



 Claremont Graduate University

Writing Abstracts for Conference & Journal Submissions

Center for Writing & Rhetoric

Outline

- **Definitions**
 - What is the goal/purpose of an abstract?
- **Examples**
- **Types**
 - Descriptive (indicative) abstracts
 - Informative abstracts
 - Statements of purpose
- **Writing Strategies**
- **Conferences and Journals**

Goals & Purposes

Where are you most likely to encounter an abstract?



Journal databases



Conference schedules/programs



As part of a submission packet
(conference/journal/etc.)

Abstracts: Goals and Purposes

The goals of an abstract, then, are to:

- Provide a brief summary of the research undertaken
- Describe some larger work
- Outline research procedures or findings
- Outline an argument (claims, types of evidence, analytical frameworks, etc.)
- Identify the context for the argument in the paper
- Anything else?

Note: All abstracts do not have to do all of these things

Examples

Examples → Types

Here is a link to three example abstracts from three different fields:

Education

THE JOURNAL OF EDUCATIONAL RESEARCH
120(1) 2022, DOI: 10.1080/00220272.2021.2046622



"What if ... it never ends?": Examining challenges in primary teachers' experience during the wholly online teaching

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ABSTRACT

Since the outbreak of Covid-19, the Chinese government has issued strict policies for school operations. To meet the demands of normal school schedule while at home, teachers have been required to provide fully online classes regardless of their previous experience. Understanding and describing the authentic challenges teachers face during the wholly online learning and teaching period may not only offer stakeholders to make more informed decisions about subsequent practices, but also provide timely lessons for primary schools in other regions confronting similar challenges. The present study was a phenomenological study, in which 26 Chinese primary school teachers were interviewed and provided photos that represented their typical online teaching experience. The essence of the study was "cultural adaptation" and four themes were identified, including unpreparedness, concerns for at-risk students, constant change and diversity, feedback issues and implications were discussed especially pertaining to technological innovation and advancement.

ARTICLE HISTORY

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KEYWORDS
technology innovation and integration; Chinese primary teachers; interview; phenomenological study

Introduction

Online learning, which is also used interchangeably with e-learning, digital learning, or distance learning, refers to instruction delivered via various digital devices to facilitate learning (Clark & Mayer, 2016). It has been the center of educational researchers' interest since the widespread of Internet, and related studies have been increasing over the past decade (Watson et al., 2015), and it is often considered an effective tool or means that foster more student-oriented, innovative and flexible learning (Dhanoo, 2020). Studies have indicated that online learning provides numerous benefits, including but not limited to convenience (Cole et al., 2014), increased homework submission and attendance (Benda et al., 2014), improved communication, enhanced interaction between students (Sugh & Tharman, 2018), more efficient group development and better access to knowledge (e.g., Lathi et al., 2014; Wu et al., 2018). However, the majority of online learning research were targeting the higher education settings (e.g., Filas et al., 2018; Krull et al., 2006; Tapp et al., 2020; Hekkel & Ringrose, 2018), whereas the role and impact of online learning among primary students and teachers were much less discussed. Studies have pointed out that primary teachers are generally unprepared for online teaching (e.g., Rice & Dawky, 2009). A more recent qualitative study conducted upon 67 primary teachers in Indonesia revealed that elementary teachers face multiple challenges when teaching online, including technical difficulties, duties and obligations, as well as online teaching experiences, which could lead to

lower teaching motivation compared with face-to-face teaching (Rasmaitilla et al., 2020). Unfortunately, with Covid-19 as the backdrop, fully online learning and teaching has become the only viable and permitted option at especially primary schools in many countries. In China, the Ministry of Education has required all schools to suspend classes without suspending teaching and learning (Song et al., 2020). Will this be a temporary adjustment or a fundamentally changed condition that may last for months or even years? We do not know, but the answer yet concerns during this period how teachers position themselves, what pedagogical strategies they use, what attitudes they hold and how much effort they invest. As one of our interviewees put it:
It's different because you'd never treat a part-time job and a full-time job the same, and you don't see the descent the same way if you did it for every single week... [with such] intensity and complaining parents, I don't know how long I could persist [or] how much more I could put up with.
Indeed, the sudden and dramatic changes in not only our educational environment, but all aspects of our lives is demanding us to not just adapt, but to re-think the meaning of education, re-define the responsibilities of schools, and re-consider what technologies can truly accommodate the unique needs of diverse groups of users. Regardless, primary teachers who are now assumed the role of online instructor can still gain insights from previous research about online learning, such as increasing students' self-efficacy by employing more interactive activities (e.g., Rodrigues et al.,

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Cultural Studies

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Punk and feminism in Indonesia

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ABSTRACT

A strong feminist strand has run through punk since its earliest incarnations, but, because punk scenes are inevitably affected by their wider social contexts, the influences of sexism and patriarchy must be continually (re)negotiated – feminist punk interventions are therefore a key aspect of contemporary 'global punk'. This deliberate and conscious feminist interventionism is a key aspect of punk in Indonesia too, recursively taking its cues from 'punk history' itself. Feminist punk interventions in Indonesia include feminist zines, women-centric bands, explicitly feminist gigs and festivals, communication and support networks of punk women, and anarcho-feminist 'info-house' initiatives. These interventions are necessary because, as elsewhere in the world, sexism is part of the lived experience for punk women in Indonesia. Patriarchal repression is acute in wider Indonesian society, and, despite the rhetoric of equality and opposition to oppression, these sexist norms are reproduced in the punk scene in the form of homosocial gender division, marginalization of women, derision of feminist initiatives, sexual objectification, and sexual assault. The influence of morally conservative fundamentalist Islam in Indonesia also shapes expressions of sexism in the punk scene.

Drawing on three periods of ethnographic research (2012, 2015, 2018), as well as key secondary sources such as the *Pui Scene Kami Jujur (This Is Our Scene True)* documentary film (2016), and ongoing dialogue with women in Indonesia's punk scenes, this article considers the influence of feminist interventions in punk. Whilst feminist objectives are limited to transforming their immediate punk scene, and though they face continued sexism within the scene and concerted repression from the state and from religious groups, these initiatives represent a significant political/cultural platform for feminism in wider Indonesian society.

KEYWORDS Punk; Indonesia; feminism; sexism; intervention; anarchism

Introduction

CONTENT NOTE – Participants recount experiences and effects of physical sexual assault including detail of assaults themselves in the section entitled accordingly. All interviewee names are pseudonyms, and all interviewees self-identified as women unless otherwise stated.

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Psychology

You Are Right, You Are Wrong: The Effect of Feedback on Intuitive Thinking

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Dual-process theories of decision making distinguish between type 1 processes, which are normally assumed to be fast and automatic and related to intuitive thinking, and type 2 processes, which require the involvement of working memory and are closely linked to analytical reasoning. The purpose of this work was to study the role of external information about intuitive (vs. analytical) decisions, examining whether type 2 processes engagement is modified by exposure to positive or negative feedback. One hundred six participants completed a set of conditional reasoning tasks, adopting a two-response paradigm. Results showed that participants who are expected to receive feedback information took longer to make intuitive decisions, but they took less time to give intuitive responses after the administration of positive feedback and more time after the administration of negative feedback; moreover, time spent by participants to provide their reflected responses progressively decreased throughout the experiment. A significant negative feedback effect also emerged, showing an increase in the accuracy of intuitive responses. Results are discussed from a dual-process perspective.

KEYWORDS dual-process theories; feedback; response time; intuition; conditional reasoning

Despite little consensus on what intuitive thinking means (Janoff-Bulman, 2010; Plocher et al., 2009), definitions are consistent with the idea that intuitions are fast and spontaneous (Ochs, 2001). The importance of speed has also been highlighted in evolutionary perspectives that point to the advantages of being able to process information and respond quickly to environmental stimuli (Epstein, 1994; Hash, 2001; Kahn, 1982). Moreover, intuition has been used to involve direct apprehension that is "not mediated by other reasoning or representation" (see Ochs, 2001, p. 123). Several authors, discussing the virtues of fast decisions (e.g., Chabell, 2007) described intuition as a form of direct and instant

knowledge of a truth, which can manifest itself without reasoning, thus requiring little effort. On the other hand, intuitive thinking is often defined as the opposite of analytical reasoning, which is more effortful and deliberate (Epstein, 2010; Evans, 2010; Hogarth, 2001). The distinction between intuitive and analytical thinking is common in psychological literature, and various functional characteristics have been studied (Hansson, 1996; Sloman, 1996). The Piagetian research tradition, for example, has long described cognitive development as a steady growth from reasoning operations and understanding, showing that children's propensity to problems tend to confuse has often to the prescriptions of logic than those of

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Common & unique elements from the examples



What kinds of information (method, argument, research question, context, etc.) do they include?



What kinds of information are left out?



Do they focus on procedure or conclusion?



What is the scope of the different abstracts?

Common & unique elements from the examples

What kind of specialized language is used or omitted?

Who is the intended audience for each?

- General public
- Experts (i.e., people within the field who have topical expertise)
- High-information specialists (i.e., people within the field who have no topical expertise)

Is anything missing from them?

Types

Types

FOCUS/STRUCTURE: Approaches to writing abstracts*

- **Results-Driven** abstract: “concentrates on the **findings** of the research and what might be **concluded** from them”
- **Summary** abstract: “provide one- or two-sentence **synopses** of each section of the paper”

*John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd edition (Ann Arbor: University of Michigan Press, 2012), 384.

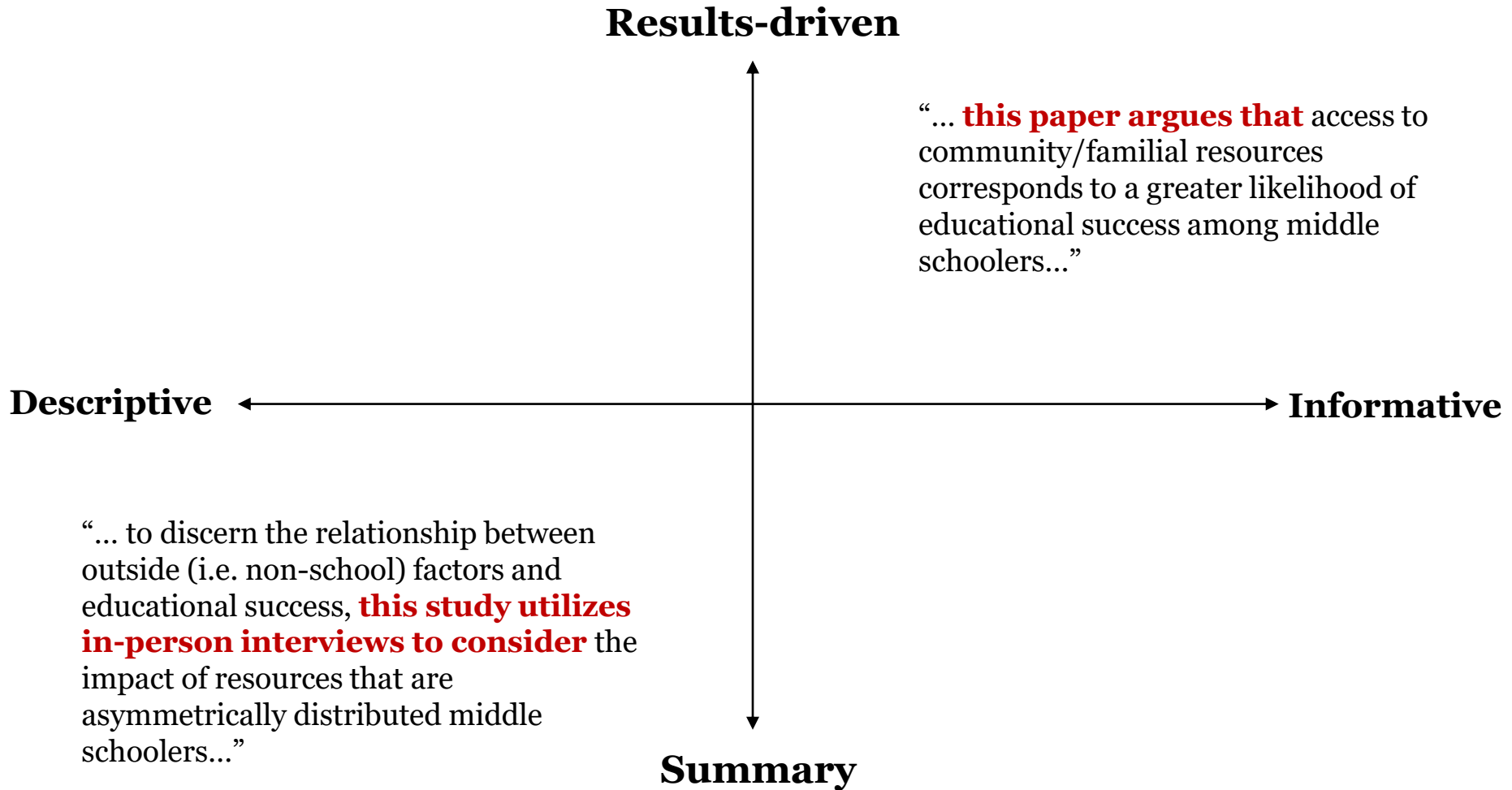
Types

SCOPE/PURPOSE: Different kinds of abstracts*

- **Descriptive**/Indicative abstract: An abstract that “describes **what was done**”
- **Informative** abstract: An abstract that “includes the **main findings**” of the paper/project

*John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd edition (Ann Arbor: University of Michigan Press, 2012), 384.

A Typology of Abstracts



Solving Problems: Statements of Purpose

■ Purpose Statement

- Establish the intent of the study/research
- Describes design
 - Relevant theoretical frameworks?
 - Methodology

Adapted from Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Los Angeles: SAGE Publications, Inc.

Solving Problems: Statements of Purpose

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“The purpose of this _____ [strategy of inquiry, such as ethnography, case study, or other type] study is [was? will be?] to _____ [understand? explore? develop? discover?] the _____ [central phenomenon being studied] for _____ [research site, situational context]. At this stage in the research, the _____ [central phenomenon being studied] will generally be defined as [provide general definition and justification for that definition if possible].”

Solving Problems: Statements of Purpose

Model

“The purpose of this _____ [strategy of inquiry, such as ethnography, case study, or other type] study is [was? will be?] to _____ [understand? explore? develop? discover?] the _____ [central phenomenon being studied] for _____ [research site, situational context]. At this stage in the research, the _____ [central phenomenon being studied] will generally be defined as [provide general definition and justification for that definition if possible].”

Example

“The article contributes to the literature addressing the needs of gay and bisexual students by identifying several areas where progress can be made in improving the campus climate for them. This paper derives from a two year ethnographic study of a student subculture composed of gay and bisexual males at a large research university; the focus on men reflects the fact that lesbian and bisexual women constitute a separate student subculture at the university under study”

Rhoads, R. A. 1997. “Implications of the Growing visibility of gay and Bisexual Male Students on Campus. *NASPA Journal*, 34(4), 275-286. Quoted in Cresswell (2014, p.127).

Writing Strategies for Abstracts

Reverse (& Forward) Outlining



If you've already written something, list the main ideas of each section (or paragraph depending on length)



Group these main ideas together into more and more concise sentences



If you haven't written anything, sketch out your main thoughts in outline form



Use the typical structure of your field and refine your ideas as they progress

Cut & Paste



Cut: select passages from your work that express key ideas



Paste: add these together in the logical flow of an abstract and revise



Sciences: consider this strategy when the project isn't neatly expressed by numerical findings



Humanities: helpful when a clear thesis and supporting topic sentences can be identified and cut

Conferences & Journal Articles

Specific Abstracts: Conference Papers

When you are adapting a class/seminar paper for submission to a conference, consider the following:

- Your abstract should clarify how your paper connects to the theme/focus of the conference
 - Is your paper topically or thematically connected to the conference?
 - Will your paper reinforce or challenge dominant ideas at this conference?
 - Is the conference regional, national, international (i.e., what is the expected level of polish of completed papers/findings)
 - What is the purpose of the seminar/panel you are proposing for?

Specific Abstracts: Journal Submissions

When you are adapting a class/seminar paper for submission to an academic journal, consider the following:

- Your abstract should clarify how your paper meets the criteria/focus of the journal
 - Is your paper topically or methodologically connected to the journal?
 - What kinds of submissions does the journal accept?
 - What is the scope of the journal?
 - What is the intended audience of the journal?
 - What kinds of resources does the journal offer for submitting authors?
 - [Journal of the American Academy of Religion Author Information](#)
 - [American Political Science Review Submission Guidelines](#)

References/Resources

University of Manchester Academic Phrasebank,

<http://www.phrasebank.manchester.ac.uk/referring-to-sources/>

Swales, John M. and Christine b. Feak. 2004. *Academic Writing for Graduate Students*. 2nd ed. Ann Arbor: University of Michigan Press.

Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Los Angeles: SAGE Publications, Inc.