changes/corrections requested by the author can be done at any time if needed. In both cases, the GW-P book will be uploaded again to the project web site. *Only major changes to a book warrant a second edition.*

### A3.9 Purpose of Data Tables

Although tables are common in refereed journals and most other scientific publications, tables are less relevant in textbooks because presentation of the data that supports scientific conclusions is not needed. By their nature, tables are rarely, if ever, interesting and never inspiring. It is rare that information that could be presented in a table within a textbook cannot be presented in a clearer and more interesting way in a figure. However, there may be a need to include basic information on physical, chemical or microbial properties in tables of GW-Project books. Tables of this type would be those not found in the public domain literature or, if they are, those that are inadequate for the purpose of the GW-Project due to incompleteness, cumbersome structure, too broad a focus, or errors. Tables in the GW-Project are summaries or repositories for information not available elsewhere.

### A3.10 Purpose of Boxes

Boxes in GW-Project books are similar to appendices (or to text boxes in paper books). Boxes may contain advanced discussion, derivations, tables of data, examples, case studies, historical information, and so on. Where a box is mentioned in the text, a link is provided so the reader can visit the box, or not, as they choose. If the reader goes to the box, a link is provided to return to the location where they left the main text as is done in this document between the main text and the appendices. For this reason, boxes are only mentioned at one location in the main text.

### A3.11 Role and Nature of Video Clips

As explained earlier, figures are the most important tool for conveying information in GW-Project materials and this includes videos. Given the transient nature of groundwater processes, videos can be used to add a temporal aspect to figures.

Authors may film something, or they may create animations using modeling software or PowerPoint Morph Transition. When authors create videos, they should be saved as widescreen

with high quality, the best formats are mp4 and mov. Other formats can be converted for upload to the GW-Project YouTube channel, but the quality will be lower.

We ask that you add the GW-Project logo animation HEADER to the start and TRAILER to the end of your video. They are each a 10-second clip that you can download from the supplemental material section of the author resource webpage [www.author.gw-project.org](http://www.author.gw-project.org).

GW-Project videos are stored on the GW-Project YouTube channel and a link to the video is provided at the appropriate location in the book. Authors may also link to videos at other Internet locations.

Some videos can demonstrate how to do a groundwater task such as drawing a flow net, or they might show lines of dye moving through a physical model. Other videos can provide informative animations generated from synthetic groundwater models by stringing together images of system conditions at individual time steps. Other animations can be generated by the author providing key static images of a process and using a tool like PowerPoint Morph Transition, or they may provide the static images along with a description of the nature of intermediate conditions to technicians who use software that generates transitional images and the sequence of figures can be joined to create an animation. Thus, a process such as infiltration of a DNAPL to the water table followed by its migration down through the saturated zone to a geologic layer where it moves laterally can be animated. The animation might show dissolved product forming a plume from the free product and it might zoom in to show residual saturation in pores. Animations can spark interest in readers who might be sagging from a lot of reading.

### A3.12 Role and Nature of PowerPoint Lectures

Another way to provide enrichment for the learning process is to provide PowerPoint lectures as supplemental material. However, to have the greatest value, PowerPoint lectures should be enhanced beyond typical PowerPoint lectures. The goal is to make them as 'stand-alone' as possible to accommodate viewers whose first language is not English. This does not mean that languages beyond English are to be used, rather it means that the labeling of slides needs to be very clear because many for which English is not their first language can grasp the written word more easily than the spoken word especially in the technical field in which they commonly read English.

In addition to clarity of the slides, notes on slides can be interspersed between the normal slides so that the lecture can be followed by those who do not understand spoken English. This enhanced form of PowerPoint lecture can stand alone without audio. This makes the lecture more useful to those who want to download the content. Short PowerPoint lectures of 5 to 10 minutes, are most effective for enhancing GW-Project books. These mini-lectures can expand on, or

reinforce points covered in the books. Short video clips can be included within the mini-PowerPoint lectures and in some cases the main purpose of the mini-lecture would be the video clip with the other slides used to set the stage for the clip and some discussion following the clip.

### A3.13 Geology, Mathematics, Chemistry and Microbiology

A challenge in educating readers about groundwater is the need for the reader to have the appropriate background education in the basic sciences and math to understand at least the basics of groundwater science. Increasingly, university students do not have the desired background in geology, chemistry, and math. Thus, it is desirable to provide links to Internet sites that provide free educational materials for basic background information; or to public domain, downloadable reading materials such as documents produced by geological surveys for which there are no copyright issues. At the location of such a link in a GW-Project book, the book should explain what the materials are and the reason they should be consulted. It is also helpful to indicate the types of courses that constitute appropriate prerequisites for the GW-Project book.

### A3.14 Supplemental Material

In addition to the book itself, many GW-Project books include supplemental material that is downloaded separately from the book web page. These are often associated with exercises, but may also support other aspects of the book. Supplemental material might be in the form of an interactive spreadsheet or application; or it might be a zipped folder containing modeling software and input files, among other items. Supplemental material does not include files of descriptive text. All descriptive material is provided in the book itself. If an author finds the need to include files of descriptive text in the supplemental material, they should create a box in the book that describes the supplemental files and how to use the materials and provides links to the files.

[Return to where text linked to Book Components](#) ↑

[Return to where text linked to Supplemental Material](#) ↑

## Appendix A4 Books About Preparing Useful Figures

It is widely understood that the capability to produce good scientific writing is acquired through much study and practice. This task is so difficult that most of us depend on help from colleagues, who critique our work, and assistance from professional editors. What is not widely understood is that the capability to produce good figures for the intended readership also requires much study and practice. Edward Tufte wrote a series of books on this topic (*Envisioning Information*, 1990; *Visual Explanations*, 1997; and *Visual Display of Quantitative Information*, Second Edition, 2001) that provide explanations for creating high-quality figures that present data and broader information. Tufte gives short courses to professionals around the globe on how to create effective figures with emphasis on statistical information, but he does not provide examples for geo- or water science. However, the principles and processes stated by Tufte apply to geo- and water science figures. Tufte states that “words and pictures go together”. He gives principles on “how to communicate information through the simultaneous presentation of words, numbers and pictures” and states: “To envision information, is to work at the intersection of image, word, number, art”. In *Visual Explanations*, Tufte discusses:

*“design strategies the proper arrangement in space and time of images, words, and numbers for presenting information about motion, process, mechanism, cause and effect. These strategies are found again and again in portrayals of explanations of explanations, quite independent of the particular substantive content of the display” ... and ... “visual representations of evidence should be governed by principles of reasoning about quantitative evidence. For information displays, design reasoning must correspond to scientific reasoning. Clear and precise seeing becomes as one with clear and precise thinking”.*

No one learns how to be a good writer from reading books on how to write although “how to” books can help. The Tufte books give the principles and present thousands of examples taken from diverse sources with critiques of many of the figures and even examples of figures that he improves in a series of steps.

Following the principles of Tufte laid out in the First Edition of *Visual Display* (1982), there is an old, but nevertheless useful, book produced for the AAPG to guide the preparation of slides for hydrogeology presentations: *Figuratively speaking: techniques for preparing and presenting a slide talk*: edited by Duncan Heron 1986 (<https://trove.nla.gov.au/version/22063833>). Some of the information is dated as it was written in the pre-PowerPoint era, but the fundamental principles are relevant. Much of the guidance for slides is generally applicable to the preparation of GW-Project figures because, to be most effective, slides require clarity with simplicity.


If you were to choose to review only one book for examples of excellent figures and page design (and in the electronic version, use of links), we suggest the book by Gerald H. Pollack 2013: *The Fourth Phase of Water: Beyond Solid, Liquid and Vapor*. It is an exceptional example of the use of figures with good page design to make each page interesting and pleasing to the eye. The figures include a mix of graphs, cartoon sketches, photos, and conceptual models. The author who is a senior scientist of world renown was assisted by his son who is a trained artist.

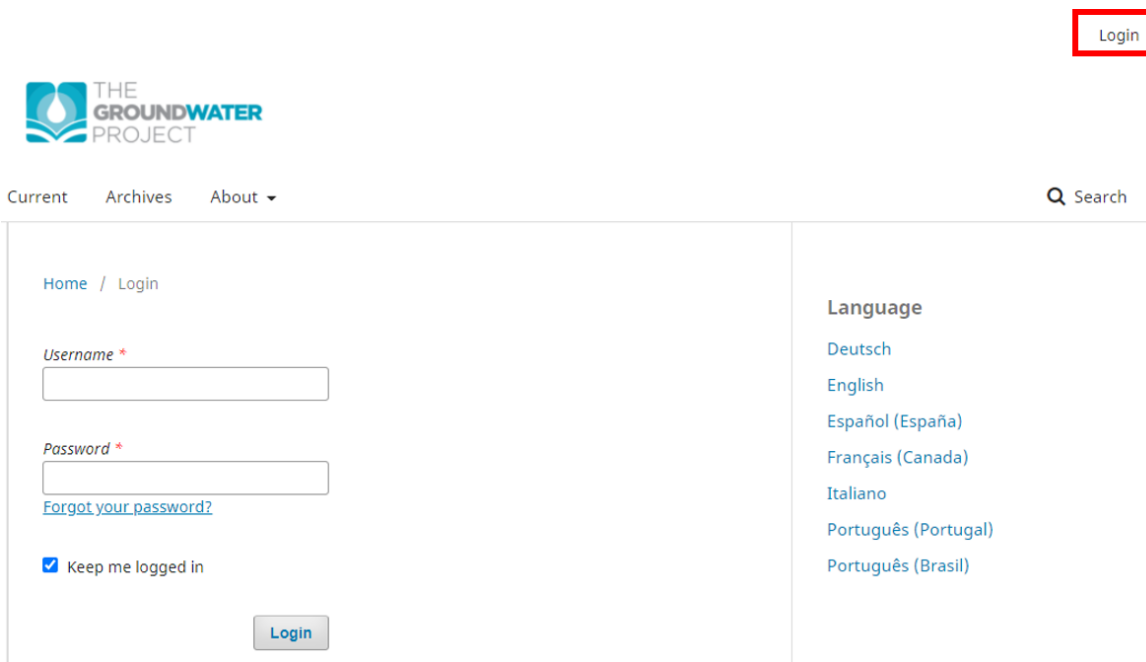
In summary, a good figure is one that requires minimum effort by the reader to get the message. Ideally, most figures should convey the main message almost instantly as the eye sees the figure. The objective is to convey essential ideas and information with clarity. Therefore, each figure needs to have only what is needed to convey the key message. Think of it as a presentation slide for which your viewers will have only 30-50 seconds to grasp the idea. It is much better to have 2 or 3 figures than to combine information on a single figure. Use color wisely, to emphasize key items to look at, but remember 20% of the population have difficulty distinguishing red from blue. The set of figures in each book or section should be arranged in the most logical sequence for effective understanding. The sequence of figures will convey the main message and therefore each figure on its own needs only to explain a piece that builds to the main message. There is no page restriction so the sequence can be a set of very simple figures.

For the GW-Project, it is important to realize that the goal of most figures is to help the reader understand the science as we know it now; generally, the goal is not to convince the reader of the correctness of the science. Thus, the GW-Project goal for figures is different than that for figures in refereed scientific journals. Journal figures are designed to support the claims made by the authors of the paper aimed at advancing the science. Of course, some evidence in support of the science as we know it is needed in parts of the GW-Project, but proving the science is not the primary endeavor of the GW-Project.

[Return to where text linked to Books About Preparation of Useful Figures](#) ↑

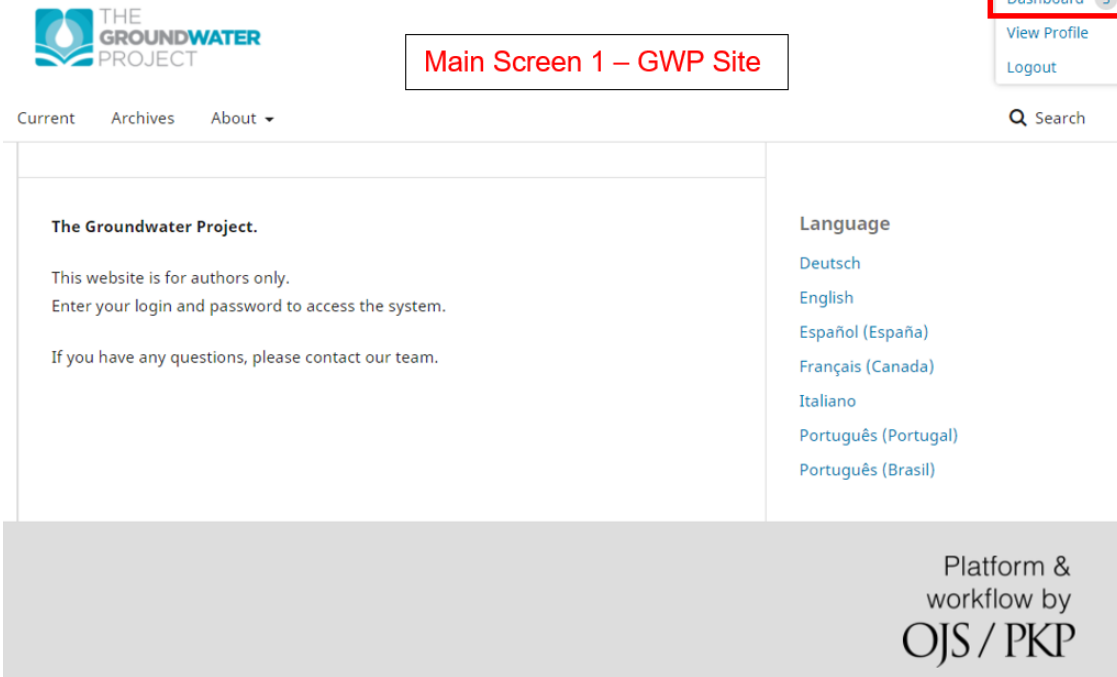
## Appendix A5 OJS Basics

The OJS platform can be accessed through the following link: <https://thegroundwaterproject.emnuvens.com.br/>. Your screen should look like the image below. To login, enter the username and password provided by the GW-Project staff. You will need to create a new password as soon as you log in for the first time. This video shows how to login and access your account once you have received login information: [www.youtube.com/watch?v=uKbWKT3R9Z0](http://www.youtube.com/watch?v=uKbWKT3R9Z0) .



The screenshot shows the login page of the OJS platform. At the top right, there is a red-bordered button labeled "Login". Below it is the logo for "THE GROUNDWATER PROJECT". The page has a navigation menu with "Current", "Archives", and "About" (with a dropdown arrow). A search bar with a magnifying glass icon and the word "Search" is located in the top right. The main content area is titled "Home / Login" and contains a login form with the following elements: a "Username \*" field, a "Password \*" field, a "Forgot your password?" link, a checked checkbox for "Keep me logged in", and a "Login" button. On the right side, there is a "Language" section with a list of language options: Deutsch, English, Español (España), Français (Canada), Italiano, Português (Portugal), and Português (Brasil).

Once you have logged in, you will be able to access the 'GW-Project Site' information shown on the figure below that is labeled "Main Screen 1 – GWP Site" or you will be in the 'Dashboard' as shown in the figure labeled "Main Screen 2 – Dashboard". You can toggle between the Main Site and the dashboard. When you are in the dashboard, you can use the 'View Site' tab in the upper right portion of the screen to the left of your username to go to the Main Site. When you are on the Main Site, you can hover over your username and select 'Dashboard' to switch to the dashboard. These are the two main screens that allow you access the features available to you on OJS whether you are reviewing a document, checking the status of reviews, or writing a book.



**Main Screen 1 – GWP Site**

The Groundwater Project.

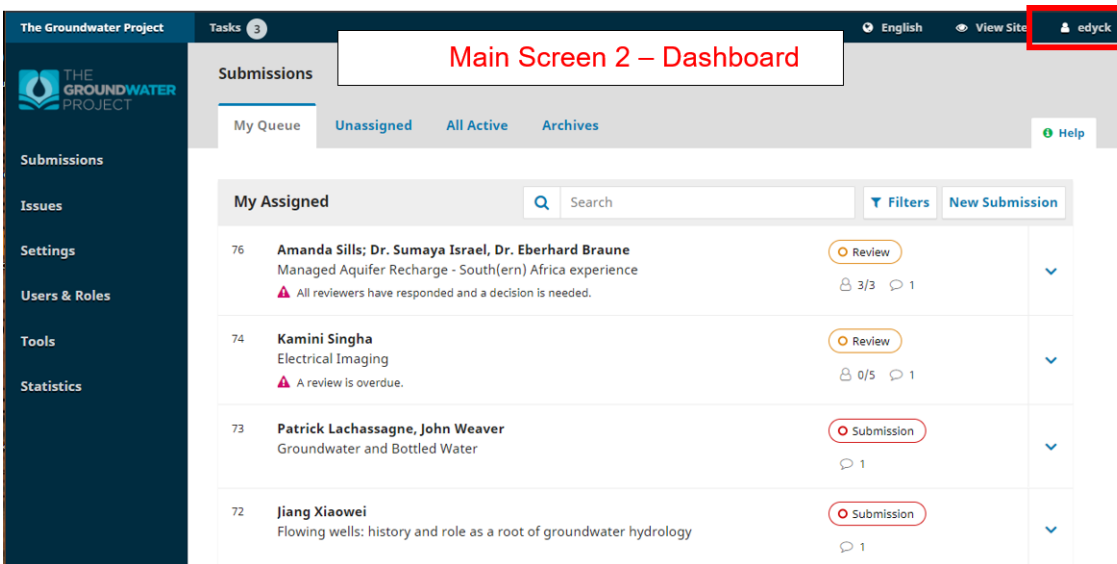
This website is for authors only.  
Enter your login and password to access the system.

If you have any questions, please contact our team.

Language

- Deutsch
- English
- Español (España)
- Français (Canada)
- Italiano
- Português (Portugal)
- Português (Brasil)

Platform & workflow by  
OJS / PKP



**Main Screen 2 – Dashboard**

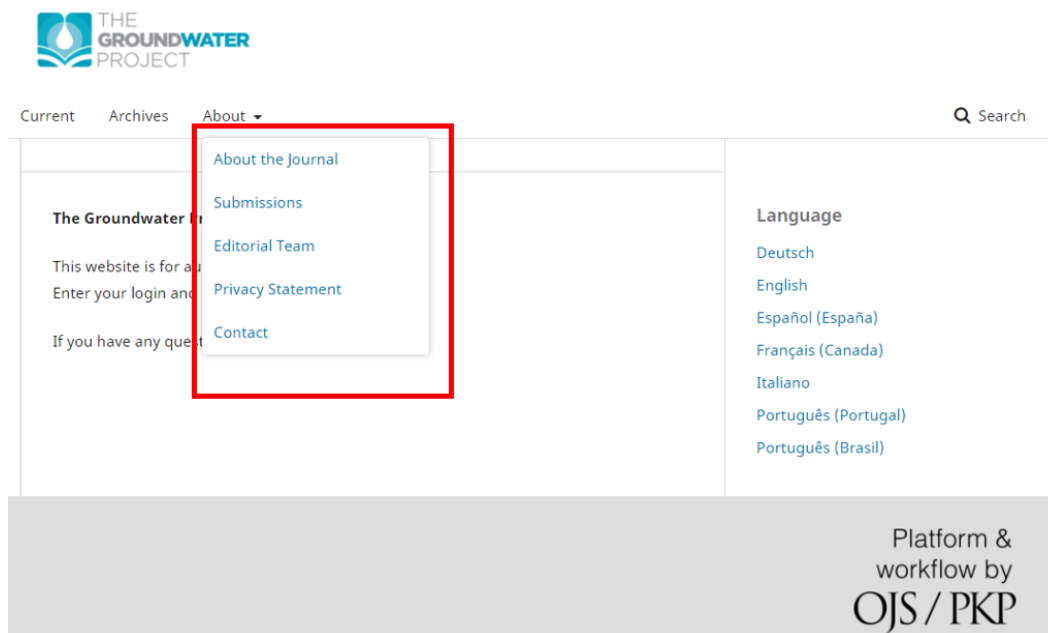
Submissions

My Queue Unassigned All Active Archives Help

My Assigned

ID	Author(s)	Title	Status	Progress	Comments	Actions
76	Amanda Sills; Dr. Sumaya Israel, Dr. Eberhard Braune	Managed Aquifer Recharge - South(ern) Africa experience	Review	3/3	1	▼
74	Kamini Singha	Electrical Imaging	Review	0/5	1	▼
73	Patrick Lachassagne, John Weaver	Groundwater and Bottled Water	Submission		1	▼
72	Jiang Xiaowei	Flowing wells: history and role as a root of groundwater hydrology	Submission		1	▼

Information on the GW-Project OJS site is updated periodically to ensure it aligns with the Project goals. As shown below, once you login and navigate to the 'GW-Project Site' (Main Screen 1), there are several tabs under 'About' that provide information.



The information provided under each tab is as follows:

### About the Journal

This tab provides an overview of the GW-Project.

### Submissions

Primarily for authors, this provides links to information on the [author.gw-project.org](http://author.gw-project.org) web site.

### Editorial Team

This tab provides a link to the list of individuals on the Board of Directors, Steering Committee, and Advisory Committee on [gw-project.org/about/](http://gw-project.org/about/).

### Privacy Statement

This tab provides a link to the most recent version of the GW-Project privacy statement at [gw-project.org/privacy-policy/](http://gw-project.org/privacy-policy/).

### Contact

This tab provides contact information in the event that this document does not provide all the information you need to use OJS.



## Troubleshooting

If you encounter errors when using OJS, there is a comprehensive 'Help' tab that can be accessed in the upper right area of the 'Dashboard' view. The GW-P YouTube channel also has instructional videos pertaining to OJS if more details are required: [https://www.youtube.com/channel/UCz1UoTb202HaKqvBIKliC\\_g/playlists](https://www.youtube.com/channel/UCz1UoTb202HaKqvBIKliC_g/playlists)<sup>↗</sup>.

[Return to where text linked to OJS Basics](#)<sup>↑</sup>


## Appendix A6 External Review

Each GW-Project book undergoes a formal review process. In the case of journal submissions, the primary purpose of the peer review process is to arrive at a decision about acceptance or rejection. When reviewing for the GW-Project, there is no doubt that all submitted books will be included because they are invited. So, the purpose of the review is not to determine acceptance or rejection, but rather for reviewers to identify ways to improve the book.

Reviewers should study this Guide to Authors in preparation for their review. Reviewers are encouraged to suggest and/or provide enhancements aimed at achieving faster and better understanding of subject matter and extending and deepening the subject matter.

We hope that many reviewers will volunteer to do more than just offer advice for improvement. We would like them to submit improvements or propose to submit improvements if the book author agrees. All contributions will be acknowledged, and substantial improvements will be assessed in the context of adding the contributors as coauthors. Some book authors indicate that coauthors will be needed to achieve the intended scope or fill in gaps so, in that case, the review process is part of the search for coauthors. Diverse expertise and experience are desirable for GW-Project book coauthors.

### A6.1 Accepting to Review a GWP Book

Once you have received an invitation to review a GW-P submission, you need to access the files provided by the author to read and provide comments to them. This process is outlined in the following video: <https://youtu.be/SbGyRW2tVeA> .

### A6.2 Review Questions and Types for GW-Project Books

All GW-Project books go through several rounds of review to ensure that the material has been rigorously analyzed to provide an engaging and relevant book to the reader. The types of reviews are listed below:

#### Initial Internal Review

This review is conducted by the editor to assess key attributes or criteria that the book must have before the book is suitable to move to external review. Two key attributes should always be assessed. The first is whether the book contains numerous figures and visuals so that the reader can understand key concepts by just looking at the figures. The second is that each book include exercises for readers to further enhance their understanding of the topic. Most importantly, the books are not to be written in the form of a research paper, but should be written

from an educational perspective. After the author and editor work iteratively to create an appropriate book for GW-Project the book moves on to external review.

## External Reviews

These reviews are conducted by the types of people listed below. Please provide suggestions for reviewers to your GW-Project editor.

- Two or more experts in the core subject area addressed by the book
- An expert in interface subject matter (if there is an interface or secondary discipline important to the subject matter)
- A Ph.D. student, preferably in the core subject or closely related discipline to judge readability from an early career viewpoint
- A professor who teaches courses in which the book topic is included but who is not an expert
- A non-academic such as an experienced consultant or government scientist who is a user of the subject matter
- A readability review is conducted by Everton de Oliveira and a Steering Committee or Advisory Committee member to ensure that the book flows well

Expert review is duplicated and iterated as needed for books requiring major reworking after the first set of reviews. The main questions for reviewers to ask are:

- Overall, can the book be improved to facilitate learning?
- Is there subject matter that should be added to achieve better coverage, balance, or to fill in gaps?
- Is there material that should be removed?
- Are the figures designed in a manner that is most effective for learning?
- Are the equations developed/expressed with clarity?
- Is the text written in a manner that is most effective for learning?
- Overall, what should be done to improve the book to make it more interesting and help the reader learn?

## Presentation Review


A presentation review is conducted by GW-Project staff and volunteer editors as arranged by the Project Manager. This involves

- Final copyediting for spelling, sentence structure, grammar, proper citations and similar items; and,
- Formatting and layout editing.

## Final Review

The final review is a high-level review to ensure all content in the book is technically sound and does not contain errors or misleading information. It is conducted by one person who is willing to return the review in a short time (suggested maximum is 4 weeks). GW-Project has a number of people who have been doing these reviews. You may be able to identify a new person who is not on the GW-Project final reviewer list. Please work with your Project Manager to arrange this review.

### A6.3 Uploading a Review to OJS

The process for uploading your review to OJS for the author to view is outlined in the following video: [www.youtube.com/watch?v=-HBo9w13Jrc](http://www.youtube.com/watch?v=-HBo9w13Jrc) .

[Return to where text linked to External Review](#) ↑