

Research in Daily Life and Reading Research Literature

Marie Paz Morales

Research in Daily Life & Research Literature

Marie Paz E. Morales

Why do we Need to Research?

- *Situation*
 - *You want to buy a new mobile phone with specific features such as:*
 - *Smartphone*
 - *With selfie features*
 - *Big storage*
 - *Long battery life*
 - *Affordable*
 - *What you do to decide which will you purchase?*



Why do we Need to Research?



Why do we Need to Research?



Why do we Need to Research?

: **NORMAL-SIZED ANTEVERTED UTERUS
SUBMUCOUS MYOMA AS DESCRIBED
RIGHT ADENXAL MASS, CONSIDER DERMOID CYST
SURGICALLY ABSENT LEFT OVARY (S/P OOPHORECTOMY)**

The above descriptions are based on sonologic interpretation and should be correlated with clinical findings and other ancillary procedures.

Thank

Why do we Need to Research?

EMG:

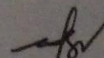
1. Positive sharp waves were noted on the right upper paracervical muscles.
2. All other muscles tested were electrically silent at rest.
3. Motor unit action potentials of sampled muscles are of normal form, amplitude, and duration. Adequate recruitment and interference pattern noted upon maximal effort.

INTERPRETATION:

This is an abnormal EMG-NCV study due to findings of:

1. Right C5-C6 radiculopathy, incomplete, with acute denervation changes.
2. Right focal median neuropathy at the level of the wrist (Carpal Tunnel Syndrome), incomplete, mild in degree.

Thanks For Referring!


ANNA CECILIA S.A. TIANGCO, MD, FPARM
ELECTROMYOGRAPHER

Why do we Need to Research?

- To update oneself with progress in a particular specialty/field of study.
- To find a solution for a specific problem – could be diagnostic or therapeutic (medical/surgical)
- To know about causation, clinical features, and course of a disorder or disease.
- To understand certain fundamental aspects like pathophysiology for example.

Why do we Need to Research?

- To get an idea for carrying out a research work.
- The article has been assigned to be read.
- To find support for one's view
- To help provide literature in one's own field of specialization

On a broad sense....we need research to...

- be systematic and logical
- acquire knowledge-based informed decision making skills
- Be critical and scientifically literate citizens
- achieve economic growth and development (through knowledge-based means)

Reading Research Literature

A Typical Journal Article Structure

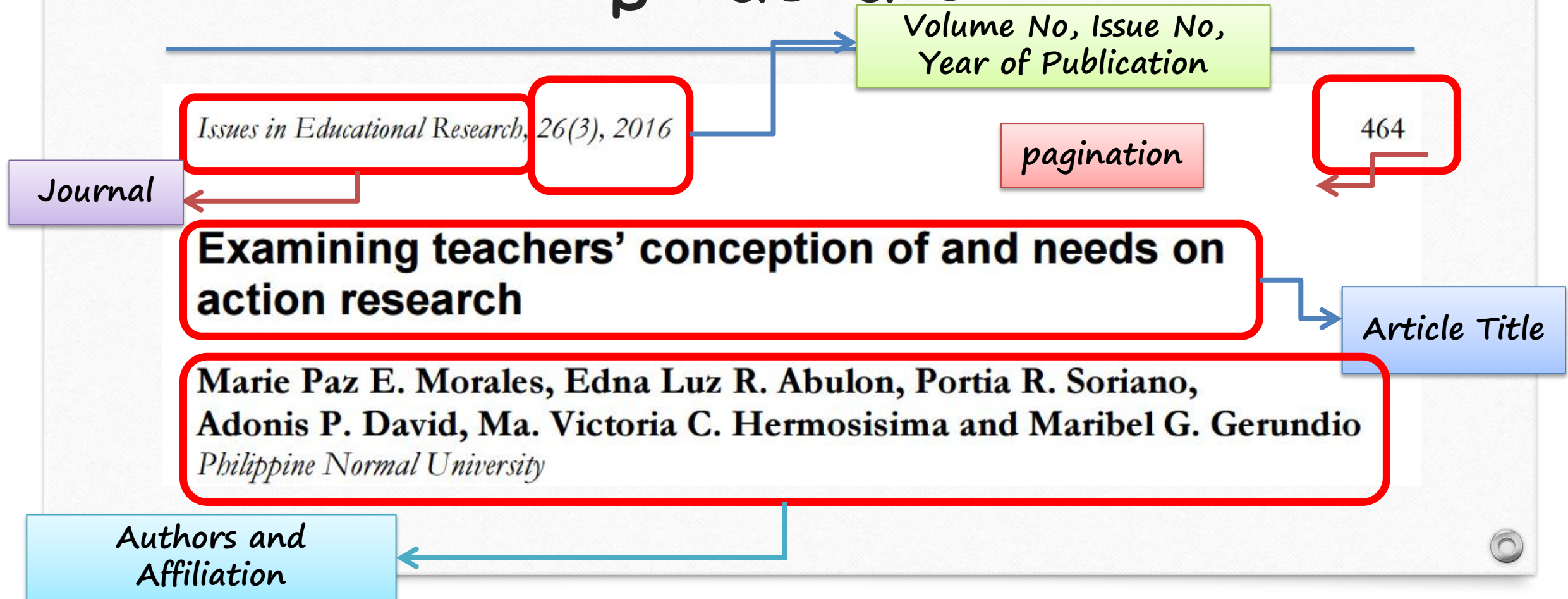
Issues in Educational Research, 26(3), 2016

464

Examining teachers' conception of and needs on action research

**Marie Paz E. Morales, Edna Luz R. Abulon, Portia R. Soriano,
Adonis P. David, Ma. Victoria C. Hermosisima and Maribel G. Gerundio**
Philippine Normal University

A Typical Journal Article Structure



Article Structure-Let's Practice...

Asia-Pacific Edu Res
DOI 10.1007/s40299-017-0329-2



REGULAR ARTICLE

Cultural Historical Activity Theory (CHAT): Influenced Case Research of a Philippine Physics Class

Marie Paz E. Morales¹

Article Structure-Let's Practice...

International Journal of Research Studies in Education
2017 July, Volume 6 Number 3, 81-95

Investigating the effects of customized cognitive fitness classroom on students' physics achievement and integrated science process skills

Chan, Joefrey R. ✉

Dominican School, Manila, Philippines (jupri_4@live.com)

Morales, Marie Paz E.

Philippine Normal University, Philippines (morales.mpe@pnu.edu.ph)

Received: 20 September 2016

Available Online: 19 October 2016

Revised: 3 October 2016

DOI: 10.5861/ijrse.2016.1648

Accepted: 14 October 2016



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

A Typical Journal Article Structure

- Title
- Abstract
- Introduction
- Methods
- Results (Results and Discussion)
- Discussion (Conclusion and Recommendations)
- References

Q & A muna...

- Which occurs first in a scientific journal article?



ABSTRACT

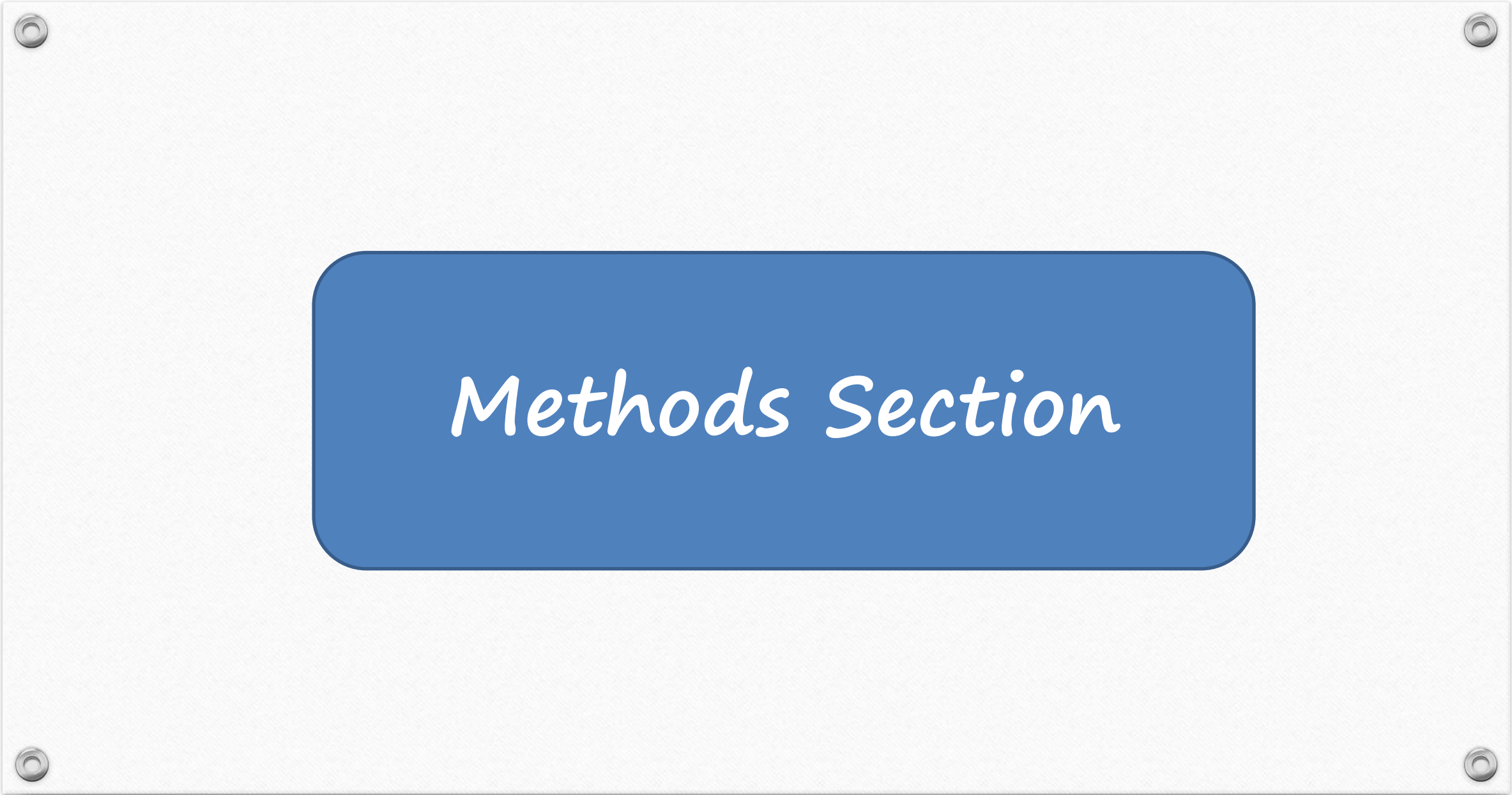
Q & A muna...

- Where can we read the rationale of the study?

INTRODUCTION

Q & A muna...

- Where can we find the description of instruments used?



Methods Section

Q & A muna...

- Where will we read the limitations of the study?

*Recommendations
Section*

Q & A muna...

- Which cannot be determined from a reference list citation?
 1. Title of the journal
 2. Title of the journal article
 3. Number of pages in the journal
 4. Number of pages in the journal article

*Number of pages in the
journal*

Mining Articles and Doing the Database

Mining Articles

- Use online database

- Proquest
- SpringerLink
- Web of Science
- EBSCOhost Research Database
- Philippine E-journals
- McGrawHill

- Use online database

- Google Scholar
- Google or Yahoo
- Metasearch engine
- Web Portal
(www.po.pnuresearchportal.org)
- ResearchGate
- Personal Website or Page of Author



"Participatory Action Research"



My updates: recommended based on My Citations [Learn more](#)

[Convergence of Indigenous Science and Western Science Impacts
Students' Interest in STEM and Identity as a Scientist.](#)

SO Alkholy, F Gendron, B McKenna, T Dahms... - Ubiquitous Learning: An ...,
2017

[Pierre Bourdieu and non-habitual decisions](#)

RC Templeton - Educate~, 2017

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Stand on the shoulders of giants



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Sort by relevance

Sort by date

☒ include patents☒ include citations☒ Create alert**[BOOK] Participatory action research.**

WFE Whyte - 1991 - psycnet.apa.org

Abstract 1. This book aims to make a case for participatory action research (PAR) as a powerful strategy to advance both science and practice. PAR involves practitioners in the research process from the initial design of the project through data gathering and analysis to

[Cited by 2902](#) [Related articles](#) [All 4 versions](#) [Cite](#) [Save](#)**[BOOK] Participatory action research**

A McIntyre - 2007 - books.google.com

Participatory Action Research (PAR) introduces a method that is ideal for researchers who are committed to co-developing research programs with people rather than for people. The book provides a history of this technique, its various strands, and the underlying tenets that

[Cited by 780](#) [Related articles](#) [All 4 versions](#) [Cite](#) [Save](#)**Participatory action research.**

S Kindon, R Pain, M Kesby - International encyclopaedia of human ..., 2008 - dro.dur.ac.uk

Participatory action research (PAR) is a rapidly growing approach in human geography. PAR has diverse origins in different parts of the world over the last 70 years and it takes many forms depending on the particular context and issues involved. Broadly speaking, it is

[Cited by 154](#) [Related articles](#) [All 4 versions](#) [Cite](#) [Save](#) [More](#)**Participatory action research**

JL Ozanne, B Saatcioglu - Journal of consumer research, 2008 - jcr.oxfordjournals.org

Abstract The goal of improving consumer welfare can subtly or dramatically shape the research process, the methods used, and the theories developed. This article introduces the participatory action research paradigm, which is based upon the goal of helping people and

[\[PDF\] vt.edu](#)

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Participatory action research (PAR) is an approach to research in communities that emphasizes participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection. PAR emphasizes collective inquiry and experimentation grounded in experience and social history.

[Overview](#) · [Ethics](#) · [Challenges](#) · [See also](#)

Participatory action research - NCBI - NIH

<https://www.ncbi.nlm.nih.gov> > [NCBI](#) > [Literature](#) > [PubMed Central \(PMC\)](#)

by F Baum - 2006 - [Cited by 509](#) - [Related articles](#)

Participatory action research (PAR) differs from most other approaches to public health research because it is based on reflection, data collection, and action that ...

Defining PAR | Participatory Action Research & Organizational Change

<https://participation.wordpress.com/whatpar/defining-par/> ▼

Oct 27, 2011 - **Participatory action research** is a form of action research in which professional social researchers operate as full collaborators with members of organizations in studying and transforming those organizations.

Participatory Research Methods: A Methodological Approach in Motion

www.qualitative-research.net > [Home](#) > [Vol 13, No 1 \(2012\)](#) ▼

by J Bergold - 2012 - [Cited by 286](#) - [Related articles](#)

Prototypes of this kind of research in English-speaking countries include **participatory action research (PAR)**, co-operative inquiry, and participatory evaluation; ...

Participatory action research | Child Family Community Australia

<https://aifs.gov.au/cfca/publications/participatory-action-research> ▼

A snapshot of **participatory action research**, an approach that views the participant as an equal partner with the researcher.

UNDERSTANDING PARTICIPATORY ACTION RESEARCH: A ...

[template-analysis-of-the-literature-on-participatory-action-research/27](#) ...

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<i>René C. Romero</i>		
Vol 9, No 1 (2015): The Normal Lights	MORAL INTELLIGENCE OF FACULTY AND PROSPECTIVE TEACHER GRADUATES OF PNU NORTH LUZON: BASIS FOR THE DEVELOPMENT OF A	ABSTRACT PDF

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The **Association of Southeast Asian Teacher Education Network (AsTEN) Journal of Teacher Education** is the flagship publication of ASTEN, a multidisciplinary peer- refereed international journal that will serve as the main platform by which the network's initiatives are made known to the academic community. It is expected to provide a scholarly forum on the dynamics of teacher education and the current initiatives of AsTEN member institutions in the areas of research and publication, scholarship of teaching, teacher education leadership, curriculum and pedagogy, reciprocity program, quality assurance and harmonization of standards and other relevant topics which continue to shape and redefine teacher education in the ASEAN region.

EISSN: 2467-7825



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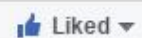
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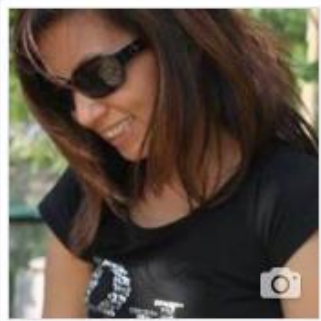


...

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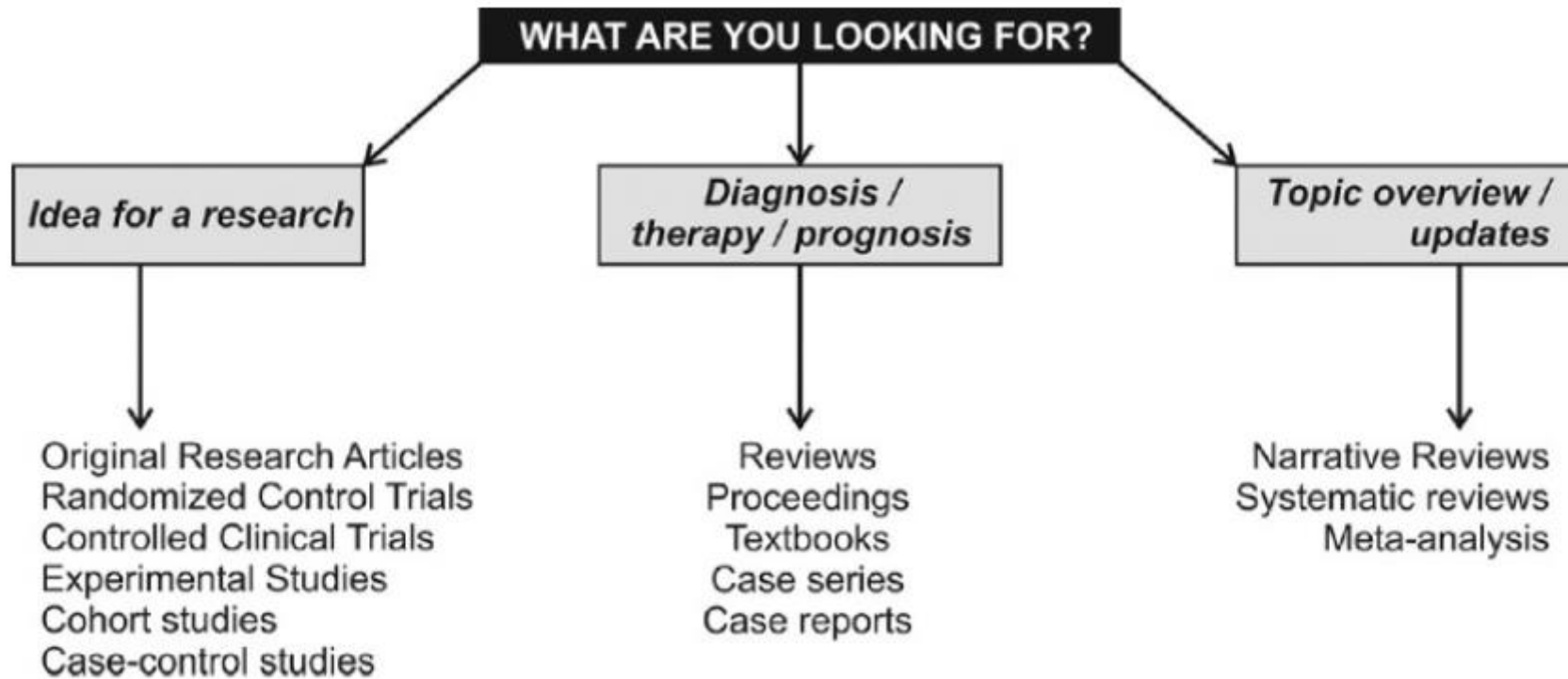
Teacher

5.0 ★★★★★

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What to Search...



Doing the Database

Doing the Database

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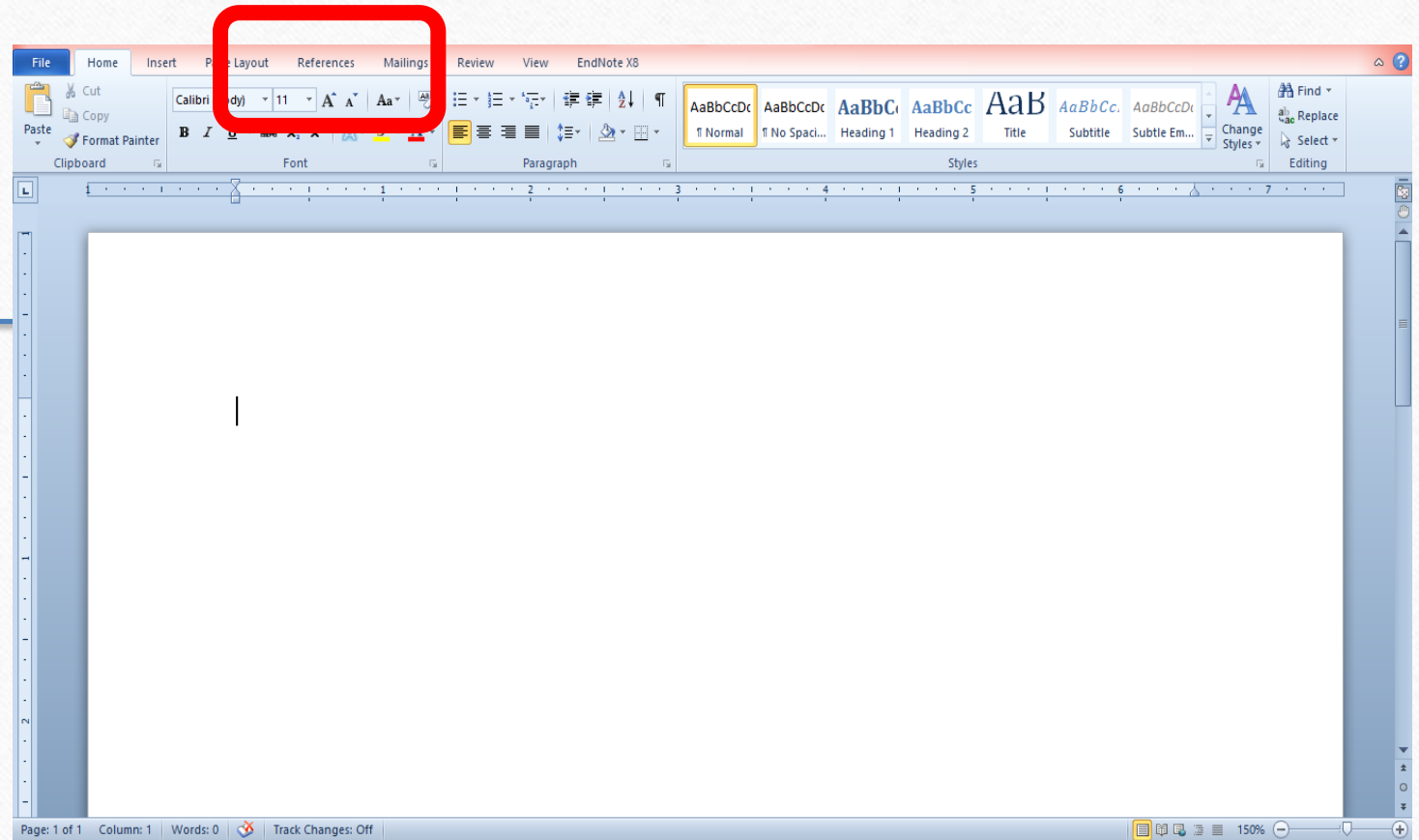
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- Citefast
- CiteThisForMe
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- OttoBib

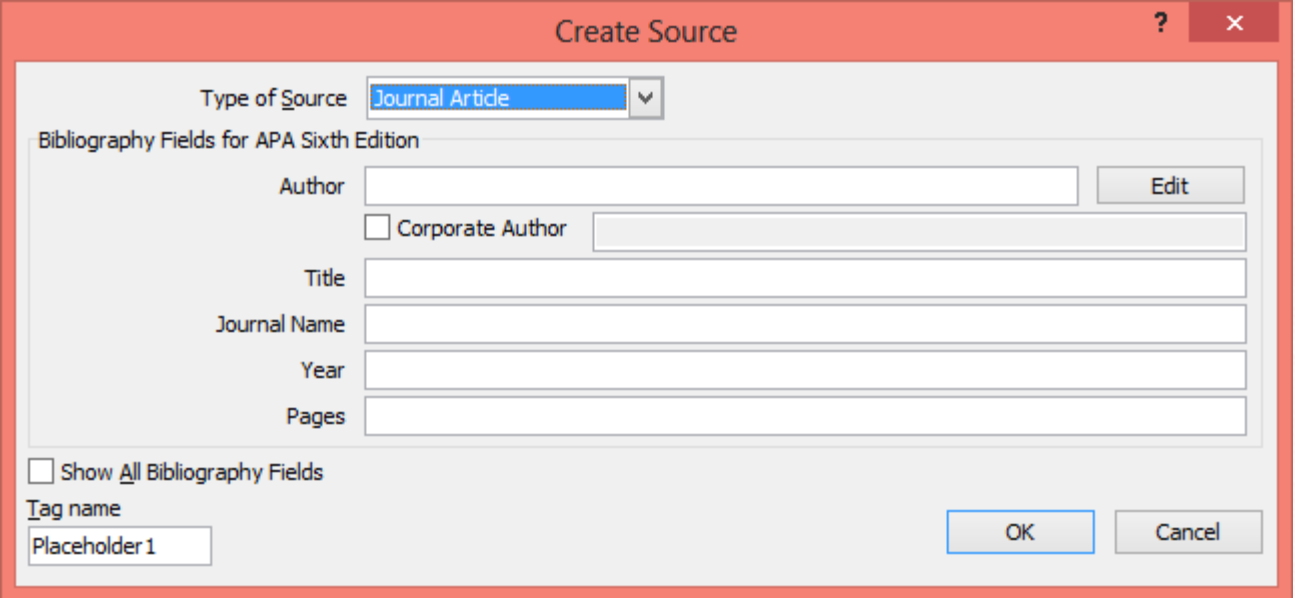
Ms Word

1. Go to “References”
2. Click on “insert citation”
3. Click on “Add a new source”



Ms Word

1. Go to “References”
2. Click on “insert citation”
3. Click on “Add a new source”
4. Input the searched article
5. Click “OK”



The screenshot shows the 'Create Source' dialog box in Microsoft Word. The title bar is red with a question mark and a close button. The main area is light gray. At the top, 'Type of Source' is set to 'Journal Article' in a dropdown menu. Below this, the section 'Bibliography Fields for APA Sixth Edition' contains several input fields: 'Author' (with an 'Edit' button), 'Corporate Author' (with an unchecked checkbox), 'Title', 'Journal Name', 'Year', and 'Pages'. At the bottom left, there is a checkbox for 'Show All Bibliography Fields' and a 'Tag name' field with 'Placeholder1' entered. At the bottom right, there are 'OK' and 'Cancel' buttons.

Create Source

Type of Source: Journal Article

Bibliography Fields for APA Sixth Edition

Author: [Text Box] Edit

☐ Corporate Author [Text Box]

Title: [Text Box]

Journal Name: [Text Box]

Year: [Text Box]

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☐ Show All Bibliography Fields

Tag name: Placeholder1

OK Cancel

Ms Word

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2. Click on “**insert citation**”
3. Click on “**Add a new source**”
4. Input the searched article
5. Click “**OK**”

Asia-Pacific Edu Res
DOI 10.1007/s40299-017-0329-2

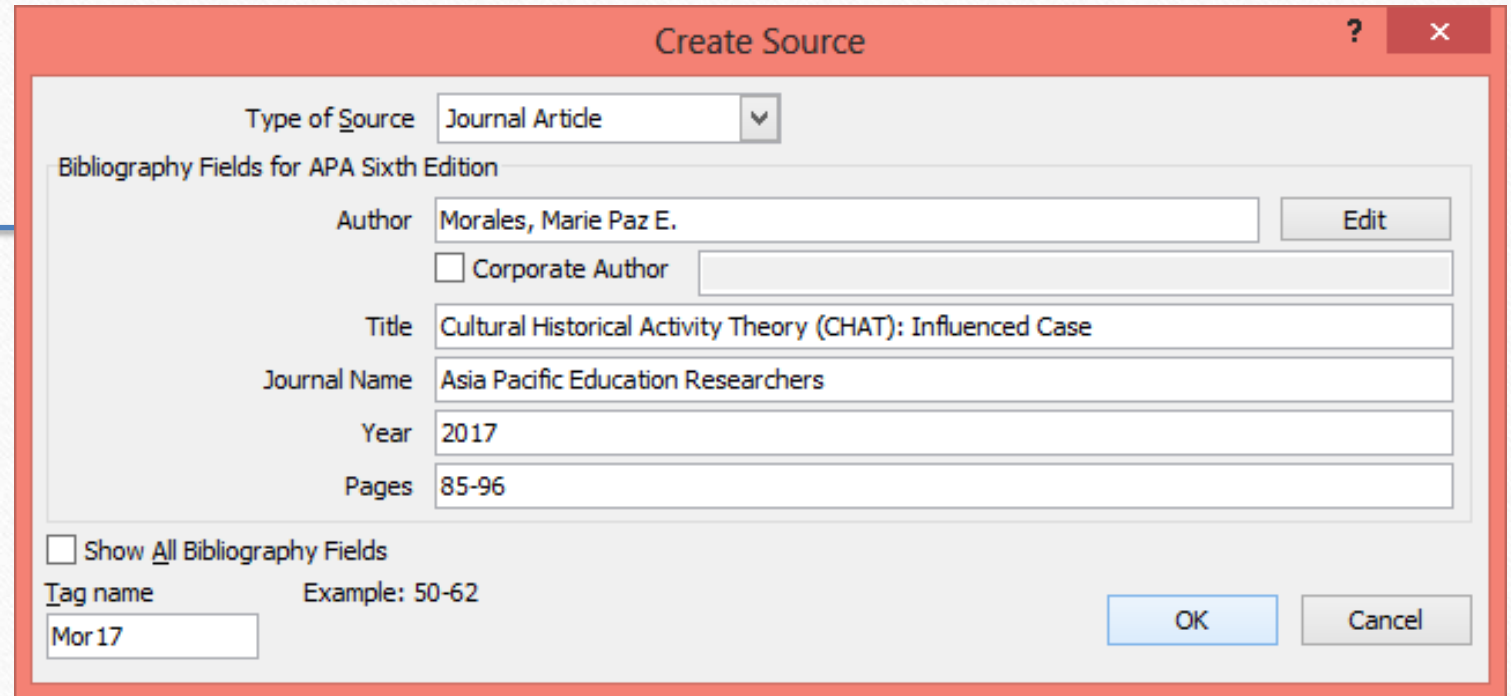
REGULAR ARTICLE

Cultural Historical Activity Theory (CHAT): Influenced Case Research of a Philippine Physics Class

Marie Paz E. Morales¹

Ms Word

1. Go to “References”
2. Click on “insert citation”
3. Click on “Add a new source”
4. Input the searched article
5. Click “OK”



The screenshot shows the 'Create Source' dialog box in Microsoft Word. The title bar is red with a question mark and a close button. The main area is light gray. At the top, 'Type of Source' is set to 'Journal Article' with a dropdown arrow. Below this, a section titled 'Bibliography Fields for APA Sixth Edition' contains several input fields: 'Author' (Morales, Marie Paz E.) with an 'Edit' button, a checkbox for 'Corporate Author', 'Title' (Cultural Historical Activity Theory (CHAT): Influenced Case), 'Journal Name' (Asia Pacific Education Researchers), 'Year' (2017), and 'Pages' (85-96). At the bottom, there is a checkbox for 'Show All Bibliography Fields', a 'Tag name' field (Mor17) with an 'Example: 50-62' label, and 'OK' and 'Cancel' buttons.

Create Source

Type of Source: Journal Article

Bibliography Fields for APA Sixth Edition

Author: Morales, Marie Paz E. [Edit]

☐ Corporate Author

Title: Cultural Historical Activity Theory (CHAT): Influenced Case

Journal Name: Asia Pacific Education Researchers

Year: 2017

Pages: 85-96

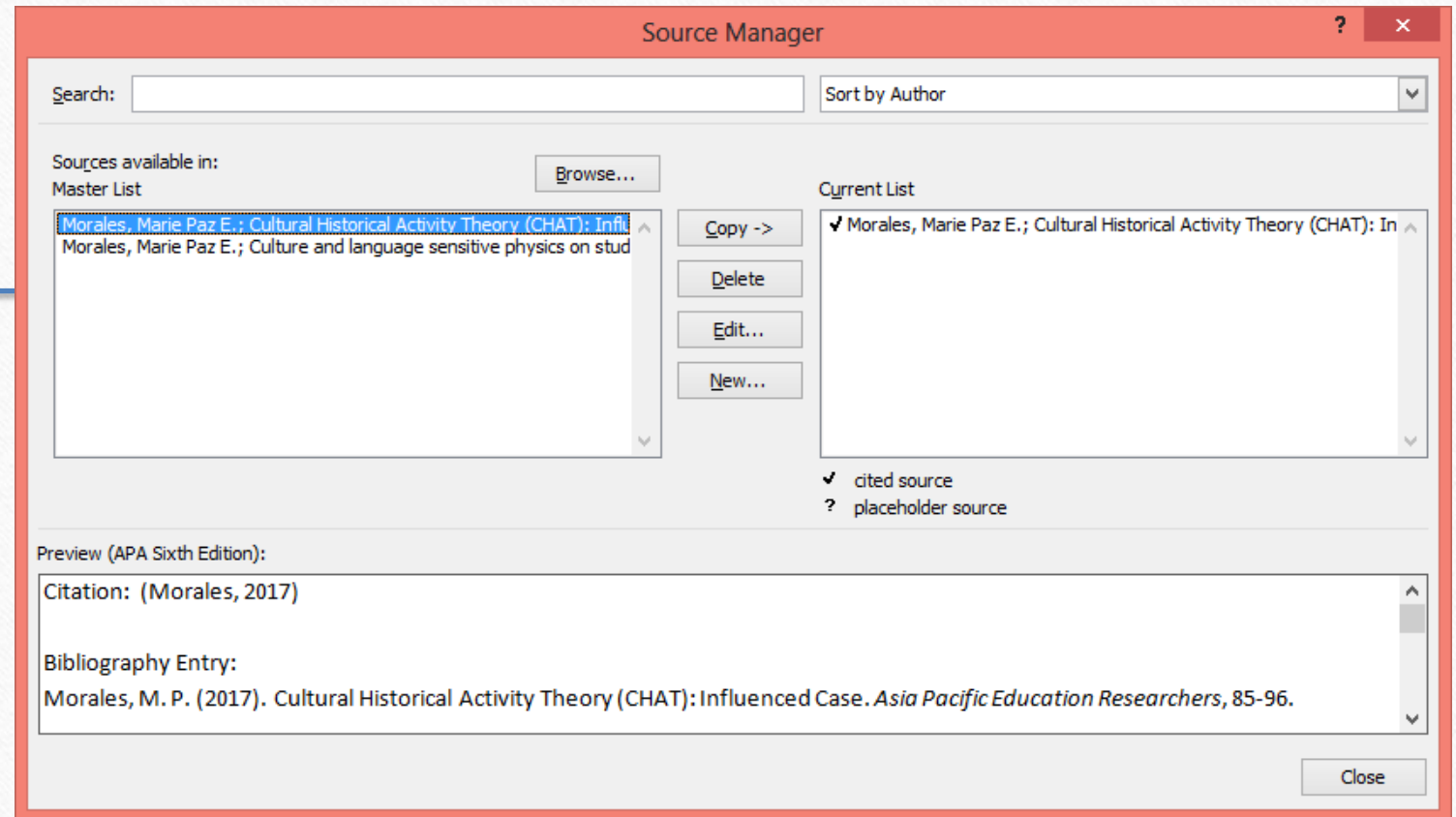
☐ Show All Bibliography Fields

Tag name: Mor17 Example: 50-62

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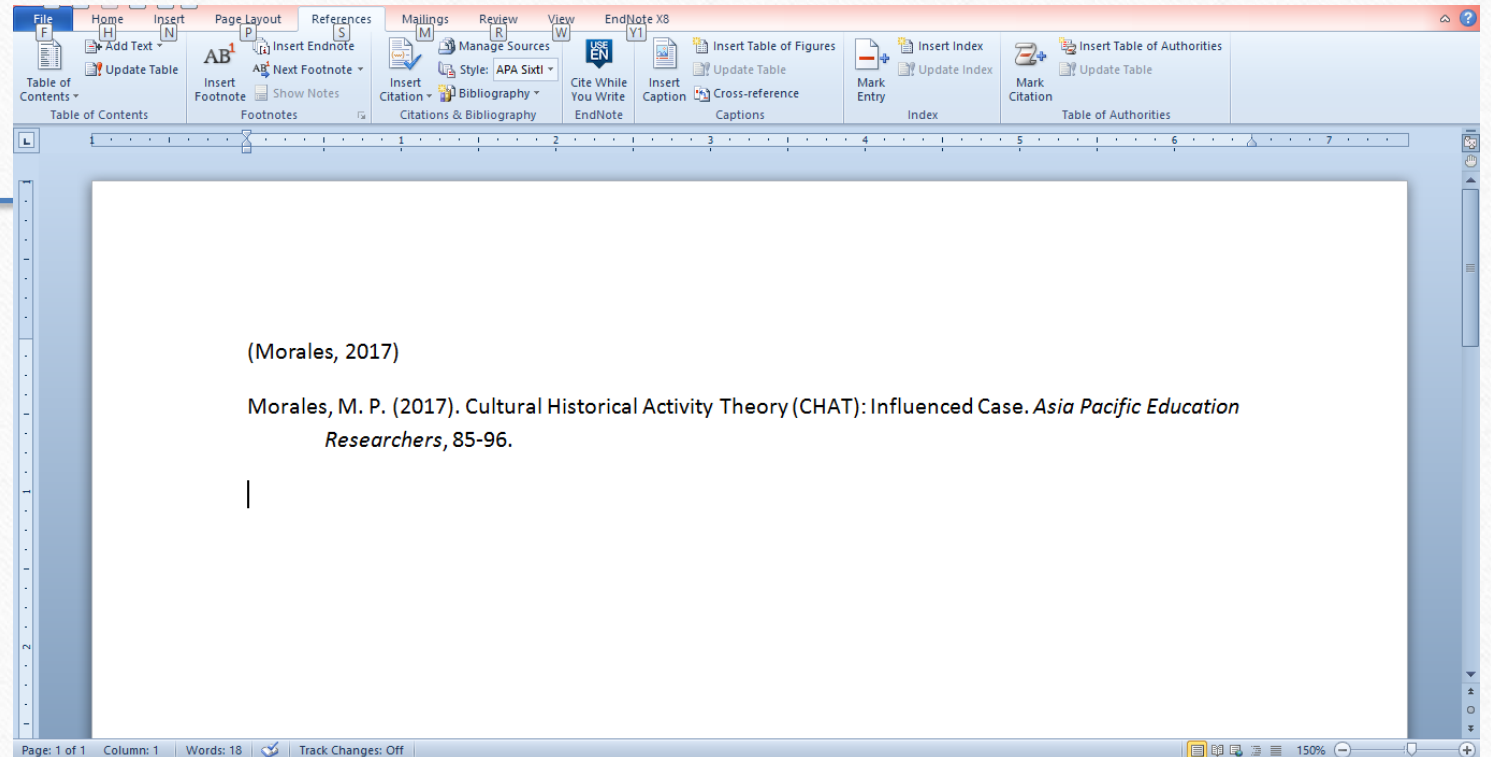
Ms Word

1. Go to “References”
2. Click on “insert citation”
3. Click on “Add a new source”
4. Input the searched article
5. Click “OK”
6. Go to “Manage sources”
7. Click on “Bibliography” then on the drop down menu click on “Insert Bibliography”



Ms Word

1. Go to “References”
2. Click on “insert citation”
3. Click on “Add a new source”
4. Input the searched article
5. Click “OK”
6. Go to “Manage sources”
7. Click on “Bibliography” then on the drop down menu click on “Insert Bibliography”



Reading Research Literature

Ways and Means

1. Skimming the entire paper
2. Vocabulary
3. Read by Comprehension: Section by Section
4. Reflections and Criticisms

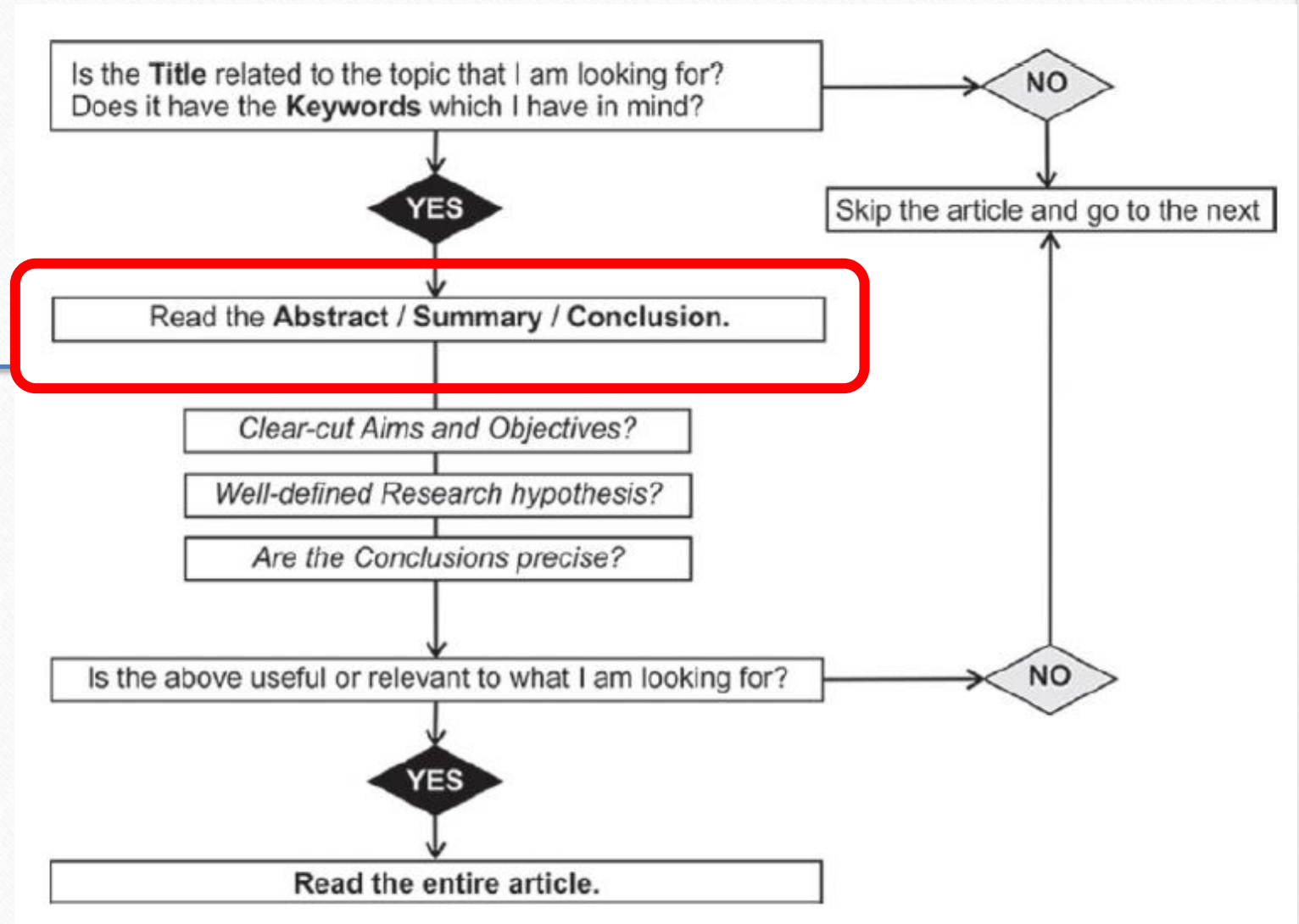


Skimming the Entire Paper

- Look at the major headings (do they follow the “anatomy” we just described?)
- How many figures are there, what kinds of figures are they (gels, graphs, microscopic images?)
- What is the conclusion of the paper?
 - (It may not make sense to you at the moment, but note what it is.)

Thru skimming...lesser
articles...

Flowchart for
selecting meaningful
articles for he
intended study



Marie Paz E. Morales¹

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morales.mpe@pnu.edu.ph

Objective/Purpose

Methods

Products/Results

*Results and
Conclusion*

Abstract: Culture and game-based physics activities are anticipated to promote active and fun learning of physics concepts. The study features non-conventional design and development of physics activities using traditional Filipino games also known as “Laro ng Lahi”. These non-conventional processes in the development comprise literature reviews, document analyses, and interviews. The eight developed “Laro ng Lahi”-based physics activities are presented as activity pack intended for high school physics and introductory physics students. Key features of these activities include standard and synchroni—rules and game mechanics, aligned and matched competencies in the K+12 science curriculum, inclination to student conceptual development, penchant for the preservation of Filipino culture and traditions, comprehensible texts and procedures and use of locally-available or indigenous materials. Results of the development study show that the “Laro ng Lahi”-based physics activities are content valid based on expert ratings (4.74 out of 5) with moderate to substantial agreement for the inter-rater reliability and an excellent over-all reliability index (0.90) suggesting a good and standard supplementary and support material for classroom use and for a wider goal of promoting active physics learning – Physics in Action. |

Abstract

Several researches identified that many students find physics the most difficult science subject. The quest to find ways to make learning physics more meaningful and interesting has lasted for decades. Even with all the new strategies and pedagogies being used, many students still find the subject formidable. This study critically explored the learning characteristics of Filipino physics students which will serve as baseline data for curriculum design. Value Survey Module 2008 (VSM 08) and Epistemological Beliefs Assessment for Physical Sciences (EBAPS) were used to determine the cultural dimension indices and the epistemological beliefs of 385 participants grouped according to ethnicity. Percentage contributions of the three identified ethnic groups (Tagalog, Bicol and Pangasinan) were determined by taking the population ratio of each ethnic group with the total population of the three ethnic groups. Hofstede's cultural interpretation and education perspective interpretation of cultural values and beliefs were used to deduce the significance of the cultural dimension indices of the sample ethnic groups. EBAPS axes interpretation was also deduced per ethnic group to establish the distinct epistemology of all three ethnic groups. In comparing the ethnic groups per cultural dimension index and per EBAPS axes the study noted the similarities and differences of the learning characteristics of the different learners in cultural perspective. Each ethnic group showed unique and distinct cultural dimensions and epistemology. The Pangasinan learners were culturally tagged as student-centered, while Bicol and Tagalog learners as teacher-centered. All ethnic groups, however, believed that science is composed of bit and pieces of concepts and knowledge. Pangasinan and Bicol learners emerged to move towards higher order thinking skills lessons when compared with the Tagalogs' epistemology. Correlation of the cultural dimension indices with the epistemological beliefs axes established the learning characteristics unique to each ethnic group of learner.

Let's Label...

Abstract

This paper reviews Participatory Action Research as an approach to teacher professional development. It maps the origins of Participatory Action Research (PAR) and discusses the benefits and challenges that have been identified by other researchers in utilizing PAR approaches in conducting research. It draws ideas of combining the features of Action Research (AR) and Participatory Action Research (PAR) to plot research cell design or teacher network design to enhance research for action, action for research and creation of knowledge and theories while solving problems occurring in classroom settings. The discussion focuses on reflective practice and andragogy as the featured characteristics of AR and PAR. These are noted to develop quality teachers to attain quality learning and quality assurance. The review also provides probable benefits of PAR framework to Philippine education; probable challenges and issues that may arise in the implementation; and future directions of PAR implementation in the Philippines aimed to attain education quality through teacher quality.

Key words: Action research; Andragogy; Participatory action research; Reflective practice; Teacher professional development

Let's Label...



International Journal of Research in Education and Science

Volume 2, Issue 1, Winter 2016

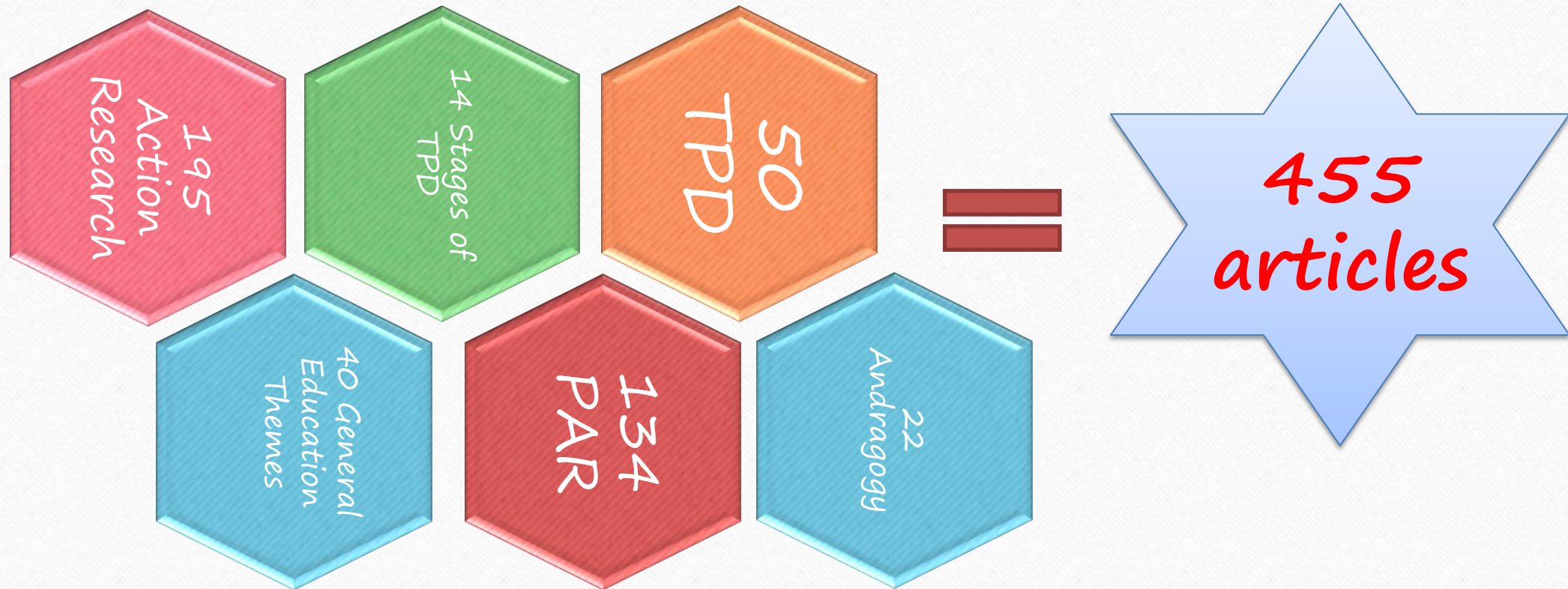
ISSN: 2148-9955

**Participatory Action Research (PAR) cum Action Research (AR) in
Teacher Professional Development: A Literature Review**

Marie Paz E. Morales*

Philippine Normal University, Philippines

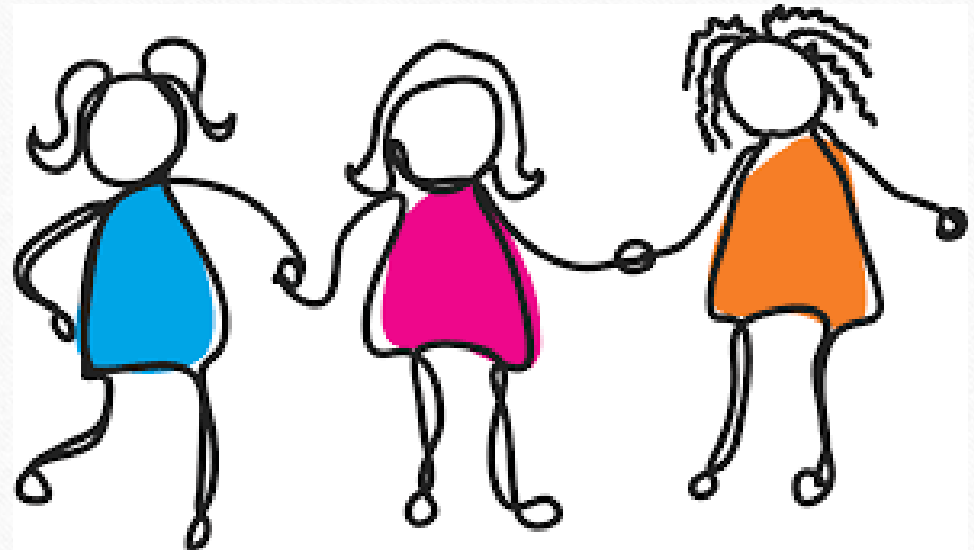
Initial literature search...



A decision to write an LR...

Initial Title...

- Participatory Action Research (PAR) cum Action Research (AR): Designing Professional Development Training for Basic Education Teachers



A decision to write an LR...

Initial Outline...

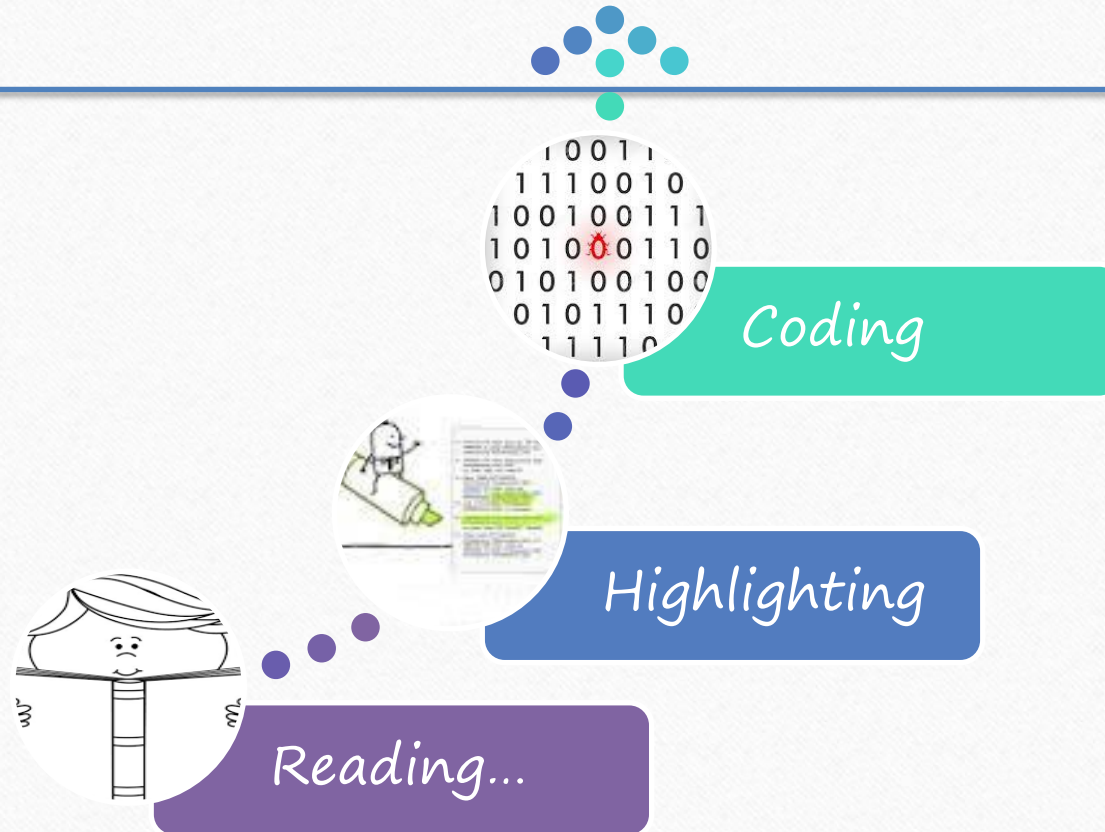
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 - UNESCO's post 2015 Agenda
 - PQF and AQRF
 - Quality Education
 - Pedagogy
 - Assessment
 - Curriculum

Initial Outline...

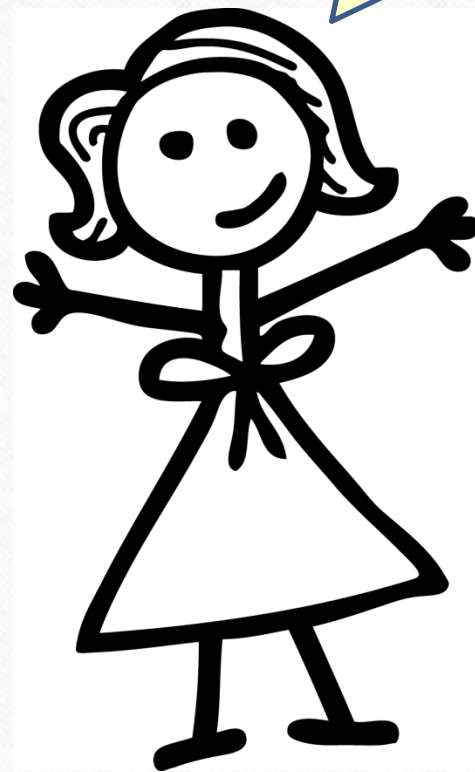
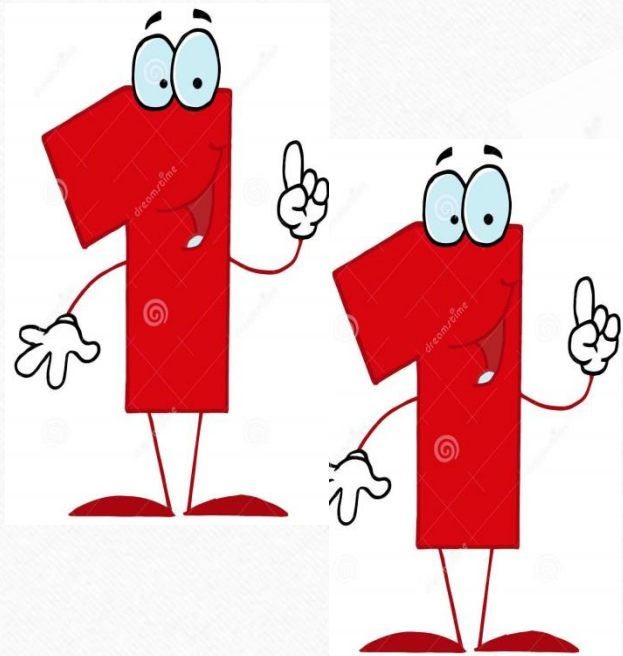
- Body
 - Defining PAR and AR
 - Origin of PAR and AR
 - Combining PAR and AR
 - Comparing PAR and AR focus on processes
 - Andragogy
 - Program for Teacher Professional Development
- Synthesis
- Conclusion

Initial Themes...

- Defining PAR and AR
- Origin of PAR and AR
- Combining PAR and AR
- Comparing PAR and AR focus on processes
- Andragogy
- Program for TPD



Articles down to...



YEHEY!!!
Ready na!

Vocabulary

- Go through the paper as a whole simply underlining words and phrases you do not understand.
- You are not reading the paper for comprehension of the whole paper yet, just making sure you have understanding of the words to then comprehend it.

Vocabulary

- Look up simple words and phrases, where?
 - Biology textbooks
 - Online at biology dictionaries or encyclopedias (www.wikipedia.com seems to be a good resource for basic definitions and procedures)
 - Look up methods that you are not familiar with (i.e. what is an immunoprecipitation or a transformation?)

Reading for Comprehension

Per Section

Introduction

- Tells about the **background of the object of study** (what led the researcher to launch the study –historical background, situations that may have spurred the researcher to undertake the study, empirical observations)
- Brief **review of literature**
- Presents the **research gap** that can be filled up by the study
- Shows the **rationale** or justification for choosing a study

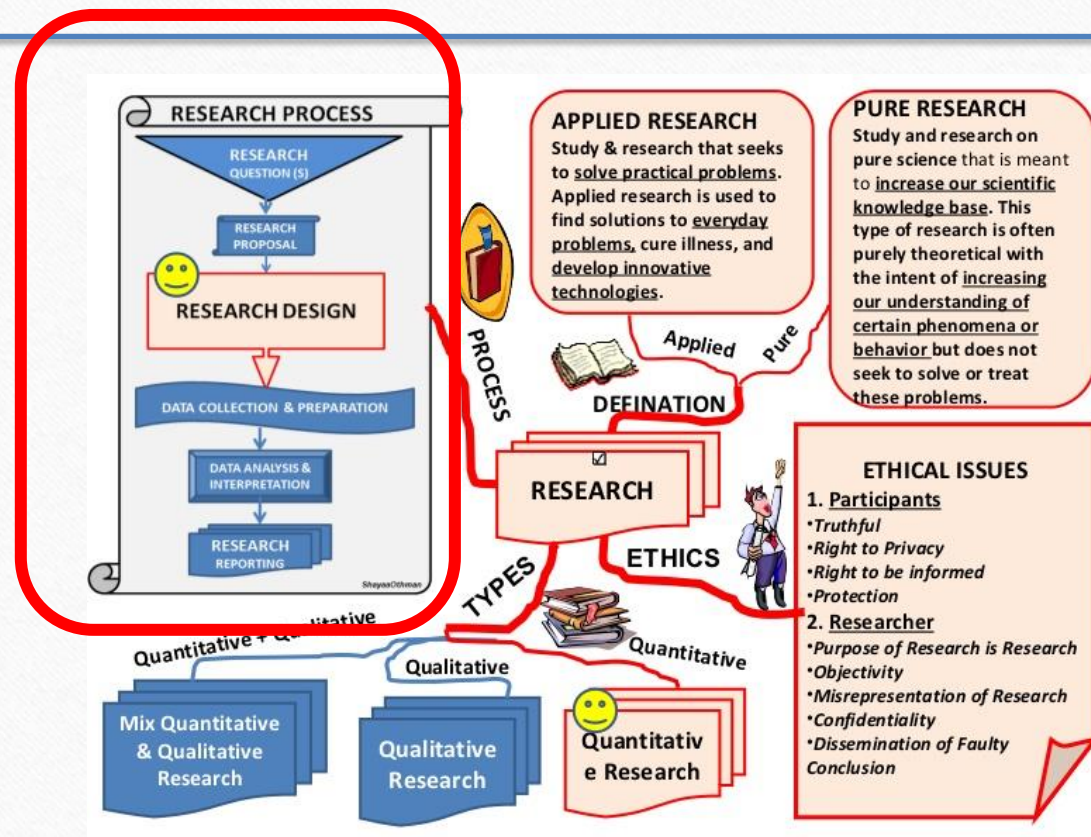
Exploring Introduction...

Let's do this in groups of three....

<i>Article Title</i>	<i>Background</i>	<i>Brief Review of Litt</i>	<i>Research Gap</i>	<i>Rationale (Significance of the Study)</i>

Methods...

- Introduction to the method section.
- Research Design
- Participants
- Research Instruments
- Data Collection
- Data Analysis



Participants

- *Who are the participants?*
- *What is the profile of the participants*
- *List participants per stage of the study*
- *Sampling Method*

Instruments

- State whether the instrument used is standardized or researcher-made/developed.
- Briefly but detail the description of the instrument used inclusive of content validity index if available and reliability index
- If not standard instrument is available, your designed instrument should include procedures on the following listed or described thoroughly as part of the appendix:
 - Design and develop a draft copy
 - Validation
 - Reliability

Data Collection & Data Analysis

Data Collection

- Usually presented as:
 - Preliminary
 - Implementation
 - Post-implementation

Data Analysis

- Presented per problem
- Presented per research method used

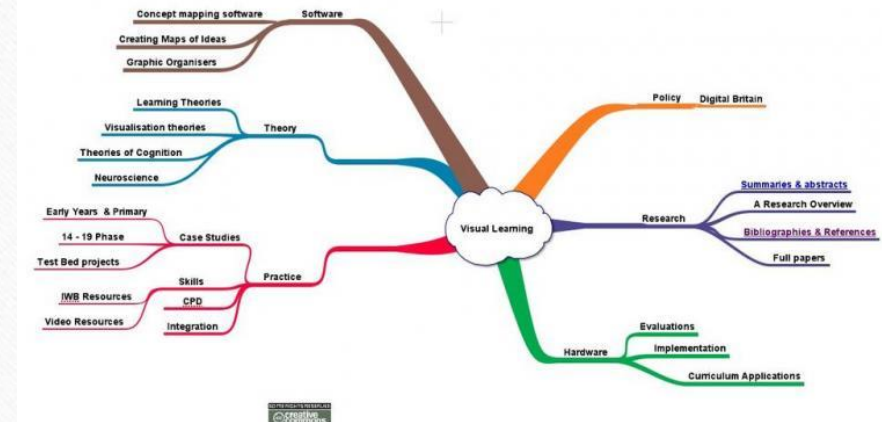
Exploring Method Section...

Let's do this in groups of three....

<i>Stages</i>	<i>Participants</i>	<i>Instruments and Data Collection</i>	<i>Data Analysis</i>

Discussions...

- Discussion
 - What conclusions do the authors draw? Be sure to separate fact from their opinion/interpretation?
 - Describe for yourself why these data significant. (Does it contribute to knowledge or correct errors?)



Reflection and Criticism

- Do you agree with the authors' rationale for setting up the experiments as they did?
- Did they perform the experiments appropriately? (Repeated a number of times, used correct control groups, used appropriate measurements etc).

Reflection and Criticism

- Were there enough experiments to support the one major finding they are claiming?
- Do you see patterns/trends in their data that are problems that were not mentioned?
- Do you agree with the authors' conclusions from these data? Are they over-generalized or too grand? Or are there other factors that they neglect that could have accounted for their data?
- What further questions do you have? What might you suggest they do next?

Summing up the article...

Let's do this in groups of three....

<i>Objectives</i>	<i>Participants And Instruments</i>	<i>Data Collection and Analysis</i>	<i>Results and Implications</i>	<i>Reflections and Criticism</i>

Research Ethics

Research Ethics...

- Research ethics refers to a diverse set of values, norms, and institutional regulations that help constitute and regulate scientific activity



Three sets of obligations of a researchers to adhere to professional standards.

- An obligation to honor the trust that their colleagues place in them.
- An obligation to themselves. Irresponsible conduct in research can make it impossible to achieve a goal.
- An obligation to act in ways that serve the public.



Research Ethics...

Ethics is about creating a mutually respectful relationship with the research population

- Subjects are pleased to participate
- Community regards the conclusions as constructive

PROFESSIONAL:
Reporting
Credits
Plagiarism

Values

Ethics in Research

DATA Gathering :
Voluntary participation
Informed Consent
No Harm
PAC- Privacy, Anonymity,
Confidentiality

Issues Related to Ethical Concerns....

- Plagiarism
- Misuse of Privileged Information
- Data manipulation
- Authorship and Other Publication Issues
- Research with Human
- Research with animals
- Subjects

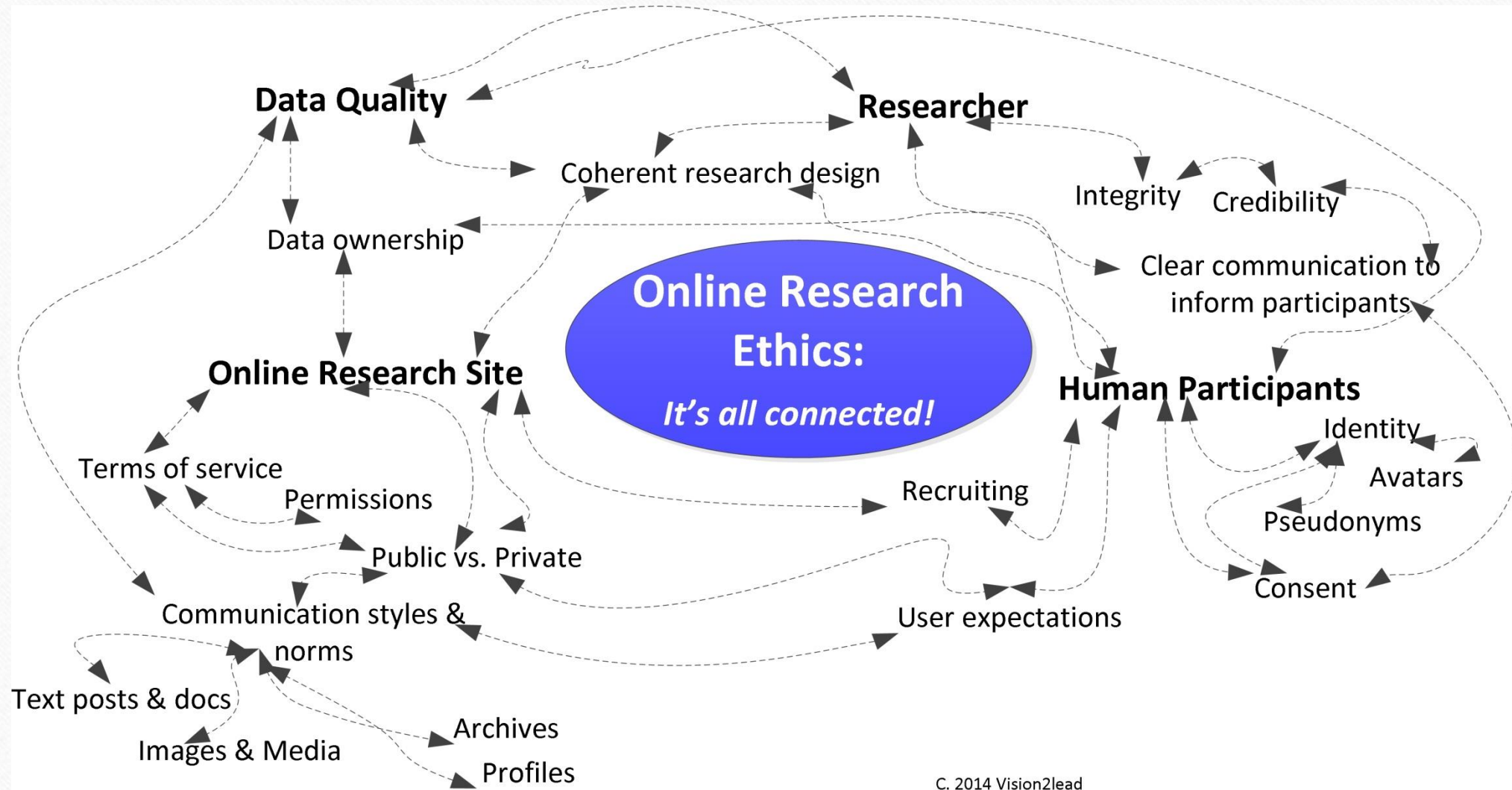


Some problems encountered...

- Lack of informed consent
- No debriefing (restoration to an emotional state equal to what was experienced before the experiment)
- Invasion of privacy
- Deception
- Confidentiality
- Disregard for risks encountered by the patient

Informed Consent

- Provide information about the study
- Obtain informed consent
 - Use inform consent form:
 - Purpose of the study
 - Activities involved
 - Risks/Benefits
- Use inform consent form:
 - Rights to refuse/withdraw without penalty
 - How confidentiality will be handled
 - Primary investigator contact information
 - Signature lines for participants and researchers



Publication Ethics

General Ethical Principles

- **Respect for persons**
 - Autonomy and self-determination.
 - Meaningful informed and voluntary consent
- **Beneficence**
 - Maximizing benefits by promoting the well-being of subjects and society
- **Justice**
 - Persons bearing burden of research should receive appropriate benefits:
 - subjects should not be placed at risk merely because of convenient access, their compromised position, or ability to be manipulated.
- **Non-maleficence**
 - Minimizing harm

Publication Ethics

The
Normal Lights
Journal on Teacher Education



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[PUBLICATION ETHICS](#) [AUTHOR GUIDELINES](#) [ONLINE SUBMISSIONS](#)

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Publication Ethics-Author's 7 Sins

<i>Sin</i>	<i>Examples</i>	<i>Probable Punishment</i>
Carelessness	Citation bias, understatement, negligence	Request for correction, letter to editor
Redundant publication	Same tables or literature review reported without noting prior source	Rejection of manuscript. Copyright infringement
Unfair authorship	Failure to include eligible authors, Honorary authors	Angry colleagues, complaints to editor or employer

Publication Ethics-Author's 7 Sins

<i>Sin</i>	<i>Examples</i>	<i>Probable Punishment</i>
Undeclared Conflict of Interest	Failure to cite funding source	None conduct of research
Human/animal subjects violations	No approval from Review Board or Ethics Committee	
Plagiarism	Reproducing others' work or ideas without as one's own	Retraction of manuscript & notification of employer
Other Fraud	Fabrication of falsification of data, Misappropriation of others ideas or plans given in confidence	Retraction of manuscript, notification of employer & publication ban

Plagiarism

- Plagiarism ranges from the unreferenced use of others' published and unpublished ideas to submission under "new" authorship of a complete paper, sometimes in a different language. It may occur at any stage of planning, research, writing, or publication; it applies to print and electronic versions.
- All sources should be disclosed through appropriate citation or quotation conventions, and if a large amount of other people's written or illustrative material is to be used, permission must be sought (COPE 2001).

Self-Plagiarism

- Author is not allowed to re-use previously published material when rights have been assigned to the publisher (as they are in most cases)
- Many journals are not interested in reproducing previously published material because it consumes valuable space.
- Use without permission is a violation of copyright

How to avoid self-plagiarism

- Short quotes from a previously published article should be set off in quotation marks and original version cited
- Permission must be requested when large sections are reproduced
- Methods and literature reviews should be paraphrased

Degrees of Scientific Misconduct

- “Trimming”
 - altering one’s data
- “Cooking”
 - selective reporting of one’s data
- “Forging”
 - making up the data

University suggests journal correct diabetes paper. Publisher retracts it.

with one comment

After a publisher learned there may be issues with a 2008 diabetes paper, it asked the author's university to investigate. The university found evidence of image duplication, and asked the journal to consider correcting the paper.



Instead, the journal has retracted it.

The backstory involves diabetes researcher [Kathrin Maedler](#), who has one [previous retraction](#), as well as multiple corrections. Even the paper in question, published in *Diabetes*, received an erratum in 2014 regarding a duplicated image, as well as [an expression of concern last August](#) after the American Diabetes Association questioned "the reliability of the data" in both the article and erratum.

According to the [expression of concern](#), the ADA asked the University of Bremen to investigate the issues in the [paper](#). In October, [the University of Bremen concluded](#) that several duplications present in her work were the result of negligence, not misconduct.

To resolve the issues, the university's rector recommended that the authors publish a second erratum with corrected figures. But after conducting its own review, the ADA overruled the university, opting instead to [retract the paper](#):

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Publisher Retracts Dozens of Studies

Springer Nature pulls 58 articles in one fell swoop, citing plagiarism and authorship manipulation, among other things.

By Joshua A. Krisch | November 1, 2016



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Swift BIOSCIENCES

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FLICKR, PHILLIP WONG

Springer and BioMed Central today (November 1) [announced](#) the retraction of 58 articles across seven journals, affecting more than 200 authors. Springer Nature, the company behind both subsidiary publishers, issued the mass retraction notice upon discovering that some of the now-pulled papers' authors had manipulated the peer review process, and that some of the reports contained plagiarism.

"We take every allegation seriously, and investigate every allegation of plagiarism," a Springer Nature spokesperson told [Retraction Watch](#). "In this case we identified irregularities which led us to suspect a broader pattern of manipulation."

While most retractions are quiet, single-study affairs, in recent years publishers have issued an increasing number of mass retractions. In 2014, for instance, Springer and IEEE [pulled more than 120 papers](#) that had been produced by SciGen, a random study generator.

But the most recent cases of misconduct reported by Springer Nature were more difficult to detect. "A much more complex manipulation has taken place from a different group of authors," the publisher's spokesperson told Retraction Watch. "It involves complex manipulation of our submission and peer reviews systems."

Tumor Biology and *Diagnostic Pathology* pulled 25 and 23 manipulated papers, respectively. Many of the studies in question cited coauthors Aram Mokarizadeh of the University of Tehran and Emad Yahaghi of the Kurdistan University of Medical Sciences, also in Iran, who are both named on the paper that launched Springer's initial investigation, [Retraction Watch](#) reported. Seventy percent of the Springer retractions and 93 percent of the BioMed Central retractions showed evidence of plagiarism, the publisher noted—the rest showed evidence of authorship or peer review manipulation.

Retraction Watch has published a [list](#) of the retracted papers. According to Springer Nature, individual notices will be posted throughout the week, explaining why each of the 58 papers was pulled.



Rieza Escaño shared a link.

April 27 at 6:44pm · wittybunny · ▼

The Rieza Escaño starter pack



1

4

3

2

What is your starter pack?

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