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How to Impulse and Empower Scholarly Writing for Quality Life? A Postmodern Perspective

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The objective of this perspective article was to pragmatically address the significance of scholarly writing for the timely advancement of global science and how to impulse and empower optimal scholarly writing in academia and the industry. Writing is a turning point in life-changing science and technology creation and innovation[1-3]. However, optimal writing may not be accomplished without demanding work and preparation. For science and research writing to be impactful, a prolonged pathway must be endured.

Often, training professional writing begins at the end of graduate programs. However, that time would be very late from a postmodern perspective. For a smooth and speedy development of writing skills, students should be urged to practice academic writing from the very beginning their writing tasks become frequently useless and futile regarding science communication and disseminations who develop writing tasks as their course assignments are not properly mentored to publish them. As a result, their writing tasks become frequently useless and futile regarding science communication and dissemination. Thus, it is a must that undergraduate and graduate students are mentored and urged towards publishing their written assignments in scholarly journals and proceedings as early as possible. This would revolutionize mentees' career in securing incremental knowledge and experience. Consequently, their advancement in attaining global reputation and scientific impact would occur much earlier. In other words, while expanding their academic and industrial resumes, their maturity in practical scientific writing would emerge sooner. As such, the world science and technology could experience and benefit from their innovative ideas and philosophies in a timely manner[1,2].

There are several key strategies to timely encourage and expand the writing skills of future scientists and managers. These include promising rewards for excellent course writing tasks and assignments, urging and educating how to prepare scientific manuscripts for publication in scholarly journals and proceedings from their assignments in different forms (e.g., editorial, mini-review, protocol, perspective, forum, case report and review, etc.), obliging to produce at least a comprehensive review article from their theses and special projects and mentoring to establish how to write down their thoughts as soon as they come to their minds. As a matter of fact, mentees should be urged to develop writing, even if short and brief, from whatever they encounter in their learning career. These strategies are not restricted to academia. Even in the industry, trainers must be appropriately educated to write up their professional practical challenges

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(and possible solutions) faced during knowledge and experience acquirement. The more papers mentees write, the earlier and the more impactful mentors and industrialists they become. As a result, their scientific career would be more glorifying and fruitful. More importantly, they can generate better-than-self more successfully and more often[2].

To summarize, mentees must be trained on how to effectively develop and advance their writing skills very early in their learning career (e.g., as diploma and associate students). In so doing, by the time they would become bachelor, master or doctoral students, they would have impressive records of publications. This would enable more productive and impactful graduate and post-graduate degrees, therefore, hastening innovative science and technology development. As a result, practical opportunities would be generated to improve life quality for all earlier. This cascade would occur similarly in non-academic sectors. Let's practice writing up whatever we contemplate then!

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