Session 2: Write, Revise, Rinse and Repeat
The Art of Self-Revising
Scholarly Writing Institute
June 15, 2022
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This session focuses on the art of scholarly revision. Revision is a normal part of the scholarly writing process. As scholarly writers, we can learn to step back and “re-see” our writing. In this highly practical webinar, Dr. Desi Richter teaches research writers how to approach revision in ways that make the process less daunting and more doable. Learn how to move from draft to polished product using Dr. Richter’s revision process.

Agenda:

Dissertation by Design Coaches – 40 minutes
- The tough first draft
- Create a writer’s revision list
- How to prioritize the revision process: organization, content, editing

Citavi Expert – 20 minutes
- Show how Citavi organizes your draft with the revision process.

NVivo Expert – 20 minutes
- Show how NVivo helps you organize your categories for your draft

Questions – 10 minutes
Write, Revise, Rinse, and Repeat: The Art of Self-Revising

Dissertation by Design
June 15, 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

- Understand the role of revision in the writing process
- Understand how to approach and prioritize the revision process
- Apply revision strategies using Citavi and NVivo
My Relationship with Writing

THEN

Pre-Writing

Writing, Revision, Editing

Proofreading

“How did I do? “ (What grade did I get?)
My Relationship with Writing

NOW

Pre-Writing  →  Writing  →  Revision & Editing

2 days

Designated Writing Conditions
Designated Writing Conditions

Reflection

● What factors (e.g., time of day, location, clothing, writing medium, etc.) have often been present during my writing sessions that have allowed me to do my most focused and productive writing?

Repetition

● Once you know your designated conditions, do your best to implement them regularly into your writing sessions, trying out different combinations as needed.

https://dissertationbydesign.com/designated-conditions-boundaries-ball-caps-and-fake-rain/
My Designated Writing Conditions

- My favorite coffee shop
- Morning for drafting/afternoon for editing
- Coffee (must be cappuccino)
- Cool temp with a cozy sweater on
- Phone on silent, email and notifications turned off
- Enter with an intention, move toward a goal
- Give myself a break on the hour
Poll

How often do you plan and outline before you begin writing?

A. Always
B. Sometimes
C. Never
Pre-Writing: General Thoughts

- Concept mapping
- Organizing literature
- Annotating literature
- Outlining
- Reading and annotating guidelines
- Clarifying expectations
- Reading/annotating a mentor text
Pre-Writing: Specific Example

- Develop a detailed outline
  - Add the main idea for each heading or new section
  - Sub-divide each section into several sub-headings
- Strategize
  - Where will you begin?
    - Build writing momentum by starting with what you know
    - Start with body paragraphs
Outline

Elementary school classroom structure *(main heading)*
Introductory paragraph - state the overarching main idea
Body paragraph #1
Body paragraph #2
Body paragraph #3

● Self-contained classroom structure *(subheading)*
Introductory paragraph - state the main idea
Body paragraph #1
Body paragraph #2
Body paragraph #3

● Departmentalized classroom structure *(subheading)*
Introductory paragraph - state the main idea
Body paragraph #1
Body paragraph #2
Body paragraph #3
The “Get Something Down”
First Draft

“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something – anything – down on paper.”

- Anne Lamott
The “Get Something Down”
First Draft

● Tackle one section at a time
● Get your thoughts and ideas on paper
   ○ Use bulleted lists to organize your thoughts
● Ignore grammatical errors, typos, etc.
● Don’t worry about transitions between sections or main ideas

Disrupt Imposter Syndrome With B- Work Mindset:
My “Get Something Down” First Draft

Cognitive Dimension
- The cognitive dimension involves individual beliefs and attitudes toward change. What individuals believe and think influences the emotions they experience during a change process (Avey, Wernsing, & Luthans, 2008; Liu & Perrew, 2005; Sanchez-Burks & Huy, 2009).
- Research on the cognitive perspective examines changes in employee thinking as individuals come to a new understanding of the organization and their role within it (Gioia, Thomas, Clark, & Chittipeddi, 1994).
- Such change may lead to uncertainty and doubt among employees and have unintended consequences on change implementation (Bordia, Hobman, Jones, Gallois, & Callan, 2004; Kim, Song, & Lee, 2013).

Emotional Dimension
- The emotional dimension involves the feelings, moods, and emotions expressed by an employee in response to a change initiative.
- Emotions play a powerful role in the workplace and can positively or negatively influence an individual’s response to organizational change (Barsade & Gibson, 2007; Cheng, Yen, & Chen, 2012; Huy, 1999).
- An individual’s emotions interact with reactions within the cognitive dimension, thus affecting the overall change response.
- The interaction between the cognitive and emotional dimensions will affect behavior and whether or not individuals commit to change (Liu & Perrew, 2005; Sanchez-Burks & Huy, 2009).

Intentional Dimension
- The intentional dimension entails an individual’s intentions to act, either in opposition to or in support of the change initiative.
- The interaction between the cognitive and emotional dimensions can be studied to discern whether future behaviors will be supportive of change (Liu & Perrew, 2005; Sanchez-Burks & Huy, 2009).
- Piderit (2000) distinguished between behavior and intention because plans to act do not always lead to the corresponding behavior.
How to Approach Revision

- Revisit your overarching argument
- Review the argument each time you revise
- Revise one section of writing at a time
Prioritize the Revision Process

1. Organization
2. Content
3. Editing

Video Tutorial: https://youtu.be/2c-w6ZadN4I
Organization

- Create a reverse outline
- Assess paragraph unity:
  - Highlight the main idea in each paragraph
  - Highlight any other main ideas in the paragraph
  - You need to reorganize if the topic sentence doesn’t match the other main ideas in each paragraph

https://writingcenter.unc.edu/tips-and-tools/reverse-outline/
Content

- What information is missing?
- What information needs to be expanded upon?
- What information is irrelevant?
- Is the content aligned?

Not sure? Ask a subject matter expert for feedback.
### Research Question(s)

<table>
<thead>
<tr>
<th>Component</th>
<th>Excerpt</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question(s)</td>
<td>RQ1: What is the relationship between <strong>self-contained school classroom structure</strong> and <strong>student achievement</strong> among grade 4 students?</td>
<td>Variables</td>
</tr>
<tr>
<td></td>
<td>RQ2: What is the relationship between <strong>departmentalized school classroom structure</strong> and <strong>student achievement</strong> among grade 4 students?</td>
<td>• self-contained classroom structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• departmentalized classroom structure</td>
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<td></td>
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<td>• student achievement</td>
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</table>

### Purpose Statement

<table>
<thead>
<tr>
<th>Component</th>
<th>Excerpt</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Purpose Statement</td>
<td>(P.1) The purpose of this correlational study is to assess how <strong>school classroom structure</strong> affects <strong>student math scores</strong> among grade 4 students.</td>
<td>Variables</td>
</tr>
<tr>
<td></td>
<td>(P.11) The aim of this study is to examine how <strong>school classroom structure</strong> impacts <strong>student engagement and achievement</strong>.</td>
<td>• school classroom structure</td>
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<td></td>
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<td>• student math scores</td>
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<td>• student engagement</td>
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<td>• student achievement</td>
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<tr>
<td>Element</td>
<td>Excerpt</td>
<td>Notes</td>
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<tr>
<td>Problem Statement (key concepts)</td>
<td>Elementary school classroom structure</td>
<td>These key concepts match the research questions.</td>
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<tr>
<td></td>
<td>Self-contained classroom structure</td>
<td></td>
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<td></td>
<td>Departmentalized classroom structure</td>
<td></td>
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<tr>
<td></td>
<td>Student achievement</td>
<td></td>
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<tr>
<td>Theory (key tenets)</td>
<td>Walberg's theory of educational productivity:</td>
<td>The tenets of the theory do not align with the key concepts in the problem statement or literature review</td>
</tr>
<tr>
<td></td>
<td>● Parental support</td>
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<td>● Classroom management</td>
<td></td>
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<td>● Student-teacher interactions</td>
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<td></td>
<td>● School culture</td>
<td></td>
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<tr>
<td></td>
<td>● Classroom climate</td>
<td></td>
</tr>
<tr>
<td>Literature Review Themes</td>
<td>● History of School Classroom Structure</td>
<td>Students with disabilities is a new study population and was not introduced in the problem statement or purpose statement.</td>
</tr>
<tr>
<td></td>
<td>Self-contained classroom structure</td>
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<td></td>
<td>Departmentalized classroom structure</td>
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<td></td>
<td>● Student Achievement Gaps</td>
<td></td>
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<td></td>
<td>Closing achievement gaps</td>
<td></td>
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<td></td>
<td>Challenges</td>
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<tr>
<td></td>
<td>● Students with Disabilities</td>
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<td></td>
<td>Teaching strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenges</td>
<td></td>
</tr>
</tbody>
</table>
Poll

How often do you edit while you write?

A. Always
B. Sometimes
C. Never
Editing

- Start by reading aloud
- Keep your style guide handy
- Cohesion
  - Tense, Tone, Voice, Person
- Precision and Clarity
  - Avoid anthropomorphism
  - Remove adverbs - use concrete and precise nouns and verbs
  - Correct biased language
- Citations and references
  - Use a reference software such as Citavi.
Summary of Literature Review

Healthcare education is currently undergoing extensive change to reflect increased collaborative practice in healthcare settings as part of a nation-wide effort to improve healthcare delivery. Collaborative practice requires healthcare educators to integrate cross-cutting competencies into their curricula. One type of curricular integration is the infusion of oral health competencies into healthcare education curricula. This task rests upon healthcare faculty, many of whom have not received oral health education and training. However, the historical separation of oral health from overall health provides challenges for the integration of oral health into education and practice.

A set of oral health competencies were created to help healthcare educators integrate oral health into their curricula, and researchers have studied several methods of curricular integration (e.g., service learning, case-based learning, simulation). While the results of these methods are somewhat promising for several oral health integration approaches, most of the research was conducted in single-profession settings and is quantitative in nature. Research has shown that several factors influence the success of oral health curricular integration. However, much of this research is also quantitative, and findings indicated that faculty’s experiences and perspectives are not well understood. Qualitative research that examines these perspectives in an in-depth manner can help illuminate healthcare faculty’s oral health integration experiences. Studying faculty experiences conveys meaning to the processes and factors that influence oral health curricular integration. This information may uncover how faculty perspectives have evolved, revealing opportunities for further exploration.

Conclusion to Literature Review

Healthcare faculty recognize that oral health curricular integration is needed and is critical for preparing future healthcare providers to address the nation’s vast oral health needs. However, this literature review demonstrates that many healthcare faculty do not possess the requisite oral health knowledge and skills to integrate oral health into their curricula successfully. The findings of this literature review also indicate that educators can implement several types of curricular methods (e.g., service learning, simulation, case-based learning) to teach oral health to healthcare faculty and students across various disciplines. Despite the growing body of evidence on oral health curricular integration, there is a lack of understanding of how healthcare faculty experience the changes involved in revising their curricula to include oral health competencies and implementing these changes with students. Therefore, a qualitative study that examines healthcare faculty’s experiences and perspectives regarding oral health curricular integration during this time of change is needed.
Develop a Checklist

My checklist:

- Passive voice
- Anthropomorphism
- Long, convoluted sentences
- Cross-check citations and references
- Headings - APA style
Poll

How often do you document revisions when responding to feedback?

A. Always
B. Sometimes
C. Never
# Document Revisions

<table>
<thead>
<tr>
<th>Reviewer’s Comment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add recent literature on X.</td>
<td>P. 10 - Completed</td>
</tr>
<tr>
<td>Expand upon Y.</td>
<td>P. 41 - Done, but I struggled to capture______________________________</td>
</tr>
<tr>
<td>Research questions do not align with study design.</td>
<td>I would like to discuss this further. According to_____ (scholar), my RQs and design area aligned. (article attached).</td>
</tr>
</tbody>
</table>
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www.dissertationbydesign.com
TEL
984.221.8217
EMAIL ADDRESS
hello@dissertationbydesign.com
Demonstration

Stacy Penna, Ed.D.
Citavi the only all-in-one referencing and writing solution

- Search: Databases, catalogs, and websites
- Analyze: References and full-texts
- Outline: Quotes and comments
- Cite: Outline for your paper
- Your paper with citations and a bibliography
Session 2: How NVivo can help you create and organize categories for your draft

- **Sample Project:** Environmental Change Down East
- Codes, codebook
- Memos, Annotations, See Also Links
- Working in teams (you, your supervisor, research teams)
- Resource links:
  - NVivo Podcast: Episode 19: How to Manage a Team When Coding Qualitative Data: [Listen Here](#)
  - 10 tips for Working with NVivo in teams: [Read Here](#)
Questions
Resources
Resources

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

Dissertation by Design Services:
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Writing Process with Citavi and NVivo

The Writing Process

- Collect Sources
- Organize
- Literature Review
- Note Taking
- Collaborate
- Writing and Citing
- Publish

Citavi

- Citavi Picker
- Reference Management & Task Planner
- Knowledge Organizer
- Annotations
- Citavi Collaboration Tools
- Citavi Word Add-In
- Citavi Enhanced Referencing

NVivo

- NVivo - Office Integration
- Data Files and Code Hierarchy
- Analyze References and Data
- Memos and Annotations
- NVivo Collaboration Tools
- Export Codes and Memos
- NVivo Visualizations

Citavi Desktop - Citavi BDServer - Citavi Cloud

NVivo Desktop - NVivo Transcription - NVivo Collaboration Cloud and Server

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The research process:
- Collect Data
- Transcribe
- Manage and Analyze
- Collaborate
- Enhance

NVivo Integration for Word, Excel and Outlook
- NVivo Transcription
- NVivo (desktop)
- NVivo Collaboration
- NVivo Learning Journeys

Pay As You Go
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- Collaboration Cloud
- Certification
- 1:1 Coaching

Unlimited Use
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- Collaboration Server
- Onsite Workshops

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- Virtual Training & Consultancy
- Certified Expert Course
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- NVivo Podcast

Connect

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- NVivo Community Forum

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- Access to Research Grants

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