Session 1: Developing your Scholarly Voice
Scholarly Writing Institute
June 14, 2022
Dissertation by Design Coaches

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As a scholar, you have the opportunity to make unique contributions to the discourse around topics that matter to you. To do so, you need to grow your scholarly voice. In this interactive webinar, dissertation coach Dr. Jessica Parker teaches you how to write in ways that help your voice be heard. Learn how to make claims that are backed by evidence. Discover the power of paraphrasing, and finally, learn how to synthesize (not just summarize) literature that you review. Jessica will both model and provide opportunities to practice these three scholarly writing skills.

**Session 1: Developing your Scholarly Voice: How to Paraphrase, Make Claims, and Synthesize the Literature**

**Agenda:**

**Dissertation by Design Coaches** – 40 minutes
- Enter the conversation (Scholarly Voice Defined)
- The power of paraphrasing
- Claiming and supporting
- Synthesis explanation

**Citavi Expert** – 20 minutes
- Show how Citavi helps you synthesize the literature

**NVivo Expert** – 20 minutes
- Show how NVivo can assist you make evidence-based claims

**Questions** – 10 minutes
Developing Your Scholarly Voice: How to Paraphrase, Make Claims, and Synthesize the Literature

Dissertation by Design
June 14, 2022
Desi Richter, PhD

- Scholarly Writing Coach, The Academic Writing Center, Dissertation by Design
- Conceptual Strategist, AfterCLASS
- Adjunct Instructor, Teacher Education
- Based in New Orleans, LA
- Passionate about helping researchers conduct authentic, relevant research
Learning Objectives

- Learn when and how to paraphrase
- Understand and begin to embrace your own scholarly voice
- Understand how to synthesize
Poll

Which of the following words most describes your feelings about scholarly writing?

A. Overwhelm
B. Joy
C. Curiosity
D. Concern
E. Confusion
What is Voice?

"Voice is usually the key element in effective writing . . . It is what attracts the reader and communicates to the reader. It is that element that gives the illusion of speech."

"Voice carries the writer's intensity and glues together the information that the reader needs to know. It is the music in writing that makes the meaning clear."

(Expecting the Unexpected: Teaching Myself--and Others--to Read and Write, 1989).
“Just as you dress differently on different occasions, as a writer you assume different voices in different situations. Whatever the [rhetorical] situation, the choices you make as you write and revise will determine how readers interpret and respond to your presence.”

— Lisa Ede
Scholarly Voice is not . . .

● Using million dollar words when a $1 word will do
● Writing long sentences and overly-long paragraphs
● Using a lot of quotes or “stats stuffing”
● Trying to “sound smart”
Characteristics of Scholarly Voice

- You use precise, unbiased language
- You sound authoritative, like an expert in your discipline
- You make logical arguments using appropriate evidence
- You situate yourself in the scholarly discourse of your discipline, topic
- You summarize/paraphrase the works of others and wield those works
- You write as “you” — scholarly you
Dear Diary,

It’s me again, rambling on about the same #@$!: How this messed up testing *regime* is hurting teachers.

I cannot *believe* what these teachers are going through. I keep hearing from them how hard it is to continually shove aside their own moral compasses and instead read a script or race through their curricula so that their kids are “ready” for the test. It feels very wrong. I have had enough!

Teachers who work in testing-centric contexts indicate that they are dissatisfied with the ways in which they are required to teach. Specifically, teachers in test-driven contexts have reported dissatisfaction with teaching scripted curricula (Richter, 2019), rushing the pace of curricular delivery (Parker, 2020), and “teaching to the test” (Richard, 2021). Teachers are not merely dissatisfied with these test-driven curricular approaches. In some contexts, they are experiencing extreme mental distress (Richter et al., 2018).
Developing Your Scholarly Voice: Paraphrasing
What is Paraphrasing?

Paraphrasing it putting someone else’s ideas into your own words.

**Quote:** “Another practice that impedes equity in schools is the uncritical use of standardized testing, particularly when employed to sort students rather than to improve instruction” (Nieto & Bode, 2008, p. 122).

**Paraphrase:** According Nieto and Bode (2008), when standardized testing is used a way to track students, tests become vehicles of educational inequity (p. 122).
Paraphrasing Enhances Your Scholarly Voice

- Paraphrased passages keep the momentum of your writing moving forward.

- If you can paraphrase, then you clearly understand the source material (and can speak authoritatively on it).

- Paraphrased passages are rhetorically versatile.
  - Main ideas
  - Evidence
  - Analytical extenders, examples, elaborators

- Paraphrasing can help clarify technically/conceptually difficult passages for your readers
The negative ramifications of standardized testing reach far beyond teacher discontent. According to Nieto and Bode (2008), when standardized testing is used to track students, tests become vehicles of educational inequity (p. 122).

When standardized testing is used a way to track students, tests become vehicles of educational inequity (Nieto & Bode, 2008, p. 122). Students who, based upon low test scores, are placed in non-college tracks lose access to higher education opportunities. Thus, they become tools that perpetuate systemic inequity.
### Quote or Paraphrase?

<table>
<thead>
<tr>
<th>Quote</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The original language is vivid, strong, engaging</td>
<td>- You want to convey content, but the original words are not particularly compelling</td>
</tr>
<tr>
<td>- The quote is famous</td>
<td>- When concepts are complex or difficult to understand.</td>
</tr>
<tr>
<td>- The exact words are precise data, using precise technical language</td>
<td>- When there is no reason to read the exact words of the original author in order to incorporate their ideas into your writing.</td>
</tr>
<tr>
<td>- When an authority’s words would strengthen your argument</td>
<td></td>
</tr>
<tr>
<td>- When a participant's exact words illustrate a finding</td>
<td></td>
</tr>
</tbody>
</table>
Teacher: “When I teach to the test, I feel like I have an axe stuck in my head.”

Teacher: “The use of scripted curricula is not best practice. It is not best for teachers or students and should be stopped immediately.”

Sir Ken Robinson: “As children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side.”

Dr. Desi Richter: “100% of children in my home do not enjoy cleaning their rooms.”
Steps to Paraphrasing

1. Read the passage for comprehension
2. Note key concepts/terms
3. Rewrite using your own words
4. Check paraphrase against the original
5. Insert and cite
Developing Your Scholarly Voice: Synthesis
Poll

How prepared do you feel to synthesize literature?

A. Extremely prepared (I could synthesize in my sleep)
B. Moderately prepared (I have an idea of what to do, but I would appreciate guidance)
C. Somewhat prepared (I can do this, but I need a LOT of support)
D. Minimally prepared (What is this "synthesis" of which you speak?)
What is Synthesis?

To synthesize is to combine two or more elements to form a new whole.

(In the literature review, the “elements” are the various components of the literature you gather and read; the “new whole” is the conclusion you draw from those components).
Synthesized Is....

- Writing about the research as a whole--presenting the big picture
- A new way of presenting the research--a “new whole” by integrating other researchers’ discoveries
- *Your* understanding of the literature--your take, your voice!

\[
\text{Same literature + different researchers with different agendas} = \text{different literature review}
\]
Synthesis is *not* . . .

- Reporting study findings one paragraph at a time
- Summarizing studies
- Reporting the results of an annotated bibliography in paragraph form
- Letting other authors speak for you (quotes with no context/framing)
Example of synthesis

Despite growing recognition of the oral-systemic health link, many health professional education programs do not include oral health competencies. The earliest known study on the inclusion of oral health in health professions education found that oral health topics, including oral cancer, were not adequately covered in American and Canadian medical schools (Curtis et al., 1985). Decades later, not much had changed. A 2011 study of U.S. medical schools reported that approximately 70 percent of the medical schools surveyed included no more than four instructional hours of oral health in their curriculum; 10 percent had no oral health content at all (Ferullo et al., 2011). This was not surprising, given that two earlier studies reported that a majority of physicians did not examine the oral cavity (Herring & Shah, 2006; Parks, 2003). Pediatricians, now considered an essential member of the oral health team due to their frequent exposure to children who may not have access to professional dental care, have also reported receiving little to no oral health education and training while in medical school (Lewis et al., 2009). Similarly, Owens et al. (2011) reported that only 24% of North Carolina endocrinologists and internists surveyed reported receiving oral health education as part of their medical school training. These findings highlight the historical lack of oral health education and training among non-dental health care providers. This is one of the greatest challenges faced by health professions faculty. One aspect of this challenge was a lack of a standard set of core oral health competencies to include in health professions education. As part of an effort to address this challenge and increase the uptake of oral health competencies across health professions, the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services released a set of core oral health competencies in 2014.
Features of Well-Synthesized Writing

• Synthesis statements relate the author’s claims/observations (findings).
• Synthesis statements integrate findings from several studies.
• Synthesis statements name trends, patterns, differences, new understandings, and gaps.
• Synthesis statements are “front and center” in the writing.
• Author put studies “in conversation” with other.
## Synthesis Tasks

When we synthesize, we are integrating studies, tying them together to make connections/describe relationships between the studies.

<table>
<thead>
<tr>
<th>Trends</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>Discrepancies</td>
</tr>
<tr>
<td>Conflicting Evidence</td>
<td>Limitations</td>
</tr>
<tr>
<td>Knowledge gaps</td>
<td>Consensus</td>
</tr>
</tbody>
</table>
Synthesizing literature inherently involves making claims and taking a position.

Yes, but how?
Synthesis Steps

1. Conduct critical appraisal + annotate
2. Draw inferences
3. Make claims
4. Synthesize evidence

Note: When writing a literature review, to annotate 10-20 articles that will fall under the same strand of literature.
Synthesis happens “beneath the surface” of the writing. It is a process, and it involves creating a new whole out of parts, but we must analyze the parts first.

Learners need to annotate and critically analyze multiple studies in order to synthesize.
Using an Annotation Table to Critically Analyze

- Begin analyzing *within columns* of an annotation table to identify similarities, trends, discrepancies, gaps, etc.

- Color code *within each column* to aid in the identification of similarities, trends, etc.

- Document your observations and inferences in a separate document.
Example of an annotation table with color coding to facilitate analysis

<table>
<thead>
<tr>
<th>In-text Citation</th>
<th>Purpose of Study and Theory</th>
<th>Participants and Setting</th>
<th>Methodology, Research Design, Methods</th>
<th>Relevant Results/Findings</th>
<th>Notable Conclusions/Recommendations for Future Research</th>
<th>My Critique and Analysis</th>
<th>Link to My Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolce et al. (2016)</td>
<td>Assess the oral health knowledge, skills, and attitudes of interdisciplinary healthcare faculty.</td>
<td>45 healthcare faculty (nursing, pharmacy, physical therapy) Higher education institution in Boston, MA</td>
<td>25 item, web-based, Cross-sectional survey Researcher developed survey</td>
<td>Faculty reported overall positive attitudes Majority of faculty reported, &quot;some knowledge&quot; of oral health topics Fewer than 1 in 5 faculty had &quot;extensive&quot; oral health knowledge A majority of faculty were &quot;not at all prepared&quot; to perform a basic oral health risk assessment Demonstrates that lack of oral health knowledge and skills is a barrier to oral health integration</td>
<td>Additional oral health education and training is needed for faculty Faculty are open to integrating oral health into their curricula The researcher-developed survey was useful for identifying targeted professional development for faculty by establishing a baseline measurement of faculty oral health knowledge, attitudes, and skills. HRSA framework was a useful conceptual framework for developing the survey instrument</td>
<td>Study was the first of its kind to survey health professions faculty regarding their oral health knowledge, skills, and attitudes. Low response rate (13%) limits generalizability of the findings Survey was not validated Findings supported prior studies on faculty attitudes (2,8). – lookup</td>
<td>Survey research provides limited insights into faculty’s experiences with oral health integration. It would be beneficial to interview faculty to gain a more in-depth understanding of their perspectives to understand the nature of the problem and find viable solutions to sustaining oral health curricular integration Results demonstrated that faculty do not possess the requisite oral health knowledge and skills to integrate oral</td>
</tr>
</tbody>
</table>
## Analyze Groups of Studies

<table>
<thead>
<tr>
<th>Author, Year</th>
<th>Participants</th>
<th>Methodology</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolce et al (2017)</td>
<td>Interdisciplinary healthcare faculty</td>
<td>Quant: Cross-sectional survey</td>
<td>Identified barriers that might present when oral health is integrated into health professions curricula.</td>
</tr>
<tr>
<td>Gonsalves et al. (2005)</td>
<td>Family medicine faculty</td>
<td>Quant: Cross-sectional survey</td>
<td>Lack of oral health knowledge and skills are barriers to curricular integration</td>
</tr>
<tr>
<td>Glicken (2014)</td>
<td>Physician assistant faculty members</td>
<td>Quant: Survey</td>
<td>More than ⅓ of participants had “completely” or “somewhat” integrated oral health into their curriculum.</td>
</tr>
<tr>
<td>Berkowitz et al. (2015)</td>
<td>Physician assistant students</td>
<td>Quant: pre/post test with intervention</td>
<td>Pretests and posttests demonstrated a 25% increase in knowledge acquisition (paired t test: $P &lt; .001$).</td>
</tr>
</tbody>
</table>
Write Claims

A claim is a declarative sentence proposing a truth that is open to debate.

• Claims must be supported by evidence
• Learners must draw inferences from the literature to develop claims

• A claim can be **simple** or **complex**

A simple claim is a concise declarative statement
A complex claim requires reasoning and argumentation
Example of a simple and complex claim

**Simple claim:** Medications are a common cause of increased fall risk in older adults.

**Complex claim:** Medication review and management is the most effective intervention for decreasing fall risk in older adults.

The simple claim can be supported by evidence such as “In a recent study by Barker et al. (2021), approximately 90% of falls in older adults were linked to medications.”

The complex claim will require reasoning and argumentation to demonstrate medication management is the most effective intervention for decreasing fall risk in older adults. The authors will need to argue their point using evidence on relevant interventions to reduce falls in older adults to support this claim.
Write MEAL Plan Paragraphs

**M** = Main Idea
**E** = Evidence
**A** = Analysis
**L** = Link or Lead to study or lead to the next paragraph/section

The main idea of the paragraph is the claim. Evidence should be from multiple sources of varying levels of evidence. The analysis component (usually 1-2 sentences) is the writer’s explanation of how and why the evidence supports the claim. The final 1-2 sentences should be a paragraph that links back to the study or the conclusion.
Despite growing recognition of the oral-systemic health link, many health professions education programs do not include oral health competencies. The earliest known research on the inclusion of oral health in health professions education found that oral health topics, including oral cancer, were not adequately covered in American and Canadian medical schools (Curtis et al., 1985). Decades later, not much had changed. A 2011 study of U.S. medical schools reported that approximately 70% of the medical schools surveyed included no more than four instructional hours of oral health in their curricula; 10 percent had no oral health content at all (Ferullo et al., 2011). This was not surprising, given that two earlier studies reported that many physicians did not examine the oral cavity (Herring & Shah, 2006; Parks, 2003). Pediatricians, now considered an essential member of the oral healthcare team due to their frequent exposure to children who may not have access to professional dental care, have also reported receiving little to no oral health education and training while in medical school (Lewis et al., 2009). Similarly, Owens et al. (2011) reported that only 24% of North Carolina endocrinologists and internists surveyed reported receiving oral health education as part of their medical school training. These findings highlight the historical lack of oral health education and training among non-dental healthcare providers. This is one of the greatest challenges faced by health professions faculty. One aspect of this challenge was a lack of a standard set of core oral health competencies to include in health professions education. As part of an effort to address this challenge and increase the uptake of oral health competencies across health professions, the Health Resources and Services Administration of the U.S. Department of Health and Human Services released a set of core oral health competencies in 2014.
When synthesizing, remember to:

- consider all perspectives and to avoid allowing your bias interfere by using only literature that supports your research agenda,
- resist the urge to force connections between sources,
- be explicit when highlighting connections between sources, and
- avoid relying too heavily on one or two sources.
A Reminder . . .

Relax. At this stage, you are *drafting*.
Resource

Materials taken from our virtual textbook *How to Write a Literature Review*

Poll

Which of concepts covered in this webinar did you find most useful to improving your scholarly writing?

A. Embracing my scholarly voice
B. Paraphrasing
C. Synthesizing
D. Supporting claims with evidence
Demonstration

Patrick Hilt
Session 1: How NVivo can assist you to make evidence-based claims

- Sample Project: Literature Review Virtual Reality and Health
- Import literature into NVivo
- Code literature (manually or autocode)
- Query literature (Word Frequency, Text Search) with visualizations
- Memos

Resource links:
Link to QSR blog on lit reviews. QSR blog on lit reviews
Also, you may be interested in some of this material: Christina Silver’s blog
Questions
Resources
Resources

Materials taken from our on-demand course, “How to Write a Literature Review”

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Writing Process with Citavi and NVivo

The Writing Process

1. Collect Sources
2. Organize
3. Literature Review
4. Note Taking
5. Collaborate
6. Writing and Citing
7. Publish

Citavi Picker

Reference Management & Task Planner

Knowledge Organizer

Annotations

Citavi Collaboration Tools

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