ABSTRACTS

An abstract is used to give a short summary and overview of an academic / scientific article. The abstract includes main key words, as traditionally the key word could be entered in a research data base to find the actual article.

All papers or thesis written at the Kulturwissenschaftliche Fakultät (Faculty of cultural sciences) must have an abstract, which is written in a foreign language. You have to discuss the language of the abstract with your lecturer, although it is most often written in English.

How should an abstract look like?

- An abstract shouldn't be longer than 5-6 sentences.
- It summarizes the paper/thesis.
- If you write to each of the following points one sentences, your abstract will be good:
  o Introduction
  o Research question / issue
  o Methodology or which sources is the paper based on?
  o Results
  o Conclusion

- The order of the points can be changed and it is possible to deal with up to two points in a sentence, but all of the points above need to be included in the abstract.

Examples:

From empirical studies to ethnographic accounts, this literature assessment evaluates the existing research on writing centers. It examines direct and indirect ways in which writing center activities can influence writing performance, and the delicate line between measurable and intangible outcomes that researchers tread in the field. The evaluation of writing center efficacy is an elusive goal. Concrete evidence that writing centers improve student writing is difficult to construct; indirect evidence is far easier to extrapolate. The dynamic peer interaction that is a keynote of most writing center models has been shown to be an effective teaching strategy across a variety of grade levels and disciplines. The literature indicates that both tutor and tutee benefit from the non-hierarchical, complementary relationship that enables both partners to refine and expand their writing and communication skills.
(Education (Chula Vista, Calif) v 122 no1 Fall 2001. p. 2-20)

Kommentiert [KG1]: Introduction

Kommentiert [KG2]: Presenting the research issue

Kommentiert [KG3]: Background information

Kommentiert [KG4]: Results and conclusion

When students answer an in-class conceptual question individually using clickers, discuss it with their neighbors, and then revote on the same question, the percentage of correct answers typically increases. This outcome could result from gains in understanding during discussion, or simply from peer influence of knowledgeable students on their neighbors. To distinguish between these alternatives in an undergraduate genetics course, we followed the above exercise with a second, similar (isomorphic) question on the same concept that students answered individually. Our results indicate that peer discussion enhances understanding, even when none of the students in a discussion group originally knows the correct answer.

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Kommentiert [KG5]: Introduction

Kommentiert [KG6]: Presenting the research issue / question

Kommentiert [KG7]: Presenting the methodology

Kommentiert [KG8]: Results and conclusion