Module 2
Publishing Skills

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities
6.5. – 10.5.2019, Universiti Teknologi Malaysia, Malaysia

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Contents

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About the Trainer:

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Msc (2007) & PhD (2010), Indiana University-Bloomington, USA
Distance Professional Development, Columbia University, USA (2011-2017)

- Faculty, National Institute of Development Administration, Bangkok (2010-Present)
- United Nations Consultant (2017-Present), United Nations (Headquarters, Asia)
- United Nations Learning Team Member (2017-Present), United Nations (Headquarters, Asia)
- United Nations Sustainable Development Help Desk Member (2019-Present), United Nations (Headquarters, Asia)
- Co-Organizer, United Nations Chinese Language Day (Sat, Apr 20, 2019), United Nations (Headquarters, Asia)
- Chief Reviewer of Abstracts, United Nations Chinese Language Forum held on United Nations Chinese Language Day (Apr 20 2019) New York (Headquarters, New York)
- Harvard University's Executive Education (E-courses) Member (2017-Present)
- Co-Organizer, Harvard University's Harvard College in Asia Program Conference (Fri, Mar 22, 2019)
- Panelist, National University of Singapore (NUS), ClaSI Conference Singapore (Dec, 2018)
- Adjunct Faculty, Asian Institute of Technology (AIT), Intergovernmental Organization (2011-2015)
- Curriculum Developer, Louisiana State University, USA (Marc, 2016)
- Visiting (Research) Assistant Professor-Exchange Faculty (2016-2017) Indiana University-Bloomington, USA
- Distinguished Harste Alternative Literacies Research Fellow (2007), Indiana University-Bloomington, USA
- Ruth G. Strickland Memorial Scholar & Associate Instructor (2008), Indiana University-Bloomington, USA
- President, International Student Incorporate (2005-2010), Indiana University-Bloomington, USA

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Selected Publications (In Malaysia):

1. Lee, Hugo, Y-H. (Mar 27, 2019). Rethinking globalization, English and multilingualism in Thailand: A report on a five-year ethnography. *3L: The Southeast Asian Journal of English Language Studies, 25* (1), 69 –84. (*Indexed in Thomson Reuters-ESCI, Scopus-Elsevier & Scimago-Elsevier*)

   Published by the UKM Press
   (Universiti Kebangsaan Malaysia / The National University of Malaysia)

2. Lee, Hugo. Y-H. (Feb 26, 2018). The effect of multicultural family structures on the language attitudes of children and adolescents. *GEMA Online® Journal of Language Studies, 18* (1), 122-139. (*Indexed in Thomson Reuters-ESCI, Scopus-Elsevier & Scimago-Elsevier*)

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Day 1 (Mon, May 6): Chapter 1 – Introduction

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Day 1 (Mon, May 6) morning: Chapter 1 – Introduction

Many graduate students spend many days and sleepless nights feeling anxiety and worrying about how to write their master's thesis (or independent study) or doctoral dissertation or publishing their dissertation in a journal.

Does it sound like you?????

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Warm-Up: Brainstorm Why are you interested in academic writing and publishing?

- What is the importance of publication in your graduate studies program? / Do you need to publish to graduate?
- What is the importance of publication in your career?
- Do you need to publish to increase salary?
- Do you need to publish to get promotion?
- Others

References:
McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide

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Why Publish?
Intrinsic and Extrinsic Reasons

- Sharing discoveries and knowledge with others
- Filling in a gap in an existing body of knowledge
- Advancing theory and practice in a field
- Feeling a sense of accomplishments
- Enhancing personal professional development
- Enhancing personal fame and reputation
- Enhancing institutional reputation
- Enhancing the field's reputation

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- Meeting new friends
  or strengthening relationships with personal
  or professional friends by creating
  or strengthening a scholarly network
- Increasing opportunities to travel to
  foreign countries by attending and presenting
  in a conference
- Enhancing opportunities to author a book
- Enhancing opportunities to become
  an editorial board member for a journal
  and impact the field
- Others

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Being a researcher, you got to be curious about the world around you.

“

Wonder is very much the affection of a philosopher; for there is no other beginning of philosophy than this.

--Plato

”

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Why Do We Have to (or Must) Publish?

- Publish or perish
  Meeting the requirements of workload
  in an higher education institute
- Meeting the requirements of quality assurance
  in an higher education institute
- Meeting the requirements of tenure
- Required to receive research grants/funding
- Others

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Where to Publish?
And Does It Matter Where I Publish?

- Domestic National Referred or Non-Referred Journals (In English or a national language)
- International Referred or Non-Referred Journals
  (In English or a national language)
  (Non-referred journals normally require you to pay a handling fee,
  but they are much easier to accept your manuscripts for publication. However, the non-referred journals are seen as second-class journals by academics.)
- Working Papers
- Domestic/National Referred or Non-Referred Conference Proceedings
- International Referred or Non-Referred
  Conference Proceedings
- Book Chapters
- Others

References:

McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide

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Where to Publish?

And Does It Matter

Where I Publish?

Do you need to publish in a journal indexed by the following databases?
Scopus;
Scimago; and
ISI Web of Science

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Problems Faced in Publishing

- No strong motivations or incentives to conduct a research project and write a report about it (e.g., not passionate about the contribution of a research project)
- Don't have time (For part-time postgraduate students, they are too busy to work for their regular jobs than their term papers.)
- Do not receive support they need
  to conduct a research project and write a report about it
  (e.g., no or not enough research grants/budgets,
  no English editing available,
  no access to the desired target population and the site)
- Expected to move from a lower level of research competence to a higher level of competence with little or no transition time or support

- Publication expectations are only to meet requirements of tenure or promotion or course assignments
- Difficulty from thinking to print
  (how do you present your article and data in a way that is convincing to readers)

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- Using the wrong manual style: Make sure you have the guide/manual style (e.g., the American Psychological Association or APA manual style) specified by the journal or your course instructor.
- Others

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Ethics in Publishing

- Issues in authorship: Taking more credits than warranted (e.g., to be the first author or correspondent author or second author of a manuscript has to reflect on the weight of work load / your contribution to the manuscript)
- Double submission: It will be a death sentence to your submitted manuscript if a journal's finds out that you also submit the same manuscript to a different journal. Check with the editor and see if it is ok to submit a work which has already been published in conference proceedings.

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- Plagiarism: This is the death sentence to your academic career. Plagiarism means you use someone's ideas or words without a proper acknowledgement of the source or reference.
  When citing or quoting someone's ideas or words, you should either paraphrase them or put quotation marks on their words. Anything that you use in your academic writing has to be referenced unless it is a common knowledge to the general public or to the field.
- Others

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McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide

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Day 1 (Mon, May 6) afternoon: Chapter 1 – Introduction

What did the Lego Man bring with him to the jungle???

Photo Credit: Rob Young

Source: http://www.flickr.com/photos/rob-young/2809158854/sizes/m/

Are you prepared to undertake your research project?

Do you plan wisely for early inquiries / research-type fieldworks?

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Structure of a Research Paper

ABSTRACT

- Problem Statement
- Indication of methodology
- Main findings/results
- Principal conclusion

INTRODUCTION

- Establishing a territory
- Establishing a niche
- Occupying the niche

LITERATURE REVIEW

METHODOLOGY

Process of Data Collection and Data Analysis

FINDINGS/RESULTS

Summary/Description and Explanation/Interpretation of Quantitative/Numerical & Qualitative Data

DISCUSSIONS

DISCUSSIONS

Comparing to Previous Research, What are Salient Findings
or Confirmation to Previous Research

CONCLUSIONS

Implications to Stakeholders or General Public
Recommendations to Future Research

REFERENCES

ACKNOWLEDGEMENT

References:
Language Center
Asian Institute of Technology

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Outline A Research Paper

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Revised on Feb 20 2016

BANGKOK, Thailand –**How to structure a research paper?**

You need to justify all the following steps in each big and sub-section by using scientific logic.

3 Key Take-Aways for the Introduction Section:

Remember to make two statements and provide the background/context in your introduction section:

1. **Problem Statement**: After you review the bodies of literature (refers to academic literature in the forms of journal articles and book chapters which address your research topic, an interesting phenomenon in the natural world or social world), what is the knowledge gap you identify and you intend to close it or help better understand it.
   You convert this knowledge gap into a research question.
   So far there is no satisfactory answer to this question.
   The other possibility is that scientists before you overlooked this issue.
2. **Purpose Statement**: Only two types of purpose statement to be made: you either search for the answer (find this piece of missing information which might be a potential solution to the problem stated) and close the knowledge gap or you help better understand the issue with no adequate answer yet.
3. **Background/Context**: Provide the background knowledge and the context for your study

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4 Steps for the Literature Review Section:

After you identify the body of academic literature, do the following four steps:

1. **Pioneer/s**: Cite **pioneers** and their landmark contributions (terms coined to describe the key concepts) to the field of study;
2. **Major Historical Development (Old vs. New Theories)**: Cite major historical development including old and new theories;
3. **Recent Updates**: Cite recent updates (cite articles published within 5 years); and
4. **Knowledge Gap**: Point out what is missing and lacking in the body of literature under review

4 Sub-sections for the Methodology Section:

1. **Site** (single site approach –or- multiple sited approach to data);
2. **Sample** (consisted of living humans or living animals or living plants that exist on the planet earth or non-living objects that exist in the universe) & Sampling strategy (e.g., convenient sampling method, or cluster sampling method or snowball sampling method);
3. **Data Collection** (procedure of data collection and research instruments adopted, e.g., questionnaire survey, interview protocol, observation protocol, and mobile apps to be adopted to gather data to create different data-sets and the whole database); and
4. **Data Analysis** (analytical tools to analyze data)

2 Steps for the Data Analysis Sub-Section:

(Qualitative Content Analysis Convention: Textual Analysis; Keyword Analysis)

1. **Deductive/Initial Coding (Coding Schemes provided by Literature Review and/or Theoretical Frame):** Utilization of predetermined thematic categories suggested by literature
2. **Inductive/Open Coding (Grounded Theory)**: Conduction of the Grounded Theory Approach in search for the theories to be emerged

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3 Steps to Report the Findings/Results:

1. **Claims** (Theoretical Statements- Factors contribute to the phenomenon under study): Theories are emerged from the 2nd step of data analysis, known as the grounded theory
2. **Explanations** (Interpretation of the data): Why these are the underlying reasons leading to the phenomenon
3. **Evidence** (citing statistics from the quantitative dataset collected from the questionnaire survey and/or citing extracts from the qualitative interview dataset to back up the claims)

2 Types of Discussion:

1. **Confirmation with the previous studies**: The current and present database matches previous studies (your study **confirms** the previous studies) and explains why your data are in agreement with theirs
2. **Disconfirmation with the previous studies**: The current and present database does not match previous studies (your study **disconfirms** the previous studies) and explains why your data are in disagreement with theirs

4 Sub-sections for the Conclusion Section:

1. **Summary** of the salient findings
2. **Limitations** acknowledged
3. **Implications** to different sectors: Who benefits from your study? Who are the beneficiaries (Individuals? Groups? Organizations?)?
4. **Recommendations** for future researchers: Advises and suggestions provided for researchers who would conduct this line of research in the future

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学术论文写作要领

论文题目
请检视论文题目是否吸引读者
请检视论文题目是在你主修的相关领域

论文摘要
论文摘要需描述学术界某个领域尚待未解决的研究问题为何
亦须描述研究目的为了补足此学术知识之不足而来进行此研究计画
研究方法须稍微描述地点和研究对象以及使用的研究工具
例如说是问卷还是访谈
需指出主要研究发现为何
以及此研究成果对那些机构和个人有帮助
请检视论文摘要提供整篇论文正确的概观
请检视论文摘要是否能帮助读者瞭解此篇论文在说些什麼
而不需要读内文的第一章到第五章

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第一章 导论

请分成 3 个小章节:

1.问题阐述（过去某个学术领域的学术知识当中还缺少了什麼） 请检视问题阐述当中的学术界某个领域当中某个尚未解决的学术问题(目前还缺少
学术知识的缺口）是否交代清楚

2.研究目的（此研究案能做什麼来弥补此学术知识的缺口）
研究目的即为能寻找并提供上述研究问题之答案

3. 研究背景
研究背景 须由大渐进至小的背景来形容此研究的缺由

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第二章 文献综述

请指出哪几个特定的理论框架是该论文所使用
请检视此篇论文在一个适合的理论框架里面吗
请浏览某个学术领域当中过去这方面研究的文献
请指出最早研究这个领域提出论点的开山祖师研究员是谁
他或是他们的主要贡献在哪
说明这领域主要理论发展历史 旧理论和新理论的不同点在哪
新理论有无替代旧理论
请检视浏览的文献是不是有与时俱进而不是都是过期的学术知识
最近这 3-5 年有没有新的研究发现来推翻
或是更新此领域因此有些新的见解

整个这个领域的文献从古至今浏览完後
还有哪一个或是多个学术知识上的空洞
这空洞必须呼应之前第一章所阐述的研究问题
请检视浏览的文献是不是和第一章提出的某个学术领域的知识缺口相关
请提出本研究是在探讨哪几个问题并寻求这一些问题的答案
请检视本研究寻求的答案是能够补足以上学术领域的学术知识缺口的
你寻求这几个问题的解答之前请检视你问的问题是否让人觉得耳目一新
你寻求这几个问题的解答之前
请检视你问的问题是否让人质疑之前大多数人
或是大多数该领域的学者认为的既定事实

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第三章　研究方法

请分成 4 个小章节

1．　研究地点

请交代清楚为何选择该研究地点而不是其他地点

2．　研究对象

请交代清楚为何选择这些研究对象而不是其他人

3．　研究工具 资料采集过程

请确切指出哪一种研究工具 像是 调查问卷 面试访谈表 还是观察纪录表

请使用第二章指出的哪几个理论框架来设计问卷里面和访谈里面的问题

4．　分析工具

请告知资料采集後如何进行分析

请检视您叙述的研究方法章节内文

是否能让读者看了之後能複製你的采集资料

和分析资料方法呢

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第四章 研究成果和讨论

1． 报告每一个研究成果都需有以下 3 步骤:

步骤 1 报告研究成果一来当作研究问题一的答案

报告研究成果二为研究问题二的答案

步骤 2 用第二章的理论框架对其研究成果提出解释

步骤 3 用采集的资料来佐證研究成果

透过统计数字或是访谈对象所说的话当作證据 来支持该项研究成果

你的研究发现也是就是你提出的主张

请检视你的主张是否能自圆其说 需要透过理论框架的解释 还有采集到的资料来当作證据佐證 来支持你提出的主 张

2.请讨论你的研究发现和过去此领域的相关研究的关係

你的研究结果支持过去研究吗

你的研究结果如何回应 补充或甚至挑战过去研究成果

请检视你的研究成果如何挑战既有的文献 那就是你本研究贡献学术界的地方喔

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第五章 结论

请分成四个章节

1. 请换句话说你研究的成果 你的主张
为何你的研究成果回应 补充 和挑战既有文献
2. 你的研究的侷限处为何 比如说样本空间太小
3. 哪些机构和个人最能受惠於你的研究发现呢
4. 你对未来研究这领域的研究员有什麼建议呢

李育修博士生导师著
泰国国家发展研究院之国际学院助理教授
美国印第安那大学博士和前副讲师和研究员
联合国亚太经社会(联合国亚洲总部)顾问

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Generic Manuscript Outline I

1. Introduction

The Problem Statement:

- What is the problem that you are addressing?
- What is the knowledge gap you identity?

Purpose of the Study:

- What you plan to accomplish?

The Research Questions:

- What questions are you asking and answering?
- The answer you pursue is to help better understand the issue addressed or to potentially solve the issue.

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Significance of the Study:

- Why is your topic important for your field?
- Why you want to do it?

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Generic Manuscript Outline II

2. Literature Review and Theoretical Framework

- Review previous research and build your study on their already laid-downed foundation
- Through what theoretical or conceptual lens you investigate the site and the sample/target population

Note. Some fields in anthropology do not allow ethnographers to have any theories in mind when entering the site. However, this view is highly debatable, given how can you not having any theoretical hunches when investigating the site and the sample.

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Generic Manuscript Outline III
3.Approach/Measure: Methodology and Methods

What methods (measuring instruments) you adopt to collect and analyze data?
How you are going to conduct this research project?

Generic Manuscript Outline VI
4. Results/Findings

What do you find? (Answers to Research Questions)

References:
McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide

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Generic Manuscript Outline VI
4.2. Discussion

Comparing to previous research,
what is your study's particular contribution
to the field?
What are the similarities and differences
between your study and previous research?

References:
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Generic Manuscript Outline V

5. Conclusions
Limitations, Implications
& Recommendations
for Future Research

To what concluding remarks (summary) do your findings/results lead to?
What are implications we can draw from your study to benefit to individuals, groups and organizations?
Based on your findings, what are your recommendations for the development of theory, administration (policy) and practice?
And, what can you make recommendations for future research in your line of research.

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Starting from a Proposal

- Consider the importance of your topic, quality of research and quality of your academic writing in English
- At this stage, your research competence is as good as your proposal. In spite of your actual competence in conducting a research project and writing an academic report about it, your proposal at the moment is the only communication between you and your reviewers/anonymous referees or your course instructors.
- Your proposal is intended to convince aforementioned readers that your research topic and question is a worth pursue and you not only have the competence but you also have a concrete plan (workable plan) to carry out the research project you stated in your research proposal.
- Your academic writing skills are crucial. A good research project might be rejected by the grant committee, if it is poorly written. A good research term paper might be graded C, D, E or F (a failing grade) by the instructor, if it is poorly written by the student.

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The Must from Your Proposal

- Describe a particular approach or method used and implemented in a particular context
- This approach should be innovative and contribute to the field. It may be a potential solution to solve an old issue or an existing problem or a new application of an old approach / method
- Present adequate evidence to convince your readers that the approach proposed by you is more suited to your particular research context than approaches used before by other researchers

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PROPOSAL **THESIS**

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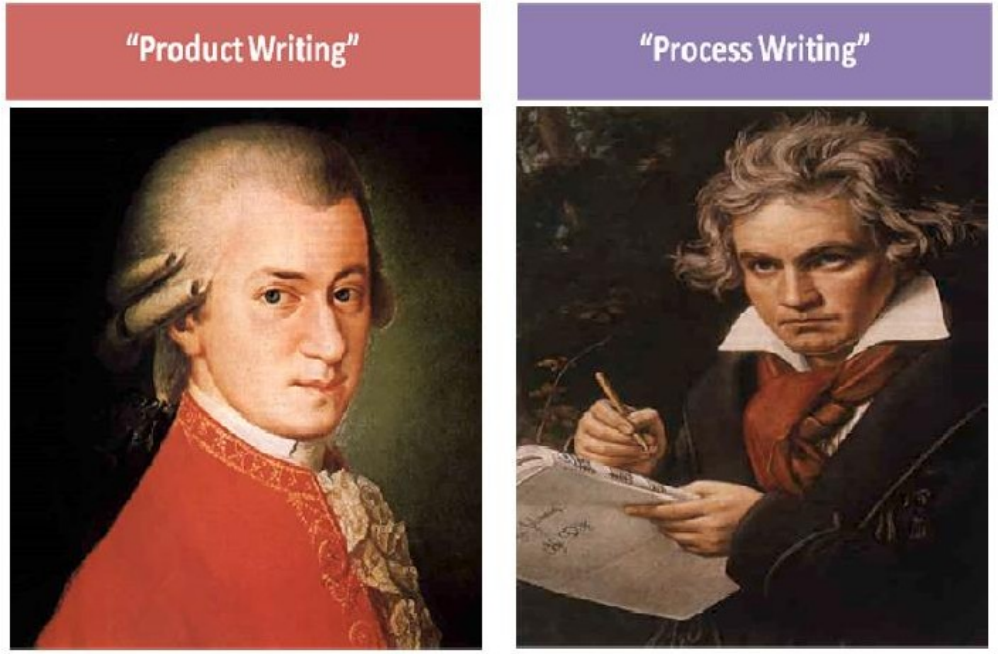
Multiple Draft Process

Be like Beethoven; Do not be like Mozart; Revise your draft multiple times



Mozart Beethoven

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The analogy of writing a research paper can be better understood by introducing two prominent musicians at all times, namely Mozart and Beethoven. Most of us are like Beethoven who revised songs he composed over and over again until he finished his final draft. As such, "process writing," as it was typically called in the field of second language writing, takes multiple drafts to write a research paper. As process writers, we tend to write a rough first draft. After we receive feedback and comments from our academic advisors and peer reviewers, we revise our draft based on their feedback and comments. After we are done couple revisions, we may submit our final drafts to our academic advisors, course instructors, thesis directors, and dissertation chairs. Mozart, on the other hand, (according to legends) is gifted to write a song without revisions as "product writing." However, we are not as talented as Mozart was. We definitely need to take multiple drafts of time to write a research paper.

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1

Title / Topic

How do I find a topic?

Ans: Your interests and previous research

- You are going to spend a lot of time working on your research, thus find a topic you enjoy working with.
- Read research titles from the past or current issues in the journal you aim to publish. And, make sure your research title sound like theirs.
- Read the guidelines and manual styles specified by the journal you aim to publish. And, do accordingly to your research topic.

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- Be concise and descriptive. And remember
  who (your target population), where (your research site), and what (salient findings or a functional relationship between the independent and dependent variables) are communicated clearly in your research topic
- Don't be too lengthy. A research topic is not a paragraph.
- A research topic should prick the reader's interest

Step i. Figure out **WHO** (a target population/ a local community) you want to survey

Step ii. Figure out **WHAT** (a social variable /or contextualized social variables contribute to a Social Phenomenon) is the research question you aim to pursue the answer

Step iii. Then, you can formulate your research topic/title

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Please take a look at some sample research titles in your field of study.

Using this working formula to phrase your research title:

_____(the independent variable) and _____(the dependent variable):

Lessons learned from_____(the site and the sample)

/ The Case of_____ (the site and the sample)

/ Voices from_____ (the site and the sample)

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If possible, your research title is to make a claim/argument (A theoretical statement):

A (factor) contributes/leads to B (phenomenon)

A= one naturally occurred or contextualized social variable/**factor**
B= one naturally occurred or existing/emerging social **phenomenon**

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Day 2 (Tues, May 7): Chapter 1 – Introduction

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& Chapter 2

– Literature Review

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Introduction

The introduction generally covers the following elements:

- Tells readers why to read your article
  and what they can expect to find in your article.
- Set the context for your study
  (You can reference to previous studies, but do not elaborate them as a formal review).
  Tell the phenomenon (contemporary trends or issues) you want to study.
- The introduction normally starts with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rational or justification for the proposed study.
- What problem(s) or issue(s) are you trying to solve or address? State the research problem (wording of the research problem establishes the paradigm of your research)
- Provide the context and research question in a manner
  to show its necessity and importance.
- Why do we care about the problem and the results?
  Present the rationale of your proposed study and clearly indicate why it is worth doing.
  How people from different sectors benefit from your study?
- Recognize the key independent and dependent variables of your experiment.
- Set the scope (boundaries) of your proposed research
  in order to provide a clear focus.

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- Provide definitions of key concepts. (optional)
- Be careful not to use too much jargon.

References:
McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide
Wong, Paul, T.P. (n.d.). *How to Write a Research Proposal.* Research Director, Graduate Program in Counseling Psychology. BC, Canada: Trinity Western University

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Definitions of Terminologies

- Define technical terms (if possible, alphabetically) that are used in your study/research context
- Citing / quoting leading scholars' definitions of terms in your field
- Using definitions of terms from trustworthy and reliable dictionaries (e.g., Oxford Dictionaries for British English words and Merriam-Webster dictionary for American English words)

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Writing an Introduction

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Sept 18 2014
BANGKOK, Thailand – **What is the introduction section (chapter 1) of your research paper?**

An introduction should contain the following:

- Briefly summarize previous research papers – a state-of-art mini version of literature review – that were addressing the same issue you are addressing and paying attention to the phenomenon under your current research. Note. You will substantially summarize these research papers in detail in chapter 2 (the literature review section)
- Identify a knowledge gap – a factor/variable – which was overlooked by previous researchers
- State the purpose of your research to fill in the identified knowledge gap
- Provide the background knowledge (scope and context for the main issue) to readers who may have little or no prior knowledge in your discipline (Note. disciplines are smaller research areas than big paradigms and fields). Thus, you are not writing an introduction to a likely-minded fellow researcher in your field of study, but you are introducing your field to an outsider.
- Definitions of keywords/concepts

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Remember: your whole research plan
(e.g., the focus of the paper, thesis statement/your point of view
and how you are interpreting and approaching the issue and/or phenomenon)
should be outlined in the introduction section (chapter 1) of your academic paper
(in other words, the introduction section is an essay map),
but you will provide details in the body (chapter 2 – chapter 5).

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THE STRUCTURE OF THE INTRODUCTION

Here is a template to format your introduction

Introduction Section (Section 1)

Paragraph 1

Sentence 1
Much of the classical _____(the field or subfield or the discipline) literature on the issue of _____among _____ (targeted population/local community) either implicitly or explicitly approach the topic predominantly from the perspective of _____ (concepts & theories)

Sentence 1 alternative
Previous research on_____has explored this issue from disparate perspectives
(3 - 5 citations: name, year of publication; name, year of publication;
name, year of publication; name, year of publication)

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Sentence 2 (Identify a knowledge gap)
And yet, I would argue that there is another key sociological variable/factor
that contributes to the phenomenon of _____

Sentence 2 alternative
Little is known about the effects of_____(one or more naturally occurred factors or sociological factors/variables) on the issue of _____
(one naturally occurred phenomenon or one sociological phenomenon).

Sentence 3 (Justify the need for the present study)
This inadequacy gives rise to this study.

Sentence 3 alternative
This disparity warrants a further investigation.

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Day 2 (Tues, May 7) morning: Chapter 1 – Introduction & Chapter 2 – Literature Review

Paragraph 2

Sentence 1

This present article reports a study focused on the assessment of _____ (_leads to/contributes to_: the causality/correlation between a natural or sociological variable/factor and a natural or social phenomenon)

Sentence 1 alternative

This paper aims to investigate _____ (__leads to/contributes to__: the causality/correlation between a natural or sociological variable/factor and a natural or social phenomenon)

Paragraph 3 (Essay Map)

This article comprises 6 sections and is organized in the following way: ……(section 1)….(section 2)…..(section 3), etc.

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3 Key Take-Aways:

- Briefly summarize the previous research papers that were paying attention to the natural or sociological phenomenon you are researching and addressing the same natural or sociological issue you are addressing.
  Tell your readers what was overlooked by previous researchers.

- State the objective(s) of your study (thesis statement)
  to fill in the identified knowledge gap

- Contextualize the background knowledge to readers who know little or zero about your research discipline
  (You are not writing an introduction to insiders of your field only.)

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Research Purpose

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Revised on Sept 11 2014

BANGKOK, Thailand – **What is the purpose of research?**

Some say that we need research (scientific methods) for **legitimizing knowledge**. This view is true, but, by and large, a research project (regardless of that it is a discipline in natural sciences or social sciences) is aimed to **fill in a knowledge gap**, in order to advance our collective human knowledge.

Remember: Filling in a knowledge gap is not something added onto research – it is the purpose of research

You may repeat a research design stemming from a previous scientific research project, but your contribution to the advancement of our human knowledge will be limited if your data confirm the same or similar research findings of the previous research. If your data disconfirm research results derived from the previous research, you may contribute to the human knowledge by pointing out what factors (variables) make the results different.

How to identify a knowledge gap? The best way is to delve into academic literature (literature refers to already published research papers, regardless of where they were published (e.g., journals, conference proceedings, and articles posted online in websites) and critique on the limitations of their research methods (e.g., inappropriate methods of data collection and data analysis). Hence, being able to **critique** is the basic and fundamental skill of being a researcher. After consulting previously published research reports (literature review), you summarize that previous researchers approach the topic (an issue/a phenomenon in your discipline) by factor A, factor B, and so on, but you argue that factor C also contributes to better understand the issue/phenomenon and/or solve the issue/phenomenon in question. Thus, factor C is the knowledge gap you recognize. By the same token, you make a case – **an argument** – for factor C which was under-addressed by previous researchers.

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Day 2 (Tues, May 7) morning: Chapter 1 – Introduction & Chapter 2 – Literature Review

Remember: Critique is not an additional skill for being a researcher – it is a basic and a fundamental skill for a researcher

Can you imagine that all the scientific databases are before you (e.g., Thomson Reuters' Institute of Scientific Information/ISI, Social Science Citation Index/SSCI, Elsevier's SCOPUS and SCIMAGO)? They index a number of referred journals and conference proceedings, among others. There is increasingly more and more number of new journals being indexed by SCOPUS and SCIMAGO in recent years than in the past (despite SCOPUS discontinued the index of some journals). This phenomenon (A massive production of journal articles) in part is resulted from the fact that scientists continuously identify knowledge gaps and attempt to fill in them by carrying out new research projects and publishing in journals and proceedings, and elsewhere (another major reason lies in that most research 1 institutes/universities that provide postgraduate degree programs require their faculty members/lecturers and professors of various designations to publish or perish. They also require postgraduate students to publish their theses, independent studies and dissertations in referred journals as one of the criteria to meet for graduation).

Despite the efforts of scientists, we have more and more unfilled knowledge gaps. For example, what happened before the Big Bang (Big Bang Theory)? Another example, if we were evolved from animals such as monkeys or chimpanzees (Darwin's Evolution Theory), why we humans have consciousness (when we commit crime, our consciousness condemns us and we feel guilt) but animals don't have it?

In doing this, a scientist (a principal investigator) or a group of scientists (a research group) carries out a research project, trying to fill in the knowledge gap. S/he or they end up generating a theoretical statement to ensure a linkage between a variable/factor and a phenomenon (An argument to argue that a previously under-explored variable/factor contributes to the issue/phenomenon in consideration). Why the ending product is to argue a theoretical statement, but not an objective fact? To answer this question, first and foremost, we need to know **what research is**. Is research totally (100%) theoretical (equate research as theory)? Is research totally (100%) empirical (equate research as to collect, analyze and produce objective facts)? Is research half (50%) theoretical and half (50%) empirical? Is research more theoretical than empirical or the other way around? Well, any new research has to be built upon an established theory or a number of theories (the old saying of 'sitting on the giant's shoulder' and the giant in question is established theories). In other words, a new research project is informed and framed by a number of theories and key concepts that underpin it. A research project, in essence, is **a theoretically-based empirical inquiry.** Your data, albeit they are empirically grounded due largely to the fact that you collect them from everyday people (your sample/target population) and/or real-world objects, they are viewed and interpreted by means of your conceptual lens, which is essentially theoretical.

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Day 2 (Tues, May 7) morning: Chapter 1 – Introduction & Chapter 2 – Literature Review

Remember: research is not to report objective facts but theoretically-oriented empirical findings.

3 Key Take-Aways:

- Filling in a knowledge gap is the purpose of research
- Critique is a basic and a fundamental skill for a researcher
- Research is a theoretically-based empirical inquiry.

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2 Literature Review (or Review of Literature)

- You start reviewing relevant literature from macro-level contexts to micro-level (or individual) practices.
- Provide an adequate background / conceptual context to frame the current study
- Do not forget to cite and quote some classic studies.
  Synthesizes and integrates their information to your review section.
- You don't need to review anything in everything, but only conduct review based on key concepts and key salient points derived from the research findings of literature under your review
- Literature review has to be brought up to date:
  With references to current (if possible, include the most recent update) literature in your field (don't leave an impression to your reviewers that you do not survey the recent update of research in the field)
- Critique the existing bodies of literature / previous research by pointing out their flaws

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Journal Article:		Research Methodology:	
General Comments	What was illuminated?	What was disappointed?	What was compelling?

Source: Adapted from Prof. Dr. Mitzi A Lewison's L600 (2006-2007) course material in Department of Literacy, Culture, and Language Education at Indiana University-Bloomington, U.S.A

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Theoretical/Conceptual Frameworks

- Situate your study within some already established disciplines (builds your study on some already established foundations theoretically and conceptually, because no studies standalone by themselves)
- Normally, using one or two key theories that are essential to carry out your research inquiry
- Make efforts to explicitly present the connection / linkage between previous studies and your current study
- Cite the pioneering researcher who originally coined the terminology of this concept
- Trace the key concept's or the theory's theoretical and empirical developments
- Cite at least 1-2 recent updated work (better be published within 1-2 years)

References:
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What is a theoretical framework?

How is a theoretical framework different from a literature review?

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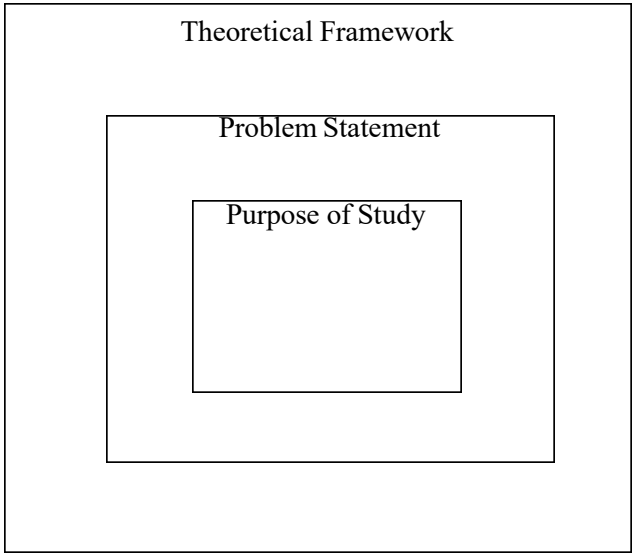
Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

Definition of a theoretical / conceptual framework

Every research study is an outgrowth of its disciplinary orientation. The theoretical underpinnings that serve as an underlying structure to frame your study are theoretical frameworks or conceptual frameworks. Note that these two terms are inter-changeable.

The theoretical framework



Source: Taken from Merriam, 2009, p. 68

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Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

In Merriam's interlocking frames, the purpose of study is lodged within the problem of statement. Moreover, the problem of statement is lodged within the theoretical framework.

References:

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey- Bass.

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Analogies for a literature review and a theoretical framework / a conceptual framework: Binocular versus Magnifier

To distinguish a literature review from a theoretical framework, two analogies might be helpful: Disciplinary orientation that frames your study is like a landscape or a big picture. A literature review will be like to view your studies relevant to the big picture/background/context/landscape and identify gaps that need filling.

Analogy of literature review

Photo credits: http://www.binoculars.com/

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Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

A theoretical framework and/or a conceptual framework is like a magnifying glass / magnifier to look into how this lens zooms in to see the research study.

The analogy of a theoretical framework
or a conceptual framework

Photo credit: http://www.photoshopcstutorial.com/beginner-photoshop-tutorials/magnify-photo-zoom-effect.php

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Literature Review

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Sept 18 2014

BANGKOK, Thailand – **What is the purpose of literature review?**

4. No research can stand alone by itself. All research projects need to be built on already established theories (Note. Theories are generated by theoretically-based empirical research conducted). Literature review provides the foundation – the basis – to inform and to frame your study.
5. By reviewing previously published research papers and identifying a knowledge gap which was not filled in by previous researchers in your field of study, you will advance human collective knowledge.
6. **Trace the theoretical and empirical development** of a smaller discipline from a wider field of study under review. In other words, a literature review section in an academic paper should be **brought up to date**. (Note. Many old theories are challenged and even replaced by new theories.)

Remember: Filling in a knowledge gap is not something added onto research – it is the purpose of research. Literature review enables a researcher to identify a knowledge gap and fill in it by generating a new argument -- a new theoretical statement.

Remember: **2-year rule** -- A good researcher should **trace the theoretical and empirical development** of a smaller discipline from a wider field of study under his or her review. The literature review section of an academic paper has to be **brought up to date** by citing published academic papers within 2 years.

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Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

What is a literature review?

7. A research paper contains a literature review as one of its parts.
8. A metaphor of literature review: A literature review is like to use a binocular to draw what you want to see (the smaller unit of discipline from the bigger unit of field of study) from the biggest unit of discipline to be close to you.
9. A literature review section in an academic paper discusses a smaller discipline under a bigger field of study by reviewing, summarizing and synthesizing [and paraphrasing] what factors / variables previous researchers proved to be in relation to or in contribution to a naturally occurred or a sociological phenomenon / issue. You will have to re-organize and reshuffle research papers under your review in an organizational fashion and identify what natural or sociological factor(s) / variable(s) was overlooked by previous researchers.
10. A research paper is to develop a new argument -- a new theoretical statement of a natural or sociological factor / variable contributes to a natural or sociological phenomenon / issue. A researcher uses his or her literature review to support his or her new argument by identifying a knowledge gap unfilled by previous researchers and filling in the knowledge gap in question by providing a new argument.

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Referencing

Please use the supplementary material of APA manual styles:

- **A good researcher acknowledges others' intellectual properties by citing their viewpoints from their published research papers.**
- Learn both in-text citation styles and citation styles for the reference list.
- In the reference list, please cite the author's last name (surname) by spelling out every letter in the word, but only cite the author's first name by its initial.
- Please notice that in the APA manual styles, a journal's title is cited in the following:
  Every initial letter of every word in the journal title should be capitalized, and every word in the journal title should be italicized.
- Please also note that in the APA manual styles, a book's title is cited in the following:
  Only the initial letter of the first word in the book title should be capitalized, but every word of the book title should be italicized.
- Do not italicize titles of master's theses and doctoral dissertations
- Do not cite where the publisher is when citing a journal article, but please cite where the publisher is when citing a book
- Cite the doi of a journal article if it has it
- If you cite an article published online in a website, you need to cite in the following:
  Retrieved on which website (URL) but do not cite the day, month and year you retrieve it

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Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

Finding Sources of Literature

- Google scholar provides full-text articles
- Search journal articles, conference proceedings, book chapters and so on from academic databases, e.g., Thomson Reuters (Institute of Scientific Information or ISI) master journal list, SCOPUS and SCIMAGO run by Elsevier, a Dutch company in the Netherlands, Social Science Citation Index or SSCI, subscribed by your university or institute.
- You also can search for journal articles in other databases subscribed by your university or institute, e.g., Academic Journals Database; BASE; Cabell – Educational Curriculum and Methods; CNKI; CrossRef; Directory of Open Access Journals (DOAJ) – Languages and Literatures; DOI; EBSCO; EZB; GALE; Genamics JournalSeek; GetCITED; Gold Rush; Google Scholar; Index Copernicus; iThenticate; J4F; JAL; Journal Seeker; JournalTOCs; Linguistics Abstracts Online; Linguist List; LOCKSS; MLA; NewJour; OAI-PMH Registered Data Providers; OAJSE; OCLC; Open J-Gate; Ovid LinkSolver; PASCAL; PKP Open Archives Harvester; ProQuest; QCAT; ResearchBib; Scirus; SHERPA/RoMEO; Socolar; Trove; True Serials; Udini; UIUC OAI-PMH Data Provider Registry; ULRICH's Periodicals Directory; WorldCat; WorldWideScience; ZDB
- Please do NOT use Wikipedia.

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Day 2 (Tues, May 7) afternoon: Chapter 2 – Literature Review

A Template to Help Structure Your Literature Review

Literature Review Section (Section 2)
Paragraph 1
Sentence 1
A number of theories and perspectives inform this present study.
First,_____is the approach that guides this study.
Secondly,_____'s pioneering work (or landmark work) also informs this present study.
Third,…..

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Day 3 (Wed, May 8): Chapter 3 – Methodology

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Methods

- Methodology= Research paradigm
- Methods= Research techniques
  /Research design
- In your research methodology section, you need to describe your research procedure regarding data collection and data analysis, hereby other researchers can **replicate your research design** in a different research context/setting and readers can determine the credibility of your findings/results.

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Your research methods should be one of the 3 below:

1. **Quantitative Research** (1900's – present):
   Numbers (Survey) show Trends

2. **Qualitative Research** (1970's – present):
   Stories (Interview) show Deep Insights

3. **Mixed Methods** (1990's – present)

References:
Creswell, John w. (2012). Cutting-edge research methodology and innovation for today and tomorrow. In the *Proceedings of the 120th TETERI International Conference: "The Excellence in Teacher Education and Research Innovation"* (pp. 73-105). Bangkok, Thailand: The 120th Thai Education Anniversary Celebration.
McLean, Gary (Jul 3rd, 2012) *Preparing Manuscripts for International Publication*. Power Point Slide

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The Site and The Sample

- Describe the target population/local community under your study (your findings/results can be inferred to your target population/your sample and implications to other similar or parallel samples can be drawn)
- Describe how samples are accessed and selected (e.g., snowball samplings or convenient sampling or purposive sampling). Describes how can you gain access to the sties and who are qualified to be selected as an informant/participant to your study.
- You are recommended to draw a table to show the basic demographic info about your subjects/informants/participants (including their multiage, genders, educational attainment, etc)

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Data Collection

- Describe your primary data sources (e.g., first-hand empirical data via questionnaire-survey, interview and observation), as well as your secondary data sources (e.g., literature review).
- Describe your research instruments (e.g., questionnaire, interview protocol, observation protocol) by which you gather your data. Your measures should be in the appendices. Present the validity and reliability of your research instruments.
- Present the validity and reliability of your first-hand data collected (Describe how your site and sample are **typical** and **representative**)
- The so called human subject office or IRB (Institutional Review Board) is concerned about how human subjects are protected during your data collection process.

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- When submitting your proposal to the grant committees, you are recommended to draw to time table (present your planned time line or schedule of data collection in a visualized manner) to describe the procedure of your data collection and analysis.

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Select informed and impartial samples

Government might try to limit the information about what is really happening in some sensitive places whereby your study is carried out. Thus, you do not merely rely on the government officials for information. People other than government who have the most at stake are usually not the best sources of information about issues involved. Thus, informed and impartial data sources should be including: Representative examples from former and current members in your field-sites and independent service people—NGOs (if applicable to your study context). Data in your inquiry cannot be in support of a generalization. Also note that names of participants cannot be revealed for protection reasons. You should not allow few vivid examples and striking cases outweigh careful annual reports. The researcher also carefully triangulates empirical data with existing literature and/or other scholarly works that document the same or similar issues among your target population. Despite information might be fragmentary due to limited accessibilities created by government and NGOs for protection reasons and quantity of information might not guarantee quality and comprehensibility of your data, you still need to strive to seek informed and impartial data sources including information-rich cases (a case is defined as a bounded system; see Merriam, 2009, pp. 40-43, emphasis in original) through ongoing snowball, chain and/or network sampling. A key informant usually refers the inquirer to other potential participants. Data sources such as key informants should be qualified to make the statements they make. Thus, criteria are established for selecting purposive samples or purposeful sampling: seek representative samples who represent a typical and/or most likely case, seek independent data sources who are unaffiliated with government and who do not be in support of or oppose to any specific government, consider counter-samples but do not allow one vivid example outweigh other typical cases.

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Day 3 (Wed, May 8): Chapter 3 – Methodology

Gathering data through interviews, observations, and documents is about asking, watching, and reviewing (Wolcott, 1992). Pilot interviews need to be tried out in few earlier informal visits with respondents, i.e., on-site administrators, on-site members, to name a few. **Person-to-person, focus group, and electronic interviewing** can be conducted. In basic and applied fields of practice, interviewing is probably a common data collection technique, because the inquirer cannot observe how informants interpret their behaviors in relation to your study and past events occurred to them with regard to activities relevant to your study are impossible to replicate now. Placed in a continuum, a range of interview structure adopted varies from wording of interview questions predetermined (highly structured interviews), questionnaire-based interviews/oral surveys to semi-structured and/or open-ended conversational interviews used flexibility (less and/or no structured interviews). In addition to person-to-person interviews, focus group interviews allow informants to hear each other's responses and to make additional reflections and comments, which go beyond their own initial responses and thoughts. Finally, the interviewer-respondent interaction through electronic interviews with one or two key informants, along with post-interview notes, yields meaningful data. Interview verbatim transcriptions should be prepared to enable intensive analysis.

In addition to interview data, being an observer to jot down field-notes renders the inquirer with observational data which can provide firsthand encounter with the phenomenon of interest. Those observed and consented are referred as **participants**, whereas those observed but un-consented walking in and going out field-sites are referred as **subjects** in a qualitative study. On-site observation is needed when respondents may be unwilling to and/or may not feel free to talk about and discuss with sensitive topics. The focus paid by the observer allows events and episodes to emerge over the course of on-site observation, while observing the physical setting, the participants and subjects, interactions, and spontaneous conversations until saturation of information. The observer switches his or her role back and forth between and among complete participant, participant as observer, observer as participants/an insider's identity, to complete observer from time to time to be responsive to the observed. Notice that the task of on-site observation and an observer's presence may or may not be likely to disrupt and/or alter the "custom and practice built up over years" in a setting (Frankenberg, 1982, p. 51). This issue about an observer's presence, then, is open to debate.

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Combined with interview data and observational data, documents or documentary materials, nevertheless, are not produced with the researcher's aims of study in mind. Even so, public/official records that report annually published are ready-made sources and easily accessible online. Moreover, electronic newspapers and/or media coverage of incidents featuring your target population are also served as stimulus to direct paths of this current inquiry. Incorporated as document-typed data sources too are films, videos produced by NGOs concerned with your target population, and participant-generated and/or non-participant-generated photographs—visual documents retrieved online through the world wide website. Despite their various forms, the data obtained from documents—official documents and personal documents—afford stability, supplement descriptive narratives to disseminate findings, verify emerging hypotheses, and further advance the flow of this study.

References:

Frankenberg, R. (1982). Participant observers. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 50-52). London: Allen & Unwin.

Wolcot, H.F. (1992). Posturing in qualitative inquiry. In M. D. LeCompte, W.L. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 3-52). Orlando, FL: Academic Press.

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Methods

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Revised on 4 Oct 2014

BANGKOK, Thailand – **The History of the Development of Research Methods is the following:**

1. **Quantitative Research** (1900's – present):
   Numbers (Experiment & Survey) show Trends
2. **Qualitative Research** (1970's – present):
   Stories (Interview) show Deep Insights
3. **Mixed Methods** (1990's – present)

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Day 3 (Wed, May 8): Chapter 3 – Methodology

Validity & Reliability

Validity is defined as "The quality of being logically or factually sound" by the Oxford Dictionaries. While reliability is defined as "Consistently good in quality or performance" by the Oxford Dictionaries.

Remember: In carrying out a research project, validity is concerned with the degree to which the study is succeed in measuring what the researcher(s) set out to measure (accurately measure, assess and reflect the specific concept the research is intended to measure). Researchers should ask themselves a question: do data collected using the measuring instruments answer the research question(s) thereby meeting the research purpose(s)?

Remember: By contrast, reliability (consistent measurement) refers to the **consistency** to replicate the actual measuring procedure utilizing the measuring instruments (an experiment, a test, or any measuring procedure yields the same research findings on repeated trials).

Internal validity is concerned with the **rigor** with which the study is undertaken (also, no contradiction exists from ch 1 to ch 2 in the research paper) and the extent to which factors/variables other than the independent variable that affect the dependent variable/research result (consider alternative explanations of casual relationships). There are multiple threats to internal validity, e.g., unexpected events occur during the research process; changing occur in the participants (becoming more experienced after taking the pre-test); and the participants drop out of the study.

External validity refers to the extent to which the research findings can be **generalizable** to other settings and/or groups beyond those studied by you.

Researchers could enhance validity of their research by drawing data from multiple data sources (responses of survey + interview data + observational field notes) using multiple measuring instruments (survey questionnaire + interview protocol + observation protocol) to allow **triangulation** of data and **member checks** (let participants confirm their research results), among others.

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Day 3 (Wed, May 8): Chapter 3 – Methodology

Sample Size

Although the **desired sample size** is determined by researcher(s), the sample size should indicate the extent of representation of the target population (e.g., the percentage of the recruited participants out of the **total target population**).

Random sampling vs. Purposive sampling (set up criteria for inclusion of sample)

Convenient sampling vs. Snowball sampling

Because the target population is huge, it is not realistic to survey all members of the target population. **Cluster sampling** (normally randomly) selects a group of people from a target population. All the members of the selected group have similar characteristics, hereby they are **typical** and **representative** to the target population.

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Day 3 (Wed, May 8): Chapter 3 – Methodology

A format of the research methodology section (ch 3) in a research paper:

METHODOLOGY/METHODS/THE STUDY
This section provides the methods of data collection and data analysis for the present study.

Research Questions
In this contribution, the present study seeks to answer the following question (s):
Research Question:……

The Site and The Sample (Participants)
The criteria for the inclusion of the sample and the site in the present study are as follows

Table. Data sources

Primary data	*Secondary data*
First hand/empirical data of…	Published research literature on…

Table. Profiles of the participants (for a research paper in the social sciences)

Independent variables	Categories	*N (Total N=)*
1. Gender	Men Women	
2. Multiage (*M*=…, *SD*=….)	2 - 14 15 - 29 30 - 44 45 - 64 65+	
3. A sociological category derived from the sociological variable/factor you hypothesize		

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Day 3 (Wed, May 8): Chapter 3 – Methodology

Measuring Instruments (for a research project in social sciences)
The following three instruments are adopted in the present study:
1) A Questionnaire Survey (Appendix A),
2) An Observation Protocol (Appendix B), and
3) An Interview Protocol (Appendix C).

Procedures: Data Collection and Analysis (for a research project in social sciences)
Multiple methods and three rounds of data collection are employed in the present study:

- Round 1: Questionnaire survey and preliminary interview,
- Round 2: Observation, and
- Round 3: Follow-up interviews and final retrospective interviews

Data are analyzed with a close reading of the data to classify **recurring themes** (and sub-themes) and using the following intertwined lenses: (1). Research purposes (see sub-section ..), (2). Research questions (see sub-section..), and (3) your theoretical framework/literature review

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Ethnography

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Nov 8 2014

BANGKOK, Thailand – **Ethnography (ethnographic data are 'interactional,' 'narrative,' 'discussions of talk in context')**

> *Live cultural insiders' lifestyles and get cultural insiders' cultural perspectives*
> *Ethnographic data are characterized as interactional, narrative, and discussions of talk in con*

What constitutes ethnographic studies?

1. Natural settings
2. Intimate face-to-face interaction with participants
3. Represent accurate reflection of participants' perspectives
4. Recursive data collection and analysis to build local cultural theories.
5. Multiple data sources
6. Frames all human behavior and belief within a socio-political and historical context
7. Uses the concept of culture as a lens through which to interpret results

Source: Taken from Gay., & Airasian(2003). *Educational research: Competencies for analysis and applications*, p. 167, Upper Saddle River, NJ: Pearson Education, Inc.

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Day 3 (Wed, May 8): Chapter 3 – Methodology

Remember:

Ethnography is the study of culture and social organization through interviewing participant observation, and documentation, an approach known as "fieldwork." Ethnographers carry out their research by becoming a participant, to varying degrees, in the social settings they wish to study. Ethnographic research provides interpretive and descriptive analyses of the symbolic and contextual meanings that inform the routine practices of everyday life. A central challenge of ethnographic research is to provide analyses that show the connections between cultural practices and forms of social organization. Ethnographic accounts both represent the different ways in which people make sense of their experiences and describe the types of social organization (for example, gender relations, class status systems, kinship structures, or racial divisions) that, in part, serve to structure or pattern social behavior.

10 Key Take-Aways:

- Understand the basic principles of ethnography as a method for collecting research data and for representing the findings of that research.
- Develop the ability to design a brief research proposal and research instruments
- Develop the ability to design and to conduct small scale ethnographic research.
- Understand the different methods employed in ethnographic fieldwork.
- Develop the ability to enter the field, establish rapport, observe and conduct interviews.
- Develop the ability to record and analyze field notes and other field data.
- Demonstrate ability to connect anthropological and educational concepts and methods to a real world, community-based issues.
- Writing up the results and findings of a small scale ethnographic research.
- Collaborate successfully on group and class activities.
- Support your classmates as members of the same learning community.

References: Adapted and taken from Coronel-Molina, Serafin M., EDUC-L599: Master's Thesis in LCLE (Section 16162) / EDUC-L630 Topics in Literacy, Culture, and Language Education (Section 27819) VT: ETHNOGRAPHIC PERSPECTIVES IN LITERACY, CULTURE, AND LANGUAGE EDUCATION

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Further Reading

What is ethnography?

The fields of social sciences, along with interdisciplinary areas, are more aware of how institutions and social structures are framed at interpersonal levels in localized contexts (Canagarajah, in Ricento, 2006, pp. 156-157). Echoing trends in social sciences, ethnography by and large is an approach of qualitative studies. It makes grounded assumptions and premises concerning languages and communications, as employed in localized contexts. Ethnographic studies can simultaneously explore a community of members and their natural settings when and where they act together. Researchers investigate participants in ordinary cultural activities and settings. They aim at utilizing first-hand, naturalistic data without manipulations and well-contextualized emic orientations to examine literacy practices and generate hypotheses. Ethnography investigates micro-levels of conversations, dialogues, everyday life, narratives, interpersonal relationships, and how languages and communications are lived out by community members. Its conventional emphasis is on a specific site, or sites, that provide researchers with the background and context to explore participants residing in settings (Gay and Airasian, 2003, p. 173).

Researchers typically stay for an extensive period of time in a target community (Canagarajah, in Ricento, 2006, pp. 156-157). The rationales of researchers are to capture first-hand records of languages and communication, attempting to comprehend how languages and communications are worked in day-to-day life. They strive neither to modify nor to influence the natural setting of the target community where cultures, life and social interactions are interplayed. Even if they are informed by some widely acceptable theories regarding languages and communications obtained from other settings or etic views, they endeavor to be aware of ways community insiders identify with the emic view of things (Hornberger, 1988, pp. 4-11, cited in Canagarajah, in Ricento, 2006, pp. 156-157). In other words, they undertake studies without allowing prior suppositions to interfere as much as possible with interviews and observations.

Researchers might utilize a wide range of data collection instruments (Canagarajah, in Ricento, 2006, pp. 156-157). Observations from outside the target community contexts might not afford compelling insights into a community's ways with descriptive reports. Thus, although an ethnographic study strives to adopt non-participant observations in order to not alter the natural flow of a target population or a target community, participant observations could still remain an alternative option. Researchers gain deeper and richer insights from inside target communities by living the lifestyle, gaining insider perspectives and what participant observations could achieve. Researchers complement participant and non-participant observations with a variety of instruments such as interviews, questionnaires, and surveys. They could utilize audio and video tapes, field-notes, digital photograph images to obtain salient data sets. They may analyze collected data with quantitative, qualitative or a mixture of both approaches. Researchers member-check and triangulate data to obtain findings and results because the multiplicity of the means and types concerning data collection is essential.

Sub-fields of ethnography have been framed for particular study goals. In light of descriptive approaches to ethnography, researchers report concrete details with thick narrative descriptions. The refined instruments of direct, immediate and personal interviews and observations should ensure authentic representations of genuine employments regarding languages and communications in target communities (Canagarajah, in Ricento, 2006, pp. 156-157).

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Grounded Theory

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Nov 14 2014

BANGKOK, Thailand – **Grounded Theory**

> *The paradigm shift from **grand** theories to **grounded** theories* (in the twentieth century)

The Emergence of Grounded Theory:

In general, grand theories attempt to explain reality of ALL humanities. Evolutionary theory is an example. Differences in humanities have been proposed to be due to different stages of development from primitive to more advanced, from simple to more complex structure, and from inferior to superior forms. The theoretical framework appears to be looking at forms or outward appearance more than inner feelings or essence of the human beings.

As researchers explore social issues more and more and discover the complexities and diversity of society, the application of grand theories to specific communities became problematic. Grounded theories emerged as a more appropriate explanatory model. One theory cannot provide explanations to all society. The debate is on whether there is a GENERAL grand theory which provides explanations to ALL society and humankind or whether there needs to be MANY theories to describe SPECIFIC CASES.

Grounded theory is introduced as a research methodology **in search for theory**; it is NOT a theory in itself. Grounded theory methodology is an explanation based on empirical data collected. It adopts an inductive approach starting from data of specific case studies, follows with analysis, hypothesizing, and deriving at a theoretical explanation called "grounded" theory. While grand theory is a general knowledge which has been proved to be true and can be applied to all cases; grounded theory is knowledge derived from particular cases to be generalized into theory at a later stage. Grounded theory may also be called "middle range theory."

References: Adapted and taken from Amara Pongsapich in her articled titled The world of imbalance: Conflict between powered vs powerless, *Sasin Journal of Management*, p. 11.

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See also pp. 46-47 of hugo's course packet PDF files
and Boeije's book titled *Analysis in qualitative research*, pp. 77-82

Remember:

Grounded theory is a QUALITATIVE research method, which is characterized as the following:

- Interpretive
- Case oriented
- Themes and subthemes
- Meaning of behavior
- Naturalistic
- Small purposive samples
- Emergent
- Creative competences

In contrast, grounded theory is **NOT** a QUANTITATIVE research method, which is characterized as follows:

- Positivistic
- Variable oriented
- Probabilistic relationships
- Causality, prediction
- Detached
- Large, random samples
- Pre-structured
- Cognitive competences

References: Adapted and taken from Hennie Boeije, 375th Anniversary of Utrecht University: It's alive: current debates in methods and statistics 8th June 2011, Utrecht

Further Reading

Hennie Boeije (Author)

Analysis in Qualitative Research – November 4, 2009, SAGE

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Data Analysis

Put the Data into Categories

- Describe how your data are analyzed by what methods of data analysis (quantitative/numerical analysis using descriptive statistics OR qualitative theme identification / coding schemes)
- Normally, the data collection and the data analysis are undertaken simultaneously/at the same time in a qualitative research project

Besides data collection, data analysis consists of a non-linear and non-step-by-step process. Data collection and analysis are seen as simultaneous activity in a qualitative study. Emerging hunches and tentative hypotheses derived from every new set of data lead to the next round of data collection, which in turn results in reconfiguration of new data set, reinterpretation of perceptions as well as refinement of data analysis. Coding schemes are employed to ensure easier data management and analysis, enabling pieces of data retrievable. Category schemes emerged are utilized to answer the research question(s). Though there is always a temptation to pursue more participants to be interviewed, another on-site phenomenon of interest to be observed, and another document to be reviewed, category schemes are ultimately merged under a big umbrella theme—a thesis/a central argument/the cornerstone to base your whole study—indicating their saturation toward the end of this data collection.

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Data Analysis

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Nov 10 2015

BANGKOK, Thailand – **Data Analysis**

(Content Analysis – Thematic Analysis – Coding)

You are encouraged to use thematic analysis to analyze the qualitative data derived from interview and observation with both deductive and inductive phases. While listening to recorded interview and screening field notes, please only transcribe data that help answer the research question/s. While reading transcripts line by line, please search for meaningful segments of text that help you answer the research question/s.

Deductive Phase – Initial Coding: Using the reviewed literature as your analytical framework, qualitative data are deductively analyzed into predetermined themes as suggested by the existing academic literature under your review – the theoretical framework. These big thematic categories may include types of discursive activities, events, episodes and instances that account for the phenomenon – research topic – under your study.

Codes, informed by literature review, particularly the theoretical framework, and the database, are analytic categories through which initial coding is conducted. Please only use these analytic categories – codes – to label themes that can help answer the research question/s.

Inductive Phase – Ground Theory Approach: You are to inductively analyze qualitative data to generate more concrete categorizations – final patterns – under each predetermined theme – analytic categories. Please compare and contrast the initial coding of themes with sub-analytical categories (smaller themes) to find repeating and recurring themes.

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Narrative Analysis

Lecturer's Note by Asst Prof Dr Hugo Yu-Hsiu Lee

Released on Nov 18 2014

BANGKOK, Thailand -- **Narrative Inquiry/Narrative Analysis**

"Narrative Analysis focuses on "the ways in which people make and use stories to interpret the world."
--Dr Chris Griffin

Narrative Inquiry/Narrative Analysis in Human Sciences:

Human beings are story tellers as we produce accounts/plot lines of ourselves that are 'storied' (i.e., in the form of stories/narratives). Our interview accounts are also 'storied' (i.e., in story/narrative forms). And our stories/narratives link our past to the present time.

Narrative inquiry/narrative analysis emerged as a popular research method from qualitative research in the early 20th century. Researchers have been using narrative inquiry/narrative analysis to collect and analyze field texts, e.g., **autobiographies, conversations, stories (personal and/or family) of life experiences, field-notes, interviews, letters, and photos**, in order to understand the extent to which **people create accounts/meanings, e.g., actions, characters, transformation (changes over time) to their own lives**

Narrative Inquiry/Narrative Analysis in Action (Coding Schemes):

Predefined categories that differentiate among concepts and characteristics of data are recommended by Cain and Labov's analytic strategies (Riessman, 2008, p. 53 and p. 77) as data are broken down into smaller units to be classified during qualitative data analyses. That is to say, all data gathered from interviews and field-notes exist in two stages of analyses. The first stage is **thematic analysis**, adapted from Cain's thematic analysis techniques. Initial impressions are identified after reviewing the transcriptions of the data. Main points (MP), turning points (TP), propositions (Prop), episodes (Epi) and events (Eve) are highlighted (Riessman, 2008, p. 53). The objective is to search for reappearances manifested in regular activities among propositions, assumptions, episodes, and events. As a result, common patterns of assumptions from MPs, Props and identified regular sequences from predictable episodes and events are revealed.

Main Points (**MP**) Turning Points (**TP**), e.g., Move to another country
Propositions (**Prop**), e.g., Fluency in L2 is the goal; Languages relate to identities.
Episodes (**Epi**), e.g., Establishing personal relationships
Events (**Eve**), e.g., Someone observes the class on the past Tuesday

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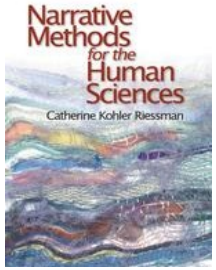
The second stage is **structure analysis**. For this, Labov's structure analysis strategy and some Riessman's adaptations from Labov's are adopted to code data, looking for structures that hang narrative texts together (Riessman, 2008, p. 77). However, open to add the new codings on top of this list previously established by Labov in order to meet the new demands of obtained narrative data. In other words, do not force the data to fit into pre-existing categories.

AB (or **SUM**) abstracts, summaries, concise synopses and points of narrative texts
CA complicating actions that carry actions forward and generate problems for the continuing trajectory of the major character are in need of resolution
EV (or **COM**) evaluative commentaries made by participants, such as the importance, meanings of events and significance behind certain socio-cultural behaviors as well as narrator's attitudes toward some certain topics and issues
OR (or **BAC**) orientations, background information, characters and settings, e.g., time, places, conditions and participants
RE (or **SOL**) resolutions for problems (complicating actions) and tensions



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Day 4 (Thurs, May 9):
Chapter 4 – Results / Findings

Day 5 (Fri, May 10):
Chapter 5 – Conclusion

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