

# Day one - Presentation

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## AuthorAID Research Writing Workshop

*Slides to support the activities*

08/12/17 

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## Day 1

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## Day 1, Session 1 (D1-S1)

### Introduction

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## Intended learning outcomes

By participating fully in this workshop, you will be able to

- Describe the key ethical issues in research and publishing
- Balance different factors to select an appropriate target journal for your research paper
- Define the focus and contribution of your paper
- Write a working title and abstract for your paper
- Develop the body of your paper using an appropriate structure and flow
- Formulate a strategy to achieve publication success

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## Active learning

- We'll be using active learning approaches throughout the workshop
- What this means
  - You take responsibility for your learning
  - You decide what and how much you learn
  - Trainers facilitate learning rather than 'teach' in the traditional sense
  - Expect a lot of activities!

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## Learning agreement

**Do's**

- Being present: Showing up on time every day and staying until it's time to leave
- Sticking to the time limit during break times
- Participating actively in all the sessions
- Keeping up the pace from one session to another (sometimes we may have to move on abruptly)
- Questioning instead of tuning out when you are confused or bored
- Informing your supervisor, family and others that you are at this workshop and why it's important

**Don'ts**

- Missing any sessions unless it's an emergency
- Taking phone calls, checking Facebook, WhatsApp etc. during sessions
- Doing other things on your laptop during sessions that involve computer work

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## An introduction to the end-of-day reflection

At the end of each workshop day, you'll be asked to jot down...

- What you learnt today
- Questions you have
- Things that were unclear or difficult

What does success as a research author look like to you?

## D1-S2

Fixed mindset and growth mindset

Fixed vs growth mindset (derived from Dweck's work)

	Fixed mindset	Growth mindset
Challenges	Avoid	Embrace
Obstacles	Give up easily	Persist in the face of setbacks
Effort	See effort as fruitless or worse	See effort as the path to mastery
Criticism	Ignore useful negative feedback	Learn from criticism
Success of others	Feel threatened by the success of others	Find lessons and inspiration in the success of others
	<b>Deterministic view of the world</b>	<b>Greater sense of free will</b>

**Part 1:** Work with your group members to come up with at least one example or behaviour in a research authorship context for each point in (a) the fixed mindset column and (b) the growth mindset column.

**Part 2:** One person from each group to present some of the examples they thought of

## D1-S3

Research and publishing ethics

- What do you know about research and publication ethics? Concepts, terminology, etc.
- Have you witnessed or heard of any ethical violations in doing or reporting research?
- Write the concepts and examples you've come up with on sticky notes (use one big sticky note per concept/example)
- Stick your notes on the wall

## D1-S4

Defining the focus and contribution of your paper

## Pre-writing

- Writing a research manuscript is a project, not a simple task
- Useful to do some 'pre-writing' before actually starting to write your manuscript
  - To develop focus
  - Gather key points to include in the paper
  - Develop a rough outline
  - Anything else?

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## Pre-writing task today

- Write a short essay that clearly describes the focus of your research and the contribution of your research manuscript in advancing knowledge
- 300 to 400 words long
- Don't worry...
  - About the stage of your actual manuscript: Completed, work in progress, or hardly begun
  - If your research is not yet complete; just write about what you've done so far
- Further instructions in the participant handbook

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## Assessment phase

1. Come up to the front and pick a chit at random to find out who you are going to assess and who will assess you
2. Email your essay to your assessor
3. Check your inbox for (1) the essay you've been assigned to evaluate and (2) the assessment form from the facilitator
4. Use this form to evaluate the essay you've received
5. Email the completed form to your peer and the facilitator

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## D1-S5

Identifying appropriate target journals

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What are the characteristics that you would look for in a journal to decide whether it is suitable for your manuscript?

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## Typical factors to consider

- Audience
- Prestige
- Access (open access / subscription)
- Potential impact
- Publication time
- Likelihood of acceptance

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## Day 1 end-of-day reflection

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## Share your thoughts...

- What you learnt today (green sticky note)
- Questions you have (yellow sticky note)
- Things that were unclear or difficult (red sticky note)

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# Day two - Presentation

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## Day 2

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## D2-S1

### Identifying appropriate target journals

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### Do you find it exciting to read and follow manuscript guidelines given by journals?

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## Reading two sets of instructions

- Read and discuss each document in your group (10 min per document)
  - Use green highlight for excerpts that contain interesting information
  - Use yellow highlight for excerpts that are unclear or confusing information
  - Make notes with your reasoning or comments on the excerpts you've highlighted
  - Think about the similarities and differences between the two sets of instructions
- Share your thoughts with the whole group (5 min per group)

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### Why should you read manuscript guidelines before you start writing your paper?

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## Some reasons...

- To note guidelines concerning the doing of research (such as ethical clearance)
- To make sure that the kind of article you plan to write is suitable for the journal
- To look up any recommended style manuals
- To learn about the expected structure and length of the article
- To start writing your paper with any template provided or with the formatting expected – this will save you time later

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## D2-S2

### Structure of a typical scientific journal article

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## IMRAD

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- Introduction: What is the problem and why is it a problem?
- Methods: What did you do to solve the problem?
- Results: What did you find?
- Discussion: What do your findings mean?

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- Identify a problem / issue / challenge related to your everyday life
- Think of how you could solve it (or have solved it) using the IMRAD approach
- Write the problem on a yellow sheet
- Document key IMRAD points on 4 green sheets, clearly labelled as 'Introduction', 'Methods', 'Results', 'Discussion'
- Lay them out on your table once you are done

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## Day 2 end-of-day reflection

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## Share your thoughts...

- What you learnt today (green sticky note)
- Questions you have (yellow sticky note)
- Things that were unclear or difficult (red sticky note)

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# Day three - Presentation

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## Day 3

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## D3-S1

### Citations and references

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## Discuss in pairs (10 min)

What functions do references serve in research writing?

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## Some functions of references

- To give credit to others for their work
- To add credibility to your work by showing that you used valid information sources
- To help show how your work is related to previous work
- To help readers find further information

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## Group activity (15 min)

Make a checklist of things to do when including references and in-text citations in your paper

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## D3-S2

### The methods section of a research paper

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## Discuss in pairs (10 min)

What purpose does the methods section serve in research writing?

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## Purpose of the methods section

- To allow others to replicate what you did
  - In order to test it
  - In order to do further research
- To allow others to evaluate what you did
  - To determine whether the conclusions seem valid
  - To determine whether the findings seem applicable to other situations



## Documenting directions (15 min)

A visitor wants to know how to get to this room from the entrance of the building. Work in your group to document the path from the entrance to this room in as much detail as you prefer. Write it down on a sheet of paper.

Please be back in this room within 15 minutes with your sheet of paper ready.

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## Check a methods section for completeness

- Look at the excerpt of a methods section you have been given
- Try to identify the places that have missing, vague or incomplete information

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## D3-S3

The introduction section of a research paper

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## Discuss in pairs (10 min)

What purpose does the introduction section serve in research writing?

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## Purposes of the introduction section

- To provide background
  - In order to help readers understand the paper
  - In order to help readers appreciate the importance of the research
- To identify the question(s) the research addressed
  - Sometimes stated as a hypothesis or hypotheses



## Activity

Order the elements of the introduction section

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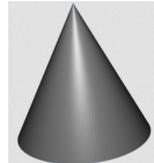
## Typical structure of the introduction

1. Information on importance of topic
2. Highlights of relevant previous research
3. Identification of unanswered question(s)
4. Approach you used to seek the answer(s)

## Shape of the introduction?



Funnel



Cone



Hourglass

Images obtained from Wikimedia Commons (<https://commons.wikimedia.org>; CC-BY-SA)

## Funnel

- Introduction typically should be funnel-shaped
- Starts with general information (background to the study) to specific information (research questions/approach)



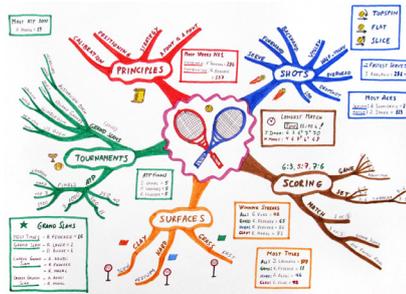
## Annotated journal article

<http://www.authoraid.info/en/resources/details/648/>

## D3-S4

The results and discussion section(s) of a research paper

## Example of a mind map



Source: [https://en.wikipedia.org/wiki/Mind\\_map#/media/File:Tennis-mindmap.png](https://en.wikipedia.org/wiki/Mind_map#/media/File:Tennis-mindmap.png) (CC-BY-SA)

## Day 3 end-of-day reflection

## Share your thoughts...

- What you learnt today (green sticky note)
- Questions you have (yellow sticky note)
- Things that were unclear or difficult (red sticky note)

# Day four - Presentation

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## Day 4

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## D4-S1

### Figures and tables

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In which section of a research paper would you come across figures and tables?

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Activity: Critique the figures and tables put up on the wall

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“Everything should be made as simple as possible, but not simpler.”  
Commonly attributed to Albert Einstein

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## D4-S2

### Developing a publication strategy

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At a very broad level, name 4 to 6 steps to getting your research paper to the point of submission to a journal.

## Steps towards submission

- Identifying the target journal
  - Recall session on Day 1
- Writing the paper
  - Days 2 and 3
- Checking, revising, formatting the paper as per the journal's instructions
- Agreeing on the final version with co-authors
- Submitting the paper...
  - Then what?

What does 'publication success' mean to you?

## What 'publication success' means to me

- Getting a well-written, error-free manuscript published...
  - Without waiting for too long!
  - In a journal that is trusted and read by researchers / practitioners in the field
  - In a format that ensures access to the right readers (open access / subscription)
  - As an integral part of a larger research and research communication endeavour

Develop a strategy to achieve publication success, keeping in mind the scholarly publishing world as it is today.

(Now is not the time to critique problems in scholarly publishing.)

## D4-S3

Preparation for Q&A session

Come up with ONE burning question you have about research writing and publishing, building on what you have learnt in the past four days. Write down this question on your index card.

Only ONE question, please.

## D4-S3

Q&A session

## Guidelines

- One coordinator per table – to remain seated at the table throughout
- Other participants move from one table to another as a group, and discuss the 'burning question' for that table
- Each group to sit at a table for 5 minutes
  - 1 minute: Coordinator summarises points that have come up so far
  - 4 minutes: Participants discuss the burning question and come up with new ideas
- Coordinators provide a summary at the end

## Thank you