

Module 1

Academic Writing

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities
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9. Formal aspects (referencing, literature, language..)

Tri-Dharma UGM

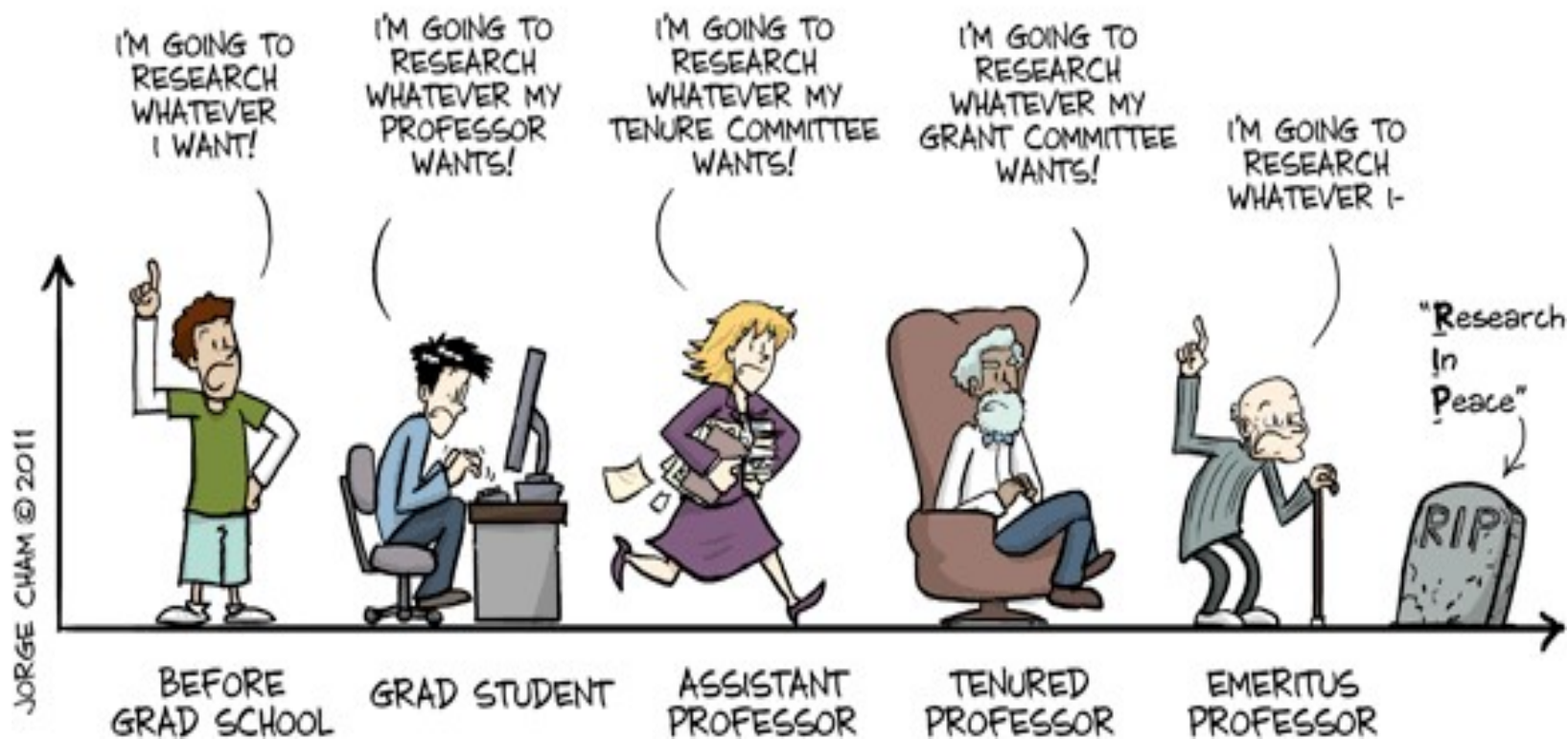
1. Research
2. Education
3. Social Services

SKEMA PENGEMBANGAN KARIR DOSEN



A Long Life Contract.....

THE EVOLUTION OF INTELLECTUAL FREEDOM





<https://karinssaputra14.wordpress.com/2016/05/17/menyoal-perkuliahan-dan-lulusan-s2-untuk-orientasi-profesi-dosen/>

Why we publish?

Publish or perish!

Reputation

- To distinguish university from ordinary training institutes

- As necessity to get internationally accredited

- For individual staff to get promoted

Building up expertise

Education:

- telling students about latest developments in the field instead of the stories lecturers heard during their studies

Funding and getting research funds

Getting cooperation, exchange

For your own feeling as a scholar

1. How to Formulate the Research Idea,

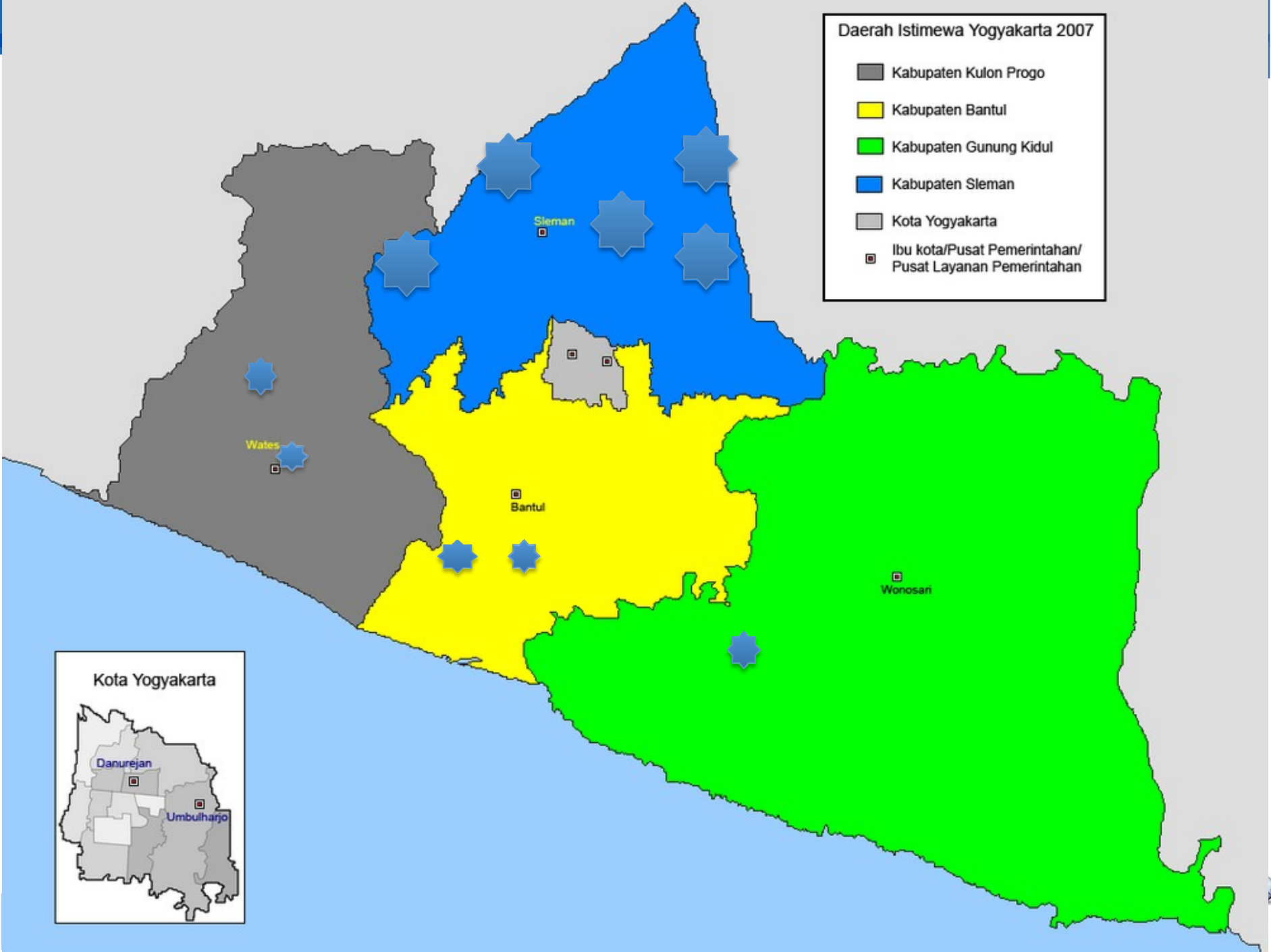
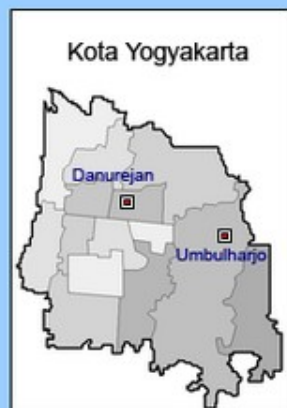


Chicken Economy



Daerah Istimewa Yogyakarta 2007

- Kabupaten Kulon Progo
- Kabupaten Bantul
- Kabupaten Gunung Kidul
- Kabupaten Sleman
- Kota Yogyakarta
- Ibu kota/Pusat Pemerintahan/
Pusat Layanan Pemerintahan



The Chicken Economy





Contract farming, centralized model





Chicken feed



INDOBOLA77
TIDAK SETYAK PARTNER



distribution



Chicken Slaughter House





The market



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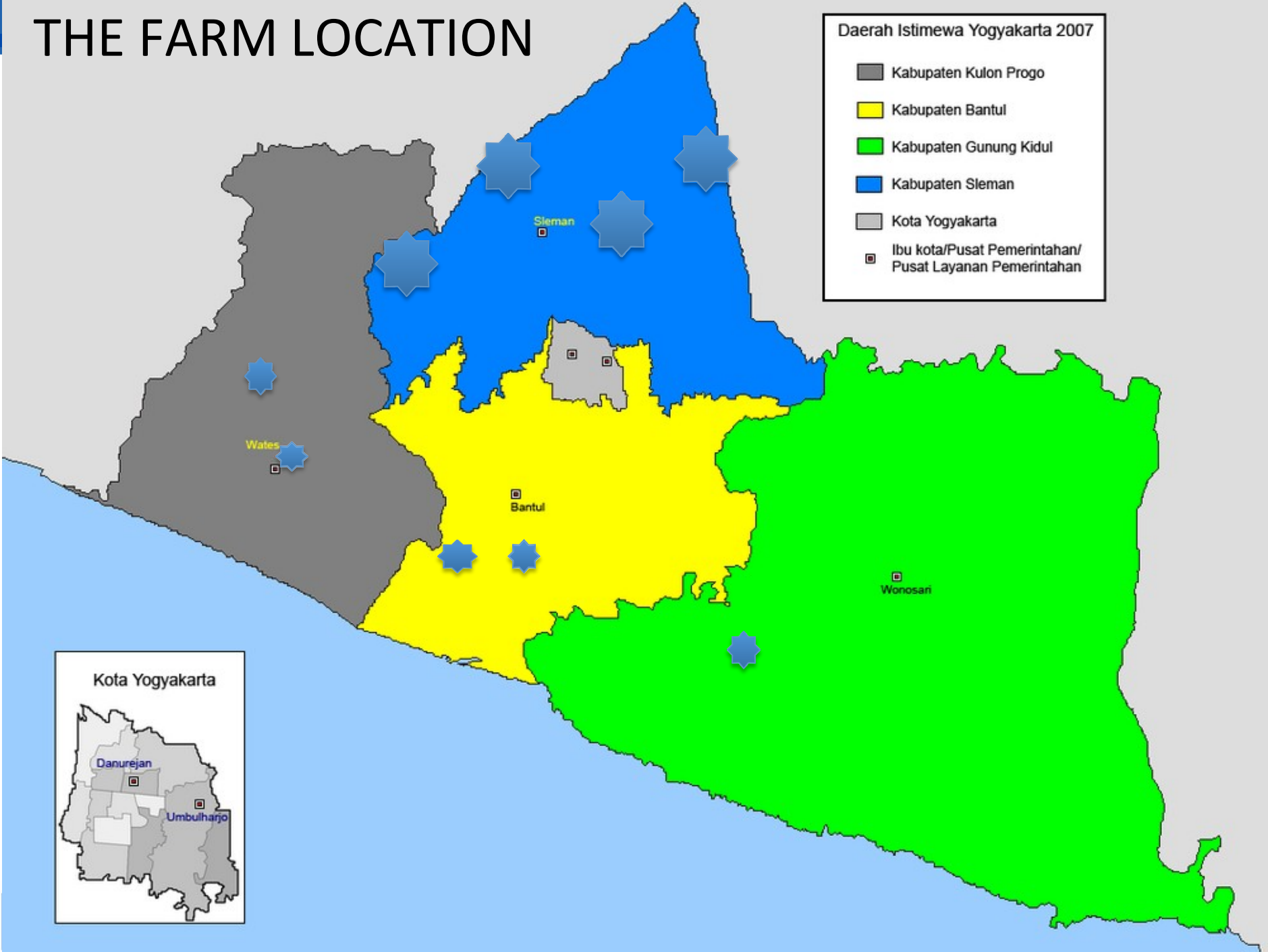
Chicken outlet



THE FARM LOCATION

Daerah Istimewa Yogyakarta 2007

- Kabupaten Kulon Progo
- Kabupaten Bantul
- Kabupaten Gunung Kidul
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FARM vs CAMPUS

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Pusat Layanan Pemerintahan

UIN

UGM

Bantul

Wonosari

Wates

Kota Yogyakarta

Danurejan

Umbulharjo

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Pusat Layanan Pemerintahan

Sleman

Wates

Bantul

Wonosari

Kota Yogyakarta

Danurejan

Umbulharjo

FARM vs AIRPORT, TOURISM

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Pusat Layanan Pemerintahan

NYIA

Sleman

Bantul

Wonosari

Kota Yogyakarta

Danurejan

Umbulharjo



What research topic you are interested on the Chicken Economy?



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How to Formulate the Research Idea, first outline of the text

- How to „find“ a topic?
- What is the planned text - topic about?
 - Is it interesting for others?
 - Is it specific enough?
 - What is the value added (filling gaps in the literature, explaining „anomalies“, evaluating/estimating uncertain policies...)?

How to proceed? – preliminary outline: propose/formulate relevant sections

CONCEPTUAL FRAMEWORK



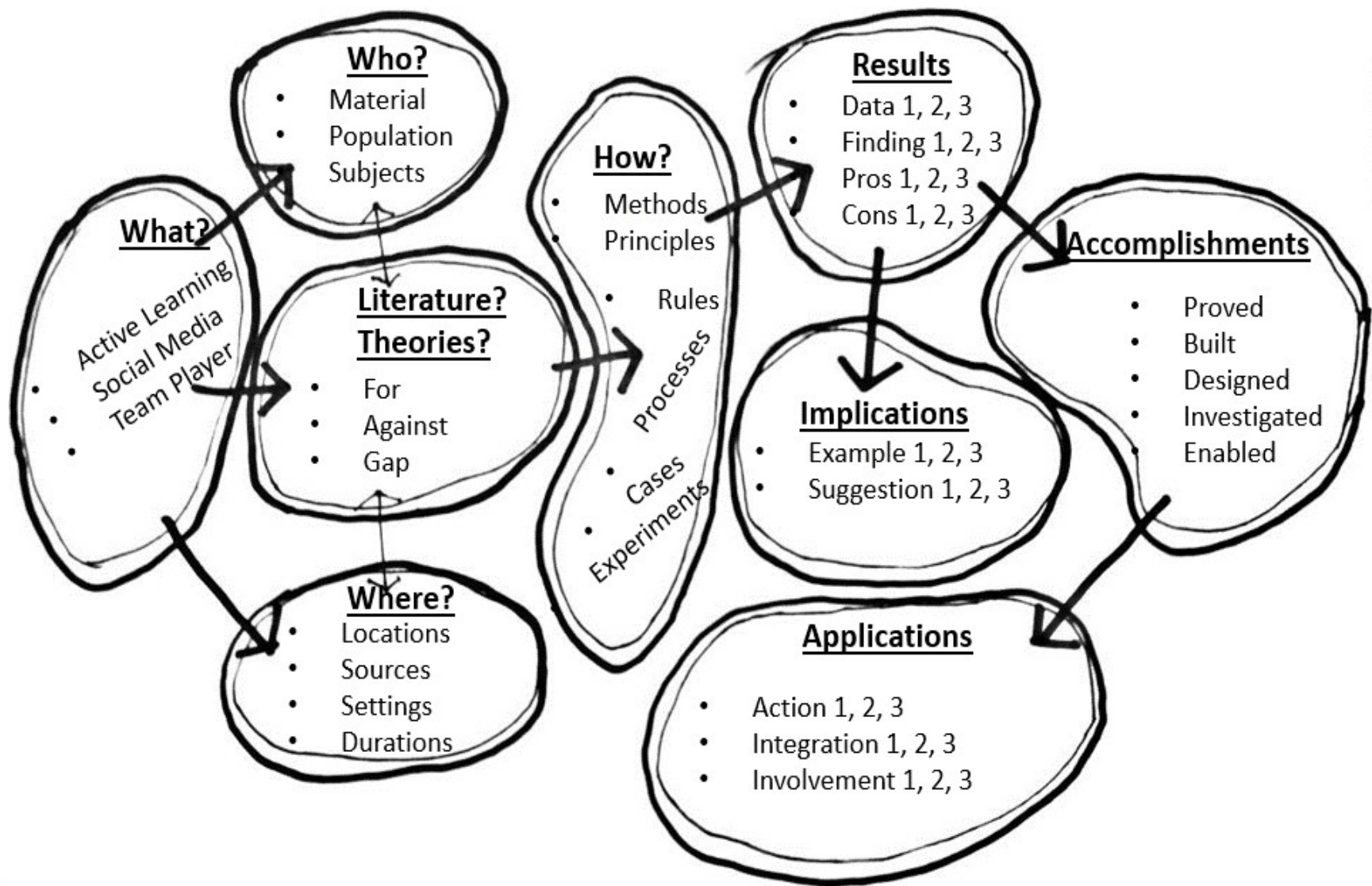
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a visual presentation of **key variables, factors or concepts** and **their relationship** among each other,

which **have been** or **have to be studied** in the research either graphically or in some other narrative form

Steps:

- **To research** some studies that are done in the area of interest.
- To use those study examples and think of a **topic** that one can research.
- The topics most students or researchers come up tend to be too broad and not achievable, researchers need to have **focus** of what they can actually do, even if it is a hypothetical exercise.
- Once a student, or a researcher **narrowed down the topic** to **the achievable format** within a short time frame, then, the **conceptual framework** of that topic should be made.



„Standard“ structure of the research article

The front page

The introduction

The theory section

The methods section

The analysis

The discussion and conclusions

The references

Section	Purpose
Title	Specifying the core topic of the paper
Authors	Names and affiliations of authors
Keywords	Words other than those in the title that best describe the paper
Abstract	A stand-alone, short narrative of the paper
Introduction	Explaining why the paper was prepared. Explaining the problem, what is not known, the objective of the study.
Material and methods	Explaining how the study was done.
Results	Stating what the author(s) found.
Discussion	Explaining the meaning of the results and next steps to be undertaken. Interpreting the results and specifying future direction of research.
Conclusion	Stating possible implications of the research.
Acknowledgement	Acknowledging who helped and how and what the funding source of the research was.
References	Details of the papers cited are provided.
Appendices	Supplementary materials of research can be appended.

The front page: Title

Main title - very short (couple of words)

Subtitle – may be longer

- How to write good article titles?

- Contain as few words as possible: many journals limit titles to 12 words;
- Be easy to understand;
- Describe the contents of the paper accurately and specifically;
- Avoid abbreviations, formulas, and jargon;
- Not include any verb;
- Not contain low-impact words such as “Some notes on ...,” “Observations on ...,” “Investigations on ...,” “Study of ...,” and “Effect of ...”;
- Not be flashy as in newspapers (e.g., avoid such statements as “Agroforestry can stop deforestation”);
- Report the subject of the research rather than its results;
- Follow the style preference of the targeted journal (Available e.g. at: www.elsevier.com for Elsevier journals).



The front page: Abstract

Abstract is a mini-version of the paper!

Abstract will usually be read by on average 100 times more people than the full paper

A typical structure for an abstract of a research paper

This paper describes/explores/explains/tests/ argues

Existing research/theory pointed to....

Based on a case-study/ interviews with.../ document analysis/survey/
reassessment ofthis paper concludes

The outcomes point to....

This is relevant because

The front page: Abstract

The Abstract should NOT contain:

Abbreviations or acronyms unless they are standard or explained;

References to tables or figures found in the paper;

Literature citations;

Any information or conclusions not presented in the full paper;

General statements;

Complex sentences.

INTRODUCTION



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The introduction

Crucial

What is interesting about the paper?
What does this paper add to this discussion?

Essence of the introduction

The relevance of the research
The goal of the paper
The research question to be answered
The sub-questions
The structure of the remainder of the paper
Convince the reader that the research will be interesting and useful.

READER DOES NOW HAVE A GOOD IDEA OF WHAT IS COMING AND WHETHER THAT IS INTERESTING.

Order the texts



!

?

First give the relevance

Then give the goal of the paper

Proceed with the research question

Go on with the subquestions

Tell about the structure of the remainder of the paper



Last phase

Use your creativity to check the product.

If you just put in all the necessary elements you may get a boring introduction.

Perhaps you know a relevant anecdote to start with

Perhaps you can briefly present the trend in the discussion

Perhaps the goal and research question can be combined

Perhaps you can already give a definition of the most important concepts used

Perhaps the sub--questions can be combined into one sentence

But keep the structure intact as much as possible

Exercise: Assessing/Restructuring the title, abstract and introduction of a paper

Introduction

Is there a sentence ending with a question mark?
Is there a research question?

If not, try to formulate one

Introduction

What does answering this research question/s add to our knowledge?

What is the goal of the paper?

Why is the paper written?

Try to formulate a goal and research question/s in the introduction.

Introduction

Why is that goal relevant?

What does it add to the existing knowledge?

Why would a reader be interested?

- - By presenting a problem, puzzle, example et cetera
 - Include references to literature

Introduction

How do you plan to answer your research question?
What steps do you take in your paper to answer that question?
What will be the structure of the paper?

Tell the reader how you structure your paper, e.g. how the paper proceeds.
What is done in section 2?
What is done in section 3?
Et cetera

Theory

Essence of the theory section in a research paper

Embedding of research in theoretical and/or empirical tradition

- become part of the tradition (improve acceptability)

Description of relevant theory/theories and previous research

Point to **merits of theory/theories**

Point to empirical corroboration of theory/theories

Point to inconsistencies, uncertainties, lacking knowledge or data

Make the reader inquisitive to continue reading → **create doubt**

Convince the reader that the author(s) know what they talk about

*NOW THE READER GETS THE IDEA:
THIS WRITER KNOWS WHAT (S)HE IS TALKING ABOUT
AND THE READER GETS DOUBTS
WHAT IS THE MOST USEFUL THEORY?
THE ARTICLE BECOMES INTERESTING*

Structure of theory section

Give a **brief history** of the theory with the names of the scholars, references and some quotes

Give the **main purpose(s) of the theory**

Define the **main concept(s)**

Discuss **how the theory developed** and **what are the results of others**, if existing.

Come up with **some expectations/hypotheses**.

Core goals for theory part

Getting an understanding of the literature/theory

Restructuring that overview in a coherent story applied to the problem at hand

Analytical work resulting in a conceptual model (if feasible)

Literature review

„Snow- ball“ method

It is vital for the researcher to know about the topic as much as possible

What theoretical approaches (concepts) there exist in the literature relevant to the research;

What relationships there are between the identified theoretical approaches;

What terminology has been established in individual theoretical approaches;

Who are „the key-players“ (authors – pioneers) in the relevant theoretical approaches;

What research methods have been used;

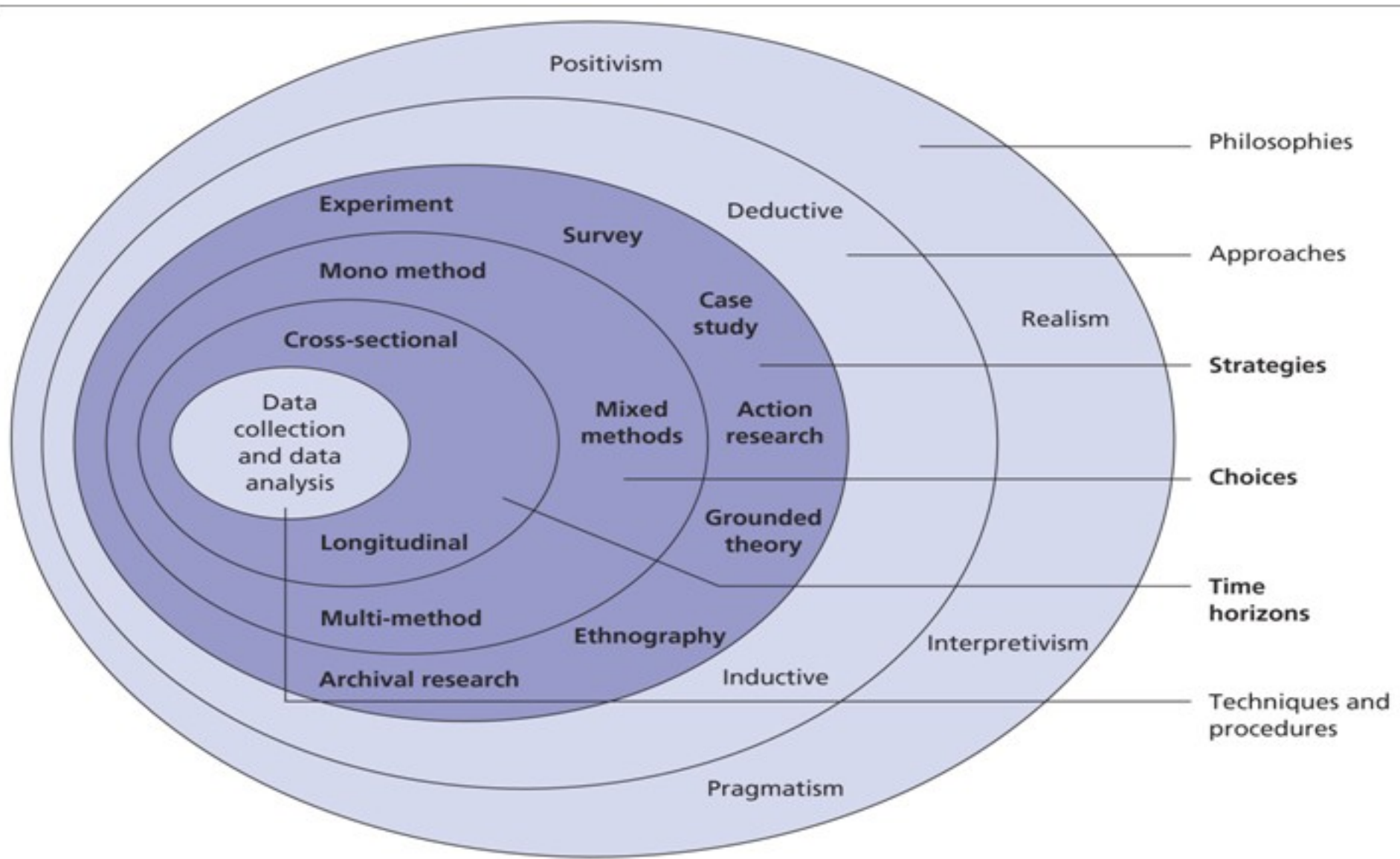
What research tools and techniques have been used;

Which research questions remain open and provide room for further enquiry and what the best ideas for further research are;

How the research has been conducted;

How the authors have interpreted the research data.

The Onion of Research



Methods

Essence of the methods section in a research paper

Clarity about choices made by the author(s) in their research

Qualitative or quantitative, or combined?

Provide specifics of data gathering and analysis/the research design

Assessment of/reflection on the validity and reliability of the research

Give information about the fit between research-design and research question

Convince the reader that the research is adequately conducted

*READER IS NOW CERTAIN THAT:
DATA ARE INTERESTING AND CAN BE USED TO
ANSWER THE QUESTIONS POSED*

Structure of method section

Kind of method/research the reader can expect

Quantitative x qualitative

„Standard quantitative“

Literature review

Case study, comparative analysis, etc.

Assumptions

Hypotheses/ research questions (if not comprehensively done in the introduction)

Data gathering/collection

Description of case

Who/when/where

Selection choices of respondents/literature → criteria used

Difficulties encountered and solutions therefore

How do you plan to analyse the data

Content analysis
Correlation/Regression-analysis
Pre-post test significance analysis
Factor analysis
Scale analysis
Cluster analysis
Interpretative analysis
Comparative analysis.....

GIVE ALREADY SOME DESCRIPTIVE INFORMATION ABOUT THE DATA

Issues to be Avoided in a Research Methodology Section

- Unnecessary definition of the concept that is explained in textbooks and understood by readers.
- Irrelevant information that leads to information overload and overcrowding, hence will confuse the readers should be avoided.
- Irrelevant details and too complicated background information should be avoided.
- Any kind of the limitations of research methods conducted in the study, which should be presented in a separate section, normally, in the last section of the paper.
- Researchers need to avoid plagiarism issues, highlight the contribution of others and distinguish their research from others' previous research.

Exercise for methods session: WHAT?

What is the author you looking for?

What is the planned „process“?

What kind of information is collected?

What are the questions asked in the survey?

What is looked for in documents?

What is focused on in interviews?

Exercise for methods session: HOW?

How does the research design fit the theory and research questions?

How are the consequences of problems encountered mitigated?

Analysis

- You may give a brief summary of the previous sections including the research question
- Show the outcomes of the research - follow the research design
- Make it clear in the text how the contents of tables and figures are to be interpreted
- Give the exact meaning of axes, dimensions, numbers, cells and figures
- Explicate the interpretation of tables and figures in the text
- Explicate the meaning of quotes and if possible their source
- Relate the outcomes to the research question
- Give a preliminary conclusion based on the findings
- Convince the reader that a novel, valid and reliable analysis has been conducted

Analysis

- Present the results simply and clearly;
- Report only representative data; do not report large masses of data; annex long tables;
- Discuss in the text only the most important findings shown in tables and graphs;
- Include negative data, i.e. what was not found, only if it is useful for interpreting the results;
- Refer in the text in an appropriate manner to tables and figures, and assign them sequential numbers;
- Include only tables and figures that are necessary, clear, and worth including;
- Avoid verbose expressions: e.g., instead of saying “It is clearly shown in Table 2 that the presence of tree canopy reduced light transmission to ground ...,” say “Light transmission to ground was reduced by the presence of tree canopy (Table 2).”

Exercise for analysis part

Discuss how to deliver analysis for different types of analysis

Discuss pros and cons of methods

Exercise for analysis part: example cases study limitations

- Concerns about generalizability
- Use of "abnormal" cases
- Objectivity versus subjectivity: Some say it's too subjective
- More often data-driven rather than theory-driven
- Constraints on quantitative analysis of small-sample data,
- Time consuming
- Some ethical considerations
 - financial: hard to rationalize cost in a budget request
 - researcher integrity: protecting the privacy of participants

Discussion

Discussion: explains meanings and implications of the results of their research:

- Elaborate on validity and reliability of the research, especially if quantitative analysis is used, on strengths and weaknesses of the presented study;
- Not repeat, what has already been said in the review of the literature;
- Relate the results to research questions;
- Show, how the results and interpretations agree, or do not agree, with the current knowledge on the subject;
- Explain the theoretical background of the observed results;

Conclusions

- Summarise (but do not repeat) main findings
- Indicate the significance of the results;
- Suggest future research that is planned or needs the follow up;
- Deal with only the results reported in the study;
- Stay away from the generalizations and conjectures that are not substantiated by the results presented;
- Support each conclusion with adequate evidence;
- If feasible, draw (policy) recommendations.

References

Each journal has its own rules: check the web

Be complete in relation to what is referred to in the text of the paper

Normally extra references, not visible in the text are prohibited

Some journals prefer to see their previous articles in the literature list

Language

Only few journals accept text with imperfect English and edit it

Native speaker with at least some knowledge about the topic is best choice

Topic: chicken economy

1. Sustainability of the farming
2. Value to the Economy
3. SME and contract farming
4. Logistic
5. Different system of Chicken Farming: Ayam kampung and Ayam negeri
6. Training to the farmer