



A PRIMER ON WRITING FOR PUBLICATION

**PHILIPPINE EDUCATIONAL MEASUREMENT
AND EVALUATION ASSOCIATION**

What is Your Reason For Publishing?

Prestige...

Promotion...

Graduation...

Create
Knowledge...



RESEARCH IS CONVERSATION

(Bernardo, 2009)

Conversation is a social activity

There are other participants in the conversation

Participants have a relatively common goal/purpose in conversation

Conversations rarely start from scratch

The first contributions to a conversation typically draw from previous or existing conversations

Purpose might change as conversation progresses

Interesting and important contributions are those that push the conversation forward in some way

Basic Steps

- Think and decide on what you will write
- Explore and select target journal/s
- Write your manuscript for publication

How should you write? (Bem, 2003)

- ACCURACY AND CLARITY
 - a. Good organization
 - b. Simple and direct

Parts of a Manuscript

Title

- **Subject** and what **aspect of the subject** was studied

Abstract

- To be written **last**.
- A **summary** of the study, primary **findings, conclusion**.

Introduction

- **Why** the study was taken.
- **Background** of work done by others.

Methods

- **How** the study was conducted?

Results/Discussion

- **What** are the results? **What** do they show? **What** is the significance? **What** explains the results?

Conclusion

- **How** does your study answer your initial questions?
- **Propose further work** that can be done.

References

- **A list** of references used

Shape of a Manuscript/Article

“Individuals differ radically from one another in the degree to which they are willing and able to express their emotions.”

The introduction begins broadly:

“Indeed, the popular view is that such emotional expressiveness is a central difference between men and women.... But the research evidence is mixed...”

It becomes more specific:

“There is even some evidence that men may actually...”

And more so:

“In this study, we recorded the emotional reactions of both men and women to filmed...”

Until you are ready to introduce your own study in conceptual terms:

Shape of a Manuscript/Article

(Method) One hundred male and 100 female undergraduates were shown one of two movies...”

“(Results) Table 1 shows that men in the father-watching condition cried significantly more...”

The method and results sections are the most specific, the “neck” of the hourglass:

The discussion section begins with the implications of your study:

“These results imply that sex differences in emotional expressiveness are moderated by two kinds of variables...”

“Not since Charles Darwin’s first observations has psychology contributed as much new...”

It becomes broader:

“If emotions can incarcerate us by hiding our complexity, at least their expression can liberate us by displaying our authenticity.”

And more so:

Title

THE ROLE OF TEACHER EFFICACY AND CHARACTERISTICS ON TEACHING EFFECTIVENESS, PERFORMANCE, AND USE OF LEARNER-CENTERED PRACTICES (Magno & Sembrano, 2009)

PROBLEM SEVERITY, TECHNOLOGY ADOPTION, AND INTENT TO SEEK ONLINE COUNSELING AMONG OVERSEAS FILIPINO WORKERS (Hechanova et al., 2012)

ANALYSIS OF THE SEPARATION OF TASK-BASED AND SELF-BASED ACHIEVEMENT GOALS IN A PHILIPPINE SAMPLE (David, 2014)

Cantrell et al. (2010)

Abstract

This study examines the impact of the Learning Strategies Curriculum (LSC), an adolescent reading intervention program, on 6th- and 9th-grade students' reading comprehension and strategy use. Using a randomized treatment– control group design, the study compared student outcomes for these constructs for 365 students who received daily instruction in 6 LSC strategies and 290 students who did not receive intervention instruction. After 1 school year, 6th-grade students who received intervention instruction significantly outperformed students in the control group on a standardized measure of reading comprehension and reported using problem-solving strategies in reading to a greater extent than students in the control group. There were no significant differences between 9th grade intervention and control groups in reading comprehension or strategy use.

What is the problem under investigation?

How was the problem investigated?

What are the results

What are the implications of the results?



Introduction

- In the opening statements, introduce the background and nature of the problem
- Review the literature (Cite previous but recent works)
- Summarize what people currently know about the problem
- Highlight research gaps and how the study addresses the gaps



Opening Statement

- Wrong

“Several years ago, Ekman (1972), Izard (1977), Tomkins (1980), and Zajonc (1980) pointed to psychology’s neglect of the affects and their expression.”

- Right



“Individuals differ radically from one another in the degree to which they are willing and able to express their emotions.”

How does one justify a research question? (Lajom & Magno, 2010)

A research question can be justified by giving the reason why is there a need to study your research question.

The need to study a question is indicated by three important things extracted from several studies:

gaps

contradictions

concepts that need further explanations

SAMPLE OPENING PARAGRAPH

“How can we help students become more engaged in school? How do we encourage them to achieve more? And more importantly, how do we help them become happier? Prominent theories of achievement motivation have attempted to answer these questions by focusing on the role of internal motivational factors such as self-beliefs, interest, autonomy, and goals among others (Huang, 2011; Hulleman, Schrager, Bodmann, & Harackiewicz, 2010; Moller, Pohlmann, Koller, & Marsh, 2009; Su & Reeve, 2011). While focusing on these internal factors may be important, researchers also need to look at how students’ perceptions of their social relationships shape overall adjustment and functioning.”

King (2015, p.26)

Method

- **Provides adequate details of what you have done**
- **Specific and sufficient enough to allow replication**
- **Provides data to support the validity of the study**
- **Indicates that research ethics was adhered to**



Results and Discussion

- **Return to the aims or questions of the study**
 - **Describe the results**
 - **Explain the results including the implications**
 - **Use theory or cite previous research to support your results**
- 

Results and Discussion

- Remind the conceptual hypothesis or the question you are asking:

“It will be recalled that the men are expected to be more emotionally expressive than the women.” Or, “We ask, first, whether the men or the women are more emotionally expressive?”

- Remind us of the operations performed and behaviors measured:

“In particular, the men should produce more tears during the showing of the film than the women.” Or, “Do the men produce more tears during the showing of the film than the women?”

- Tell us the answer immediately and in English:

“The answer is yes.” Or, “As Table 1 reveals, men do, in fact, cry more profusely than the women.”

Results and Discussion

- Now, and only now, speak to us in numbers.

“Thus the men in all four conditions produced an average of 1.4 cc more tears than the women, $F(1,112) = 5.79, p < .025.$ ”

- Now you may elaborate or qualify the overall conclusion if necessary:

“Only in the father-watching condition did the men fail to produce more tears than the women, but a specific test of this effect failed to reach significance, $t=1.58, p < .12.$ ”

- End each section of the results with a summary of where things stand:

“Thus, except for the father-watching condition, which will be discussed below, the hypothesis that men cry more than women in response to visually-depicted grief appears to receive strong support.”

Results and Discussion

- Lead into the next section of the results with a smooth transition sentence:

“Men may thus be more expressive than women in the domain of negative emotion, but are they more expressive in the domain of positive emotion? Table 2 shows they are not...” (Again, the “bottom line” is given immediately.)

As the results section proceeds, continue to summarize and “update” the reader’s store of information frequently. The reader should not have to keep looking back to retrieve the major points of your plot line.



Results and Discussion

The general rule in reporting your findings is to give the forest first and then the trees (Bem, 2003).





Conclusion

- Draw conclusion(s) from results
 - Emphasize the significance of the study
 - Recommend new areas of research
 - Do not repeat what was written in the results & discussion
 - Do not write conclusions not supported or grounded in the results
 - End strong
- 

“Contributions” that are typically rejected (Bernardo, 2015)

- Manuscript that do not have a clear theoretical point of view (absent or incoherent)
- Replication of old finding with no new feature or contextualization
- Replication of “new” finding with small non--representative sample
- Descriptive study w/non---representative sample
- Qualitative data that were analyzed superficially

Don't let mean reviewers affect you...

