



НАЦИОНАЛЬНЫЙ
АГРЕГАТОР
ОТКРЫТЫХ
РЕПОЗИТОРИЕВ
РОССИЙСКИХ
УНИВЕРСИТЕТОВ

**Открытая наука —
непременная составляющая
информационной грамотности
XXI века.**

**Проект DIREKT программы
ERASMUS+. Практические
результаты**



*Ирина Разумова
Заместитель директора
НП «НЭИКОН»*

razumova@neicon.ru



Co-funded by the
Erasmus+ Programme
of the European Union



Модули учебной программы по
информационной грамотности
проекта DIREKT: [https://direkt-
cbhe.com](https://direkt-cbhe.com)



MODULES



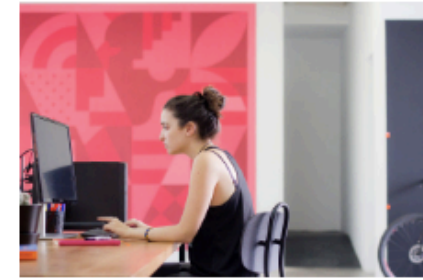
Module 1: English for Specific Purposes



Module 2: IL Marketing skills for Academic staff librarians



Module 3: Information Literacy 1
– for Librarians to train them to help learners find and use information effectively and ethically



Module 4: Information Literacy 2
– for Librarians to train them to help learners access information online and in print



Module 5: Information Literacy 3
– Innovative online library services for 21st Century



Module 6: Information Literacy and Academic Writing 1




Module 7: Information Literacy and Academic Writing 2



Module 1: English for Specific Purposes

<https://direkt-cbhe.com/activities/module-1-english-for-specific-purposes/>


Module Overview

 Download (one file - click on white arrow next to the document size; all files - click on the gear icon on the right top corner)



	MODULE 1 DETAILS OVERVIEW	165 KB	
	MODULE 1 WEEKLY AIMS RECORD FOR TRAINERS	183 KB	

English Materials for all Countries

 Download (one file - click on white arrow next to the document size; all files - click on the gear icon on the right top corner)



	MODULE 1 English for Specific Purposes	442 KB	
	MODULE 1 English for Specific Purposes_Keys	459 KB	

Module 2: IL Marketing skills for Academic staff and librarians

<https://direkt-cbhe.com/activities/module-2-il-marketing-skills-for-academic-staff-and-librarians>





Module 3: Information Literacy 1 – for Librarians to train them to help learners find and use information effectively and ethically

<https://direkt-cbhe.com/activities/module-3-information-literacy-for-librarians/>





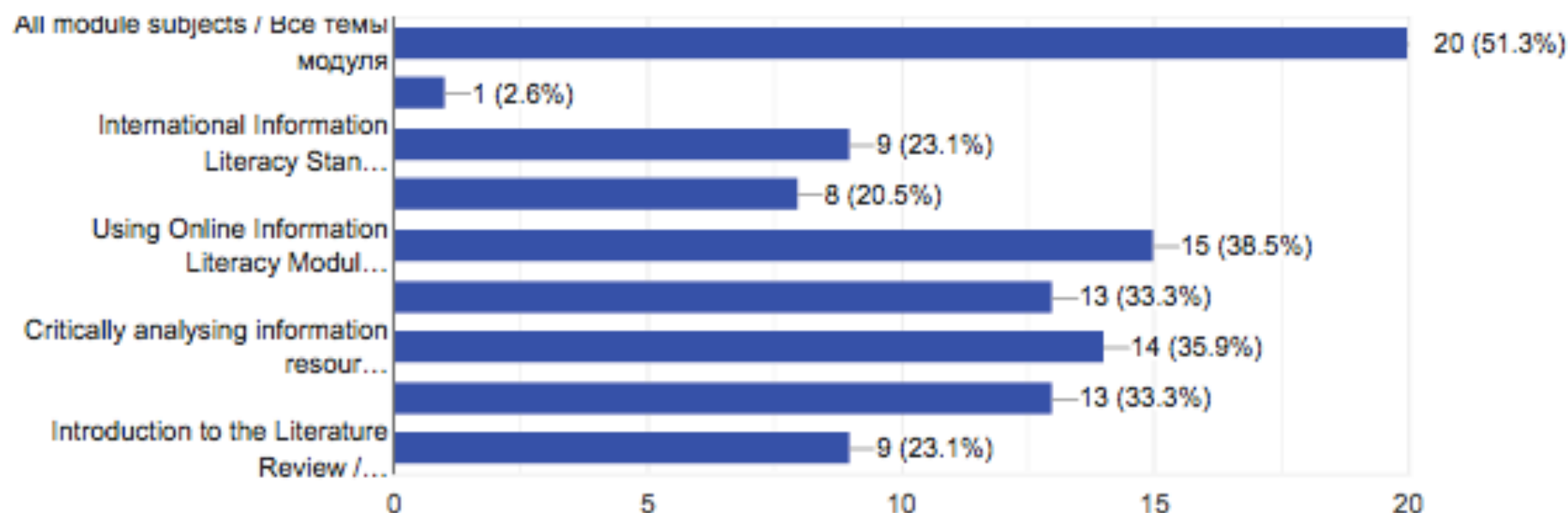
Module 3: Information Literacy 1

- International Information Literacy Standards: SCONUL, ACRL, ALA, ANZIL
- Focussing and Defining your Research Question
- Using Online Information Literacy Modules for teaching Information Literacy
- Mind the Information Gap!
- Knowing the critical information sources and resources
- Critically analysing information resources
- Referencing Citation and Avoiding Plagiarism
- Introduction to the Literature Review

- Международные стандарты информационной грамотности: SCONUL, ACRL, ALA, ANZIL
- Определение темы исследования
- Использование онлайн-модулей информационной грамотности для обучения информационной грамотности
- Помните о нехватке информации!
- Знание ключевых источников информации и ресурсов
- Критический подход к анализу информационных ресурсов
- Корректное цитирование и избежание плагиата
- Введение в обзор литературы

Module 3: Information Literacy 1 – for Librarians to train them to help learners find and use information effectively and ethically for Librarians to train them to help learners find and use information effectively and ethically. This module will cover: / Модуль 3: Информационная грамотность 1 - для библиотекарей. Обучение библиотекарей эффективному поиску информации с целью последующего обучения библиотекарями своих пользователей. Модуль состоит из тем:

39 responses





Module 4: Information Literacy 2 – for Librarians to train them to help learners access information online and in print

<https://direkt-cbhe.com/activities/module-4-information-literacy-2-for-librarians/>



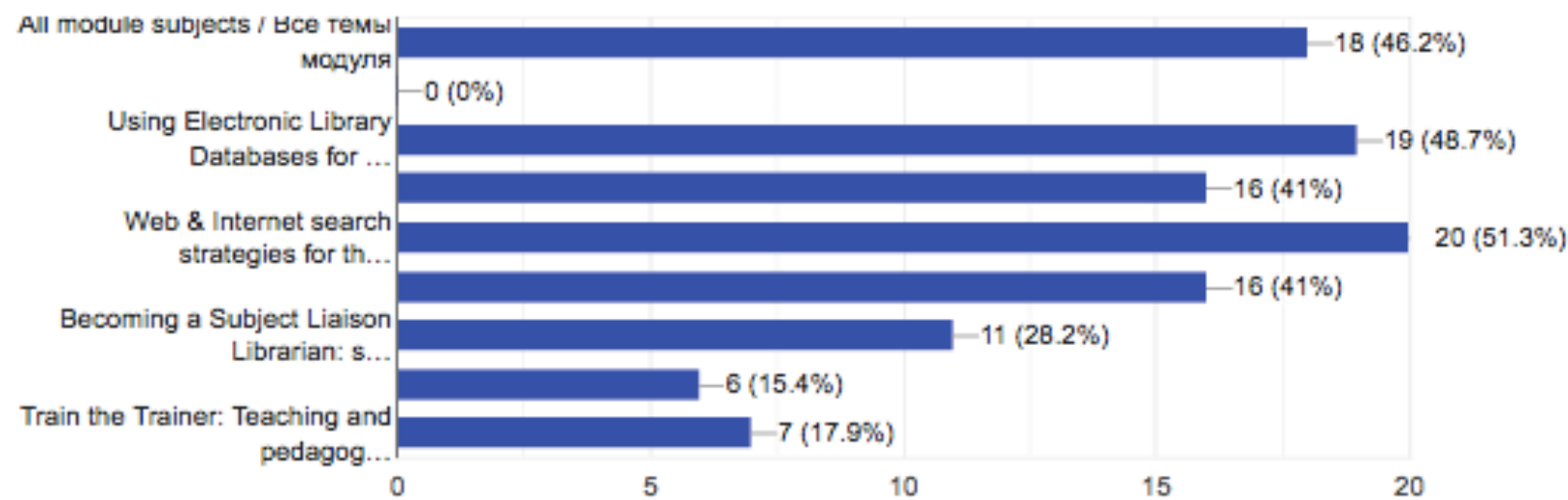


Module 4: Information Literacy 2

- Using Electronic Library Databases for your research
- Evaluating sources of information
- Web & Internet search strategies for the Information Age
- Using Library Bibliographic software for your referencing and research
- Becoming a Subject Liaison Librarian: skills for collaborating with Academic staff
- Information Literacy for Business & Entrepreneurship
- Train the Trainer: Teaching and pedagogical skills for Librarians
- Использование электронных баз данных для исследований
- Оценка источников информации
- Стратегии поиска информации в Интернет
- Использование библиографического программного обеспечения для ваших ссылок и исследований
- Библиотекарь-предметник: навыки сотрудничества с преподавателями
- Информационная грамотность для бизнеса и предпринимательства
- Педагогические навыки библиотекаря

MODULE 4 Information Literacy 2: for Librarians to train them to help Learners access information online and in print, to liaise effectively with Library users to enhance their pedagogical and teaching skills /
МОДУЛЬ 4 Информационная грамотность 2: для библиотекарей. Обучение библиотекарей эффективной помощи обучающимся с целью получения доступа к информации в Интернете и в печатном виде. Эффективное взаимодействие с пользователями библиотеки, для улучшения своих преподавательских навыков. Модуль состоит из тем:

39 responses



Module 5: Information Literacy 3 – Innovative online library services for 21st Century Librarian

<https://direkt-cbhe.com/activities/module-5-information-literacy-3-innovative-online-library-services-for-21st-century-librarians/>





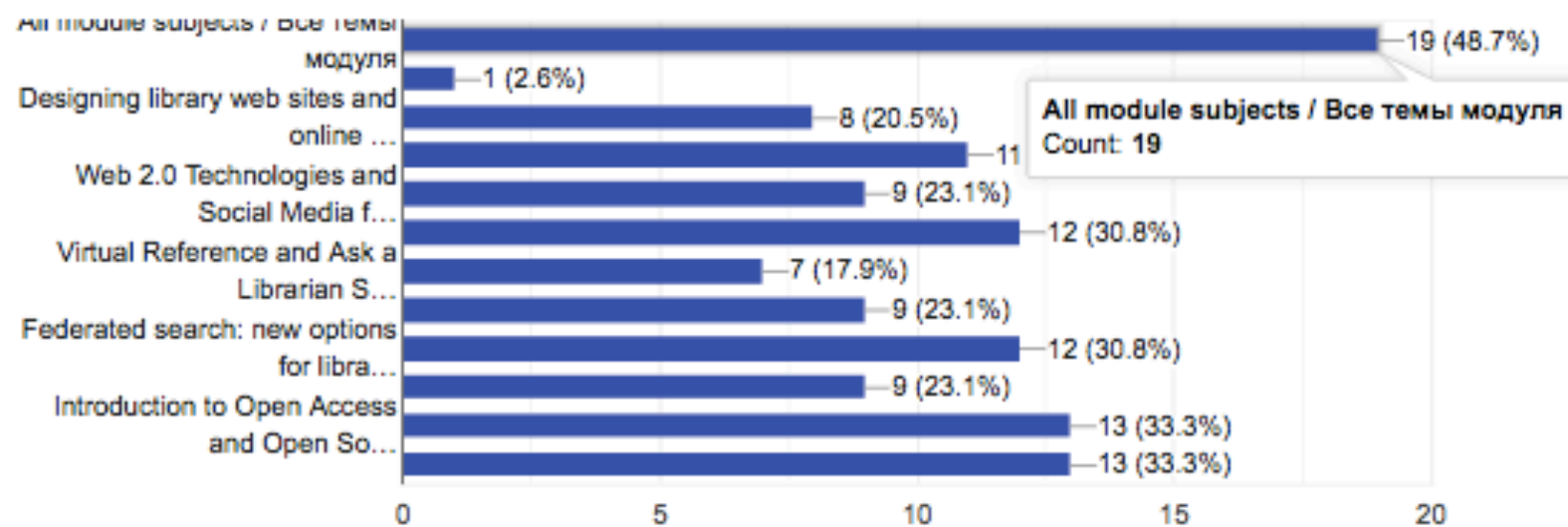
Module 5: Information Literacy 3

- Designing library web sites and online platforms and portals
- Online Public Access Catalogues (OPAC)
- Web 2.0 Technologies and Social Media for libraries
- Library Mobile “Apps” (“M-libraries”)
- Virtual Reference and Ask a Librarian Services
- Electronic Documents Delivery and Inter Library Loans
- Federated search: new options for libraries in the Digital Age
- Using LibGuides for Library research and Information Literacy
- Introduction to Open Access and Open Source for Information Literacy Getting the most from Institutional Repositories
- Проектирование библиотечных сайтов и порталов
- Открытые онлайн-каталоги Веб 2.0.
- Социальные медиа для библиотекарей
- Мобильные библиотечные приложения
- Сервисы «Виртуальная справка» и «Спроси библиотекаря»
- Электронная доставка документов и межбиблиотечный обмен в онлайн-среде
- Федеративный поиск: новые возможности для библиотекаря в информационный век
- Использование библиотечных инструкций пользователя для исследований
- Введение в тему открытого доступа и открытых источников
- Эффективное использование институциональных репозиториях

"MODULE 5 Information Literacy 3: Innovative online library services for 21st Century Librarians: aimed at librarians to help them develop new innovative online library services for Information Literacy:" / Модуль 5 Информационная грамотность 3: Инновационные онлайн-библиотечные услуги для библиотекарей 21-го века. Модуль для обучения библиотекарей разработке новых инновационных онлайн-библиотечных услуг для информационной грамотности.

Модуль состоит из тем:

39 responses



Module 6: Information Literacy and Academic Writing 1

<https://direkt-cbhe.com/activities/module-6-information-literacy-and-academic-writing-1/c-writing-2/>





Module 6: Information Literacy & Academic

Writing 1

• Study Skills for Academic Writing (Time management, Reading and Note Taking)

• Developing critical analysis: the cognitive domain Basic Principles of Written English (proofreading and self-editing; revision vs. editing; common errors in grammar, punctuation, and spelling; understanding tone and diction; vocabulary development)

• Structuring and Writing Theses, Dissertations, Essays, Reports and

• Abstracts Line by Line- Academic Writing and the process of composition

• Academic Writing for different disciplines (e.g. writing for science and engineering, humanities, the Social Sciences).

• Обучение навыкам академического письма (управление временем, чтение и ведение заметок)

• Развитие критического анализа: когнитивное

• Основные принципы письменного английского языка (корректурa и самостоятельное редактирование; проверка и редактирование; частые грамматические, пунктуационные и орфографические ошибки; понимание интонации и произношения; развитие словарного запаса)

• Подготовка и написание тезисов, диссертаций, рефератов, докладов и авторефератов

• Строка за строкой - академическое письмо и процесс создания текста

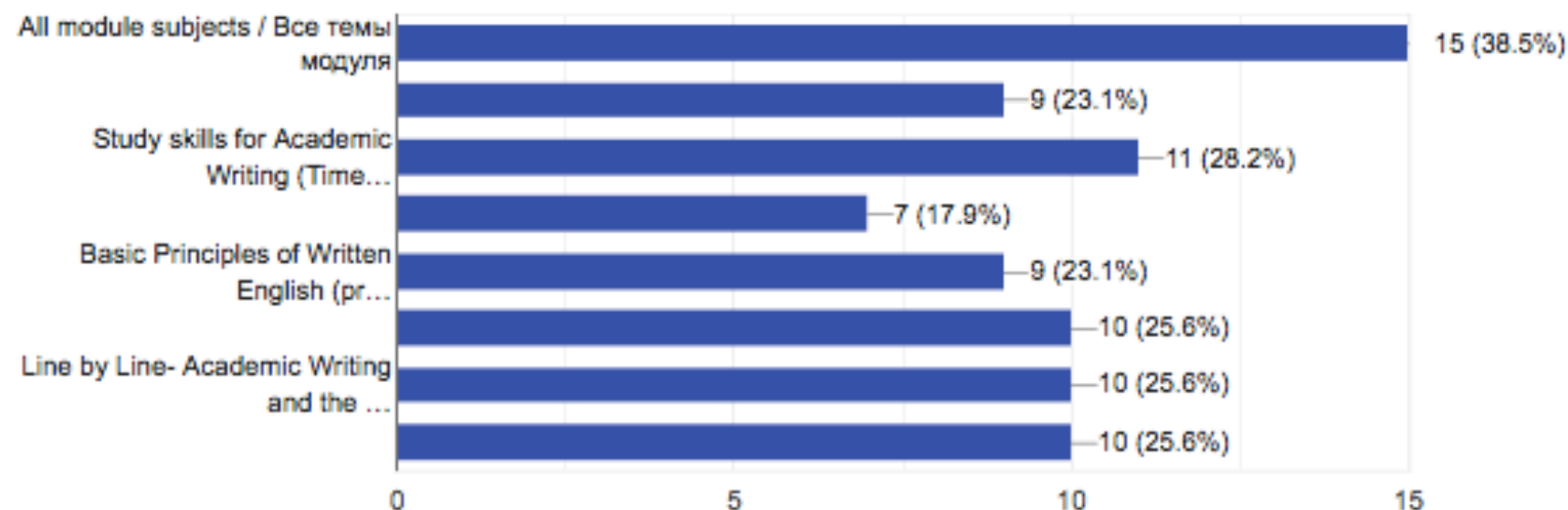
• Разница в академическом письме в разных науках (гуманитарных, технических, социальных)

MODULE 6. Information Literacy & Academic Writing 1: relating information literacy to academic writing / МОДУЛЬ 6.

Информационная грамотность и академическое письмо 1:
влияние уровня информационной на академическое письмо.

Модуль состоит из тем:

39 responses



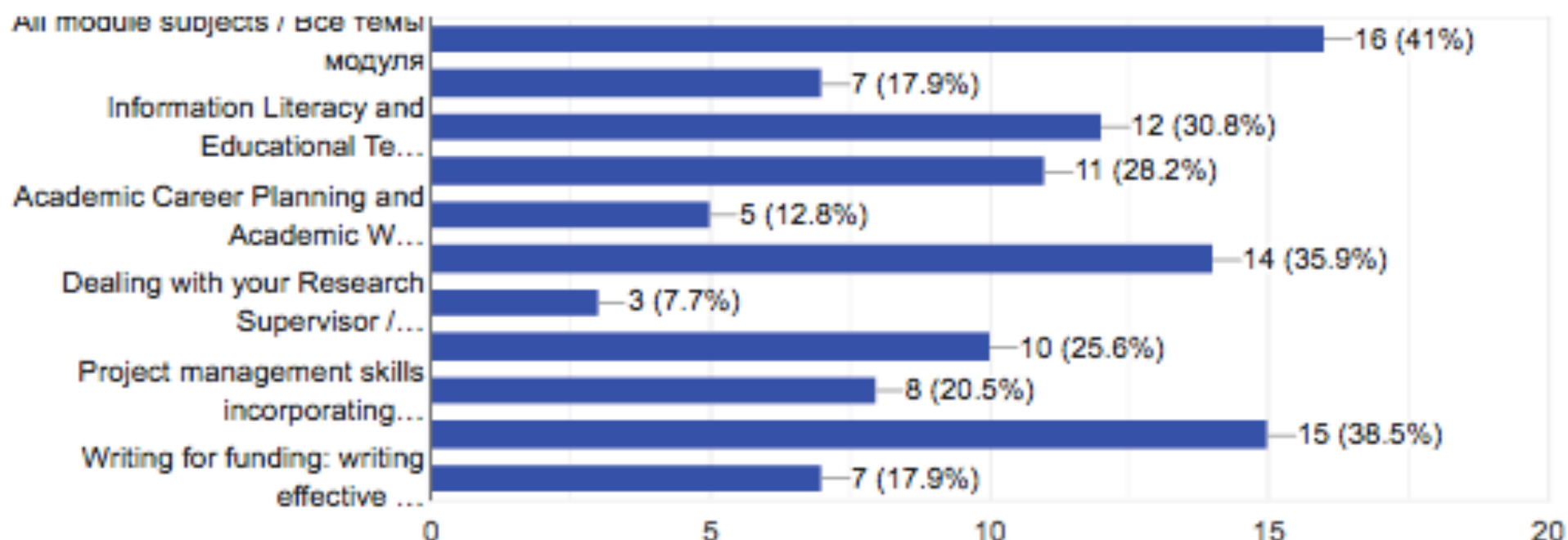
Module 7: Information Literacy and Academic Writing 2

<https://direkt-cbhe.com/activities/module-7-information-literacy-and-academic-writing-2/>



MODULE 7 Information Literacy and Academic Writing 2 / МОДУЛЬ 7 Информационная грамотность и академическое письмо 2. Модуль состоит из тем:

39 responses





Module 7: Information Literacy & Academic Writing

2

- Information Literacy and Educational Technologies,
- Digital Publications Tools and other Technical Aids for Academic Writing
- Information Literacy and Research Data Management
- Academic Career Planning and Academic Writing: developing your career beyond Academia
- Information Literacy & Getting Published
- Dealing with your Research Supervisor
- Information Literacy, Research Ethics and Academic Writing
- Project management skills incorporating Information Literacy Academic Writing and Research projects
- Conferencing, Networking skills for Information Literacy.
- Writing for funding: writing effective funding applications for your University

- Информационная грамотность и образовательные технологии, инструменты для электронных публикаций и другие технические средства для академического письма.
- Информационная грамотность и управление данными исследований
- Планирование научной карьеры и академическое письмо
- Информационная грамотность и публикация
- Взаимодействие с научным руководителем
- Информационная грамотность, исследовательская этика и академическое письмо
- Навыки управления проектами, включая информационную грамотность, академическое письмо и исследовательские проекты
- Навыки сетевого взаимодействия (конференц-связь, вебинары и т.п.)
- Эффективные заявки на финансирование университета



Информационная грамотность и публикация

Module Overview

Download (one file - click on white arrow next to the document size; all files - click on the gear icon on the right top corner)

PDF	Module 7 Details Overview	467 KB	<input type="checkbox"/>
PDF	Module 7 Weekly Aims Record for Trainers	70 KB	<input type="checkbox"/>

English Materials for all Countries

Download (one file - click on white arrow next to the document size; all files - click on the gear icon on the right top corner)

PDF	Class 4 - Research Paper Structure Slides	146 KB	<input checked="" type="checkbox"/>
-----	---	--------	-------------------------------------



Информационная грамотность и публикация

🏠 Download (one file - click on white arrow next to the document size; all files - click on the gear icon on the right top corner)



PDF	Class 4 - Research Paper Structure Slides	146 KB	<input checked="" type="checkbox"/>
PDF	Class 5 - Searching and Evaluating Tools Handout	79 KB	<input type="checkbox"/>
PDF	Class 12 and 13 - Hypothesis, Goal and Objectives Slides	312 KB	<input checked="" type="checkbox"/>
PDF	Class 12 Review Form for Argumentative Essay	76 KB	<input type="checkbox"/>
PDF	Class 14 - Introduction Slides	200 KB	<input checked="" type="checkbox"/>
PDF	Class 14 and 15 - Writing an Introduction	73 KB	<input checked="" type="checkbox"/>
PDF	Class 14 and 15 - Writing an Introduction Assignment	73 KB	<input type="checkbox"/>
PDF	Class 14 and 15 - Writing an Introduction Exercises 2 Handout	145 KB	<input type="checkbox"/>
PDF	Class 14 and 15 - Writing an introduction Exercises 3 Handout	79 KB	<input type="checkbox"/>
PDF	Class 14 and 15 - Writing an Introduction Exercises Handout	108 KB	<input type="checkbox"/>
PDF	Class 16 - Methods of Linguistic Research Slides	230 KB	<input type="checkbox"/>
PDF	Class 16 and 17 - Cambridge Academic English Advanced C1 Contents Page	5 MB	<input type="checkbox"/>
PDF	Class 17 - Conclusions Slides	123 KB	<input checked="" type="checkbox"/>
PDF	Module 7 Current Trends in Information Literacy	6 MB	<input type="checkbox"/>



ДОПОЛНЕНИЕ



Research Paper


Tatiana Ivankova

Department of Linguistics and
Intercultural Communication



Co-funded by the
Erasmus+ Programme
of the European Union



 **CBHE PROJECT 574157** Developing Trans-regional information literacy
for lifelong learning and the knowledge economy [DIREKT]

NEICON
ЭЛЕКТРОННАЯ ИНФОРМАЦИЯ



Outline

- ▶ Content
- ▶ Structure
- ▶ Style



- ▶ 1. A review of literature: what has been done on your specific research topic and related subjects
- ▶ 2. Your original research or project: field and laboratory experiments
- ▶ 3. Your synthesis: putting together and deriving meaning from your data, ideas from others, and your own conclusions.



- ▶ 1. Introduction: general justification for the study, the hypothesis or question behind the research, and a specific statement of objectives
- ▶ 2. Literature review: a detailed report of what has already been done on your subject
- ▶ 3. Materials and methods: an account of the specific techniques used in the study, including materials needed, procedures, statistical design, and data collection and analyses



- ▶ 4. Results: a presentation and meaning of the data acquired from your research
- ▶ 5. Discussion: significance of your own data as well as the relationship between your work and the findings of others (results and discussion are sometimes combined)
- ▶ 6. Conclusions: a summary of your findings and their significance and perhaps suggestions for further research or applications for the findings



- ▶ 7. Bibliography: references to the literature used
- ▶ 8. Appendices: related material that supports a point and provides additional information but is not essential for understanding the thesis itself
- ▶ 9. Abstract: required for doctoral dissertations and may be needed for master's theses.



- ▶ Formal: terms, passive, clichés, clauses
- ▶ Avoid plagiarism, give references
- ▶ Avoid the use of impressionistic or metaphorical language
- ▶ Command the facts and be able to relate those facts to theories that can withstand the test of empirical investigation



Intro

- ▶ A statement of the goal of the paper: why the study was undertaken, or why the paper was written.
- ▶ Sufficient background information to allow the reader to understand the context and significance of the question you are trying to address.
- ▶ Proper acknowledgement of the previous work on which you are building.
- ▶ The introduction should be focused on the thesis question(s). All cited works should be directly relevant to the goals of the thesis. This is not a place to summarize everything you have ever read on a subject.



Intro

- ▶ Explain the scope of your work, what will and will not be included.
- ▶ A verbal "road map" or verbal "table of contents" guiding the reader to what lies ahead.
- ▶ Is it obvious where introductory material ("old stuff") ends and your contribution ("new stuff") begins?



- ▶ Information to allow the reader to assess the believability of your results.
- ▶ Information needed by another researcher to replicate your experiment.
- ▶ Description of your materials, procedure, theory.
- ▶ Calculations, technique, procedure, equipment, and calibration plots.
- ▶ Limitations, assumptions, and range of validity.



Met

- ▶ Controlled comparisons have been identified as crucial to assess the explanatory power of different theories.¹
- ▶ Within-case observation is primarily based on process tracing, identified as the key method for investigating whether the timing and evolution of certain policy decisions coincide with prior, theoretically derived expectations.²
- ▶ By tracing the policy processes underlying the evolution of vessel protection policy in three different countries, our study offers a systematic congruence testing³ of existing explanations of security privatisation and their applicability to vessel protection.
- ▶ We rely on the technique of sequencing⁴ to combine existing theories into a thick, multicausal explanation of vessel protection, assessing the relative importance of each of the factors identified by the existing literature as drivers of security privatisation at each stage of the decision-making process.

Eugenio Cusumano, Stefano Ruzza Security

privatisation at sea: Piracy and the commercialisation of vessel protection



Res

- ▶ The results are actual statements of observations, including statistics, tables and graphs.
- ▶ Do not interpret results - save that for the discussion.
- ▶ Lay out the case as for a jury. Present sufficient details so that others can draw their own inferences and construct their own explanations.
- ▶ Break up your results into logical segments by using subheadings
- ▶ Key results should be stated in clear sentences at the beginning of paragraphs. Describe the nature of the findings; do not just tell the reader whether or not they are significant.

- ▶ Start with a few sentences that summarize the most important results. The discussion section should be a brief essay in itself, answering the following questions: What are the major patterns in the observations? (Refer to spatial and temporal variations.)
- ▶ What are the relationships, trends and generalizations among the results?
- ▶ What are the exceptions to these patterns or generalizations?
- ▶ What are the likely causes (mechanisms) underlying these patterns resulting predictions?
- ▶ Is there agreement or disagreement with previous work?
- ▶ Interpret results in terms of background laid out in the introduction - what is the relationship of the present results to the original question?



- ▶ What is the implication of the present results for other unanswered questions in earth sciences, ecology, environmental policy, etc....?
- ▶ Multiple hypotheses: There are usually several possible explanations for results. Be careful to consider all of these rather than simply pushing your favorite one.
- ▶ What are the things we now know or understand that we didn't know or understand before the present work?
- ▶ Include the evidence or line of reasoning supporting each interpretation.
- ▶ What is the significance of the present results: why should we care?

- ▶ What is the strongest and most important statement that you can make from your observations?
- ▶ If you met the reader at a meeting six months from now, what do you want them to remember about your thesis?
- ▶ Refer back to problem posed, and describe the conclusions that you reached from carrying out this investigation, summarize new observations, new interpretations, and new insights that have resulted from the present work.
- ▶ Include the broader implications of your results.



Ste

- ▶ Rough outline
- ▶ Literature review
- ▶ Data collection
- ▶ Rough draft
- ▶ Revising
- ▶ Proof-reading and Editing



Hypothesis, goal and objectives

Tatiana Ivankova Department of
Linguistics and
Intercultural Communication

CBHE PROJECT 574157 Developing Trans-regional information literacy
for lifelong learning and the knowledge economy [DIREKT]



Co-funded by the
Erasmus+ Programme
of the European Union





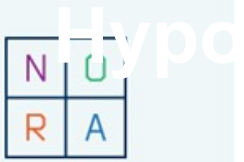
Outline

- ▶ Hypothesis in the scientific method
- ▶ Variables
- ▶ Goal
- ▶ Objectives

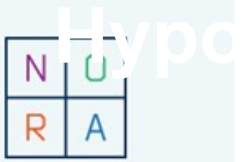


Hypothesis in the scientific method

- ▶ Ask a Question
- ▶ Do Background Research
- ▶ **Construct a Hypothesis**
- ▶ Test Your Hypothesis by Doing an Experiment
- ▶ Analyze Your Data and Draw a Conclusion
- ▶ Communicate Your Results



- ▶ **The question comes first.**
- ▶ **A hypothesis is a statement, not a question.**
- ▶ **Make it clear.**
- ▶ **Keep the variables in mind:** who the participants are, what changes during the testing, and what the effect of the changes will be.
- ▶ **Make sure your hypothesis is "testable":** do an experiment, take measurements or make observations to see how variables are related.



- ▶ **To create a "testable" hypothesis make sure you have done all of these things:**
 - ▶ Thought about what experiments you will need to carry out to do the test.
 - ▶ Identified the variables in the project.
 - ▶ Included the independent and dependent variables in the hypothesis statement.
- ▶ **Do your research.**
- ▶ **Make sure your hypothesis is a specific statement relating to a single experiment.**



Identify what you think will happen:

- ▶ make an "educated guess"
- ▶ write a hypothesis (how, what and why)
- ▶ set out to prove or disprove the hypothesis
- ▶ *based on preliminary research and understanding of the science and scientific principles involved in proposed experiment or study*
- ▶ *involves variables*



Variables

- ▶ A variable is any factor, trait or condition that can exist in different amounts or types:
 - object,
 - event,
 - idea,
 - feeling, etc. measured



- ▶ “If... then...because” hypothesis tells the readers what you believe will happen in an investigation when something is changed, so you can see the effect of the change.
- ▶ **IF:** what will be changed - *manipulated* (independent) *variable* in the investigation.
- ▶ **THEN:** what will happen because of the change (manipulated variable) described in the If... statement.
- *the responding* (dependent) *variable* in the investigation.
- ▶ **BECAUSE:** how you know this will occur - based on something you have experienced, or something you infer.



Variables: examples

- ▶ **If** dry bread and moist bread are left in bags for two weeks, **then** the moist bread will grow mold more quickly than the dry bread, **because** mold is a living organism, and organisms need water to survive.
- ▶ **If** some students eat breakfast before school and others do not, **then** the ones who do eat breakfast will have better grades in their morning classes, **because** their brains have more energy to think.



- ▶ If I feed my dog Purina Dog Chow, he will have more energy because Purina is full of vitamins.
- ▶ Problem Statement:
- ▶ If I give my teacher chocolate, then she will give me less homework because she will be happier.
- ▶ Problem Statement:



Evaluate each hypothesis based on whether it can be tested:

- ▶ If the polar ice caps begin to melt, the amount of salt in ocean water will change.
- ▶ Dogs use mind control on their owners to be taken for walks and car rides.
- ▶ If an animal is deaf, then it cannot hear.
- ▶ A propeller with large blades can propel an airplane faster than a propeller with smaller blades can.



Strong

- ▶ More students get sick during the final week of testing than at other times.
- ▶ One solar panel can replace one C battery.
- ▶ There is a positive correlation between the availability of hours for work and the productivity of employees.
- ▶ Worker satisfaction increases worker productivity.
- ▶ Bigger amount of sun exposure will increase the growth of a tomato plant.
- ▶ Childhood obesity is tied to the amount of sugary drinks consumed daily.
- ▶ A dog can be trained to alert a human if the telephone is ringing.



- ▶ a broad statement of what you wish to accomplish
- ▶ thematic and theoretic direction
- ▶ *broad, general, intangible, and abstract*
- ▶ the final impact or outcome that you wish to bring about
- ▶ **Examples:** *IR:* This article takes the Arctic as a case study, to provide insights into the impact of the Ukraine crisis – and other crises – on international cooperation in the twenty-first century.
- ▶ *Ling:* This article presents a critical-cognitive approach that is an evidence-based account of whether, and to what extent, English plays a role in identity constructions and their connection to the local politics of English.
- ▶ This paper sets out to determine the usefulness of modern word processors in terms of their grammar and spelling assistance and discuss the consequences for second language learning and teaching.



- ▶ a step toward accomplishing a goal
- ▶ *narrow, precise, tangible, concrete, and can be measured*
- ▶ **Example:**
- ▶ For this purpose, the most common word processors on the market at present (Word, WordPerfect) will be tested on a variety of texts ranging from students' essays to newspaper articles and literary and academic texts.

- ▶ In recent decades, the discipline of International Relations (IR) has experienced both dramatic institutional growth and unprecedented intellectual enrichment. And yet, unlike neighbouring disciplines such as Geography, Sociology, History and Comparative Literature, it has still not generated any ‘big ideas’ that have impacted across the human sciences. Why is this? And what can be done about it?
- ▶ This article provides an answer in three steps.
- ▶ **First**, it traces the problem to IR’s enduring definition as a subfield of Political Science.
- ▶ **Second**, it argues that IR should be re-grounded in its own disciplinary problematique: the consequences of (societal) multiplicity.
- ▶ **And finally**, it shows how this re-grounding unlocks the transdisciplinary potential of IR. Specifically, ‘uneven and combined development’ provides an example of an IR ‘big idea’ that could travel to other disciplines: for by operationalizing the consequences of multiplicity, it reveals the causal and constitutive significance of ‘the international’ for the social world as a whole.



- ▶ **Specific, Measurable, Attainable, Realistic, and Time-bound:**
- ▶ State your objectives in quantifiable terms.
- ▶ State your objectives in terms of outcomes, not process.
- ▶ Objectives should specify the result of an activity.
- ▶ Objectives need to be realistic and capable of being accomplished within the given period.



How to write goal and objectives?

- ▶ should be brief and concise
- ▶ should be interrelated
- ▶ shouldn't be over-optimistic or unrealistic



How to write goal and objectives?

- ▶ shouldn't repeat each other or be simple lists of items related to your research
- ▶ should contain methods that can sustain what you hope to find
- ▶ should have an action verb and a subject content reference

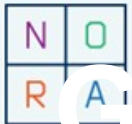


How to write goal and objectives?-2

- ▶ What do you want to learn?
- ▶ How will you learn it?
- ▶ How will the results be measured?



- ▶ The purpose of this study is to investigate the effects of ... on...
- ▶ The goals of this study are to determine ...
- ▶ The primary purpose of this study is to determine ...
- ▶ This study is specifically concerned with the effect of ... on ...
- ▶ This study is an initial attempt to investigate the relationship ...
- ▶ This study has two major purposes: (1) to investigate ... (2) to demonstrate ...
- ▶ The aim of this study is to identify the characteristics of ...
- ▶ The major objective of this study is to ...
- ▶ The aim/topic/goal of the present paper is to ...
- ▶ This thesis discusses/describes/analyses/studies/focuses on/deals with ...
- ▶ This study/experiment/research/survey was aimed at developing/improving/testing ...
 - ▶ The project was designed to ...



► Example 1

The **purpose** of this study is to investigate the relationship between foreign/second language learners' knowledge of vocabulary and their comprehension in reading formal prose such as that exemplified by secondary and tertiary level textbooks and journals. A **further subsidiary aim** is to investigate the relationship between scores on vocabulary tests composed of a random selection of contents items deleted from the cloze tests and scores on the standardised vocabulary test, using the same subjects.



► Example 2

This research proposes to evaluate the group influence in China's decision making in the case of the vibrations in China's macroeconomic policies between decentralisation and centralisation in economic planning and management to and from local authorities and economic entities during the course of implementation in the decade of the 1980s.



► Example 3

My research has two **aims**: firstly to describe the life history of a newly discovered diverse fauna living in mangrove swamps around the Sydney district; and secondly to test ecological theories on settlement and recruitment which have been formulated to explain patterns of distribution and abundance on species living on rocky intertidal shores.

► Example 4

The objectives of this research are as follows:

- (1) to conduct the mid-term evaluation of the sixth educational development plan
- (2) to examine the influence of various variables on educational policy



Research Paper Introduction

Tatiana Ivankova Department of
Linguistics and
Intercultural Communication

CBHE PROJECT 574157 Developing Trans-regional information literacy
for lifelong learning and the knowledge economy [DIREKT]



Co-funded by the
Erasmus+ Programme
of the European Union





- # Outline
- ▶ Functions of introductions
 - ▶ Funnel introduction
 - ▶ Organization of an introduction



Fun

- ▶ grabs attention
- ▶ gives the context
 - tells the reader what is happening / has happened
- ▶ introduces the plot
 - gives a glimpse of what follows in the remainder of the paper
 - allows the reader to decide whether to continue reading

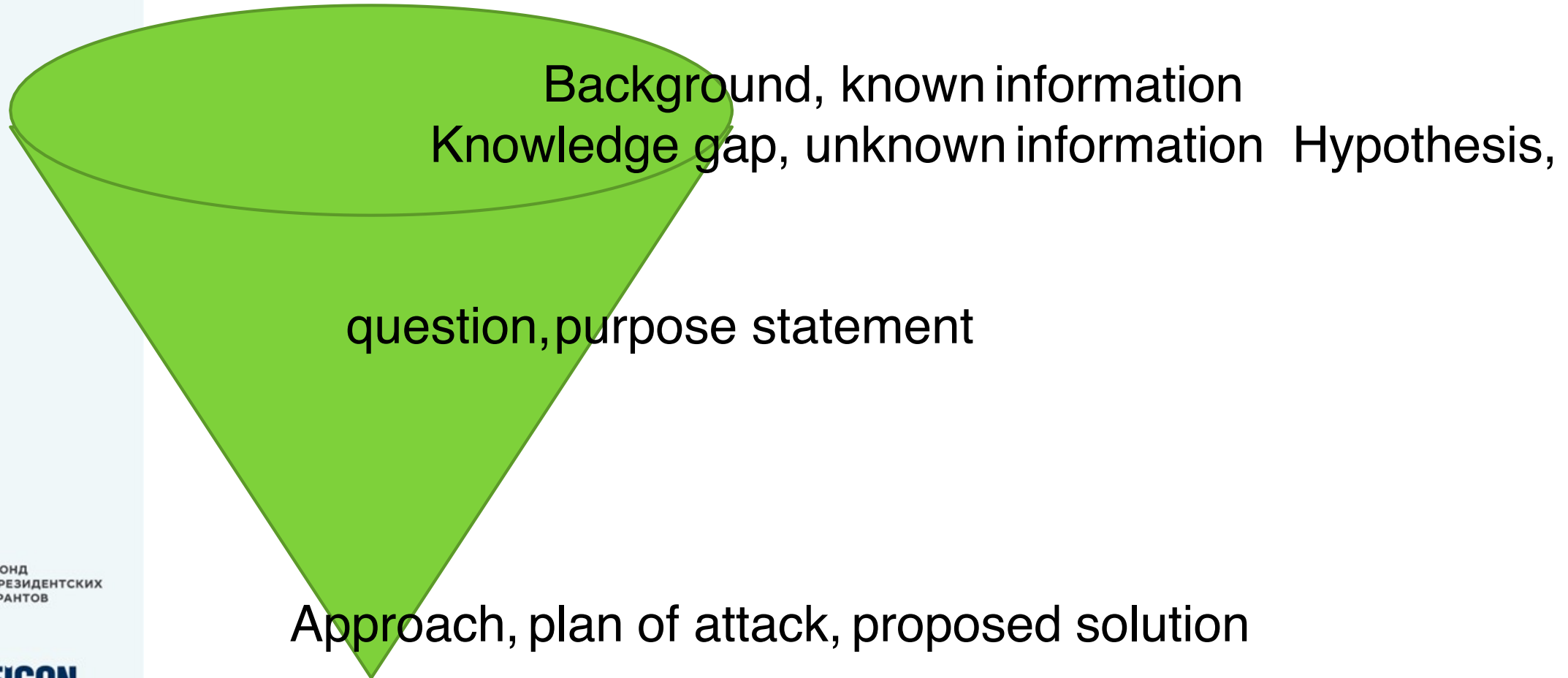


Typ

- ▶ contrast
- ▶ anecdote
- ▶ quotation
- ▶ question
- ▶ funnel – typical for articles, theses, and dissertations



► Funnel (conical, inverted pyramid)





San

Hocking, Brian (2007)

Rethinking the 'New' Public Diplomacy

In Jan Melissen (ed.) The New Public Diplomacy: Soft Power in International Relations

Basingstoke: Palgrave Macmillan.

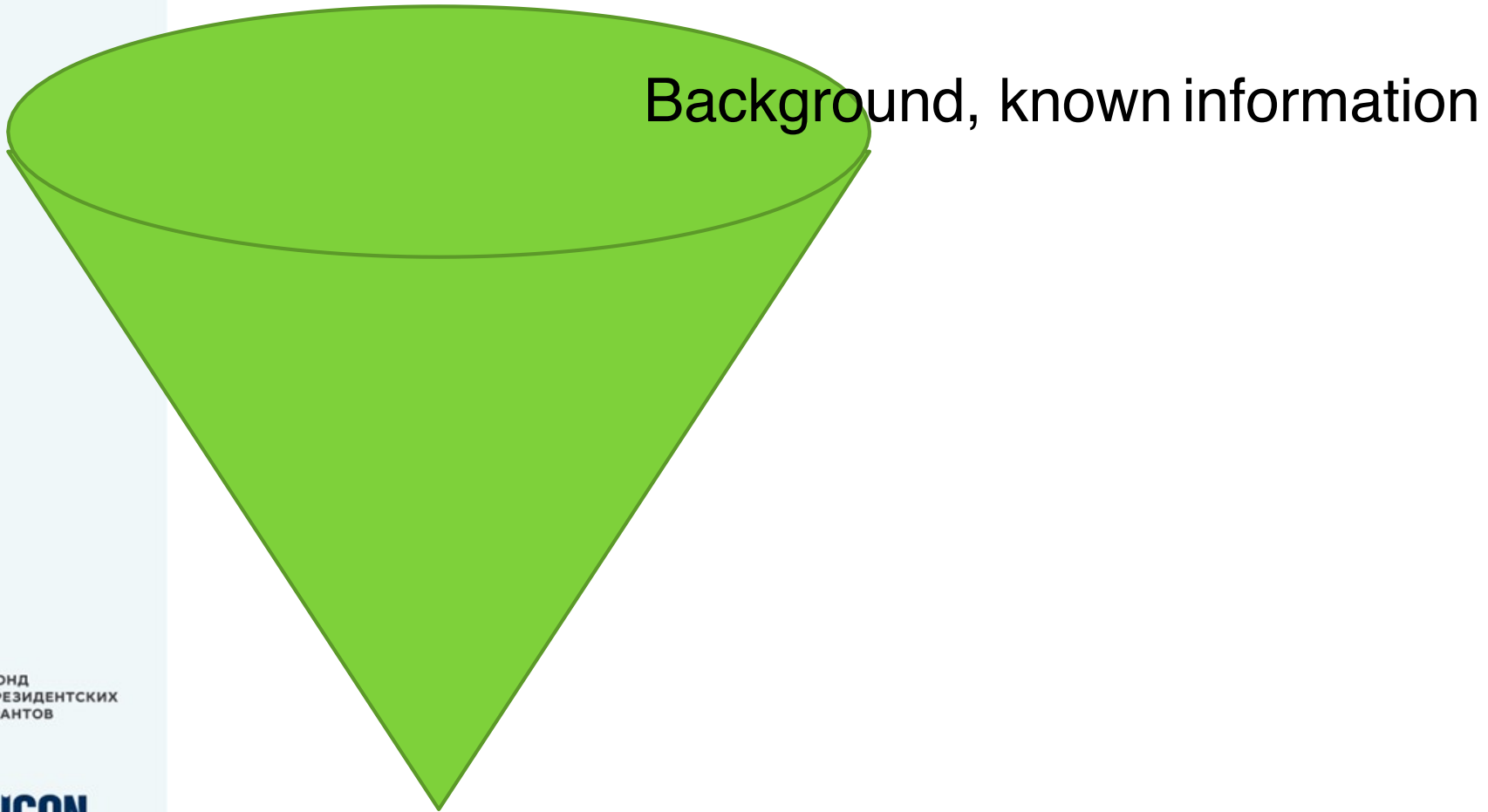


Rethinking the 'New' Public Diplomacy

- ▶ Events since 11 September 2001 have encouraged renewed debate on a dimension of **diplomacy** that, in varying forms, has a considerable pedigree.
- ▶ background: events, debate
- ▶ key term: diplomacy



► Funnel (conical, inverted pyramid)





Rethinking the 'New' Public Diplomacy

- ▶ Events since 11 September 2001 have encouraged renewed debate on a dimension of diplomacy that, in varying forms, has a considerable pedigree.
- ▶ **But**, as with earlier debates concerning what is 'old' and 'new' in the practice of diplomacy, there is **a danger** here in failing to set the key issues within the framework of broader changes in world politics.
- ▶ **contrast old/new**



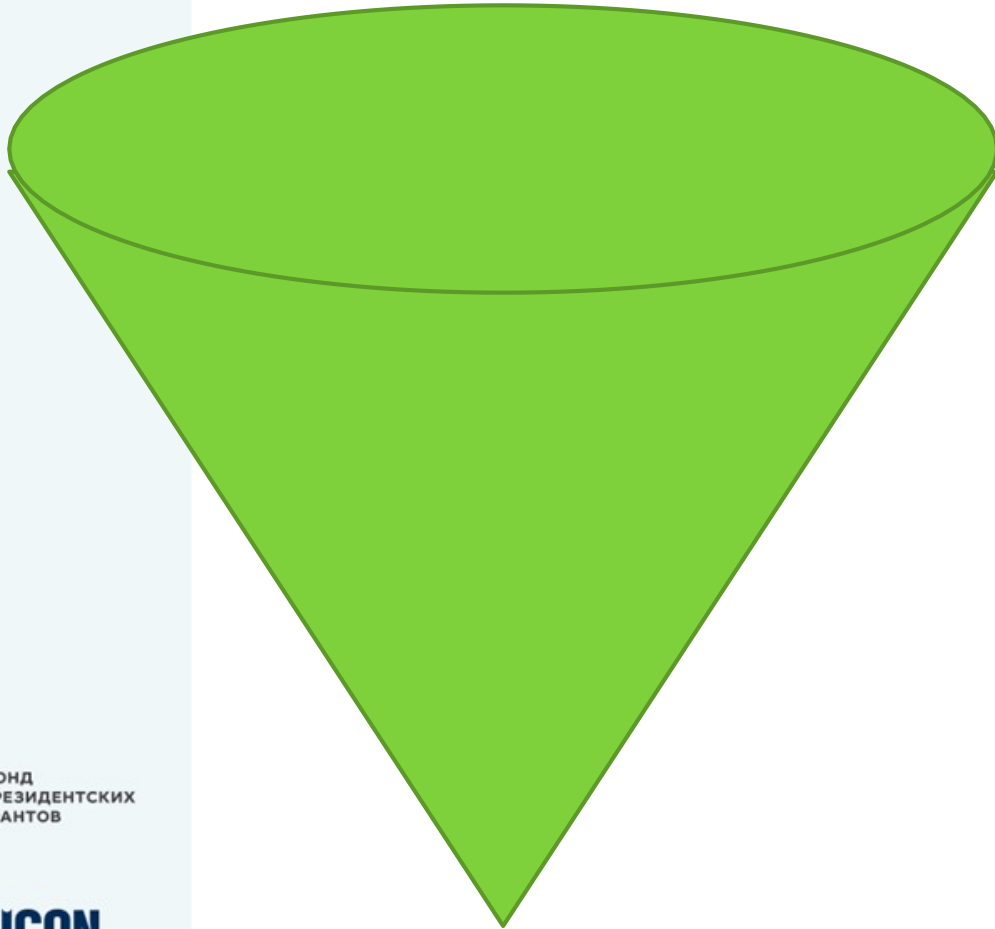
Rethinking the 'New' Public Diplomacy

- ▶ Moreover, this may help to explain the problems that governments confront in utilizing public diplomacy – particularly in environments marked by high levels of intercultural tension and conflict, such as those in which we now find ourselves.
- ▶ More precisely, in the context of the theme of this book, current preoccupations with implementing public diplomacy strategies and developing new mechanisms within foreign ministries for overseeing them lead to the danger of misunderstanding the significance of public diplomacy and confusing its role as a mode of exercising power with the changing environments in which power is projected.
- ▶ significance/gap: the problems, the danger





► Funnel (conical, inverted pyramid)



Background, known information

Knowledge gap, unknown information



Rethinking the 'New' Public Diplomacy

- ▶ This chapter **suggests** that the current debate about state-based public diplomacy, while by no means unimportant, has to be seen in the context of more profound trends underpinning the changing nature of diplomacy as an activity and the environment of world politics in which it operates. Indeed, public diplomacy may be more important than we realize, but not always in the ways sometimes assumed.



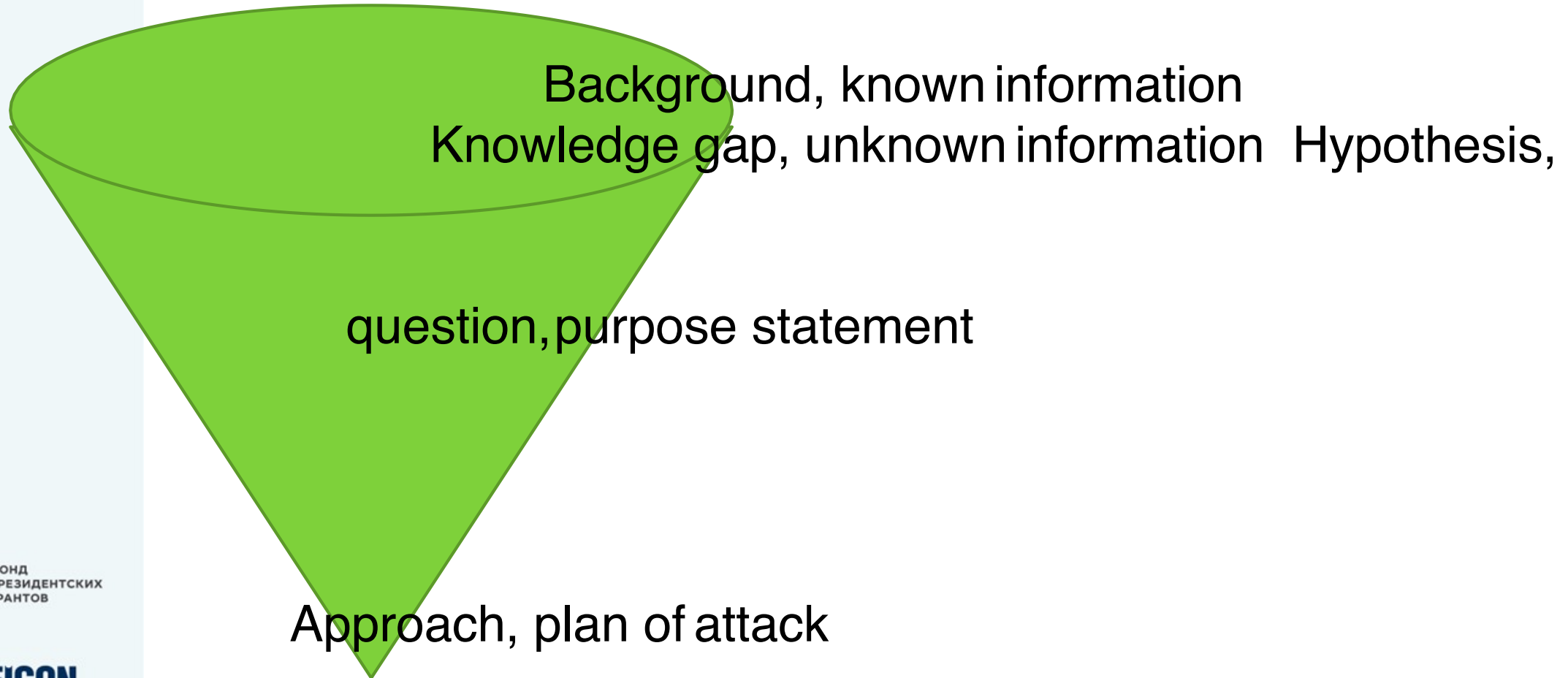
Rethinking the 'New' Public Diplomacy

- ▶ **Attempting** to penetrate the multifaceted nature of public diplomacy requires us **first to unpick** the threads of which it is composed. Although clearly related, these provide differing perspectives on the goals and assumptions underpinning its deployment.
- ▶ **Second**, it is **suggested** that we need **to re-examine** 'soft power' argumentation with which much of the public diplomacy debate has Rethinking the 'New' Public Diplomacy 29 become entwined.
- ▶ **Finally**, the place of public diplomacy in two contrasting models of diplomacy **will be distinguished**: on the one hand, a state-centred, hierarchical model in which renewed emphasis is given to public diplomacy within the traditional image of intergovernmental relations; and, on the other, a 'network' model of diplomacy.

▶ **plan/objectives: to unpick, re-examine, distinguish**



► Funnel (conical, inverted pyramid)



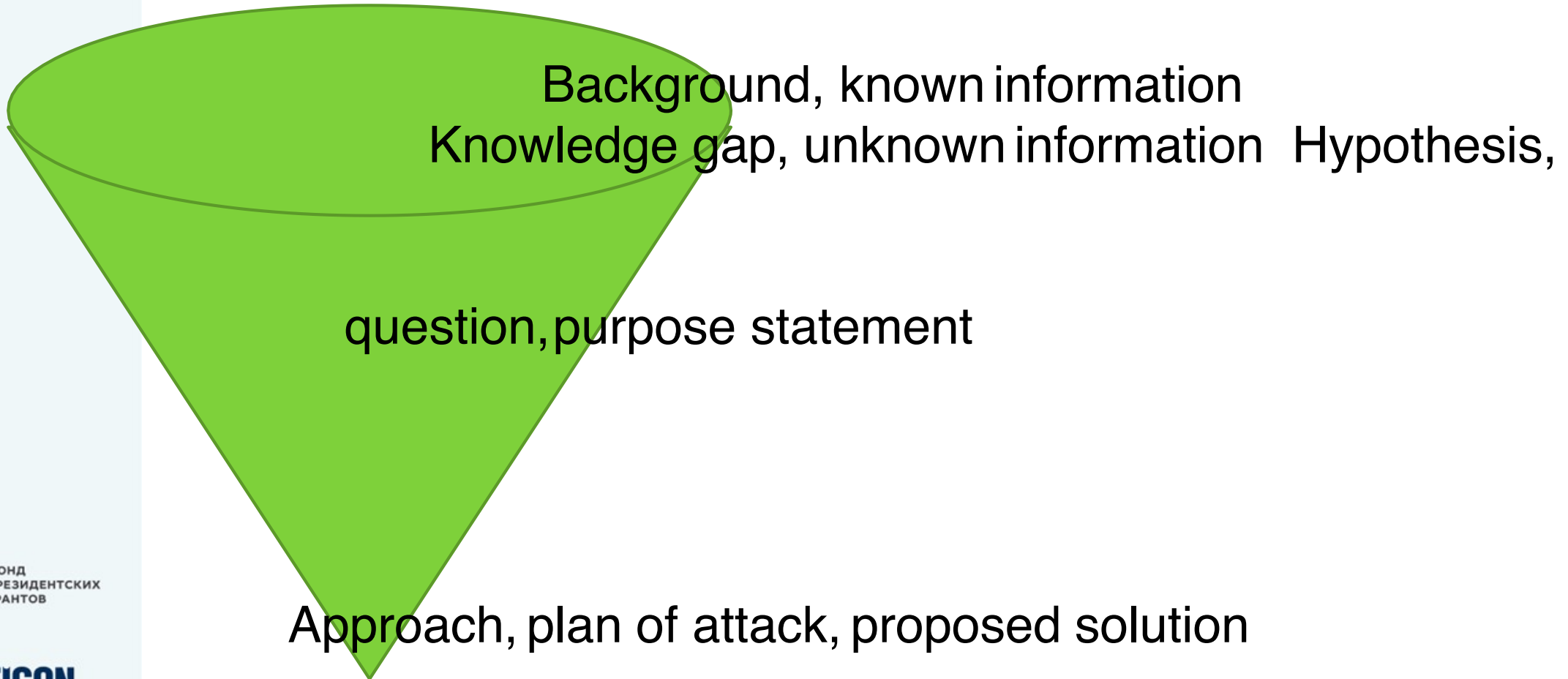


Rethinking the 'New' Public Diplomacy

- ▶ The **suggestion** here is that there may be tension between the assumptions on which the more traditional approaches to public diplomacy are constructed and the requirements of reconstituted public diplomacy strategies that a network approach demands.
- ▶ **solution / thesis**



► Funnel (conical, inverted pyramid)





START BROAD

- ▶ Provide background information on the topic of the paper (setting the stage):
 - specific time period & location
 - specific events/major changes/ideas of the time period
 - who, what, when, where, why surrounding the topic
 - *what prior research has been done (field, theory) +
*citations (without repeating later in the body)



GET MORE SPECIFIC

- ▶ Establish the problem:
 - focus the reader's attention on the importance of continued research on particular aspects, needed but unknown information, an unsolved problem, a knowledge gap, or limitations of prior studies, a lack of a good analytical technique or the availability of a new model
- ▶ determine the goal of your study (the plot) + objectives
- ▶ *name the material and methods



- ▶ test a hypothesis, answer a question, solve a problem, or fulfill a purpose:
 - We solved this problem by . . .
 - The purpose of our study was . . .
 - The aim/topic/goal of the present paper is to ...
 - This thesis discusses / describes / analyses / studies / focuses on / deals with ...
 - This study/experiment/research/survey was aimed at developing/improving/testing ...

- These prior studies show that . . .
- Supporting the theory that . . .
- These studies are important because . . .
- Interestingly, . . .
- More importantly, . . .
- More precisely...
- Using this information, . . .
- Yet, . . .
- Unlike . . .
- Whereas it has been shown that . . .
- On the other hand, . . .
- It is unclear . . .
- The question remains, however, . . .
- Although prior studies demonstrated . . .





INTRODUCE THE THESIS*

- ▶ provide a one-sentence version of your argument
- ▶ suggest your answer to the research question
- ▶ *optional in a Russian paper

Explain the article / thesis structure

- ▶ say what each chapter does (introduces, explains)



Rev

- ▶ Have I explained the theory or model I am addressing?
- ▶ Have I related the research problem to that theory?
- ▶ Have I introduced known facts that support or do not match up with the theory and then suggested explanations for any discrepancies?
- ▶ Have I stated the problem in specific terms?
- ▶ Have I ordered my information in a step-by-step, logical fashion?



▶ **A Study on Corporate Governance in Asia**

- ▶ The 1997 Asian Financial Crisis showed how mismanagement and poor governance could undo decades of prosperity within a short span of a few months. This dissertation aims to study the development of Corporate Governance in Asia, its evolution from clan and authoritarian control to its modern form as Codes of Corporate Governance.



- ▶ With the Asian Financial Crisis of 1997, and with the Asian countries pledging to improve their corporate governance, improvements have been observed through commissions such as the Accounting & Corporate regulatory Authority (ACRA) of Singapore, Securities and Exchange Board of India (SEBI) and Thailand's Securities Exchange Commission (SEC). While scholarly bodies such as the Asian Corporate Governance Association have studied improvements of corporate governance levels, their inherent weaknesses still manifest occasionally in widely publicized scandals almost a decade later. The role of corporate governance in Asia has been cast into the forefront of the news, with the scandals involving the India's Satyam, China's Sanlu milk powder factory, Thailand's Thaksin's business dealings and Korea's Hyundai are but a few of Asia's top corporations tainted with the alleged lack of transparency or accountability to stakeholders of the companies.



- ▶ While such scandals reflected the often challenging task of corporate governance in Asia, its importance cannot be overly emphasized in contrast with its major role as a major financial hub. According to Dominic Barton, global managing director at McKinsey & Co at the Seoul International Finance Conference 2009, Asia is now a major financial hub after the recent financial crisis in the United States and Europe, with almost 4 trillion worth on investments going into Asia over the coming years.



- ▶ Agreeing with this is Jeffrey E. Garten, former dean of the Yale School of Management. 'As a result of the financial crisis (of 2008), the overwhelming dominance of Western finance has come into question. One of the results is a shift towards Asia.' (Kim, 2009)
- ▶ With the growing emergence of global financial markets, where funds and capital flow through traditional, cultural and racial barriers, the need to look at, and understand Corporate Governance in its native context, practice and implementation is important for any Corporate Governance practitioner.
- ▶ With a major part of the funds entering Asia through western countries, the need to have a greater insight of the Asian context of corporate governance is ever important.
- ▶ In this dissertation, I will be looking at the challenges faced by the corporate governance practitioner in Asia, its resistance to changes from its historical and cultural roots.



- ▶ The results derived from the survey were tabulated against the existing literature review, where the reader will see a correlation between the results of the survey and the literature review, with the derived indications showing that all the companies interviewed viewed Corporate Governance as an important and integral part of the company's growth, and that some form of resistance such as company hierarchy, majority ownerships and their strong ownership controls still exists. The role of the Corporate Governance practitioner may still be weak in some companies, as they are still perceived as mere employees of the owners and not within the board. Also, with the perceived hierarchical control within some Asian companies, junior corporate governance staff may not challenge the senior owners of the companies over corporate governance issues.



More sample introduction at

- ▶ <http://www.ukessays.com/dissertation/introduction/>



CONCLUSIONS

Tatiana Ivankova

Department of Linguistics and
Intercultural Communication



Co-funded by the
Erasmus+ Programme
of the European Union



CBHE PROJECT 574157 Developing Trans-regional information literacy
for lifelong learning and the knowledge economy [DIREKT]





- # Outline
- ▶ Functions of conclusions
 - ▶ Strategies for writing an effective conclusion
 - ▶ Strategies to avoid



- ▶ the final say on the issues
- ▶ summarize your thoughts
- ▶ demonstrate the importance of your ideas
- ▶ propel your reader to a new view of the subject
- ▶ make a good final impression
- ▶ consider broader issues, make new connections, and elaborate on the significance of your findings



- ▶ Play the “So What” Game = “Why should anybody care?”
- ▶ Return to the theme in the introduction
- ▶ Synthesize, don’t summarize
- ▶ Include a provocative insight or quotation from the research or reading
- ▶ Propose a course of action, a solution to an issue, or questions for further study



- ▶ Beginning with an unnecessary, overused phrase: “in conclusion,” “in summary,” or “in closing.”
- ▶ Stating the thesis for the very first time in the conclusion.
- ▶ Introducing a new idea or subtopic in your conclusion.
- ▶ Ending with a rephrased thesis statement without any substantive changes.
- ▶ Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- ▶ Including evidence (quotations, statistics, etc.) that should be in the body of the paper.



- ▶ The “That’s My Story and I’m Sticking to It” Conclusion.
- ▶ The “Sherlock Holmes” Conclusion.
- ▶ The “America the Beautiful”/”I Am Woman”/”We Shall Overcome” Conclusion.
- ▶ The “Grab Bag” Conclusion.



- ▶ **The “That’s My Story and I’m Sticking to It” Conclusion.** This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can’t think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
- ▶ **The “Sherlock Holmes” Conclusion.** Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don’t want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then “wow” him with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but never says what these incidents reveal about Douglass and his views on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders’ power and also an important step toward freedom.



► **The “America the Beautiful”/”I Am Woman”/”We Shall Overcome” Conclusion.**

This kind of conclusion usually draws on

emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.

- **The “Grab Bag” Conclusion.** This kind of conclusion includes extra information that the writer found or thought of but couldn’t integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.



- ▶ Source: <https://writingcenter.unc.edu/tips-and-tools/conclusions/>
- ▶ Quotations are from:
- ▶ Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave, edited and with introduction by Houston A. Baker, Jr., New York: Penguin Books, 1986.
- ▶ [“Strategies for Writing a Conclusion.”](#) Literacy Education Online, St. Cloud State University. 18 May 2005
- ▶ [“Conclusions.”](#) Nesbitt-Johnston Writing Center, Hamilton College. 17 May 2005

СПАСИБО ЗА ВНИМАНИЕ!



НАЦИОНАЛЬНЫЙ
АГРЕГАТОР
ОТКРЫТЫХ
РЕПОЗИТОРИЕВ
РОССИЙСКИХ
УНИВЕРСИТЕТОВ

<https://openrepository.ru>
nora@neicon.ru