Activity: Determine the genre of the articles you have read

- Determine the genre of articles from your curriculum
- Are we dealing with research papers, popularising papers or an academic essay, etc.?
- Which text type is most prominent? (summary, analysis, discussion, etc.)
- What is the function of each section? What do the sections *do* in contrast to what they *say* (content)?

This activity is suited for study groups.

(*The Good Paper*, 2nd edition, p. 32)

Activity: Check your topic

- Can you identify a subject-specific problem?
- Is there neither too much nor too little material?
- Can you build on others' work?
- Can you analyse or discuss on the basis of others' work?
- Can you find a procedure for carrying out the research?
- Do you know how to fill out all the corners of the pentagon (see p. 32)?
- Can someone within or outside your field make use of your results/conclusions?
- Does your teacher understand your project (preferably on the basis of your first talk)?

You do not have to answer all the questions, but if your answer is no more often than yes, you should consider finding a different topic.

(*The Good Paper*, 2nd edition, p. 68)

Activity: Talk to your teacher/supervisor and fellow students about possible ideas for a topic

(*The Good Paper*, 2nd edition, p. 68)

Activity: What parts of your paper can you write on the first day?

- Write about your motivation (as background) and what sparked your interest in the topic
- Write about the most interesting aspect of your paper
- Outline the principal argumentation: What are you arguing for? What objections could be made against your arguments? What documentation is there or could there be imagined for these objections? (See chapter 12 on argumentation)
- Write down what you would like to change or develop
- Write down at least one – preferably, more – good examples. Examples are the best way to make data concrete and there is nothing more illustrative in the introductory description of the problem or more suitable as material for analysis as using examples
- Write down your factual knowledge: What do you already know about the topic?
- Write down any prejudices you may have about the field
- Suggest
  - data
  - method
  - key concepts
  - theory
  - a framework within a philosophy of science
  - delimitations
  - perspectives.
- (Temporarily) define the way you use important concepts
- Begin by writing a draft of your introduction or conclusion (see chapter 11 for templates for introductions and conclusions): The introduction because it includes the guiding principles in your area of research; the why and how, questions those are good to consider throughout the writing process. The conclusion because you often have it in mind already at the beginning of the writing process
- Write a list of keywords of central themes, dimensions, persons and parameters, etc.

Finish the sentence: “What I really want to say is …”.

(*The Good Paper*, 2nd edition, p. 69-70)

Activity: Write quickly for 10 minutes without stopping or editing

(*The Good Paper*, 2nd edition, p. 76)

Activity: Make mind maps every time you need to generate and structure ideas

- Instead of using a sheet of paper or a programme you can construct your mind map from post-its which can be moved around
- Find a mind mapping programme online.

(*The Good Paper*, 2nd edition, p. 78)

Activity: Use non-stop writing before you start writing new text

(*The Good Paper*, 2nd edition, p. 78)

Activity: Write back and forth

When you have chosen a (temporary) focus (a research question), write down as many points for the structure as possible. From here start drafting a part of the paper you can write about. Whenever necessary, go back and adjust the research question and structure. You should frequently check whether your point of departure has changed or the plan for your paper requires adjusting (the recursive part of the process)

(*The Good Paper*, 2nd edition, p. 82)

Activity: Prepare your paper on your computer

- Create a folder with subfolders corresponding to each new central section of your paper and name these folders according to the name and status of each section (“working paper” etc.).

(*The Good Paper*, 2nd edition, p. 84)

Activity: Check the local quality criteria

- Compare your paper to the requirements set out in the curriculum, the course description and your teacher's/supervisor's particular understandings and criteria. Note the requirements' and criteria's relevance for your paper.
- Make note of how you will meet the requirements and criteria in your paper.

(*The Good Paper*, 2nd edition, p. 86)

Activity: Discover when you write the best – a quiz

Check the answer that applies to you:

When do you write best?

- In the morning
- In the middle of the day
- In the early evening
- at night.

How do you write best?

- Undisturbed and alone
- In places where there are other people, e.g. the library
- While listening to music
- With a friend
- Never.

What is your best writing practice?

- Long, undisturbed stretches of time (how long?)
- Short sessions with regular breaks.

Where is your favourite place for writing?

- Somewhere quiet and undisturbed
- Somewhere with room for the books and materials you need to for your paper.
- Somewhere with good seating and lighting.

How do you motivate yourself?

- With rewards
- With “punishments”
- By updating your Facebook status
- With manageable intermediate goals, e.g. writing for half an hour at a time.

How do you plan your writing?

- On a long-term basis
- On a short-term basis
- Not at all.

What do you do if you encounter problems while writing?

- Consult my supervisor
- Talk to my friends
- Nothing – and start panicking.

When you have answered, consider whether you should change your writing conditions and writing practice.

(Adapted from Davies, 2011)

(*The Good Paper*, 2nd edition, p. 90-91)

Activity: Plan your entire writing process

- Cross out any points that are not relevant and add any points you feel are missing
- Fill out the plan working backwards from your deadline.

Activity ↓ Week/day →							
Choice of topic							
Check requirements for paper							
Information and literature search							
Informative reading							
Selection and collection of data							
Selection of concepts, theories, and, as appropriate, philosophy of science							
Selection of methods							
Research question/point							
Delimited literature search							
Reading + introductory writing							
Concept definition							
First analysis of data							
Method section							
Theory section							
Discussion							
Introduction + conclusion							
Specification of requirements							
Calculations and treatment of numbers							
Experiments and tests							
Models, tables, designs and illus-trations, text for figures							
Bibliography + notes							
Supervision, feedback, supervisor meetings							
Revision af draft							
Proofreading							

(*The Good Paper*, 2nd edition, p. 92)

Activity: If you are about to write your first paper, you should check

- which existing knowledge and skills you are expected to possess
- how you are required to present it
- how you can (even to a small degree) demonstrate independence.

(*The Good Paper*, 2nd edition, p. 97)

Activity: Analyse your assignment question

- Which text types are you asked to use (e.g. define, summarise, compare, analyse, discuss, relate)?
- Which concepts, problems and phenomena are you asked to consider?
- Which material must you include?
- Where can you best demonstrate independence?
- Where will you place your main focus?
- Which overriding problem connects the sub-questions?

(*The Good Paper*, 2nd edition, p. 101)

Activity: In your introduction, you should

- Include the questions you wish to answer in your paper.
- Explain how you will proceed and with which materials (theories, concepts, data, methods).
- Use terms and expressions from your curriculum and assignment question if one has been set.
- Describe how your paper is structured, including which text types you have employed.

(*The Good Paper*, 2nd edition, p. 103)

Activity: What you can do when starting to write a paper

- Read your curriculum so you know which knowledge and which skills you are *required* to demonstrate
- Read your curriculum to acquaint yourself with the learning goals and thereby with the purpose of the paper
- Use the points and priorities of the teaching as a guide for which texts, discussions, dimensions are important in your field of study and thus also for your paper
- Ask your supervisor about the quality criteria as well as assessment criteria that apply to the paper in question
- Read similar and well-written papers by other students
- Study the literature about writing papers in higher education
- Fill out a provisional pentagon for your paper.

(*The Good Paper*, 2nd edition, p. 106)

Activity: Suggestions for organising your time when writing six hours, three days or one week papers

Time consuption **Subtasks**	**6 hours**	**3 days**	**1 week (7 days of 7 hours)**
1. Interpret the assignment question	1 hour	1 day	2 days
2. Non-strop write and brainstorm			
3. Focus and write a research question			
4. Gain an overview, structure			
5. Plan the writing process			
6. Read and write			
7. Write	4½ hours	2 days	4½ days
8. Revise			
9. Proof read	½ hour	in the hours before handling in your paper	½ day

(From Skov, 2008)

(*The Good Paper*, 2nd edition, p. 107-108)

Activity: Immediately start writing several research questions

You should start writing possible research questions for you topic immediately, and you should enter these into an academic dialogue with your textbooks, your teachers and your fellow students.

(*The Good Paper*, 2nd edition, p. 120)

Activity: Problem description

As a starting point for your research question, describe the problem you are writing about thoroughly and concretely. The description must be at least a half A4 page.

- What is the problem?
- In which situations is it a problem?
- For whom is it a problem? E.g. for the field's researchers, professionals, interpreters because they lack (the right) knowledge?
- Where do you observe the problem (in reality or in texts)? Exemplify the problem
- Why is the problem problematic?
- In which (types of) texts is the problem described?
- In what way does your field engage with the problem (with theories/methods/concepts/actions)?

(*The Good Paper*, 2nd edition, p. 121)

Activity: Formulating a research question early in the writing process

- Write one/several research questions as quickly as possible on the basis of your topic
- Write about the knowledge you currently have. Use brainstorms, mind maps, displays and non-stop writing (see chapter 2 on the writing process)
- Search and skim literature (for a short time to get ideas)
- Quickly get a response from your supervisor and others
- Choose a preliminary research question
- Continue to update your research question in line with searches, reading, research and writing
- Write a possible conclusion (if you have an idea of where you might end up) then ask the question the conclusion answers.

(*The Good Paper*, 2nd edition, p. 122)

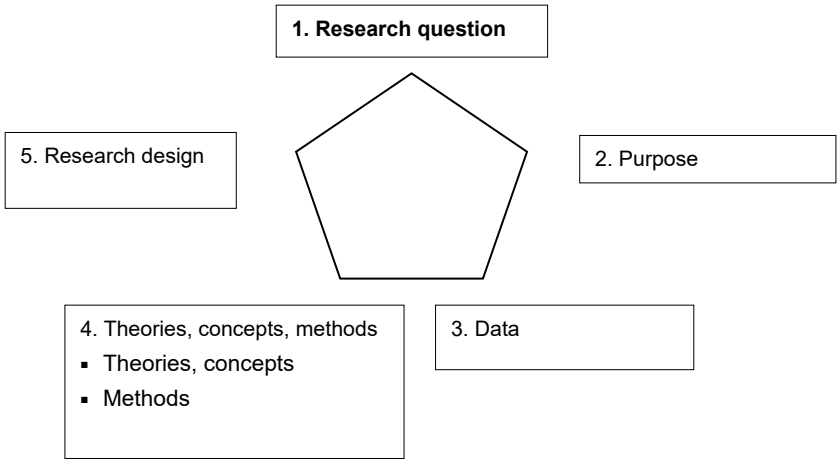
Activity: From observation to pentagon

Write about:

1. Observations (what have you observed in practice or in the literature?)
2. Surprise – which subject-specific problem is your observation an expression of? (“how can it be that …?”)
3. What is the disciplinary purpose of researching the problem? In which disciplinary context can a “solution” of the problem be used?
4. Actual research question – how can you explain, interpret, argue for, suggest, organise, set up, evaluate, etc. xxx-material with yyy-systematism (concepts, theories and methods)?
5. Material that needs to be researched
6. Possible concepts, theories and methods
7. What will lead you to the answer of the research question – how have you thought to complete the research (design and procedure) and explain the results by means of models for explanation, theories, and methods?

(*The Good Paper*, 2nd edition, p. 122)

Activity: Insert as many fundamental elements of your paper into the pentagon as you can before you begin the writing process



- Start where you can.
- Make special note of any empty or weak corners, which you must fill out or concretise and specify.
- Regularly adjust the model to take new information or specifications, etc. into account.

(*The Good Paper*, 2nd edition, p. 123)

Activity: Write from answer to question

- Write for 10 min (or more – but setting a time limit is important) about what you consider the most “pressing topic/question”, or at least what you want to say at some point in your paper or what you have observed about your research area. Write without thinking or planning in advance and without revising, write quickly and “on autopilot”.
- When you have finished non-stop writing, write one sentence and one question: What is the point in what you just wrote or the point you wish to make?
- If you had to hand in your paper in 24 hours, what do you think your conclusion would be at this time? What are your points? Explanations of your observations? Possible connections between your observations? Etc. Feel free to answer these aspects.
- Now write the question the conclusion is the answer to. This is your current research question!

(*The Good Paper*, 2nd edition, p. 123-124)

Activity: Use Scribo

The programme *Scribo – a research question and literature search tool* poses a number of systematic questions about the research question, so that you end up writing research question in the process of answering the questions. The programme helps you formulate a research question as well as search for literature.

Scribo is freely available at a number of educational institutions (universities, university colleges, etc.) – see scribo.dk.

(*The Good Paper*, 2nd edition, p. 125)

Activity: Find good research questions

Find 10 research questions from good papers in your field/from your supervisor and use the inspiration you might draw from their content or form.

(*The Good Paper*, 2nd edition, p. 126)

Activity: Specify your research question

In your research question, you might both include the specific object of your research (usually data/phenomena, but also theories/methods) and the tools with which you conduct your research (concepts, theories, methods). In this way, the research question will provide a precise description of your research.

(*The Good Paper*, 2nd edition, p. 126)

Activity: Check your research question regularly and revise it if necessary

You can use this checklist for your research question:

Questions to the elements of the research question

- Is there a disciplinary problem, an unexplained observation, something that does not correspond with conventional views, a knowledge gap, an observation that sticks out?
- How high does the paper place itself on the taxonomies (see pp. 47-48) which you will be assessed according to?
- Do you prepare the ground for the paper as an argument?
- Do you clearly use/relate to the concepts, methods and theories of your field?
- Can you fill out an entire pentagon and is there internal cohesion?
- Is your contribution visible however small?

Questions for operationality

- Is there a relation between x and y (or more variables) that you wish to research?
- Are you able to provide an answer to the research question as a result of your re-search?
- Is the narrowness/width of your research question fitting to the material and methods available to you?
- Can the research be completed within the time limit?

Questions to the phrasing

- If you have several questions, is there one clear main question?
- Are questions formulated openly, i.e. not as either/or, yes/no-questions?
- Is the research question
  - subject-specific and precise?
  - clearly highlighted?
  - as short as possible?

(*The Good Paper*, 2nd edition, p. 140)

Activity: Consult your supervisor

Consulting your supervisor is fundamental: “Will this research question lead to an academically acceptable paper if I in addition carry out my research well enough, or is the paper doomed to failure?”

(*The Good Paper*, 2nd edition, p. 142)

Activity: What do I need and where can I find it?

- What do I need to know right now? Consider what types of material will be ble to give you the knowledge you need? In what corner of the pentagon model (see p. 32) do you find yourself in the process right now?
- Where can I find the material? Think about where the type of material you are looking for might be indexed. Use the overview above. Investigate, for example, the array of databases within your research area to which your university library has purchased a license.

(*The Good Paper*, 2nd edition, p. 148)

Activity

- Look up the important concepts and terms for your topic (research question) in a general reference work
- Then look up the same concepts/terms in relevant subject-specific reference works to which your school grants you access.

(*The Good Paper*, 2nd edition, p. 151)

Activity: Make your search profile

Identify your core concepts from your research question/your topic, and begin a search profile in the same way as the previous schema.

(*The Good Paper*, 2nd edition, p. 157)

Activity: Consider the following two propositions

- Carrots and potatoes
- Carrots or potatoes

Which proposition will provide the biggest result on your plate and in a database search respectively?

(*The Good Paper*, 2nd edition, p. 158)

Activity

Experiment with some simple searches in a database, so you can get an idea of how it works.

(*The Good Paper*, 2nd edition, p. 160)

Activity

- Try to search a concept of several words – for example, social media. First, search the words without the quotation marks – social media. Then try with quotation marks – “social media”.
- Try social AND media as well and social OR media.
- Take note of the number of results in your search and compare them.

(*The Good Paper*, 2nd edition, p. 162)

Activity

- Consider whether some of your concepts should be truncated if you want more results.
- Test one of the concepts with and without truncation and compare.

(*The Good Paper*, 2nd edition, p. 162)

Activity

- Try to do a search in Google Scholar.
- Select one of the results that is cited most often (Cited by).
- Click on Cited By and see who has cited the reference you have selected.

(*The Good Paper*, 2nd edition, p. 169)

Activity: Takes notes in files for each section of your paper

Immediately make a folder for these files, for example:

- Introduction
- Research question
- Concepts
- Theories
- Philosophy of science
- Methods
- Data
- Examples
- Analyses
- Discussions
- Criticism and discussion of method/ theory
- Conclusion
- Perspective
- Bibliography
- Appendices
- Relevant key words

… and *not* for topics or authors!

(*The Good Paper*, 2nd edition, p. 177)

Activity: Justify the premises of your paper in your own words

- What characterises your paper? Is it theoretical or empirical? Or both?
- What does it mean to say that it is, respectively, empirical or theoretical? How do you mean it is one or the other? Explain your weighting, write about whether it is mainly one thing or the other, and try to explain what has gone into the emphasis.
- Point out where in your research your premises are expressed or can be seen. Write about the theories, methods, concepts you use and what you are using them for.
- Are you interested in a topic that can be objectively measured and weighed or are you interested in a subject are that cannot be seen by the naked eye but must be investigated through its effects or impact? For example, we cannot see the factors behind global climate change; we can only observe its effects on the environment. Likewise, we can-not see gravity – we only know that it functions.
- Argue for whether it is enough to use one or two theories and methods to carry out the research you have in mind, and take a position on whether there might be a need to involve more. The latter will typically be necessary if your project has a broad interface

(*The Good Paper*, 2nd edition, p. 198)

Activity: Justify your paper's theoretical and empirical premises. Use the box	
In a theoretical project	**In an empirical project**
You focus on ▪ criticising/understanding/researching a practice through theories and methods ▪ pointing out that a concept may have another meaning, function or role than was believed before in your field ▪ working with new juxtapositions of concepts in order to research an area about which there is not much knowledge in your field. This type of project is seen in the humanities and social sciences.	**You focus on** ▪ observing, experimenting in the laboratory or in the field ▪ collecting data ▪ elaborating, adjusting and optimising an already established experimental design ▪ forming hypotheses about other possible connections that can be investigated empirically and/or showing mistakes or deficiencies in a design. This type of project is especially seen within the natural sciences.
The challenge for you is to ▪ justify your results empirically, i.e., by creating a clear connection to reality ▪ operationalise the concepts and propose empirically-manageable hypotheses or point out how your results find use in practice.	**The challenge for you is to** ▪ justify your results in a larger theoretical framework and orient them within the knowledge of your field at a more general theoretical level.
You must establish a connection ▪ between the concepts and the investigation of the concept in reality. I.e., how do the concepts help you achieve an understanding of actual relationships?	**You must establish a connection** ▪ between the limited segment of the world you have investigated and theories about your topic. You can clarify what a solitary finding says about the overall topic in which your research is inscribed.

(*The Good Paper*, 2nd edition, p. 198-199)

Activity: Argue for the basic research approach of your paper

You can start by stating the reasons for the basic research approach of your paper where you feel you can do it best, i.e., start with the empirical data if that is easiest. The order of the factors does not matter. It's all about putting words down on paper. Write about which of the basic approaches you are inspired by in your own research, and write about your own paper's purpose, interest, method, goal and empirical data from the perspective of the three basic approaches:

- In which basic approach do the theories, methods, models you use have their starting point? Is the knowledge you are producing in line with the basic approach from which the theories, methods, models you use derive?
- Do the theories, methods, models have an unambiguous connection to a single basic approach or can you trace elements from several schools of thought?
- What is the primary purpose (or purposes) of the approach according to the theories and methods you use?
- What consequences do these affiliations with the basic research approach have for your research?

(*The Good Paper*, 2nd edition, p. 202-203)

Activity: Describe your problem area and the theories and methods you will use to investigate it

- How can the problem area you want to investigate be viewed? How do you know it exists? How is it manifested? Where? How often? What is the problem in particular you want to know about? How have you limited your research? What are you not dealing with in precisely this problem area?
- What methods, theories or concepts are you looking for within the field or adjacent fields in order to find (a) method(s) that are suitable for your formulation of the problem/inquiry/interest/topic?
- What concepts, theories, models, methods, etc., do you think of yourself? State the reasons why they can be used.
- What knowledge is crucial for you to be able to carry out your investigation?
- What affects the problem area? What is the area itself influenced by?
- Is the problem area clear to everyone, or do its traits and characteristics require you to interject explanatory concepts, hypotheses, apparatuses or models to investigate it? For example, you should consider the consequences of having to interpret in order to "see" your topic. If you must interpret, does this mean, for example, that, in an investigation of learning, you must assess whether you will interpret learning as it is expressed in direct behaviour or learning as it is expressed in the student's experience of learning. In the first instance, you must choose observations; in the second, interviews. These two different methods will set the stage for different analytical methods and modes of measurement.
- To what is the problem area connected or related? To what other topics/phenomena/events?
- What challenges are there in relation to investigating it?
- Is the problem area of your paper studied by other fields/disciplines? If so, which? In what way is the knowledge produced there different from the knowledge your field produces?
- What is your research question? What do you want to know about the topic? What understanding would you like to create?
- What methods do you eschew and for what reasons?
- Explain why you have chosen these particular methods, concepts, models or hypotheses to investigate the problem area? Create a connection between what you would like to know and the way you intend to gain the knowledge.

(*The Good Paper*, 2nd edition, p. 205)

Activity: Taking your premises from the box above, explain why your paper is primarily materialistic or idealistic

- How do the theories in your paper define your problem area? What is their primary perspective of it?
- Does the problem area exist before we can observe it or is the problem area dependent on the fact that we have named it, defined it, and indicated how it becomes visible?
- How do you describe the theories' definition of the problem area? Or explain how what you want to investigate depends on human creations. Remember here that special measuring apparatuses, technical equipment or the like (such as special tests, microscopes, listening and measuring devices) should, in fact, be considered "constructs", i.e., something people have invented to observe something real.
- In what way does this constitute a problem in relation to your investigation of the problem area? What possible errors might "disturb" the problem area's traits/modes of expression?
- Do you use theories or components of theories that contain features of both materialism and idealism? What features are they? What problems or possibilities are there in drawing on theories, methods, concepts, and models that represent both views of reality?
- In what way does your choice of theory or method influence the problem area you want to investigate? For example, various phenomena such as stress, intelligence, protons, electrons are very vulnerable to the measurement strategy.
- What about your problem area entitles you to use components of materialist or idealistic theories only?

(*The Good Paper*, 2nd edition, p. 208)

Activity: Justify your paper's view of knowledge with the premises set forth in the box above

- On what view of knowledge does your research rest? How do you justify it? How is this expressed in your choice of method?
- What parts of the theory confirm for you that it has this view of knowledge? I.e., explain how the theory claims knowledge is possible and accessible through these methods.
- What can we not know according to your theoretical and methodological foundation?
- What constitute reliable sources of knowledge according to the theories you are using? What are unreliable sources?
- Explain the supporting concepts, models or assumptions of your paper.
- Are you going to create your own data or is the knowledge you want to get already processed empirically in a similar way? Are there important lessons to be learned from collecting the data yourself for the problem you want to investigate?
- What must you accept about the knowledge you are using in order for your paper to be said to live up to the requirements for validity: Have you used a method appropriate for researching what you want to research?
- Reliability: Have you used the method correctly in relation to your topic?

(*The Good Paper*, 2nd edition, p. 211-212)

Activity: Anchor your argument for your view of knowledge and reality in the literature

- Try to ground the theoretical elements in your paper on the premises of your basic approach and view of knowledge and reality. I.e., connect the theoretical elements to idealism and materialism and subjectivism, objectivism and constructivism.
- Find at a minimum one place in your literature where this grounding is clear. If it cannot be found in the primary literature, then look in the secondary literature.
- Show in your text where the substantiation of your view of knowledge and reality may be found. Is it in the concepts, methods, hypotheses, or the like?

(*The Good Paper*, 2nd edition, p. 215)

Activity: Write a presentation for your supervisor

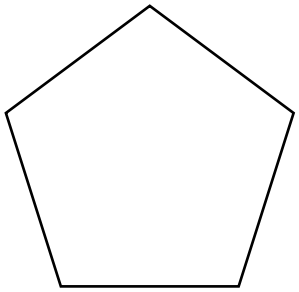
- Write the considerations and foundation in philosophy of science for your choice and delimitation of theories and methods. Use the activity in this chapter as preparation. Get your supervisor's response.
- Ask your supervisor what she/he expects or would advise you to write – with your specific project, research question, and subject field in mind.
- Ask whether your supervisor has papers that deal with the same subject. Get an explanation of what is good or bad about them.
- How do you yourself evaluate the best way to use philosophy of science? Where in your paper structure (see pp. 306f.) can you advantageously start?

(*The Good Paper*, 2nd edition, p. 217)

Activity: Insert your sources in the source pentagon

- Start from the beginning and write down your paper's sources
- Regularly revise in conjunction with searching and reading.

1. Sources in which you have observed a problem to be researched or that document a problem.



2. Sources that document the need for the research and thus validate the purpose of conducting the research.

3. Sources that are analysed or discussed (primary sources).

4. Sources that provide theories, concepts (models for understanding), philosophy of science and/or disciplinary methods (secondary sources).

5. (Sources from other corners which are mentioned in the order in which they appear in the research design).

(*The Good Paper*, 2nd edition, p. 225)

Activity: Focus on your paper's argumentation in relation to sources. Write keywords for:

- What knowledge exists in the field?
- What has (seemingly) not been researched, knowledge gaps?
- What is agreed upon, where do you see agreement?
- What is disputed, where do you see disagreement?
- What is your position on the sources' disagreements? What documentation and argumentation do you base these positions on?
- How are others' contributions useful and relevant to the object of study?

(Adapted from Lamberti & Wentzel, 2011).

(*The Good Paper*, 2nd edition, p. 231)

Activity: Substantiate and prioritise your choice of data

- Why do you want to use this data?
- List the data you plan to include according to priority. If your data consists of more than one object, which would be the best piece of data, and why is this piece the strongest in your paper? What does the remaining data contribute to?
- How can the processed data contribute to the paper's points and argumentation?

(*The Good Paper*, 2nd edition, p. 262)

Activity: Write about your data

- What kind of material does your data consist of? Cases, texts, etc.?
- In the introduction: How comprehensive is the material? How many, how much?
- How has it been selected? Which criteria?
- And in the method section: With what and how will the material be categorised and analysed?
- Which status does it have in your paper? Is it representative or purely illustrative?

(*The Good Paper*, 2nd edition, p. 262)

Activity: Write a mini-data analysis

- Write what you use to analyse/process data
- Write a short analysis (a couple of lines or a few pages) of a single, delimited piece of data. As often as possible, mention the concepts/parameters used for analysis.
- Write a conclusion to the analysis: What does it show? How does this analysis form part of the paper's overall argumentation?

(*The Good Paper*, 2nd edition, p. 264)

Activity: Plan the information, contact and communication to informants and their possible institutions

- Who must be informed, sign a contract, etc.?
- What is the agreement about?
- When should you do so?

(*The Good Paper*, 2nd edition, p. 267)

Activity: Choice and substantiation of theory

You must always be capable of answering the question: Why have you chosen this theory for researching this problem?

Describe what you use your theories (and their concepts) for, e.g. to:

- explain observations
- be transformed into models and methods for e.g. analysing
- discuss with
- evaluate on the basis of
- argue for design.

Also substantiate your choice on the basis of:

- topic/problem/context
- use/function in the paper
- supplement
- news/currency
- acknowledgement.

Justify choices and delimitations on the basis of

- research question
- purpose
- data.

(*The Good Paper*, 2nd edition, p. 276)

Activity: Find theories

- Ask you supervisor. To some extent, your supervisor should be able to guide you through the jungle of theories relevant to the field. Present keywords to your supervisor: What do you need theory for – and what should it explain?
- Conduct a systematic literature search using your topic's keywords (possibly combine these keywords, see chapter 5 on literature searches). This will provide you with titles and abstracts of articles and books, which may reveal how the topic has previously been approached theoretically – but nothing more: Using theories that have not previously been used in a specific context may prove interesting as they could bring about new perspectives.
- Examine theories and methods of other fields. Related fields may use theories relevant to your own discipline. The librarian at your research library may be able to help you.

(*The Good Paper*, 2nd edition, p. 277)

Activity: Substantiate and integrate elements of theory				
Insert you research question here:				
Element of theory (or concept)	Theory element (or concept) 1, name	2	3	4
The **central statement or keyword** from the theory (that I need):				
The theory I **need for** (analysis, discussion, design, etc.):				
The theory **adds** to my research's theoretical universe:				
I need **x number of lines/pages** to introduce/account for the theory:				
I will **integrate** the element of the theory **with data/materials, research question, method** by (indicating the theory's function in relation to, by exemplifying, concretising):				

(*The Good Paper*, 2nd edition, p. 278)

Activity: Write a method section

- Describe each of the methods used in your research separately.
- Substantiate: Based on your material, research question, the philosophy of science underpinning the paper, time limit, prerequisites and other resources, why have you chosen this method?
- Describe how you apply the method in your research context. In principle, your description must enable other researchers to replicate your study.
- If you need more methods: How do these relate to each other (e.g. observations of XX and interviews with YY?).

(*The Good Paper*, 2nd edition, p. 281)

Activity: Write a discussion of method

1. Answer the research question.
2. Mention the most important documentation.
3. Explain any unexpected results, conflict with other results and studies.
4. List limitations and points for criticism in your research methods – where it is relevant.
5. Back up your method, explain its strengths.
6. Point out anything new you have contributed and how you would qualify your results – have you suggested something or proved it?

(*The Good Paper*, 2nd edition, p. 291)

Activity: Write a method discussion and a criticism of method

- Make a bullet list of your own objections and criticisms of your own research design and methods – what objections could others raise about your methods?
- Pick out the methodologically weakest link (if you find this difficult, involve an opponent or your supervisor). Write down this weakness and explain why/how it has arisen.
- Write down why you use the methods despite your criticism: How will you substantiate your choices?
- Describe how your criticism of method affects your conclusion. Are reservations and hedgings required?
- Which methods would you suggest for the same piece of research now? How can you take your criticisms into account next time you write a paper/do similar research? What would work better?

(*The Good Paper*, 2nd edition, p. 295)

Activity: Adjust the standard structure to your own paper	
▪ Cross out any sections that are irrelevant to your paper ▪ Add relevant sections ▪ List the material you have for each section in the column on the right ▪ Rearrange the order of sections if this is better suited to your paper ▪ Keep it up to date and revise your structure regularly.	
Introductory sections ▪ Presentation of material/topical work, author, topic ▪ Context (background, history, subject-specific context) ▪ Observation ▪ Problem ▪ Research question ▪ Hypothesis ▪ Delimitation ▪ Structure	
Method and theory section ▪ Presentation and validation of ▪ research method ▪ theory ▪ concept definitions ▪ conventions and practices of the discipline ▪ premises from philosophy of science ▪ Presentation of data.	
Analysis section ▪ Analysis of data (or theory, concept) I.e., (source statements, Interview data, statistics, measurements) ▪ Results, partial/sub interpretations ▪ Comparisons ▪ Summaries ▪ Partial conclusions.	
Discussion section ▪ Discussion of results ▪ Evaluation and critique of method ▪ Substantiation of methods.	
Conclusion section ▪ Claim ▪ Points ▪ Confirmation/disconfirmation of hypothesis ▪ Interpretations ▪ Evaluations ▪ Designs.	
Perspective sections ▪ Perspectives ▪ Empirical, practical, professional ▪ Theoretical, conceptual, methodological ▪ Consequences, implications ▪ Future.	

(*The Good Paper*, 2nd edition, p. 306-307)

Activity: Write a mini paper or a mini bachelor's/master's thesis

Write down what you want to include in each section of your finished paper. For a bachelor's/master's thesis, this pilot should not be longer than 4 pages. For a larger paper, 1 1/2 pages at the most. You must not use expressions like "I want to write that …" as you will end up providing concrete information and details. Instead use formulations such as "In this section I want to account for …", "In this section I will analyse/argue for/evaluate etc. X". You can use "The research paper's standard structure", p. 303 as an overview.

(*The Good Paper*, 2nd edition, p. 313)

Activity: Describe the structure of the paper's overall argumentation

A structure with rationales is an exposition of the main sections of the texts which describes the function of each section in the text. I.e., every time you mention a section, you should add "in order to". Furthermore, a structure with rationales can be used later when introducing the paper's structure in your paper. See the section on introductions, pp. 329ff.

(*The Good Paper*, 2nd edition, p. 313)

Activity: Work on a structure with rationales

A structure with rationales is an exposition of the main sections of the texts which describes the function of each section in the text. I.e., every time you mention a section, you should add “in order to”. Furthermore, a structure with rationales can be used later when introducing the paper’s structure in your paper. See the section on introductions, pp. 329ff.

(*The Good Paper*, 2nd edition, p. 314)

Activity: Start structuring immediately

Start gathering structural elements as soon as you have chosen a topic

Make a first draft of the entire structure as soon as you have written a reasonable research question and filled out a pentagon model.

(*The Good Paper*, 2nd edition, p. 314)

Activity: Take the standard structure as your starting point

To begin with, fill out the standard structure (pp. 306f.) and find out whether you are able to add content to form. After this, adjust it to your own paper.

(*The Good Paper*, 2nd edition, p. 314)

Activity: Write a discussion of method

1. Answer the research question.
2. Mention the most important documentation.
3. Explain any unexpected results, conflict with other results and studies.
4. List limitations and points for criticism in your research methods – where it is relevant.
5. Back up your method, explain its strengths.
6. Point out anything new you have contributed and how you would qualify your results – have you suggested something or proved it?

(*The Good Paper*, 2nd edition, p. 328)

Activity: In your paper's introduction include	
Topic, problem area/definition, possible context and example 	
Research question (-substantiate) 	
The purpose of the research 	
Concept definitions 	
Possible hypotheses 	
Choice(s) of theory, philosophy of science (substantiate your choices) 	
Method(s), philosophy of science (substantiate your choices) 	
Data, philosophy of science (substantiate your choices) 	
Delimitations 	
The paper's procedure and structure 	

(*The Good Paper*, 2nd edition, p. 331-332)

Activity: In the conclusion you can include	
▪ You can write your conclusion based on this template. (NB! Remember that templates are for inspiration only. The elements can be varied.)	
▪ Write the answer/conclusion/point (briefly and in broad outlines). 	
▪ Relate the conclusion to the research question/thesis. 	
▪ Relate your conclusion to your purpose(s). 	
▪ Write what the answer is based on (documentation, analyses, choice of method, philosophical premises). 	
▪ Briefly repeat points from your discussion and critique of method and evaluate the validity of your conclusion. 	
▪ Comment/evaluate/suggest alternatives in regards to the usefulness of the employed methods/theories/concepts. 	
▪ Put you research into perspective by pointing to greater/future disciplinary contexts, uses, contributions, significance, consequences – or do so in a separate perspective section. 	

(*The Good Paper*, 2nd edition, p. 340)

Continuous activity: Regularly work on your conclusion

Keep your conclusion up to date and revise it while writing. Evaluate whether any part of your research gives rise to adjustment and revision.

(*The Good Paper*, 2nd edition, p. 341)

Activity: Formulate the table of contents to aid readers

- Show how you use data/theories through subtitles
- Use text types and speech acts consciously in chapters and subheadings, but also describe the content of summaries, analyses, discussions, etc. (Analysis of …)
- Do write subheadings using sentences rather than just individual words. Statements and questions are both useable.

(*The Good Paper*, 2nd edition, p. 344)

Activity: Write and think about your paper's argumentation as a dialogue

What is your point?
"I claim that …"

What evidence do you have?
"I offer as evidence …"

Why do you think your evidence supports your claim?
"I offer the general principle …"

But how about those reservations?
"I can answer them. First …"

Are you entirely sure?
"Only if …and as long as …"

No reservations here at all?
"I must concede that …"

Then just how strong is your claim?
"I limit it …"

(*The Good Paper*, 2nd edition, p. 351)

Activity: Write the most important sentence or point in your current conclusion and adjust it regularly

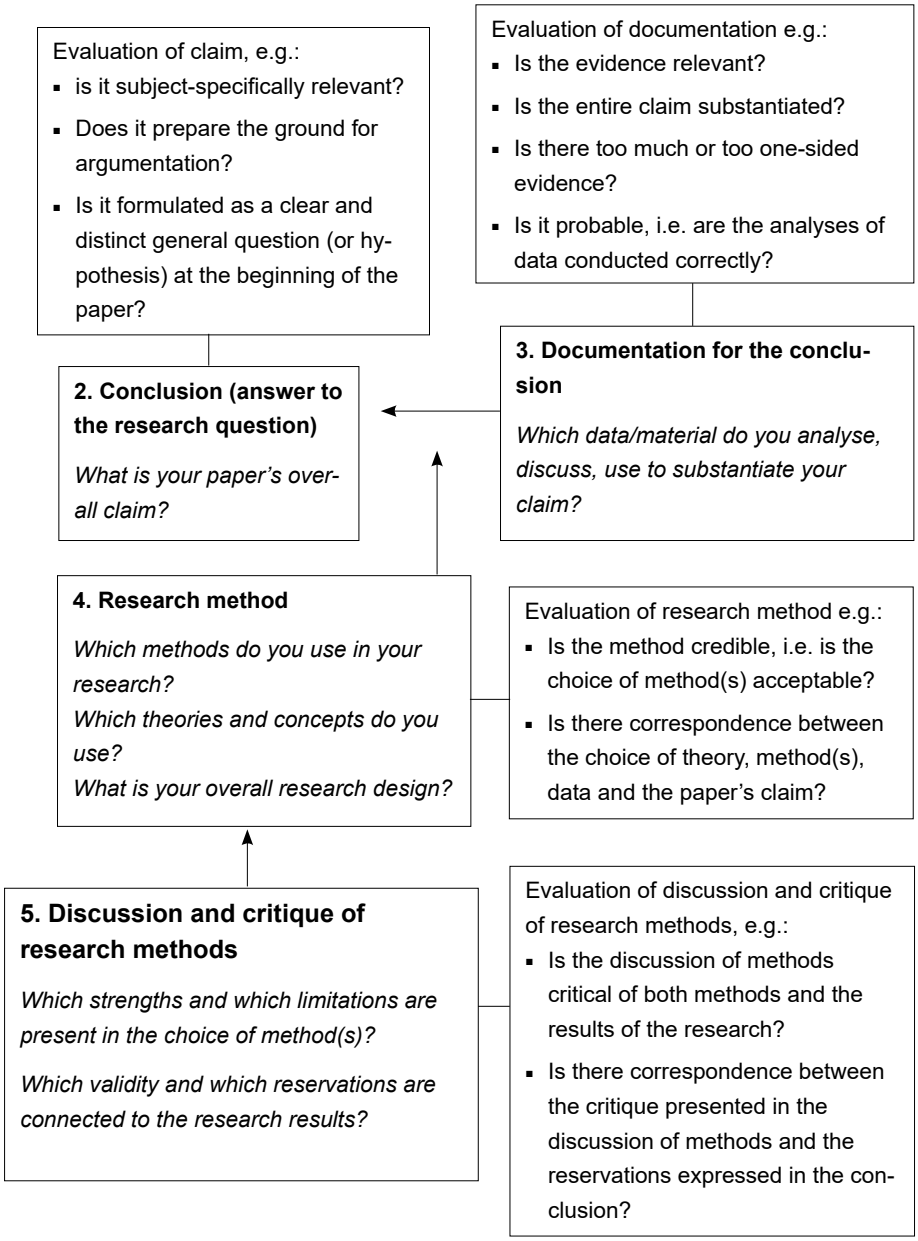
- Write no more than one line and no longer than one minute to keep your general claim clear.
- Adjust your main claim as your research progresses.
- Compare your claim (conclusion) with your question (research question) and adjust either your research question or conclusion to ensure that question and answer correspond.

(*The Good Paper*, 2nd edition, p. 353)

Activity: The paper as a single argument – fill out the form

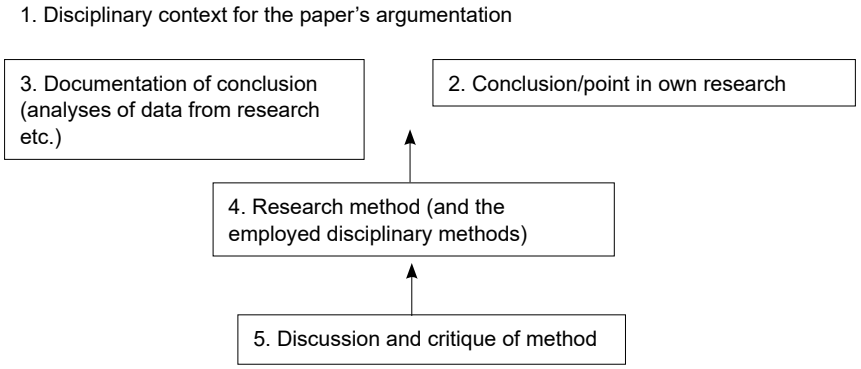
1. Disciplinary context for the paper's argumentation

What is the paper's research question and purpose?



(*The Good Paper*, 2nd edition, p. 354)

Activity: Fill out the argument model for your research argumentation



(*The Good Paper*, 2nd edition, p. 362)

Activity: Use metacommunication to further knowledge transformation

- When you draft: Overdo your use of metacommunication to force yourself to relate to your paper's academic foundation, to the reader and the paper's structure and coherence
- When you write the finished text: Remove superfluous metacommunication so it does not exceed the academic information.

(*The Good Paper*, 2nd edition, p. 383)

Activity: Avoid contagion from your source(s)

- Clarify your purpose for including the source(s) as well as your concrete application of the particular source in your paper
- Begin by writing the surrounding text of which the source will form part
- Put away the source when you start writing and begin by paraphrasing the parts of the source you need in your paper using your own words – possibly writing in colloquial language at first (this can be rephrased later)
- Do not write product text about something you do not understand. Start by writing think text about the parts of the source you do and do not understand.

(*The Good Paper*, 2nd edition, p. 384)

Activity: Check your clear and academic language

Choose some pages from your paper, for example, from your introduction or method section, and check or get a fellow student to check your clear and academic language on the basis of the following control questions:

- Do you use the field's expressions, terms, concepts?
- Is your terminology precise? Do you specify and define expressions and concepts? Do you use the terms consistently?
- Do you indicate which text types you use?
- Do you separate yourself from your sources in language and tone? And are your source references precise and correct?
- Do you make use of research metacommunication? I.e. indicate which theories, methods and concepts you use, why and how?
- Do you make use of textual metacommunication? I.e., indicate what you plan to do in your paper, why and how?
- Is your text logical, progressive and cohesive from research question to conclusion?
- Have you structured your sections so you introduce one theme at a time, add a new aspect, elaborate on the new and conclude with a point (rather than continually presenting new material without processing it)?
- Is your syntax clear and do subject and verb appear relatively early in sentences?
- Is your choice of words clear and concrete and do you avoid unnecessary or unsubstantiated abstractions and implicit meanings in your introduction of concepts, theorists?

(*The Good Paper*, 2nd edition, p. 390)

Activity: Investigate how much supervision you can receive when writing your paper and in what form

Consult the curriculum or ask your teacher/supervisor.

(*The Good Paper*, 2nd edition, p. 400)

Activity: Preparing for supervision

Three questions to prepare for supervision

1. What do you seek supervision for/about?

2. What have you done to answer any questions you want your supervisor to answer?

3. Who else have you asked?

(*The Good Paper*, 2nd edition, p. 404)

Activity: Summing up supervision

After each supervision, note:

How should you proceed? Write a prioritised list:

1.

2.

…

Note points for the next meeting, possibly supplementing these points later:

-
-

(*The Good Paper*, 2nd edition, p. 410)