

Reviewing an Abstract in a Scholarly Journal Article

Homework Assignment Due: September 9

Background: In this class, we're exploring the components of a scholarly research paper. After your trip to the library, you've had an opportunity to learn about the various databases available to library users. This assignment will provide you an opportunity to do some self-study on an important part of a research article – the abstract. Later in the semester, we'll explore other portions of a research paper.

Materials needed:

Scholarly research articles from the Library databases

Slides: "What is an abstract?" – Available on Canvas

How to do it:

Find **four different articles** in scholarly journals; (look on the Library site in the research section.) Read the abstracts and create a short summary.

Prepare your summary this way for each journal:

A. Name and title of the **journal or publication, and date of publication**

B. Title of **article** and **authors**

C. From your careful reading of the abstract find and write a short summary including:

- Problem under investigation
- Study criteria
- Types of participants included in studies
- Results
- Conclusions, limitations
- Implications

(One paragraph for each abstract you find.)

D. Cite the Journals using APA style. (See your text or any APA Style guide for the way to make this citation. There are also resources on the Internet. Or, Use information from the Library Field Trip)

Be sure to place your name and ID on the document.

Place your document on Canvas once you have completed the assignment.

Abstract – Broken into 6 Steps

The move toward offering more online instruction at many academic institutions frequently takes the form of conversion of a traditional course to online format.

[PROBLEM] Despite its prevalence, this special form of course development has received little research attention. [This is also the HOLE in current research.]

This paper presents the [TOPIC] results of an exploratory study of the faculty perspective on the process of course conversion and handling of associated pedagogical and technical challenges as well as institutional factors and administrative considerations.

[METHOD] Semi-structured personal interviews were conducted with eleven instructors from three universities.

[APPROACH] The study was focused on key decisions related to course redesign, such as motivation for conversion, content modification and format of presentation, delivery and development technology, as well as changes to pedagogical strategies.

Main factors impacting these decisions are identified and analyzed in terms of their relative influence.

[IMPACT] The need for greater flexibility in technical and administrative support of the course conversion efforts by faculty are discussed along with other practical implications and possible directions for further study.