

Academic writing: How to write scientific articles within educational research

Category	Content
Course Code	
Course Title	Academic writing: How to write scientific articles in educational research
ECTS Credits	1 & 3 ECTS Credits
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	Faculty of Psychology, University of Bergen

Objectives and Content

Content

Academic writing: How to write scientific articles within educational research:

- Introducing different types of scientific articles within educational research
- Different educational research designs and scientific articles
- IMRAD and other standards of educational scientific articles
- Journal profile when submitting educational scientific articles
- Editorial guidelines of writing scientific articles within educational research
- What kind of quality criteria for assessment are used among reviewers in educational journals
- Transparency, stringency and coherence in scientific articles
- Theoretical framework, Literature review and presentation of findings in scientific articles

Main learning objectives

The main course goal is to focus on how to write scientific articles within educational research and show how to complete this as part of a doctoral thesis. Throughout the course the Phd-candidates will develop their understanding of different types of scientific articles within educational research and how they can develop their own as part of their PhD-research. In addition, the course aims to develop the Phd-candidates abilities and knowledge about different journals profile and quality criteria applied among reviewers.

After completing the course, the Phd-candidates will have general knowledge about:

- Different types of scientific articles within educational research
- IMRAD and other standards of educational scientific articles
- Journal profile and educational scientific articles
- Editorial guidelines of writing scientific articles
- Example of quality criteria for assessment among reviewers
- Transparency, stringency and coherence within scientific articles

After completing the course, the Phd-candidates will have specific knowledge about:

- How to develop a stringent and coherent research article
- How to quality assure their own research article before submitting it to a journal
- How to increase the transparency in a scientific article.
- How to present findings in a coherent way in a scientific article

<p>Learning Outcomes</p>	<p>By completing the course the Phd-candidates will have completed the following learning aims, which are here defined as knowledge, skills, and general competence:</p> <p><i>Knowledge:</i></p> <p>The PhD-candidate will have knowledge about different types of educational scientific articles, what kind of quality criteria are used by referees in journals when assessing articles, and what kind of strategies that should be used when planning a scientific article. The PhD-candidate will be familiar with relevant scientific genres within educational sciences, and how to use these as part of their own PhD-thesis. The PhD-candidate will be familiar with various standards of the structure of the articles (IMRAD, etc.) and tools for assessing, critically appraising, sorting, and presenting findings in such articles.</p> <p><i>Skills:</i></p> <p>The PhD-candidate will be able to develop their own scientific articles within educational research using various genres and standards in an independent way.</p> <p><i>General competence:</i></p> <p>The PhD-candidate will be able to develop an original scientific article, and use this as a part of a doctoral thesis.</p>
<p>Required Previous Knowledge</p>	<p>Master's degree within disciplines relevant to pedagogy, educational research, psychology, medicine and health science.</p>
<p>Recommended previous Knowledge</p>	<p>Should know about academic writing and the scientific genre from Bachelor- and Master's level</p>
<p>Credit Reduction due to Course Overlap</p>	<p>None</p>

<p>Is the course open or reserved for students enrolled in particular programmes?</p>	<p>The course is open for students at Ph.D.-level</p>
<p>Teaching Methods and Extent of Organized Teaching</p>	<p>Teaching will be organized as lectures and cases at the University of Bergen. In addition, the course will have digital elements integrated in the course design (e.g. “flipped classroom”).</p> <p>The Phd-candidates’ project descriptions will form the basis for further discussion regarding scientific articles in light of project foci and research questions. The Phd-candidates will become aware of the role of scientific articles have in their own PhD-projects.</p>
<p>Compulsory Assignments and Attendance</p>	<p>80 % attendance during lectures</p>

Forms of Assessment	<p>The assessment criteria at the Faculty of Psychology will be used.</p> <p>1 ECTS: 80 % attendance during lectures</p> <p>Pass or fail</p> <p>3 ECTS: Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the Phd candidate demonstrates how he or she can perform a scientific article in his or her own project. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd-candidate should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
Examination Support Material	<p>All forms of examination support materials are allowed</p>
Grading Scale	<p>Pass or fail</p> <p>Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the Phd student demonstrates how he or she can develop a scientific article in his or her own project. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd-candidate should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
Assessment Semester	<p>Spring/Fall</p>

<p>Reading List</p>	<p>American Psychological Association. (2016). <i>Publication Manual of the Psychological Association</i> Washington, DC: American Psychological Association.</p> <p>Blaxter, M. (1996). Criteria For The Evaluation Of Qualitative Research Papers. <i>Medical Sociology News</i>, 1(22), 1-7.</p> <p>Cargill, M. & O' Connor, P (2013). <i>Writing Scientific Research Articles: Strategy and Steps</i>. London: Wiley-Blackwell.</p> <p>Computers and Education (2016). Some recommendations for the reporting of quantitative studies. <i>Computers and Education</i>, 91, 106-110.</p> <p>Computers and Education (2017). Some guidance on conducting and reporting qualitative studies. <i>Computers and Education</i>, 106, A1-A9.</p> <p>Universitets- og høyskolerådet (2018). <i>UHR's Termbase for Norwegian higher education institutions</i> http://termbase.uhr.no/</p> <p>UiB (2014). Faculty of Psychology: <i>Guidelines for requirements of doctoral theses for the PhD degree at the Faculty of Psychology</i>, University of Bergen. (http://www.uib.no/sites/w3.uib.no/files/attachments/appendix_2_requirements_for_doctoral_theses_revised.pdf)</p>
<p>Course Evaluation</p>	<p>Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality</p>
<p>Programme Committee</p>	<p>Professor Rune Johan Krumsvik</p>
<p>Course Coordinator</p>	<p>Professor Rune Johan Krumsvik</p>

Course Administrator	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
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