Table of Contents

List of Authors i

Reviewers ii

Table of Contents iii

List of Tables xviii

List of Figures xx

Foreword by the Editors xxiii

1. Module 1: A Guide to Successful Academic Writing. **1**

1.1 Introduction to Module 1. . . . . . **2**

1.2 How to Formulate the Research Idea **7**

1.2.1 What is Academic Writing? 7

1.2.2 Finding a Research Topic: How to Choose an Interesting Topic, Main Idea, and Argument 8

1.2.3 Presenting the Research Background 12

1.3 Developing Conceptual Framework **16**

1.3.1 Literature Review of Conceptual Framework 16

1.3.2 Pedagogies 18

1.3.3 Method to develop a conceptual framework 19

1.3.4 Conclusion. 21

1.4 Effective Structure of the Research Article **23**

1.4.1 Title 24

1.4.2 Abstract 25

1.4.3 Introduction 26

1.4.4 Materials and Methods 27

1.4.5 Results 29

1.4.6 Discussion 30

1.4.7 Conclusion of the Paper 31

1.5 How to Write the Literature Review 34
1.5.1 Literature Review 34
1.5.1.1 The Relevance of the literature review 34
1.5.1.2 Identification of relevant library resources and databases. 35
1.5.1.3 Electronic databases. 37
1.5.2 Search by a search engine 39
1.5.3 Effective Searching Strategy. 39
1.5.3.1 Searching strategies and their features 39
1.5.3.2 How much of searching is enough?. 40
1.5.4 The analysis of the literature 41
1.5.5 The summary of the literature 41
1.5.6 The synthesis of the literature 42
1.5.7 Conclusion. 42
1.6 Presenting Research Methodology 45
1.6.1 The Importance of the Research Methodology Section . . 45
1.6.2 Selecting and Justifying Specific Sampling Methods 46
1.6.3 Presenting and Justifying the Data Collection Techniques . 49
1.6.4 Explaining Data Analysis Techniques. 51
1.6.5 Issues to be Avoided in a Research Methodology Section . 52
1.6.6 Conclusion. 53
1.7 Drafting the Paper and Revising the Draft 55
1.7.1 Introduction 55
1.7.2 Characteristics of Good Writing in Publications 55
1.7.3 Outlining: Shaping and Streamlining the Story 56
1.7.4 Transforming the Outline into Paragraphs 58
1.7.5 Getting an Internal Critique. 61
1.7.6 Revising Drafts 62
1.7.7 Additional Notes: Key Steps in Developing Arguments . . 63
1.7.8 Conclusion. 65

1.8 Management of Citations and Reference Sources 66
1.8.1 Introduction 66
1.8.2 The Literature Review 66
1.8.3 Standards and guidelines of APA and Chicago styles . . . 68
1.8.4 Enter New Source with MS Word 69
1.8.4.1 Chapter in a book 69
1.8.4.2 A Journal Article 71
1.8.5 Direct quote, paraphrase, rewrite and the transfer of the information into reference sources 72
1.8.5.1 A direct quote 72
1.8.5.2 A paraphrase 72
1.8.5.3 A rewrite 74
1.8.6 Conclusion 76
1.9 The Use of English language in Academic Writing . . . 79
1.9.1 Introduction 79
1.9.2 Word order 79
1.9.3 Agreement of Subject and Verb 81
1.9.4 Types of Abbreviations 82
1.9.5 Adjectives, Nouns and Verbs 83
1.9.6 Formality in Verbs 84
1.9.7 Conclusion 88

2. Module 2: Publishing in Academic Outlets 90
2.1 Introduction 91
2.2 Picking the "Right" Journal 92
2.2.1 The Scope of the Journal 92
2.2.1.1 Is the manuscript consistent with the disciplinary focus of the journal? 93
2.2.1.2 Is the manuscript consistent with the national or international focus of the journal? 94

2.2.1.3 Is the manuscript consistent with the theory/practice focus of the journal? 96
2.2.1.4 Is the manuscript in harmony with the journal's quantitative or qualitative research bias (if any), or with type of article expected? 96
2.2.1.5 Reading already published articles. 97
2.2.1.6 Is the length of the manuscript appropriate for the journal? 98
2.2.1.7 How many times is the journal cited in your manuscript? 98
2.2.1.8 What advice do your colleagues have? 99
2.2.2 The ranking, impact and visibility of the journal: Journal prestige 99
2.2.3 The type of review process in the journal 101
2.2.4 The length of the review process in the journal 102
2.2.5 The length of the publishing process. 102
2.2.6 The success (rejection) rate of submission for the journal 103
2.2.7 The philosophical and ethical concerns connected with the journal 103
2.3 Correct Submission Procedures 108
2.3.1 Before the submission 110
2.3.1.1 Manuscript structure 110
2.3.1.2 Formal requirements 112
2.3.2 Submission process 116
2.3.2.1 Login into the online submission system 117
2.3.2.2 Choosing the type of the submission. 117
2.3.2.3 Entering the title and further details of the manuscript 119
2.3.2.4 Adding and editing authors of the manuscript . . . 120
2.3.2.5 Additional information about the manuscript . . . 121
2.3.2.6 Requesting editor and suggesting potential reviewers123

2.3.2.7 Uploading the manuscript and other items into the submission system 123
2.3.2.8 Sending the final submission 125
2.4 Dealing with Rejected Papers 127
2.4.1 Causes of Manuscript Rejection 127
2.4.2 What to Do After the Rejection of the Manuscript . . . 137
2.5 Dealing with Feedback and Revisions. 146
2.5.1 Meaning of Review Results 149
2.5.2 The Do's and Don'ts of Responding to the Reviewer's Feedback. 150
2.6 Resubmitting the Revised Paper. 157
2.6.1 Read the Comments Carefully 158
2.6.1.1 Itemized or grouped the comments. 158
2.6.1.2 Discussion with co-authors and colleagues 159
2.6.2 Revised manuscript 159
2.6.3 Table of Revision 160
2.7 Final Administration 164
2.7.1 Acknowledgement email from the publisher 164
2.7.2 Decision Letter 165
2.7.3 Copyright 168
2.7.4 Access and Share the Manuscript 171

3. Module 3: Development and Management of Research Projects 172
3.1 Introduction 173
3.2 Planning and Writing Successful Research Grant Proposal. 174
3.2.1 Introduction – general overview of research projects . . 174
3.2.2 Why is good research project proposal important? . . . 175
3.2.3 Selecting the topic and title of the research project . . . 175

3.2.4 Formulating good research objectives in the research project 177
3.2.5 Formulating good research questions in the research project 178
3.2.6 Developing a research project timetable 180
3.2.6.1 What is research project timetable, and why it is necessary? 180
3.2.6.2 A Gantt chart 182
3.3 Identifying Priority Areas for Collaborative Research Projects 186
3.3.1 Introduction - Process of Setting Priority Areas for Research 186
3.3.2 Generating Topics for Priority Areas of Research 186
3.3.2.1 Executing Gap Analysis 188
3.3.2.2 Value of Information Analysis 189
3.3.2.3 Peer/Stakeholders Analysis 190
3.3.3 Setting Collaborative Research Priorities within the Southeast Asia Region. 190
3.4 Building Alliances and Selecting Foreign Partners . . . 192
3.4.1 Introduction – general approach to establishing research contacts 192
3.4.2 The art of establishing alliances. 192
3.4.3 Selecting foreign partners 195
3.5 Sources of Financing. 198
3.5.1 Introduction – general overview on different types of sources of financing research projects 198
3.5.2 Government 198
3.5.3 Private industry 200
3.5.4 Foundations 202
3.5.5 Professional organizations or societies 203
3.6 Budgeting. 204
3.6.1 Introduction into budgeting 204

3.6.2 The costs of personnel salary 205
3.6.3 Purchase of external services (subcontracting/professional services) 206
3.6.4 Costs of purchasing materials and supplies 207
3.6.4.1 Major instrumentation 207
3.6.4.2 Indirect costs 208
3.6.4.3 Travel expenses 208
3.6.4.4 Conferences, publications 209
3.6.4.5 Others 209
3.7 Managing International Collaborative Research Projects (Project Cycle Management) 211
3.7.1 Introduction into management of collaborative research projects 211
3.7.2 Managing successful research projects 211
3.7.3 Project cycle management 213
3.7.3.1 Managing people in projects 213
3.7.3.2 Project's organizational culture 214
3.7.3.3 Project cycle management phases 215
3.7.4 Project management in international research projects . . 218
3.7.5 Cultural differences in international research projects . . 222
3.8 Risks Related to Research Projects 226
3.8.1 Introduction - risks in research 226
3.8.2 Managing Research Risks 227
3.9 Monitoring progress 231
3.9.1 Introduction to the role of monitoring 231
3.9.2 Defining objectives and indicators 232
3.9.3 Project opening card 232
3.9.4 Reporting 234
3.9.5 Monitoring as an integral part of a project 235
3.10 Successful Delivery of Research Outcomes 237
3.10.1 Introduction to delivery of research outcomes 237

3.10.2 Success factors in delivery of research outcomes. 237
3.10.3 Delivery of research outcomes 239
3.11 Communication with Stakeholders 242
3.11.1 Introduction to communication with stakeholders 242
3.11.2 The need for communication with stakeholders 242
3.11.3 Methods of communication 243
3.12 Stakeholders' Engagement for Future Collaborations . 247
3.12.1 Introduction - Stakeholders' Role in Research 247
3.12.2 Benefits of Stakeholders' Engagement 249
3.12.3 Models of Stakeholders' Engagement 251

4. Module 4: Presentation and Communication Skills 254
4.1 Introduction 255
4.2 Fundamentals of an Effective Presentation. 257
4.2.1 Introduction to fundamentals of an effective presentation 257
4.2.2 What makes a presentation effective?. 258
4.2.3 Preparation stage 258
4.2.3.1 Questions you should be asking in the preparation stage 259
4.2.3.2 Design 259
4.2.3.3 How many words should be on a slide?. 260
4.2.3.4 Designing effective slides and displaying data . . . 261
4.2.3.5 Arrangement 262
4.2.3.6 Visual elements 262
4.2.3.7 Movement 264
4.2.3.8 Slides of a scientific presentation 264
4.2.3.9 What is the most appropriate minimum font size? . 266
4.2.3.10 Simplicity 267
4.2.4 Conclusion. 268

4.3 Best practices in written and oral communication . . . 270
4.3.1 Introduction . . . 270
4.3.2 The process of academic communication . . . 271
4.3.3 Unpacking the writing of main ideas . . . 272
4.3.4 Writing rubric . . . 272
4.3.5 Academic essay structure . . . 273
4.3.6 Creating a thesis statement from the essay question . . . 275
4.3.7 Writing an Introduction . . . 276
4.3.8 Writing a Paragraph . . . 277
4.3.9 Academic Presentations . . . 277
4.3.10 Planning . . . 278
4.3.11 Preparing . . . 279
4.3.12 Presenting . . . 280
4.4 Managing Stress during Presentation and Practical Aspects of Research Oral Communication . . . 283
4.4.1 Introduction . . . 283
4.4.2 The objectives of the module are to achieve the following; . . . 283
4.4.3 Stress – a Closer Look . . . 284
4.4.4 Stress and Personality . . . 285
4.4.5 Stress Factors . . . 286
4.4.6 Techno-stress . . . 287
4.4.7 Consequences of Stress . . . 287
4.4.8 Ways to Manage Stress . . . 288
4.4.9 Stress-Managed Presentations . . . 292
4.5 Non-verbal Communication . . . 297
4.5.1 Introduction . . . 297
4.5.2 Action Speaks Louder . . . 297
4.5.3 Why Physical Action is Important . . . 298
4.5.4 Ways to Make your Body Speak Effectively . . . 300
4.5.5 How to Use Non-verbal Communication Effectively . . 302

4.5.5.1 How to Gesture Effectively 302
4.5.5.2 How to use facial expression effectively? 303
4.5.5.3 How to use your eyes effectively 304
4.5.5.4 How to make good impression? 305
4.6 Essential Media Skills for Researchers 307
4.6.1 Introduction 307
4.6.2 Media Richness 307
4.6.3 Strategies to Develop a Powerful Presentation 308
4.6.3.1 Right Presentation Media for the Message 308
4.6.3.2 Develop the Most of Slide Software 309
4.6.3.3 Determine the Right Length for a Presentation . . 311
4.6.3.4 Persuade Beyond the Stage 312
4.6.3.5 Share the Stage 313
4.6.4 Techniques to develop presentation slides 314
4.6.4.1 Think Like a Designer. 315
4.6.4.2 Create Slides People Can "Get" in Three Seconds . 315
4.6.4.3 Choose the Right Type of Slide. 316
4.6.4.4 Storyboard One Idea per Slide 317
4.6.4.5 Arrange Slide Elements with Care 318
4.6.4.6 Turn Words into Diagrams 321
4.6.4.7 Know When to Animate 321
4.7 Oratorical 323
4.7.1 Introduction 323
4.7.2 Oratorical and Composition/Oral Presentations 323
4.7.3 Preparation 324
4.7.4 Ways of Beginning a Presentation 325
4.7.5 Methods of Presenting Your Presentation 327
4.7.6 Manuscript Speaking 327
4.7.7 Memorized Speaking 328
4.7.8 Extemporaneous Speaking 328

4.7.9 Ways of Ending a Speech 329
4.8 Audience Interaction 331
4.8.1 Introduction 331
4.8.2 Communication Strategy 333
4.8.3 Communication Principle of PAIBOC 334
4.8.4 Types of Sender 334
4.8.5 Audience Interaction 337
4.8.5.1 Get to Know Your Audience 337
4.8.5.2 Understand the Audience's Power 338
4.8.5.3 Segment the Audience. 338
4.8.5.4 Present Clearly and Concisely. 339
4.8.5.5 Define How You Will Change the Audience 340
4.8.5.6 Find Common Ground 341
4.8.5.7 Develop Persuasive Content 341
4.8.5.8 Use Storytelling Principle 342
4.8.5.9 Measure Presentation's Impact 343

5. Module 5: Evaluating Research Outputs and Researchers, and Non-academic Impact 345
5.1 Introduction 346
5.2 Establishing a Positive Research Environment and Research Infrastructure 349
5.2.1 Introduction 349
5.2.2 Developing the Right Underlying Research Agenda . . . 352
5.2.3 Characteristics and Requirements of a Successful Research Culture. 355
5.2.3.1 Institutional Characteristics 355
5.2.3.2 Individual Characteristics 357
5.2.3.3 Leadership Characteristics. 358
5.2.4 Institutional Strategies in Establishing Research Culture . 358
5.2.4.1 Mentoring early career researchers 358

5.2.4.2 Institutional collaboration and networking 359
5.2.4.3 Instituting postgraduate and professional development programmes 359
5.2.5 How did Universities in UK Train their Researchers? . . 359
5.3 Research Output 365
5.3.1 Evaluation Research Output Based on Quality 365
5.3.2 Evaluating Academic Impact 365
5.3.3 Discounting by the Numbers of Authors. 366
5.3.4 Ranking Publications, Books, Journal lists and Citations . 367
5.3.5 Constructing Journal Lists for Specific Countries 373
5.3.6 Writing to Maximise Academic Impact 375
5.3.7 Evaluation of Research Performance through Altmetrics System 377
5.4 Research Impact 380
5.4.1 Measuring Impacts of Research. 380
5.4.1.1 Research Impact and Research-Intensive Universities 383
5.4.2 What is Social Impact Assessment? 384
5.4.3 Some Social Dimensions that Motivate Social Impact Assessment 388
5.4.3.1 Impact on Community & Society 388
5.4.3.2 The Role of Consultancy 392
5.4.3.3 For the individual, the department and the university, how to maximise non-academic impact. 392
5.4.3.4 Further impacts to Business and Industry 395
5.4.3.5 Government and Policy Making 396
5.4.3.6 Environment 397
5.4.3.7 Cultural and Heritage 398
5.5 Conclusion 402

6. Module 6: Effective Use of Technology for a Successful Academic Career 403

6.1 Introduction 404

6.2 Developing Critical Thinking 406

6.2.1 What is critical thinking? 406

6.2.2 Displaying critical thinking in reading and writing 409

6.2.2.1 Readers and their expectations 410

6.2.2.2 Critical thinking within the manuscript 410

6.2.2.3 Checklist to critically fine-tune the writing quality . 412

6.2.3 Using evidence critically 413

6.2.4 Cultivating argument mapping 414

6.2.4.1 Why argument mapping is important? 414

6.2.4.2 How to make argument mapping? 415

6.2.4.3 What aspects should be considered in creating argument mapping? 417

6.2.4.4 When to differentiate concept mapping, mind mapping and argument mapping? 418

6.2.4.5 Mind mapping 418

6.2.4.6 Concept Mapping 419

6.2.4.7 Argument Mapping 420

6.2.5 Developing argumentative analysis 422

6.2.5.1 Why argumentative analysis is important 422

6.2.5.2 How to develop an argument 423

6.2.5.3 What aspects should be considered in developing an argument 425

6.2.6 Using K-Chart and Open Knowledge to develop critical thinking in research 430

6.2.6.1 The K-Chart Approach 431

6.2.6.2 The Open Knowledge Maps 433

6.2.6.3 Incorporating the K-Chart Approach and Open Knowledge Maps 435

6.3 Making the Most of Technology In Research 437
6.3.1 Advantages and Disadvantages of Using Online Research Tools. 437
6.3.2 Choosing the Right Online Data Collection Tools 440
6.3.3 Learning how to use Google Form 443
6.3.4 Data Preparation for Analysis. 450
6.3.5 Data Cleaning 452
6.3.6 Data Transformation 453
6.3.7 Technology in research dissemination 454
6.3.8 Dissemination Using Social Media 454
6.3.8.1 Dissemination Through Institutional Repository. . 457
6.3.8.2 Dissemination Using Personal Website 458
6.3.8.3 Dissemination Through Blogging. 459
6.3.8.4 Dissemination Through ResearchGate 460
6.3.8.5 Dissemination Through Video 461
6.3.8.6 Dissemination Through Google Scholar 463
6.3.9 Challenges in using technology for research dissemination 464
6.4 Effective Teaching 468
6.4.1 Acknowledging individual differences 468
6.4.1.1 Individual Differences Aspects 468
6.4.1.2 Acknowledging Individual Differences: Best Practice 470
6.4.2 Using a range of pedagogies: from old school to gamification. 473
6.4.3 Implementing Gamification into a Course 478
6.4.4 Building positive interaction. 479
6.4.4.1 Learning Interaction in the Digital Era 479
6.4.4.2 Interaction Model 481
6.4.4.3 Applying an interaction model for a classroom activity 481

6.4.4.4 Building Positive Interaction: Best Practice 482
6.4.5 Learning Media System (Google Classroom) 483
6.4.6 Digital Games (Kahoot.com) 484
6.4.7 Monitoring progress and providing feedback. 486