



AUTHORAID

Research Writing Workshop
Appendices

Appendices

Appendix I: Research Writing Workshop – Preliminary information for participants

Introduction

Congratulations on being selected for the _____ Research Writing Workshop!

To make the most of this workshop and receive a certificate of participation, you should...

- Be currently engaged in a scholarly research project
- Have progressed enough in your research project so as to take part in two writing activities during the workshop: (1) defining the focus and contribution of your paper, and (2) writing a working abstract of your paper
- Bring your laptop with your research data, any drafts of ongoing research writing, and the instructions to authors given by your target journals
- Be prepared to be an active learner and participate fully in the various learning sessions that make up this workshop

Workshop location, dates, timings

Add details of these in this section. Mention whether lunch and snacks will be provided free of cost to the participants.

Workshop facilitators

Add the names and qualifications of the facilitators.

Contact person

Name and email address of the workshop administrator.

Appendix II: Research Writing Workshop – Agenda

Intended learning outcomes

By participating fully in this four-day workshop, learners will be able to:

1. Describe the key ethical issues in research and publishing
2. Balance different factors to select an appropriate target journal for their work
3. Define the focus and contribution of their paper
4. Write a working abstract for their research paper
5. Develop the body of their research paper including the key elements
6. Develop a strategy to achieve publication success

Day one

D1-S1: Introductions and learning agreement	(45 mins)
D1-S2: Establishing the right mind set to be a research author	(45 mins)
20 min break	
D1-S3: Research and publishing ethics	(60 mins)
60 min lunch break	
D1-S4: Defining the focus and contribution of your paper	(90 mins)
30 min break	
D1-S5: Identifying appropriate target journals	(60 mins)
End of day reflection	(30 mins)

Day two

Morning review	(30 mins)
D2-S1: Manuscript guidelines given by journals	(60 mins)
20 min break	
D2-S2: Structure of a typical scientific journal article	(45 mins)
60 min lunch break	
D2-S3: Writing a working abstract of your paper	(120 mins)
30 min break	
End-of-day reflection	(30 mins)

Day three

Morning review	(30 mins)
D3-S1: Citations and references	(30 mins)
20 min break	
D3-S2: The methods section of a research paper	(60 mins)
60 min lunch break	
D3-S3: The introduction section of a research paper	(60 mins)
30 min break	
D3-S4: The results and discussion section of a research paper	(60 mins)
End-of-day reflection	(30 mins)

Day four

Morning review	(30 mins)
D4-S1: Figures and tables	(45 mins)
20 min break	
D4-S2: Developing a publication strategy	(90 mins)
60 min lunch break	
D4-S3: Q&A session	(45 mins)
Closing the workshop	(30 to 60 mins)

Appendix III: Research Writing Workshop – Standard agenda

Intended learning outcomes

By participating fully in this four-day workshop, participants will be able to:

7. Describe the key ethical issues in research and publishing
8. Balance different factors to select an appropriate target journal for their work
9. Define the focus and contribution of their paper
10. Write a working abstract for their research paper
11. Develop the body of their research paper including the key elements
12. Develop a strategy to achieve publication success

Day one

Day 1	Length	Session heading	Session content	Session summary
D1-S1	50 mins	Introductions and learning agreement	<ul style="list-style-type: none"> • Welcome and introductions • Introduction to workshop, learning outcomes, participant handbook, and active learning • Learning agreement • Introduction to end-of-day reflection • Think-pair-share activity 	This session is for the participants to get to know one another, become familiar with the workshop format and resources, and reflect on what success as a research author means to each of us.
D1-S2	45 mins	Establishing the right mind set to be a research author	<ul style="list-style-type: none"> • Introducing the graphic on fixed vs growth mindset • Coming up with examples for each point in the graphic • Reporting 	What is the difference between a fixed mindset and growth mindset, and why is the latter important to be a successful research author?
Break				
D1-S3	60 mins	Research and publishing ethics	<ul style="list-style-type: none"> • Sharing examples of ethical violations in doing or reporting research • Categorization of examples • Plenary discussion 	The goal of this session is to instil in participants an understanding of the major ethical problems in research that concern researchers and publishers.
Lunch				
D1-S4	90 mins	Defining the focus and contribution of your paper	<ul style="list-style-type: none"> • Writing phase • Peer assessment phase • Sharing and reading evaluations 	Participants are given the opportunity to do some pre-writing, i.e. a preparatory kind of writing which is often useful to embark on a writing project.
Break				
D1-S5	60 mins	Identifying appropriate target journals	<ul style="list-style-type: none"> • Factors to consider when choosing a target journal • Ranking the factors and explaining the rationale behind the ranking 	When should a target journal for one's work be identified, what are the factors to consider, and how should the factors be balanced?
	30 mins	Reflection and review	Exit cards and/or group reflection	

Day two

Day 2	Length	Session heading	Session content	Session summary
	30 mins	Morning review	Review of exit cards from day one, overview of day two	
D2-S1	60 mins	Manuscript guidelines given by journals	<ul style="list-style-type: none"> • Going over manuscript guidelines given by two reputable journals • Identifying similarities, differences and unclear parts 	The point of this session is to raise awareness of the importance of manuscript guidelines and why reading and following them is essential even if it's a tedious task.
Break				
D2-S2	45 mins	Structure of a typical scientific journal article	<ul style="list-style-type: none"> • Acronym that denotes a typical article structure • Solving an everyday problem based on this structure 	Do scientific journals articles have a typical format and what is it? How can knowing this format help with the actual writing?
Lunch				
D2-S3	120 mins	Writing a working abstract of your paper	<ul style="list-style-type: none"> • Going over the annotated version of an abstract published in a leading journal • Writing phase • Peer assessment phase • Sharing and reading evaluations 	This is the second of the major writing activities in the workshop and should give participants hands-on experience with research writing along with the opportunity to get some immediate feedback.
Break				
	30 mins	Reflection and review	Exit cards and/or group reflection	

Day three

Day 3	Length	Session heading	Session content	Session summary
	30 mins	Morning review	Review of exit cards from day two, overview of day three	
D3-S1	30 mins	Citations and references	<ul style="list-style-type: none"> • Functions of references • Making a checklist for in-text citations and references 	Citations and references may seem like a boring topic, but accurate referencing is indispensable in research writing. In this session, the pre-existing knowledge of participants regarding citations and references will be brought to the fore and structured.
Break				
D3-S2	60 mins	The methods section of a research paper	<ul style="list-style-type: none"> • Purpose of the methods section • Critically analyzing a discovery by focusing on the methods behind it • Identifying missing information in the methods section of a paper 	From this point in the workshop, the typical sections in the body of a research paper will be considered one by one. We start with the methods section because this is considered one of the most straightforward sections to write, in that it is a report of what was done in the research.

Day 3	Length	Session heading	Session content	Session summary
Lunch				
D3-S3	60 mins	The introduction section of a research paper	<ul style="list-style-type: none"> • Purpose of the introduction section • Typical structure of the introduction • Reviewing a published introduction section and identifying parts of it that map to the typical structure 	The main activity in this session involves reviewing a published paper to check the structure of the introduction.
Break				
D3-S4	60 mins	The results and discussion section of a research paper	<ul style="list-style-type: none"> • Example of a mind map • Creating mind maps for the results and discussion section • Presenting and discussing the mind maps 	Participants create a mind map about the results and discussion section.
	30 mins	Reflection and review	Exit cards and/or group reflection	

Day four

Day 4	Length	Session heading	Session content	Session summary
	30 mins	Morning review	Review of exit cards from day three, overview of day four	
D4-S1	45 mins	Figures and tables	<ul style="list-style-type: none"> • Reviewing a selection of figures and tables from published papers • Identifying and reporting on problems in these figures and tables 	Even published papers occasionally contain figures and tables that are unclear or confusing. In this session we'll look at a few such figures and tables, and discuss how the problems can be fixed.
Break				
D4-S2	90 mins	Developing a publication strategy	<ul style="list-style-type: none"> • Getting a paper ready for submission • Flowchart of activities from submission to publication • Meaning of 'publication success' • Developing a strategy to achieve publication success 	This is one of the longer workshop sessions and the point of the session is to get participants to think beyond just writing a paper and look at research communication strategically.
Lunch				
D4-S3	45 mins	Q&A session	<ul style="list-style-type: none"> • Making a list of burning questions • Discussing the questions in small groups • Summarizing and documenting answers 	This is a wrap-up session for the workshop. Participants get to discuss burning questions and come up with answers.
Break				
	30 mins	Workshop closure	Certificates, feedback, closing remarks	



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