WWIS Academy Research Capacity Development Workshops

Our research capacity development offering, brought to you by WWIS Academy, includes a range of workshops, specifically tailored for emerging researchers, postgraduate students, and supervisors from emerging economies.

Workshops include the following

WWIS Academy

academy.wwis.co.za

1.

Scientific Knowledge Production and Academic Writing

This series of research capacity development workshops is responsive to the realities of scientists, supervisors, and postgraduate students from emerging regions.

Each of these 3-hour workshops can be extended to full-day workshops that facilitate opportunities for participants to get feedback on their own research journeys.

Each workshop can be offered independently from each other.

Facilitator: Kirstin Kraus

This series includes:

a .	Introduction to the basic principles of academic writing and argumentation
b .	Crafting research questions & articulating research contributions
c .	Theory and theorising, particularising, drawing conclusions from data
d.	Writing tips and tactics for emerging scientists
e.	Doing research with integrity
f .	Doing research in cross-cultural contexts: Learning from ethnographies
g .	Doing qualitative interviews: using Hermeneutics and Qualitative data analysis
h.	Principles for conducting Critical Research

Workshops in this series can be selectively opted for and/or tailored depending on the nature of the disciplines.

a. Introduction to the basic principles of academic writing and argumentation

Overview

In any scientific endeavour, a researcher should be able to carefully craft scientific arguments in writing. Scientific argumentation begins with research problems/questions and an appropriate conceptual basis in the form of a review of the right literature. Quality scientific arguments consist out of specific claims that should be developed and presented with internal consistency so that examiners, reviewers, and readers can easily follow the logic of scientific inquiry.

This workshop addresses the fundamental principles of argumentation and academic writing. It also addresses key concepts for guiding a well-articulated thesis or academic paper. Guidance is practical and actionable, supported with examples that illustrate core principles of argumentation and quality in scholarly activities.

The workshop is tailored for emerging supervisors and postgraduate students at any phase of their research.

Topics Covered

—— Basic claims of scientific research

—— Types of knowledge contributions

—— Elements of an argument

—— The principle of 'Inference to the better explanation'

- Crafting arguments in academic writing
- The value of constructive alignment in thesis writing and argumentation
- Foregrounding the golden thread in scientific research
- Preparing for and constructing literature reviews
- Reading the right literature safely: Avoiding questionable scientific practices
- Building self-assessment criteria for successful theses and academic papers

b. Crafting research questions & articulating research contributions

Overview

An essential part of the process of developing scientific arguments is the ability to craft research questions and articulate research contributions.

This workshop addresses different types of research questions, how to develop research questions that represent the scope of a study, and how to articulate research contributions that align with study objectives.

This workshop is especially useful for emerging researchers and supervisors early in their research journeys. It also facilitates opportunities for participants to get feedback on the relevancy and scope of their own research questions.

Guidance is practical and actionable, supported with examples that demonstrate how one can develop and craft research questions and articulate contributions.

Topics Covered

- Types of knowledge contributions and knowledge gaps
- Identifying and defining research gaps
- Different types of research questions
- Developing research questions
- Legitimisation criteria for assessing one's own research questions

c. Theory and theorising, particularising, drawing conclusions from data

Overview

Theory helps create capacity to invent explanations (Stinchcombe, 1987)[1]. Using theory and developing an ability to theorise are therefore central to any scientific endeavour.

This workshop offers basic and practical principles for mastering theory, reading theory, and developing skills in theorising.

Topics Covered

- Introduction to theory and constituents of theory
- Introduction to philosophical assumptions
- Choosing theory for your study
- Reading and getting to know the theory
- Engaging with theory and theorizing at PhD level
- Visualising conceptual frameworks/theory
- Dealing with examiner/reviewer feedback on theory

1. Stinchcombe, A.L., 1987. Constructing social theories. University of Chicago Press.

d. Writing tips and tactics for emerging scientists

Overview

Academic writing is where scientific argumentation 'plays out' in writing.
In contexts where English is a second or third language for most, it is often challenging to develop and supervise academic writing.

This workshop addresses principles for developing and self-assessing academic writing. It also introduces linguistic devices for crafting scientific arguments and tactics to help emerging scientists grow.

Topics Covered

—— **Linguistic devices for connecting arguments with writing:**
- The principle of constructive thesis/paper alignment
- Weaving the golden thread
- Academic 'hedging'
- Writing paragraphs and sections academically
- Linking sentences, sections, and paragraphs
- Argument roadmaps
- Author-driven vs. Claims-driven writing

—— **Developing academic papers:**
- Crafting a paper introduction and abstract
- Crafting research questions and stating a paper title
- Crafting a literature review section
- Assessing a methodology section
- Writing a theory section
- Assessing a paper's results/findings section
- Assessing paper contributions and implications

—— **Tactics for developing student writing**

—— **Challenges in mentoring research capacity**

e. Doing research with integrity

Overview

The scholarly reputation of many academics and institutions is at risk because of questionable science. Questionable scientific practices such as predatory publishing, citation pollution, and plagiarism can corrupt academic evaluation systems, hurt professional disciplines, and lead to wastage of resources.

This workshop looks at questionable scientific trends, the impact of questionable science, and how to avoid getting caught up in these unscrupulous practices. The workshop particularly addresses the following key question: "Are you reading and using the right literature safely?".

Topics Covered

—— Predatory journals, citation pollution, plagiarism and 'patch-writing'

—— Consequences of questionable science & citation pollution

—— The limitations of current tools and journal lists

—— The complexity of usage scenarios

—— Drawing on the power of different types of journal lists to give a better understanding of journal quality and journal meta-data

—— Using tools like Turnitin and Fidelior to address student writing and integrity in scholarly practices

—— Researching citation pollution in different contexts, e.g:
- The Covid 19 publication race
- Comparing C-rated vs. A-rated journals
- Studying publisher lists

f. Doing research in cross-cultural contexts: Learning from ethnographies

Overview

Any scientist, whether working in the 'hard' sciences, social sciences, or humanities, will at some point in their career have to deal with cross-cultural phenomena.

This workshop helps the scientist – emerging ethnographers in particular – prepare for and succeed within cross-cultural research situations.

Topics Covered

- Learning from ethnographies
- Using ethnographic methods to support/complement conventional qualitative approaches
- Moving beyond learning to acquisition (apprenticeship)
- The importance of getting access to deeper meaning
- Dealing with fieldnotes
- Doing fieldwork
- Flexibility in approaches & data collection
- The importance of research partners
- Justifying choices in ethics applications

g. Doing qualitative interviews: using Hermeneutics and Qualitative data analysis

Overview

This workshop is tailored for emerging scientists (supervisors and postgraduate students) interested in doing or supervising qualitative research.

The workshop addresses principles for doing qualitative research, interpretivism as a qualitative research paradigm and principles of hermeneutics, with supporting case studies of how to deal with qualitative data in different ways.

Topics Covered

- Principles for interpretivist research
- Principles of hermeneutics
- Difficulties of hermeneutics
- Doing qualitative interviews
- Interpreting analysed data
- Preparing to theorise, interpret, and particularise with qualitative data

h. Principles for conducting Critical Research

Overview

This workshop is tailored for critical researchers interested in learning how to do critical and emancipatory research.

Postgraduate students and emerging supervisors may also find this workshop useful to help them negotiate challenging research contexts and to develop their skills in critical reflexivity.

Topics Covered

- Introduction to critical social theory
- The agenda of critical research
- Theorising as a critical theorist
- Research problems in critical research
- The role of critical research in exposing ideology
- Critical hermeneutics
- Critical self-reflexivity
- A critical research case study

2.

Academic Writing and Mentoring

Overview

This virtual or face-to-face three-day writing and mentoring workshop is tailored to guide participants to shape draft papers for submission to journals or conferences.

Facilitator: Kirstin Kraus

Topics Covered

Preparing a manuscript for submission

- Crafting a paper introduction and abstract
- Crafting research questions and stating a paper title
- Crafting a literature review section
- Assessing a methodology section
- Writing a theory section
- Assessing a paper's results/findings section
- Assessing paper contributions and implications

Linguistic devices for constructive alignment:

- Weaving the golden thread
- Academic 'hedging'
- Writing paragraphs and sections academically
- Linking sentences, sections, and paragraphs
- Argument roadmaps
- Author-driven vs. Claims-driven writing

An 'insider' perspective as journal editor:

- Getting to know the style of the scientific community you are writing for
- Getting to know the journal you are writing for
- Dealing with reviewer feedback
- How reviewers are selected (reviewer allocation guidance)

Doing research with integrity:

- Predatory journals, citation pollution, plagiarism and 'patch-writing'
- Consequences of questionable science & citation pollution
- The limitations of current tools and journal lists
- The complexity of usage scenarios
- Drawing on the power of different types of journal lists to give a better understanding of journal quality and journal meta-data
- Using tools like Turnitin and Fidelior to address student writing and integrity in scholarly practices

Free writing and the Pomodoro technique

Tactics for developing student writing

3.

Doing Research With Integrity

This series of 2-hour workshops is especially useful to scholarly librarians, emerging supervisors and postgraduate students.

This series includes:

a.	Scholarly writing with integrity
b.	Scholarly communication and deceptive publishing practices
c.	Reading and using the right literature safely – an academic perspective
d.	Librarians and Postgraduates – Working together in the research process

a. Scholarly Writing with Integrity

Overview

To be ethical and practice research integrity, it is important for scholarly authors and postgraduate students to comply with the copyright law and to acknowledge sources they use in their writing.

This workshop addresses the fundamentals of research integrity, copyright compliance, citation and referencing, plagiarism and relevant writing skills. Useful online resources will be provided to attendees.

Facilitator: Denise Nicholson

Topics Covered

- Fundamentals of research integrity
- What is intellectual property?
- What copyright is, what is protected and what is not protected by copyright
- Author's rights and limitations and exceptions for research, education, libraries and archives and persons with disabilities
- Using internet and e-resources and social media
- Using open access and open educational resources
- What is plagiarism and the overlap with copyright
- Detecting plagiarism with examples
- Using Turnitin
- In-text citation and referencing
- Different referencing styles
- Quoting and paraphrasing with examples
- Resources and tools to improve writing skills
- Time management and how to manage stress

b. Scholarly Communication and Deceptive Publishing Practices

Scholarly authors are faced with many questionable practices when citing third party sources or publishing their works, which has negative implications for their reputation, status and tenure.

This workshop discusses the different types of scholarly communication and quality criteria for scholarship and provides criteria and tips on how to identify reputable publishers and to avoid questionable or predatory publishing practices. Various tools and resources will be provided in the workshop.

Facilitator: Denise Nicholson

Topics Covered

- Scholarly criteria for scholarship
- Research metrics
- Traditional publishing
- What is Open Access, its timeline and benefits
- Myths about Open Access
- Open Access publishing
- Creative Commons Licences
- Copyright policies for institutional repositories
- Article Processing Charges (APCs)
- Authors' Rights, Claiming Authorship and Ranking
- Key publishing indicators to identify reputable publications
- Author's Addendum and Publishing Contracts
- Tips for negotiating contracts with publishers
- How to maintain an online profile
- The publish or perish syndrome
- What is predatory publishing?
- What are questionable or deceptive publishers?
- Indicators to avoid citing from or publishing in predatory publications
- Dealing with reputation damage

c. Scholarly Communication and Deceptive Publishing Practices

Overview

The scholarly reputation of many academics and institutions is at risk because of questionable science. Questionable scientific practices such as predatory publishing, citation pollution, and plagiarism can corrupt academic evaluation systems, hurt professional disciplines, and lead to wastage of resources.

This workshop looks at questionable scientific trends, the impact of questionable science, and how to avoid getting caught up in these unscrupulous practices. The workshop particularly addresses the following key question: "Are you reading and using the right literature safely?".

Facilitator: Professor Kirstin Krauss

— Scholarly criteria for scholarship
— Research metrics
— Traditional publishing
— What is Open Access, its timeline and benefits
— Myths about Open Access
— Open Access publishing
— Creative Commons Licences
— Copyright policies for institutional repositories
— Article Processing Charges (APCs)
— Authors' Rights, Claiming Authorship and Ranking
— Key publishing indicators to identify reputable publications
— Author's Addendum and Publishing Contracts
— Tips for negotiating contracts with publishers
— How to maintain an online profile
— The publish or perish syndrome
— What is predatory publishing?
— What are questionable or deceptive publishers?
— Indicators to avoid citing from or publishing in predatory publications
— Dealing with reputation damage
— Studying publisher lists

d. Librarians and Postgraduates – Working together in the research process

Overview

Librarians provide the professional assistance and core resources for researchers, lecturers and undergraduate and postgraduate students, as well as professional staff at tertiary institutions. Libraries are custodians, not copyright owners, of their collections, unless they have published the works or have been assigned copyright by the rightsowners.

This workshop has two parts:
Part 1 provides librarians with the basics of copyright law to empower them to apply the law and advise their users on the requirements of the law, the available exceptions for research, teaching and personal use and compliance in general. It also covers advocacy for better national copyright laws, especially for research, education, libraries and archives, and for persons with disabilities.

Part 2 of the workshop provides advice for librarians, especially new graduates, on customer care and communication in the academic environment; the role that librarians play in the research process; the basic steps in the research process; and promotion of library resources and other research resources.

Facilitator: Denise Nicholson

Topics Covered 📝

Part 1
— Copyright 101 and Limitations and Exceptions in national copyright law
— How to provide copyright education and awareness in one's institution
— Licensing of course-materials
— E-databases and provisions relating to course-material, interlibrary loans, people with disabilities, etc.
— Advocacy and outreach beyond the institution for national copyright reform

Part 1

—— Library Customer Care and Communication

—— The Librarian's role in the Research Process

—— Steps in the Research Process – the basics for beginners

—— Promotion of library resources and e-databases, as well as Open Access, multimedia, and other resources

4.

Research Mentoring

Overview

In these 2-hour, virtual or face-to-face sessions, groups of postgraduate participants are invited to do 10-minute presentations on their research-in-progress (e.g., their research proposals, draft theses or chapters) followed by 10-minute consulting.

In each of these virtual sessions about 6 participants will be able to get feedback on their work. These workshops may be a meaningful follow-up after any of the other workshops by offered.

Facilitator: Kirstin Kraus

a **To attend these workshops, participants must prepare 5 slides answering the following:**

—— An introduction to your topic and research problem. It is important that you defend WHY this research is necessary.

—— Introduce your approach to doing a review of literature

—— Introduce your research approach and explain WHY it is appropriate.

—— Explain your expected contribution. For PhDs we are especially interested in possible theoretical and methodological contributions.

—— Present questions you think you may need answers for. Participants may be able to get input from peers and the presenter.

Our Research Capacity Development Workshops are brought to you by

WWIS Academy

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Enquire Today

Meet the Facilitators

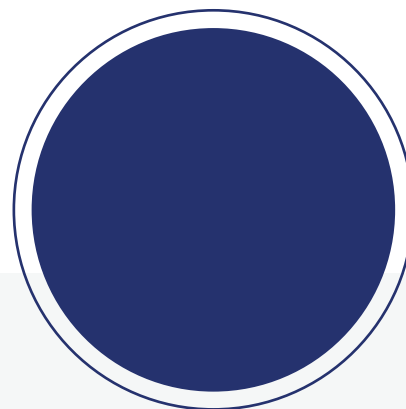## Kirstin Krauss

WWIS Research Advisor

Kirstin Krauss's research focusses predominantly on ICT for Development, Critical Ethnography, Higher Education, and mitigating questionable scholarly practices. He has done editorial work for a number of journals and conferences, including ITD, JIT, EJISDC, SACJ, ECIS (2020/2023), and IDIA (2018). Kirstin has worked at five different South African universities. In his role as Professor and Chair of the Higher Degrees Committee in the School of Computing at the University of South Africa (UNISA) (2017-2022) he focused predominantly on postgraduate student development and supervision capacity building.

Kirstin has been invited and acknowledged by a number of associations and universities to do guest lectures and postgraduate mentoring workshops, including the University of Cape Town, University of the Free State, Ghana Technology University College, Central University of Technology (Free State), Milpark Education, Stadio Higher Education, Uganda Martyrs University in Kampala, and the Southern African Chapter of the Association for Information Systems (AISSAC).

Kirstin is a member of the Association of Information Systems (AIS), he is Advisory Board Member (Research) for Fidelior, a scholarly services organisation focussed on promoting quality scholarly communications, he is a Research Advisor for Worldwide Information Services (WWIS), he is a member of Society for Intercultural Education, Training and Research (SIETAR) Europa – Special Interest Group on Africa, and he served as Education Chair for the AIS Special Interest Group on Global Development (2015-17).

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Denise R. Nicholson

Denise Rosemary Nicholson (BA HDipLib (UNISA), LLM (WITS)) retired from the University of the Witwatersrand, South Africa in 2020, after nearly 38 years' professional service in various library posts. She has 26 years' experience in copyright issues, open access and scholarly communication. She currently runs a consultancy called Scholarly Horizons. She is well-recognised internationally, regionally and in South Africa, for her advocacy and promotion of access to knowledge, open access and copyright awareness, and her campaign for more balanced copyright laws in South Africa. She has been a member of various copyright projects and committees in South Africa and abroad and is still an expert advisor to some of them. She has had input into various policy and other documents for international, regional and local organisations, including WIPO and the UK Government. She has published and presented on various topics and has spoken at more than 100 conferences around the world. She has received a number of prestigious awards, the most recent being the SALI Trust-LIASA Lifetime Achievement Award and the UNISA Chancellor's Calabash Award for Outstanding Educator.

Her full CV and list of publications and other awards can be found at:
https://scholarlyhorizons.co.za/about-denise/

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