



Southeast Asian Ministers of Education Organization
Regional Training Center

Enhancing Scholarly Publications in Education

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Methodology

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Manuscript Preparation

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6. Manuscript preparation

6.1

Preparing abstract

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6.1 Preparing abstracts

1.1

Importance of abstracts

1.2

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Basic types of abstracts

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Drafting abstracts

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Developing abstracts

1.6

General advice

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1.1 Importance of abstracts

1. The first section to be read in a research document.

2. The only proof for the quality of a paper submitted to a conference.

3. The first impression of the research quality.

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1.1 Importance of abstracts

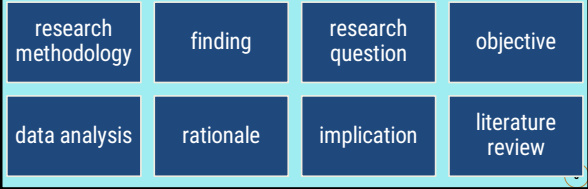
When should researchers start to write the abstract for their research?



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1.2 Key elements of an abstract

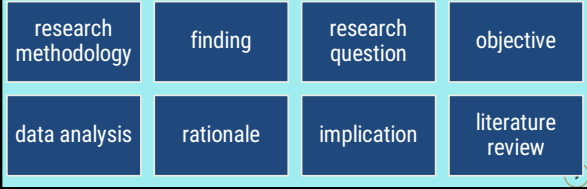
Talk to a colleague next to you the key details that should be included in an abstract of a research study in economics?



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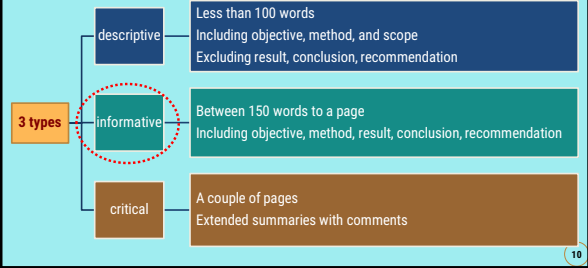
1.2 Key elements of an abstract

Look at the abstracts in Handouts 1 and 2. Identify the elements included in each abstract.



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1.3 Basic types of abstract



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1.4 Drafting abstracts

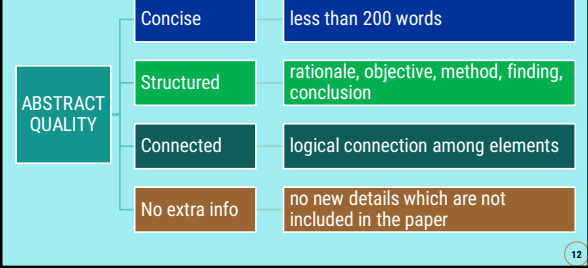
Practice

Look at the key elements in the table and draft an abstract.

Key elements	Details
Objective	Understanding the effects of workplace wellness programs on medical expenditure, productivity, and well-being
Method	Experimental design in more than two years
Participants	Nearly 5,000 employees
Findings	Increasing health screening rates, but not medical expenditures, productivity, or self-reported health status
Conclusion	Rejecting the effects of wellness programs in prior research

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1.6 General advice



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1.6 General advice

AVOID

repeating the title

including citations

using abbreviations

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6.2 Preparing literature review

2.1 Purpose of literature review


2.2 Importance of literature review

2.3 Structure of literature review


2.4 General advice

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2.1 Purpose of literature review

 Previous Research

→

 Research Gap

→

 Your Study

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2.2 Importance of literature review

1. Establishing context and background

2. Identifying gaps

3. Building credibility and justification

4. Avoiding duplication

5. Positioning your study

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2.3 Structure of literature review

1

• Definitions of concepts

2

• Relevance to other similar concepts

3

• Effects on teaching & learning

4

• Main focuses of the study (Research questions)

5

• Conceptual framework

6

• Conclusion

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2.4 General advice

1. Focusing on relevance

2. Being critical, not just descriptive

3. Organizing logically such as chronologically, thematically

4. Showing connections

5. Using recent and credible sources

6. Being clear and concise

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6.3 Presenting data

- 3.1 Importance of data presentation
- 3.2 Data presentation formats
- 3.3 Reporting statistical tests
- 3.4 General guidelines
- 3.5 Common mistakes

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3.1 Importance of data presentation

- Effective Data Presentation
- Communicating results clearly
 - Highlighting key findings
 - Enhancing credibility
 - Supporting the argument
 - Engaging the audience

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3.2 Data presentation formats

Type of Data	Presentation Format	Example
Categorical data	Bar charts, pie charts	Gender distribution
Numerical data	Tables, histograms, line graphs	Test scores, age groups
Trends over time	Line graphs, area charts	Weekly attendance
Comparative data	Bar charts, grouped bar charts	Group A vs. Group B scores
Correlations/Relations	Scatter plots	Study hours vs. grades

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3.2 Data presentation formats

Tables	Figures (Charts/Graphs)
Best for presenting precise numbers.	Best for showing patterns/trends.
Use when there is too much data for a chart.	Use for comparisons, correlations, or time-series data.
Include clear headings and units.	Keep it clean with clear axis labels.
Ideal for small datasets with specific values.	Ideal for large datasets needing visual clarity.

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3.2 Data presentation formats

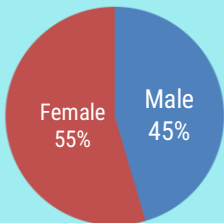
Data situation

- 110 participants (50 males & 60 females)
- Majoring in Mechanical Engineering
- Pursuing a Bachelor's program.

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3.2 Data presentation formats

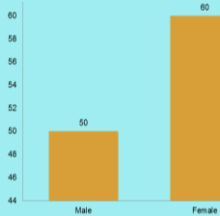
There are 110 undergraduate students majoring in Mechanical Engineering, participating in the current study.



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3.2 Data presentation formats

110 undergraduates from the Faculty of Mechanical Engineering took part in the current study. 55% of them is female, and 45% of them is male.



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3.2 Data presentation formats

Participants of the study are 110 Bachelor's students majoring in Mechanical Engineering (60 females and 50 males).

	Female	Male
Number	60	50
Percent	55	45

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3.3 Reporting statistical tests

Data situation

- Gender
- Students' level of learner autonomy perception.

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3.3 Reporting statistical tests

To understand the effect of gender on students' level of learner autonomy perception, an independent samples t-test was conducted.

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3.3 Reporting statistical tests

To understand the effect of gender on students' level of learner autonomy perception, an independent samples t-test was conducted. The calculation showed that gender had a statistically significant effect on learner autonomy perception ($t=2.089$, $p=.044$, Table 4.1).

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3.3 Reporting statistical tests

Table 4.1: Effect of gender on LA perception

Independent Samples t-Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ.	Std. Error Differ.	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	9.990	.002	2.814	145	.006	.22222	.07897	.06613 .37831
Equal variances not assumed			2.089	33.072	.044	.22222	.10636	.00584 .43860

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3.3 Reporting statistical tests

Female students were found to have a statistically significantly higher level of learner autonomy perception than the male counterparts ($M_{\text{female}}=4.75$ and $M_{\text{male}}=4.53$, Table 4.2).

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3.3 Reporting statistical tests

Table 4.2: Descriptive means of males and females on LA perception

Gender	N	Mean	SD	Std. Error Mean
Female	118	4.75	.328	.03022
Male	29	4.53	.549	.10198

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3.4 General guidelines

1. Choosing the right format
2. Keeping it simple and clear
3. Labelling everything
4. Using accurate scales
5. Highlighting key findings
6. Being consistent

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3.5 Common mistakes

1. Overloading tables or charts
2. Choosing the wrong chart type
3. Missing labels and titles
4. Distorting scales
5. Overuse of colors and effects

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6.4 Writing biography

- Full name and current position
- Educational background
- Research interests or expertise
- Major achievements or publications
- Contact information (optional).

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6.4 Writing biography

- Keep it brief and concise
- Use third-person perspective
- Be professional
- Tailor it to the journal
- Prioritize relevance.

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6.5 Formatting references

- Inclusion of adequate references
- APA or other referencing styles
- Consistency of using names.

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