# Research Skills

## Session 10: Improve a Research Paper Quality

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*https://publons.com/researcher/1692944*
*http://scholar.google.com/citations*

All of my presentations are available online at:
https://figshare.com/authors/Nader_Ale_Ebrahim/100797




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# Abstract

In this workshop, Dr. Nader introduces some tools for improving a research paper quality from his Research Tools Mind Map. The Research Tools enable researchers to follow the correct path in research and to ultimately produce high-quality research outputs with more accuracy and efficiency. Besides introducing some tools, he emphasize on ten techniques such as: Collaborate with excellent researchers, Choose a good research team, Focus on quality instead of quantity, Use recent and relevant references, Avoid obvious errors, Don’t forget story telling style, Write clearly, concisely and smartly, Read your paper several times, Target the top journals, and Follow patterns of well-written papers in your field, for improving a research paper quality.

**Keywords:** Research tools, Research Visibility, Research Impact, Bibliometrics

# Do Research, Don't Re-Search

# Research Tools Mind Map

Web of Science
SCOPUS
EndNote
OATD
& many more Research Tools

dtSearch
SpringerExemplar
Qiqqa
Academic Phrasebank
& many more tools


Research Tools
By: Nader Ale Ebrahim

Virtual Teams will become as important as

(1) Searching the literature

(2) Writing a paper

(3) Targeting suitable journals

(4) Enh

Journal Citation Reports
Journal Metrics
Manuscript matcher
Find the perfect journal for your arti
& many more Research Tools

401.9k views

*Session* *Topic*

1. Introduction
2. Selecting keywords
3. Finding Research Papers
4. Evaluate a paper quality
5. Managing Research
6. Read a paper
7. Indexing Desktop Research Tools
8. Avoid Scientific Misconduct
9. Writing a Paper
10. Improve paper quality
11. Target Suitable Journal
12. Improve your Research Visibility and Impact

# Tasks for the first session

1. **Structure & planning your research** (Draw the literature map)
2. **Read:**
   - https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/reading.html
   - Cottrell, S. (2005). *Critical thinking skills - Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan.
   - Chapter 3 of "Creswell, J. W. (2012). *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Boston: Pearson Education, Inc*"
   - Chapter 3 of "Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). Edinburgh Gate, Harlow, Essex CM20 2JE, England: Pearson Education Limited."

# Tasks for the second session

1. Create the log file for your search term/s
2. Identify the main keywords set for your research
3. Identify the alternative keywords set for your research
4. Evaluate the search terms
5. Looking for selected keywords sets on:
   - ✓ SCOPUS
   - ✓ Web of Science Core Collection
6. Write the methodology used for selecting the final keywords set

# Tasks for the third session

1. Install a reference management software
2. Download selected papers (based on the final keywords set) into the reference management software

# Tasks for the fourth session

1. Measure the downloaded papers/journal's quality
2. Rate the downloaded papers in your Desktop Endnote library
3. Turn on Alert system in Scopus, WoS and other databases based on the selected papers

# Tasks for the fifth session

1. Create your own thesis/paper table of contents
2. Identify the main topics from your collected documents
3. Create your literature review/Thesis Mind Map
4. Plan your Thesis/Paper writing process

# Task for the sixth session

1. Read Keshav, S. (2007). How to read a paper. *ACM SIGCOMM Computer Communication Review, 37*(3), 83-84.

# Tasks for the seventh session

1. Install Dtsearch and create a report based on the most frequent keywords
2. Use VOSviewer to create some visual figures for your manuscript
3. Create database on Dtsearch
4. Generate a Microsoft Word file from a search results of Dtsearch

# Tasks for the eighth session

1. Explore “retraction watch” and “Retraction Watch Database” web site (https://retractionwatch.com/ and http://retractiondatabase.org ) and list 5 scientific misconduct in your area of research
2. Measure similarity rate of your manuscript

# Tasks for the ninth session

1. Create your own article template
2. Write an introductory paragraph

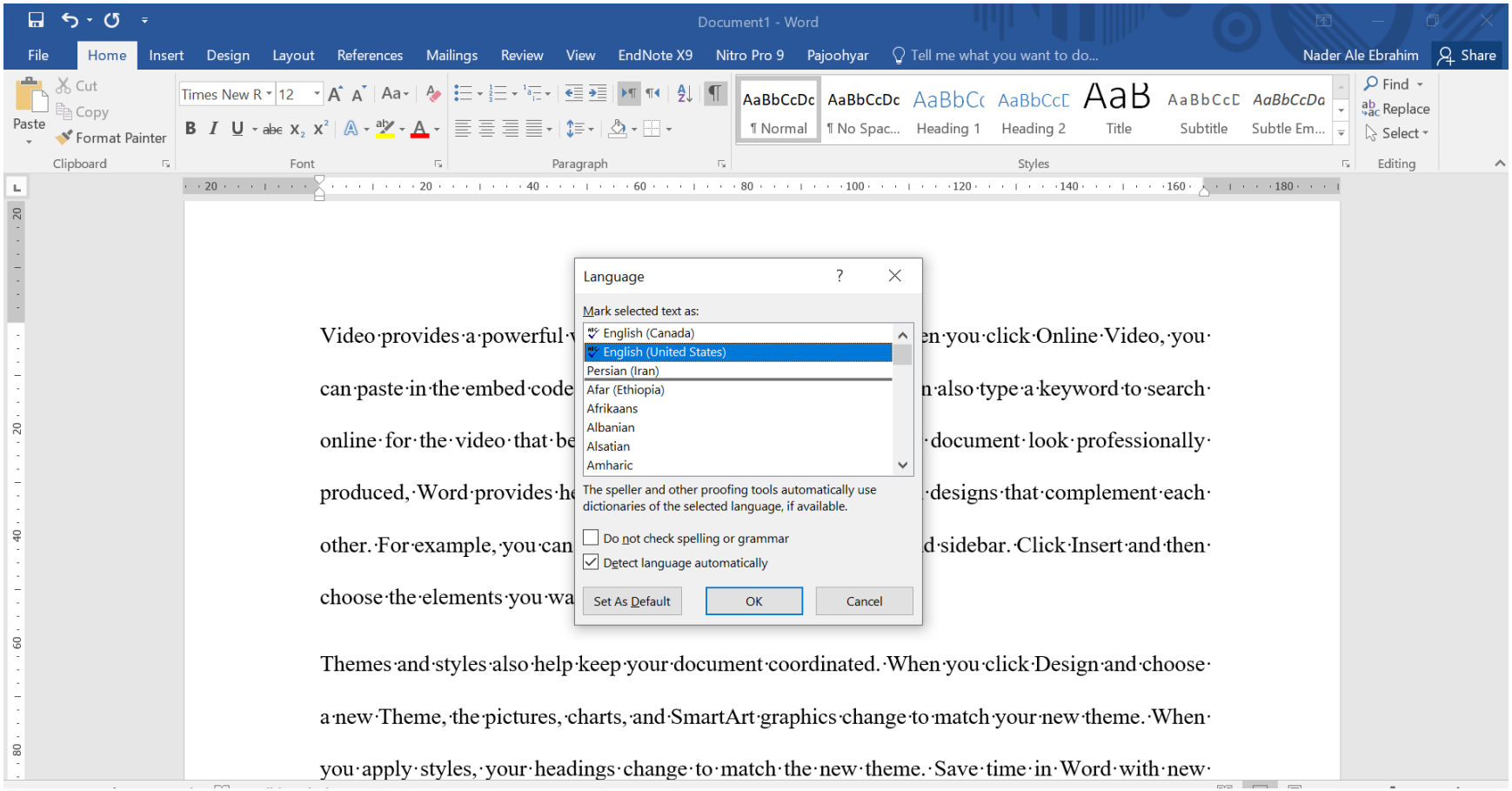
# Outline

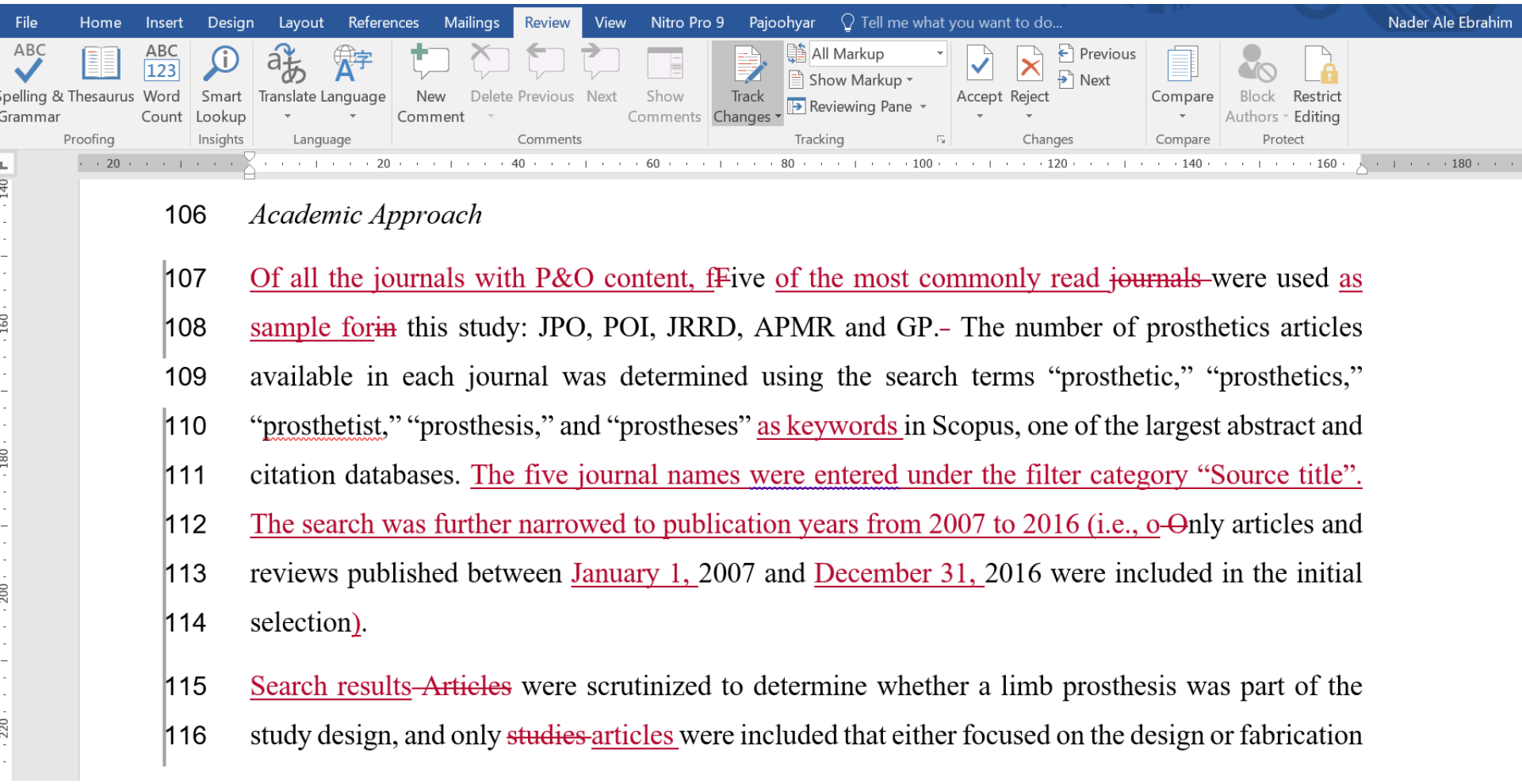
| No. | Topic |
|---|---|
| 1 | Ten tips |
| 2 | Microsoft Word |
| 3 | Writing Literature Review |
| 4 | Paper Structure |
| 5 | Choose a category for the paper |
| 6 | |
| 7 | |

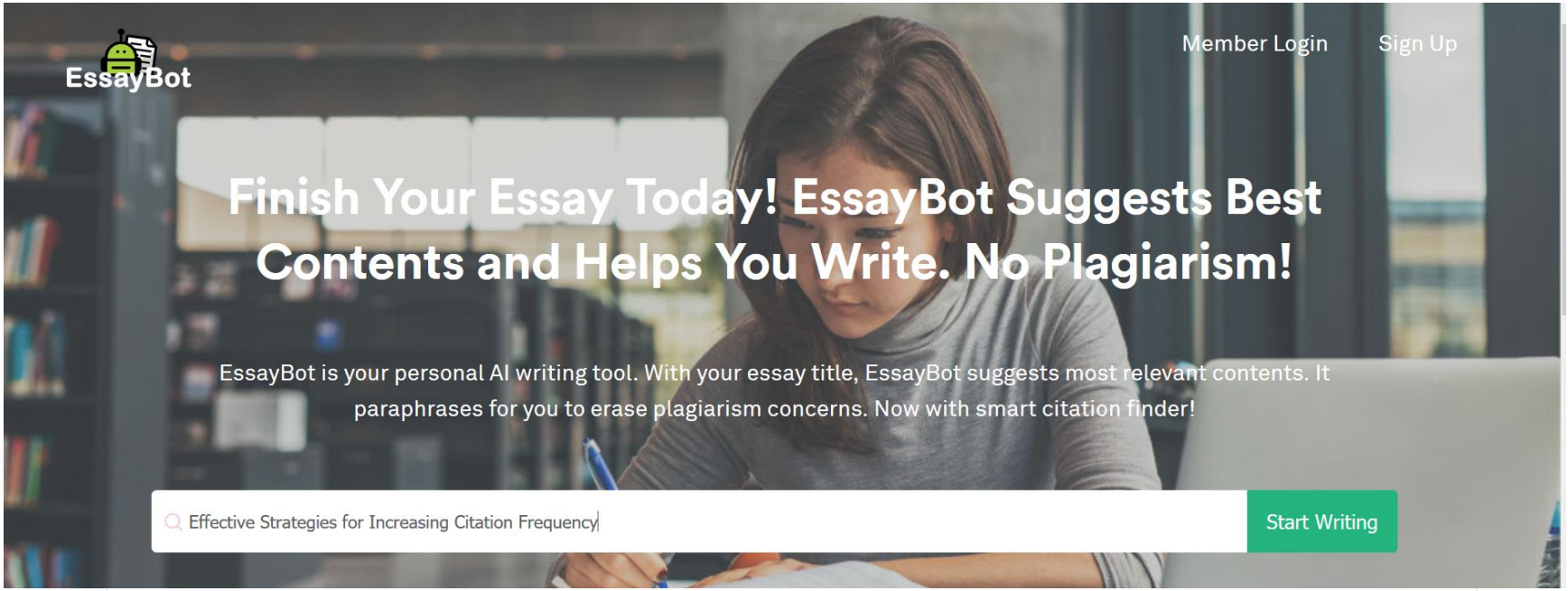
# Ten tips for improving a research paper quality

1. Collaborate with excellent researchers
2. Choose a good research team
3. Focus on quality instead of quantity.
4. Use recent and relevant references.
5. Avoid obvious errors.
6. Don’t forget story telling style
7. Write clearly, concisely and smartly.
8. Read your paper several times.
9. Target the top journals
10. Follow patterns of well-written papers in your field

# How to Use Microsoft Word's Reviewing Tools for Peer Editing







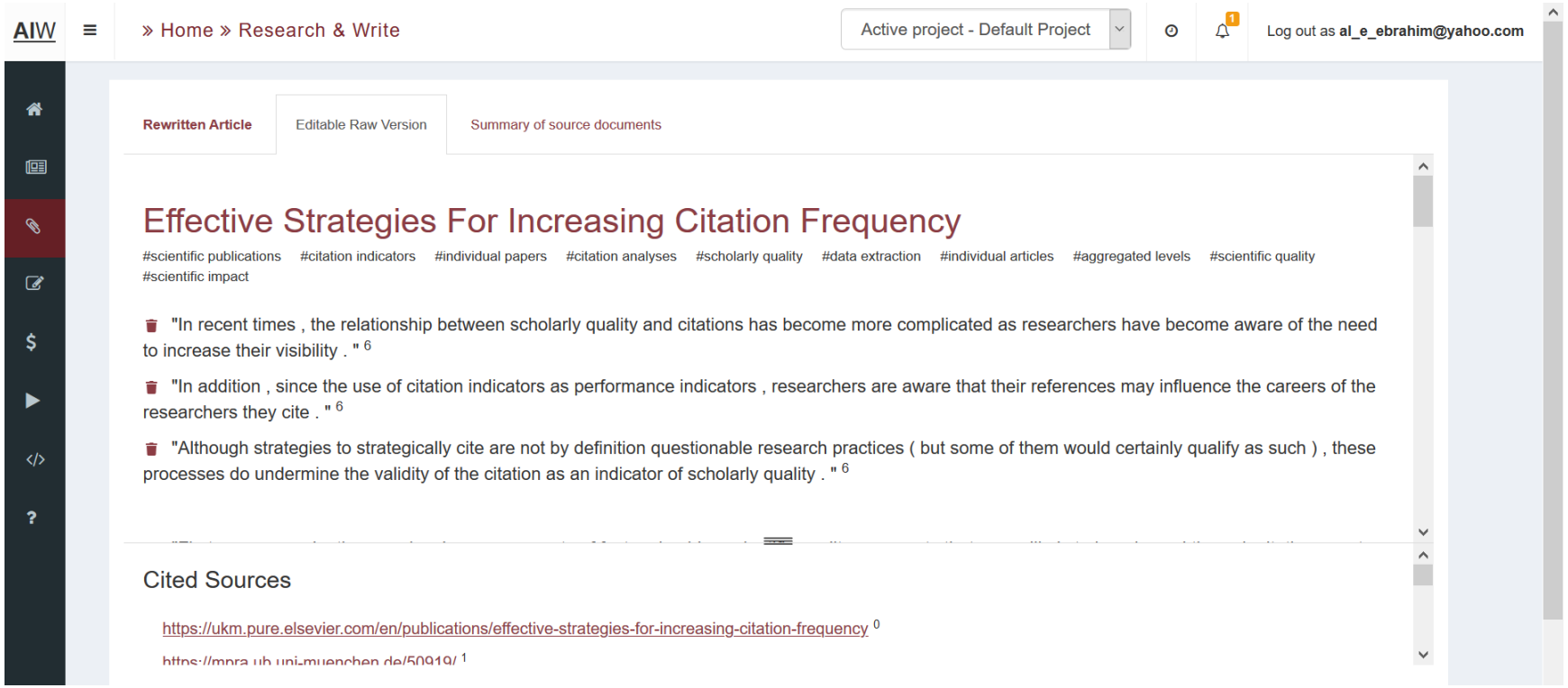

**start with a prewritten paragraph on "Effective Strategies for Increasing Citation Frequency"**

Despite the fact that its relatively new (it was described for the first time in 2005), the h-index has become an important measure of career development. Just today I saw an academic job offer with a minimum h-index value added to the list of requirements. The h-index is generally used for choosing candidates for promotions and grant fundings. It is very often used as an official criteria, but in other cases it can be used by referees or reviewers to evaluate research output, because it is easy for anyone to determine what is the exact value of this parameter (have a look here for a reasons to love h-index).

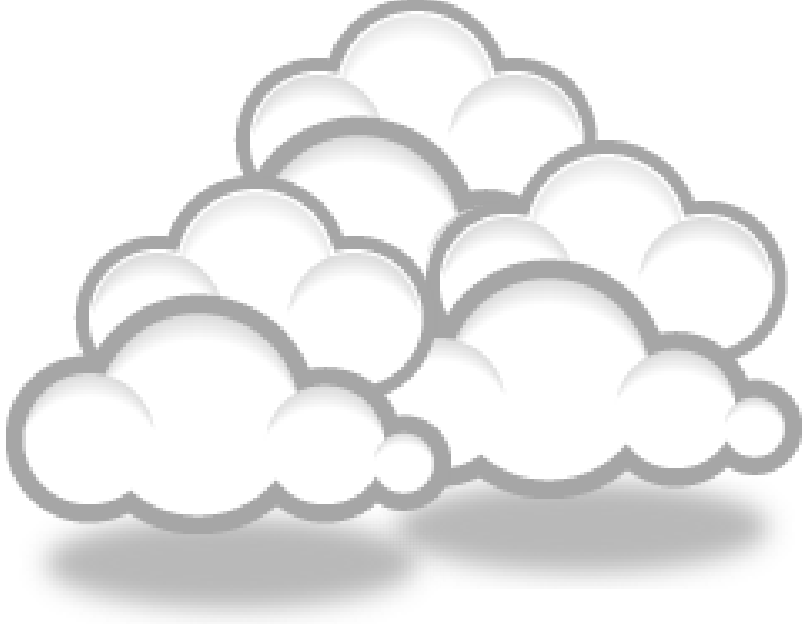
Due to the **effect** of **citation** impact on The Higher Education (THE) world university ranking system, most of the researchers are looking for some helpful techniques to **increase** their **citation** record. This paper by reviewing the relevant articles extracts 33 different ways **for increasing** the **citations** possibilities. The results show that the article visibility has tended to receive more download and **citations**. This is probably the first study to collect over 30 different ways to improve the **citation** record. Further study is needed to explore and expand these techniques in specific fields of study in order to make the results more precisely.

Source: https://www.essaybot.com/login

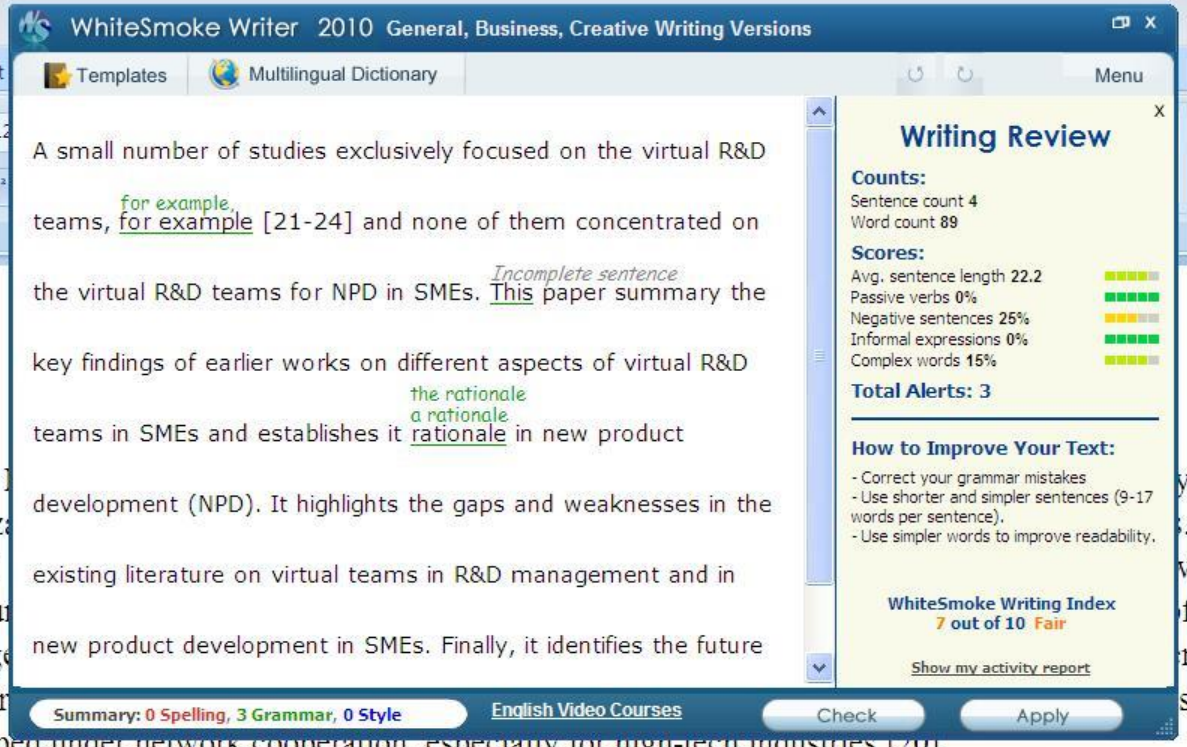
# AI Writer




Source: https://panel.ai-writer.com



# Paraphrasing & editing tools

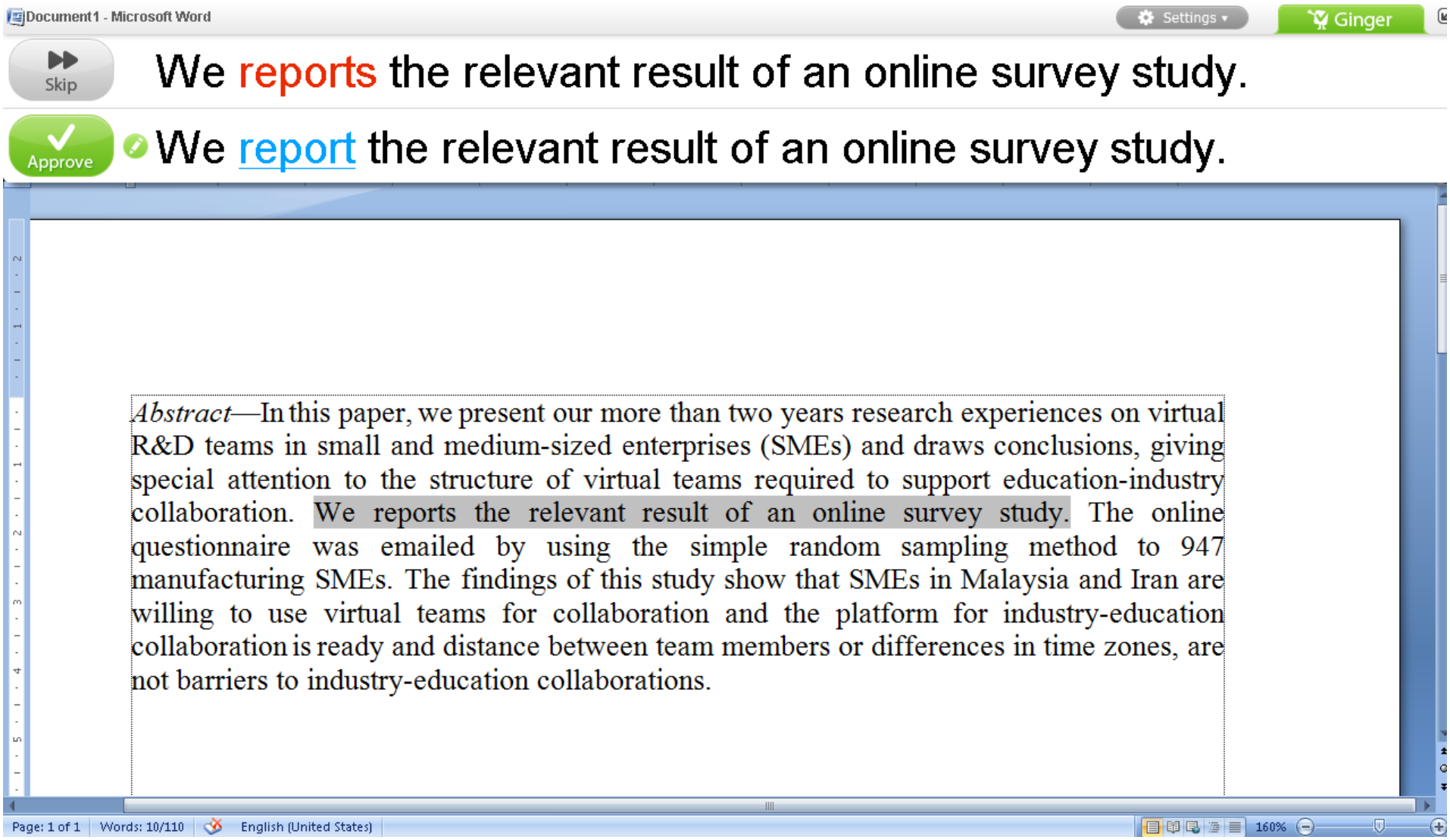



organiza… Virtual … commu… the large… the incr… developed under network cooperation, especially for high-tech industries [20].

A small number of studies exclusively focused on the virtual R&D teams, for example [21-24] and none of them concentrated on the virtual R&D teams for NPD in SMEs. This paper summary the key findings of earlier works on different aspects of virtual R&D teams in SMEs and establishes it rationale in new product development (NPD). It highlights the gaps and weaknesses in the existing literature on virtual teams in R&D management and in new product development in SMEs. Finally, it identifies the future research directions in the area of concern.

## 2-Review search methodology

Collaborative R&D activities involving SMEs has wide coverage. It applies to various activities ranging from information exchange to new products development. This review article is based on dependable and reputed publications. It mainly covers aspects like SMEs characteristics, scope of virtual R&D teams and their relationship in new product development (NPD). The articles are



# Paper Structure

- Title
- Affiliation
- Abstract
- Keywords
- Nomenclatures
- Introduction
- Materials and methods
- Results and Discussions
- Conclusions
- References

| Contributor Role | Role Definition |
|---|---|
| **Conceptualisation** | Ideas; formulation or evolution of overarching research goals and aims. |
| **Methodology** | Development or design of methodology; creation of models. |
| **Software** | Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components. |
| **Validation** | Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs. |
| **Formal Analysis** | Application of statistical, mathematical, computational, or other formal techniques to analyse or synthesise study data. |
| **Investigation** | Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection. |
| **Resources** | Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools. |
| **Data Curation** | Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later reuse. |
| **Writing – Original Draft Preparation** | Creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation). |
| **Writing – Review and Editing** | Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages. |
| **Visualisation** | Preparation, creation and/or presentation of the published work, specifically visualisation/data presentation. |
| **Supervision** | Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team. |
| **Project Administration** | Management and coordination responsibility for the research activity planning and execution. |
| **Funding** | Acquisition of the financial support for the project leading to this publication. |

Source: https://www.microbiologyresearch.org/prepare-an-article#12

# Organization of a Research Paper: The IMRAD Format

**The IMRAD Format—Main Sections of a Scientific Paper**

| Section | Purpose |
|---|---|
| Title | What the paper is about |
| Authors | Names and affiliations of authors |
| Keywords | Words other than those in title that best describe the paper |
| Abstract | A stand-alone, short narrative of the paper |
| Introduction | ***Why this paper?*** The problem, what is not known, the objective of the study |
| Materials and methods | ***How was the study done***? |
| Results | ***What did you find?*** |
| Discussion | ***What does it mean? What next?*** Interpretation of results and future directions |
| Conclusion | Possible implications |
| Acknowledgments | ***Who helped and how; what was the funding source?*** |
| References | Details of papers cited |
| Appendices | Supplementary materials |

Source: Nair, P. R., & Nair, V. D. (2014). Organization of a Research Paper: The IMRAD Format. In *Scientific Writing and Communication in Agriculture and Natural Resources* (pp. 13-25). Springer International Publishing.

# Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)

## PRISMA 2009 Checklist

| Section/topic | # | Checklist item | Reported on page # |
|---|---|---|---|
| **TITLE** | | | |
| Title | 1 | Identify the report as a systematic review, meta-analysis, or both. | |
| **ABSTRACT** | | | |
| Structured summary | 2 | Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number. | |
| **INTRODUCTION** | | | |
| Rationale | 3 | Describe the rationale for the review in the context of what is already known. | |
| Objectives | 4 | Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS). | |
| **METHODS** | | | |
| Protocol and registration | 5 | Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number. | |
| Eligibility criteria | 6 | Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale. | |
| Information sources | 7 | Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched. | |
| Search | 8 | Present full electronic search strategy for at least one database, including any limits used, such that it could be | |

*From:* Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). *P*referred *R*eporting *I*tems for *S*ystematic Reviews and *M*eta-*A*nalyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

**For more information, visit [www.prisma-statement.org](http://www.prisma-statement.org).**

# We often write in the following order:

1. Figures and Tables
2. Materials and Methods
3. Results and Discussion
4. Conclusions
5. Introduction
6. Abstract and Title

Source: **How to Write a World Class Paper, *From title to references, From submission to revision Forum Scientum Workshop* ,**2011-8-22 Presented By: Anthony P F Turner and Alice Tang Turner Editor-In-Chief and Managing Editor, *Biosensors & Bioelectronics*

# How to... write an abstract

**What is an abstract?**

**A definition**

An abstract is a succinct summary of a longer piece of work, usually academic in nature, which is published in isolation from the main text and should therefore stand on its own and be understandable without reference to the longer piece. It should report the latter's essential facts, and should not exaggerate or contain material that is not there.

Its purpose is to act as a reference tool (for example in a library abstracting service), enabling the reader to decide whether or not to read the full text.

Source: http://www.emeraldinsight.com/authors/guides/write/abstracts.htm?part=1#2

# Abstract

Abstract should **not exceed 300** words (**without reference).**

**Abstract must include following sections:**

Problem Statement: This section should include answers of the questions:

- **Why was research needed?.**
- **What was the context of the work?.**
- **Introduce the problem or provide background for what you will address**.

Approach:

- **What did you do and how did you go about solving or making progress on the problem.**
- **Describe the method of research, study, or analysis applied to the problem.**

Results:

- **What results did you get?**
- **State what you found and relate it to the problem.**
- **Summarize the major results in numbers, avoid vague, hand waving results such as "very small" or "significant".**

Conclusions/Recommendations:

- **What are the implications of your answer?**
- **State the relevance, implications, or significance of the results or conclusions, to the business.**
- **Significance of work is often implied by the recommendations or implications for future work.**

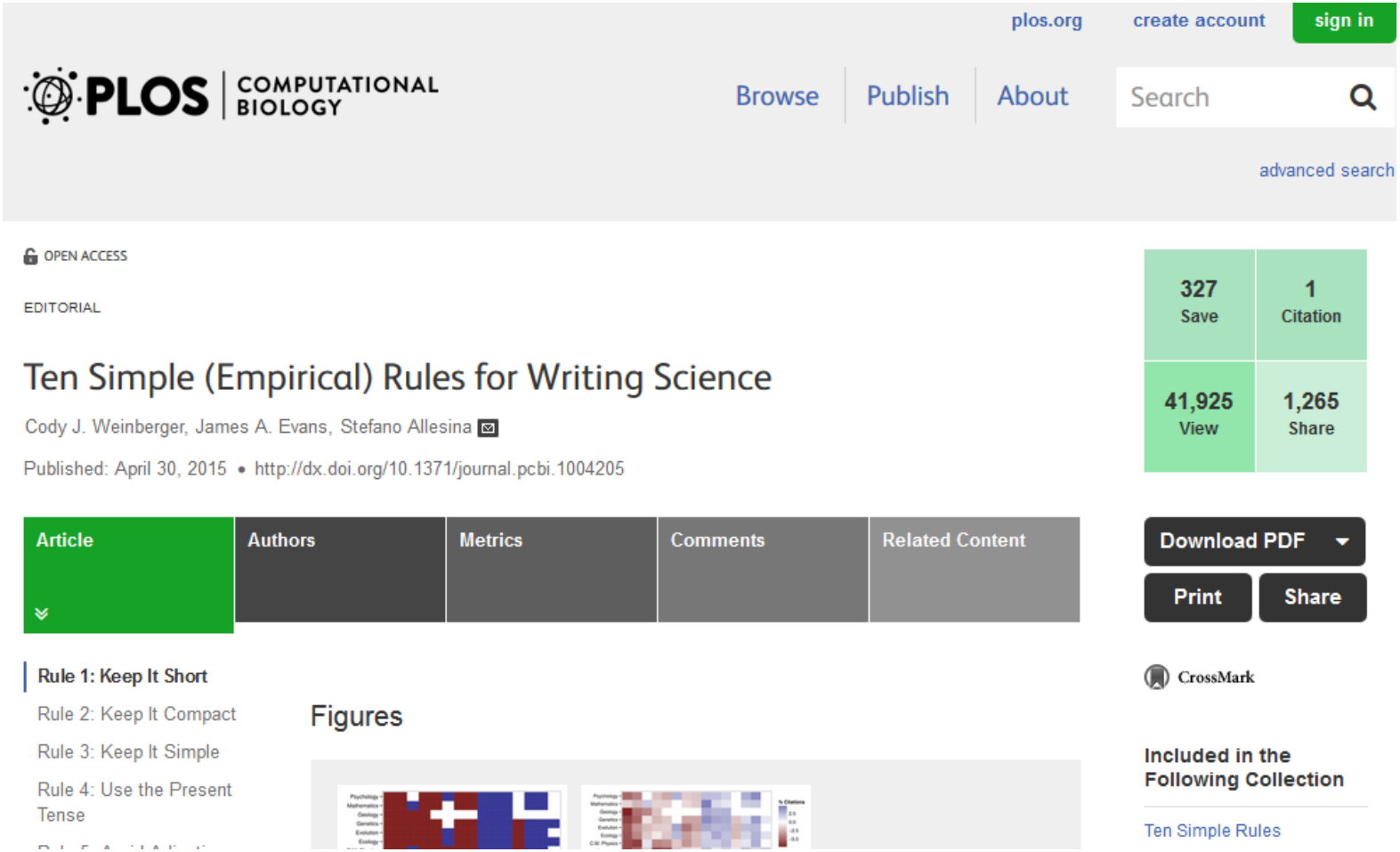
# A Structured Abstract

| | |
|---|---|
| **Purpose of this paper** | **What are the reason(s) for writing the paper or the aims of the research?** |
| **Design/methodology/ approach** | **How are the objectives achieved? Include the main method(s) used for the research. What is the approach to the topic and what is the theoretical or subject scope of the paper?** |
| **Findings** | **What was found in the course of the work? This will refer to analysis, discussion, or results.** |
| **Research limitations/implications (if applicable)** | **If research is reported on in the paper this section must be completed and should include suggestions for future research and any identified limitations in the research process.** |
| **Practical implications (if applicable)** | **What outcomes and implications for practice, applications and consequences are identified? Not all papers will have practical implications but most will. What changes to practice should be made as a result of this research/paper?** |
| **Social Implications (if applicable)** | **What will be the impact on society of this research? How will it influence public attitudes? How will it influence (corporate) social responsibility or environmental issues? How could it inform public or industry policy? How might it affect quality of life?** |
| **What is original/value of paper** | **What is new in the paper? State the value of the paper and to whom.** |

# Choose a category for the paper

- **Research paper**. This category covers papers which report on any type of research undertaken by the author(s). The research may involve the construction or testing of a model or framework, action research, testing of data, market research or surveys, empirical, scientific or clinical research.
- **Viewpoint**. Any paper, where content is dependent on the author's opinion and interpretation, should be included in this category; this also includes journalistic pieces.
- **Technical paper**. Describes and evaluates technical products, processes or services. **Conceptual paper**. These papers will not be based on research but will develop hypotheses. The papers are likely to be discursive and will cover philosophical discussions and comparative studies of others' work and thinking.
- **Case study**. Case studies describe actual interventions or experiences within organizations. They may well be subjective and will not generally report on research. A description of a legal case or a hypothetical case study used as a teaching exercise would also fit into this category.
- **Literature review**. It is expected that all types of paper cite any relevant literature so this category should only be used if the main purpose of the paper is to annotate and/or critique the literature in a particular subject area. It may be a selective bibliography providing advice on information sources or it may be comprehensive in that the paper's aim is to cover the main contributors to the development of a topic and explore their different views.
- **General review**. This category covers those papers which provide an overview or historical examination of some concept, technique or phenomenon. The papers are likely to be more descriptive or instructional ("how to" papers) than discursive
- Source: http://www.emeraldinsight.com/authors/guides/write/abstracts.htm?part=1#2

# Ten Simple (Empirical) Rules for Writing Science




Source: Weinberger, C. J., Evans, J. A., & Allesina, S. (2015). Ten Simple (Empirical) Rules for Writing Science. *PLoS Comput Biol, 11*(4), e1004205. doi:10.1371/journal.pcbi.1004205

# Ten Simple (Empirical) Rules for Writing Science

- **Rule 1: Keep It Short**
- **Rule 2: Keep It Compact**
- **Rule 3: Keep It Simple**
- **Rule 4: Use the Present Tense**
- **Rule 5: Avoid Adjectives and Adverbs**
- **Rule 6: Focus**
- **Rule 7: Signal Novelty and Importance**
- **Rule 8: Be Bold**
- **Rule 9: Show Confidence**
- **Rule 10: Avoid Evocative Words**

Source: Weinberger, C. J., Evans, J. A., & Allesina, S. (2015). Ten Simple (Empirical) Rules for Writing Science. *PLoS Comput Biol, 11*(4), e1004205. doi:10.1371/journal.pcbi.1004205

# HOW TO WRITE/EDIT SCIENTIFIC PAPERS

(I) MINDSET, (II) CONCEPTS, AND (III) LOGIC

# Writing your literature review

Writing your literature review takes time. You may need to complete several drafts before your final copy. It is important to have a good introduction that clearly tells the reader what the literature will be about.

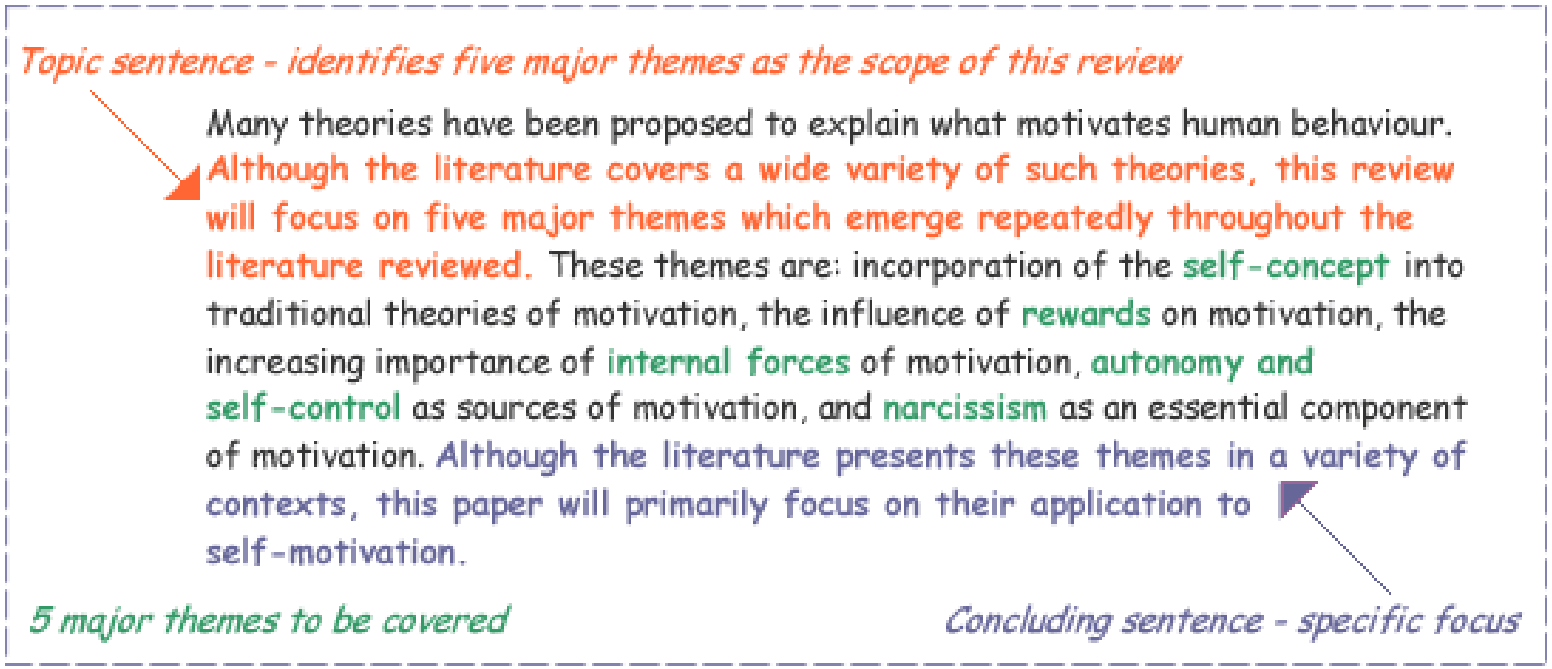
An introduction must tell the reader the following:

- **what you are going to cover in the review**
- **the scope of your research**
- **how the review ties in with your own research topic.**

Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/writing.html

# Introduction

This is a good example of an introduction because it has a topic sentence which indicates what will be covered and also tells the reader the specific focus of the literature review in the concluding sentence.








Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/writing.html

# Paragraphs

A paragraph is a group of connected sentences that develop a single point, argument or idea. Paragraphs need to link to other paragraphs so that the themes, arguments or ideas developed are part of a coherent whole rather than separate bits.

A paragraph should include:

- **a main statement / idea that you are putting forward, ie topic sentence**
- **evidence from research to support / argue your idea, showing where the writers agree and / or disagree**
- **student analysis of the research literature where appropriate**
- **summing up and linking to the next idea (paragraph).**

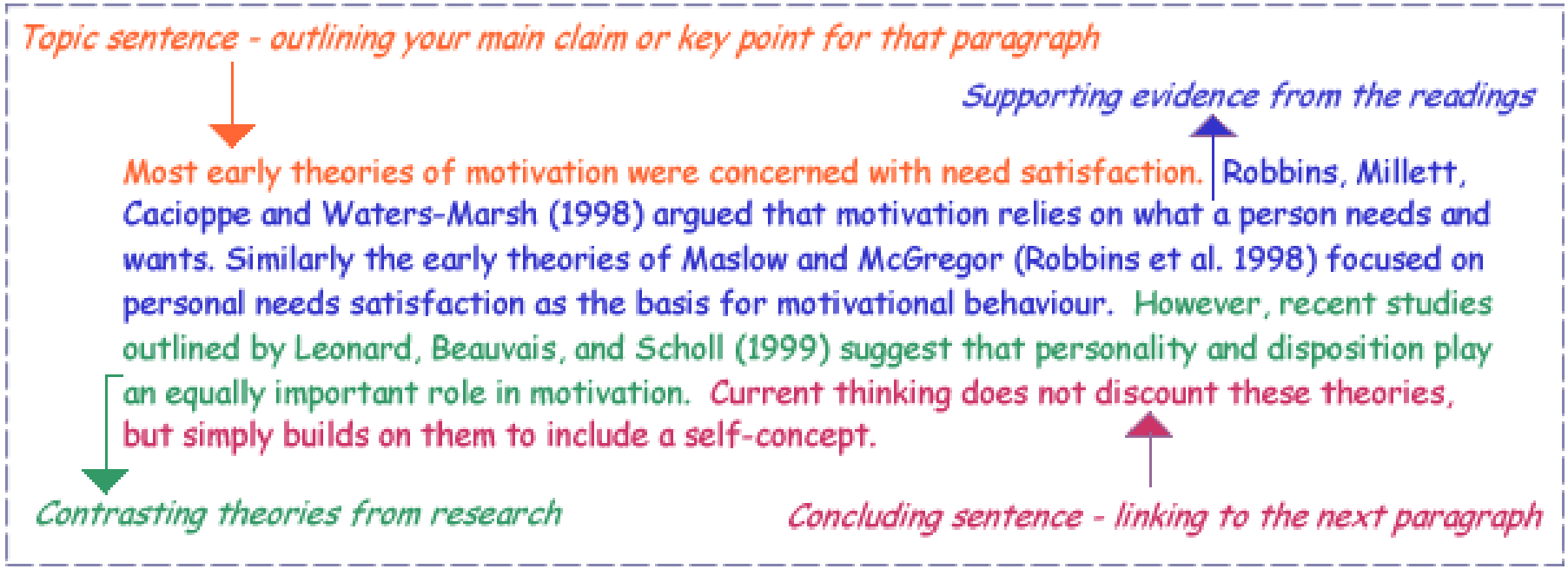
In the literature review, you will need to show evidence of integrating your readings into each paragraph and analysis of the readings where necessary.

Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/writing.html

# Integrating arguments in paragraphs

**Integration of multiple sources**

To develop an integrated argument from multiple sources, you need to link your arguments together. The model below is a guide.





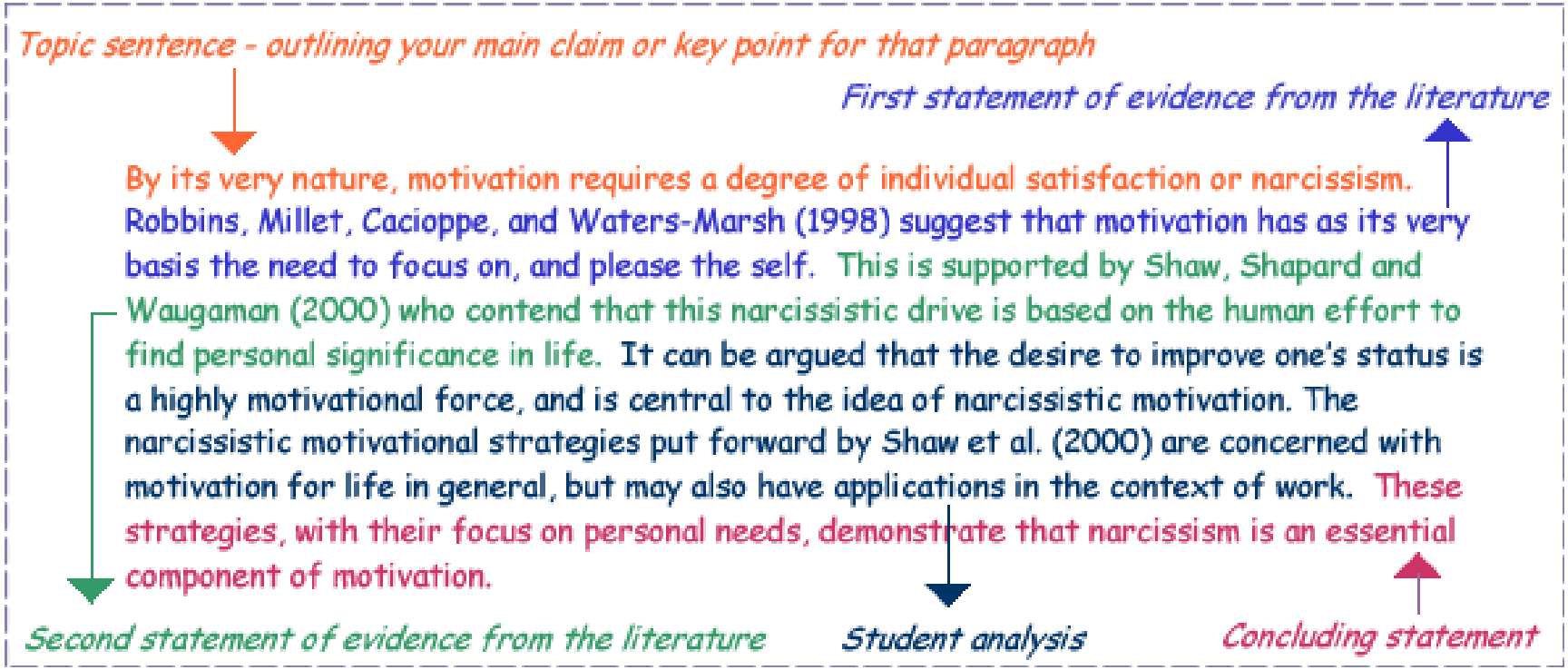



Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/writing.html

# Integrating arguments in paragraphs

**Integration of student analysis**

It is important to integrate your analysis and interpretation of the literature in your literature review. Read the following paragraph and see how the arguments have been integrated into the paragraph along with student analysis. Analysis is not just student opinion, it needs to be supported by the literature.






Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/lit_review_LL/writing.html

# Example of Citations

Other research also indicates that individual and group marks should be combined in-group activities (Buchy & Quinlan, 2000; Lim et al., 2003; Romano & Nunamaker, 1998).

**Figure 5: Pointing at the literature**

Buchy and Quinlan (2000) interviewed 36 students participating in tutorial groups. These interviews indicated that the students felt they were becoming more conscious of learning processes of both themselves and their peers.

**Figure 6: Knowledge-level mastery**

Source: Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science: International Journal of an Emerging Transdiscipline*, *9*(1), 181-212.

# Example of Citations

Han and Kamber (2001) suggest an evolution that moves from data collection and database creation, towards data management, and ultimately, data analysis and understanding.

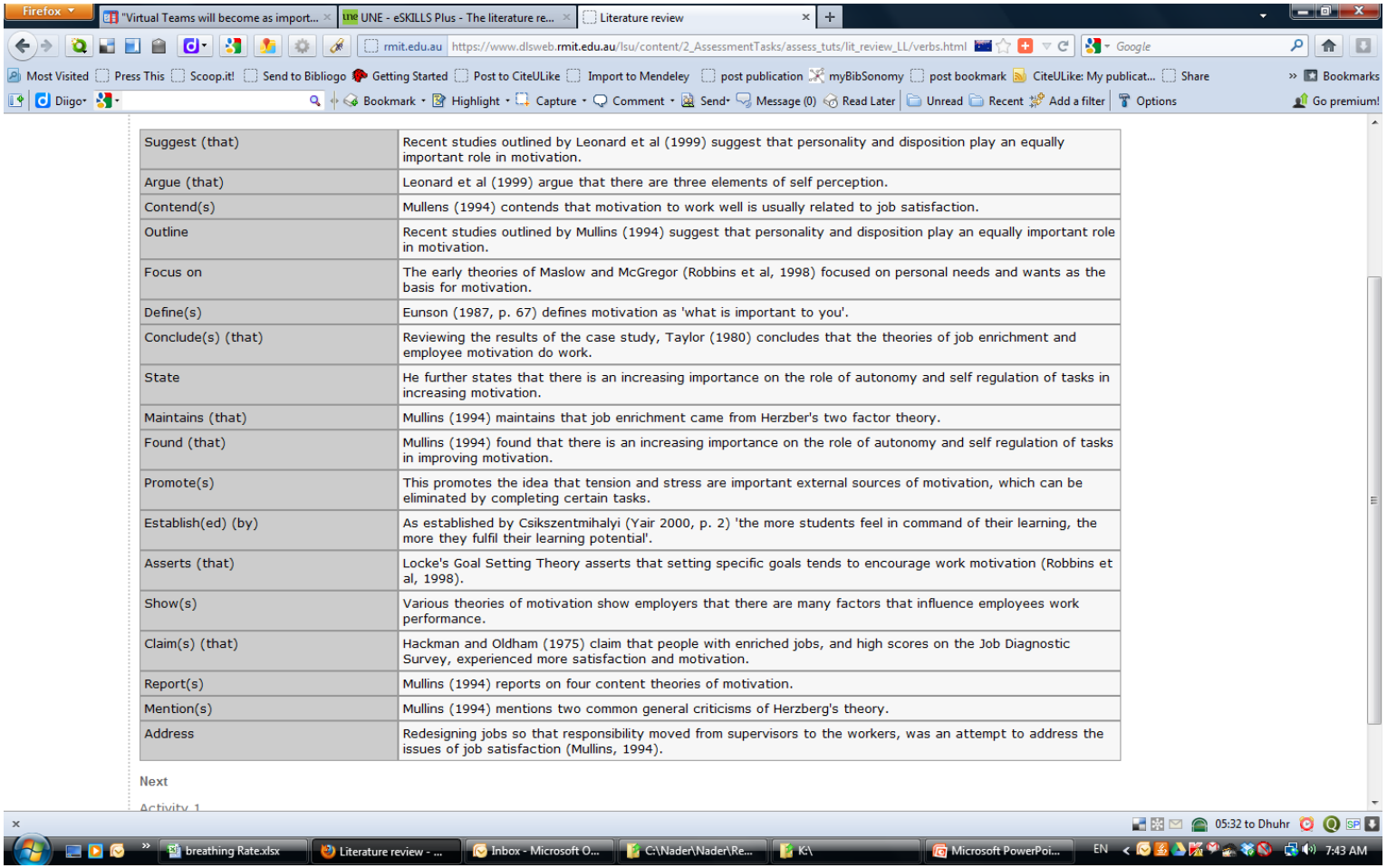
**Figure 7: Pre-comprehension level mastery**

Han and Kamber (2001) suggest an evolution that moves from data collection and database creation, towards data management, and ultimately, data analysis and understanding. For example, *data processing* is a base function enabling manipulation and aggregation of data, thus facilitating searching and retrieval.

**Figure 8: Comprehension-level mastery**

Source: Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science: International Journal of an Emerging Transdiscipline*, *9*(1), 181-212.

# Verbs for referencing



| | |
|---|---|
| Suggest (that) | Recent studies outlined by Leonard et al (1999) suggest that personality and disposition play an equally important role in motivation. |
| Argue (that) | Leonard et al (1999) argue that there are three elements of self perception. |
| Contend(s) | Mullens (1994) contends that motivation to work well is usually related to job satisfaction. |
| Outline | Recent studies outlined by Mullins (1994) suggest that personality and disposition play an equally important role in motivation. |
| Focus on | The early theories of Maslow and McGregor (Robbins et al, 1998) focused on personal needs and wants as the basis for motivation. |
| Define(s) | Eunson (1987, p. 67) defines motivation as 'what is important to you'. |
| Conclude(s) (that) | Reviewing the results of the case study, Taylor (1980) concludes that the theories of job enrichment and employee motivation do work. |
| State | He further states that there is an increasing importance on the role of autonomy and self regulation of tasks in increasing motivation. |
| Maintains (that) | Mullins (1994) maintains that job enrichment came from Herzber's two factor theory. |
| Found (that) | Mullins (1994) found that there is an increasing importance on the role of autonomy and self regulation of tasks in improving motivation. |
| Promote(s) | This promotes the idea that tension and stress are important external sources of motivation, which can be eliminated by completing certain tasks. |
| Establish(ed) (by) | As established by Csikszentmihalyi (Yair 2000, p. 2) 'the more students feel in command of their learning, the more they fulfil their learning potential'. |
| Asserts (that) | Locke's Goal Setting Theory asserts that setting specific goals tends to encourage work motivation (Robbins et al, 1998). |
| Show(s) | Various theories of motivation show employers that there are many factors that influence employees work performance. |
| Claim(s) (that) | Hackman and Oldham (1975) claim that people with enriched jobs, and high scores on the Job Diagnostic Survey, experienced more satisfaction and motivation. |
| Report(s) | Mullins (1994) reports on four content theories of motivation. |
| Mention(s) | Mullins (1994) mentions two common general criticisms of Herzberg's theory. |
| Address | Redesigning jobs so that responsibility moved from supervisors to the workers, was an attempt to address the issues of job satisfaction (Mullins, 1994). |

Next

Activity 1

Source: https://www.dlsweb.rmit.edu.au/lsu/content/2_assessmenttasks/assess_tuts/lit_review_LL/verbs.html


**Before submission, follow *EASE Guidelines for Authors and Translators*, freely available in many languages at [www.ease.org.uk/publications/author-guidelines](www.ease.org.uk/publications/author-guidelines). Adherence should increase the chances of acceptance of submitted manuscripts.**

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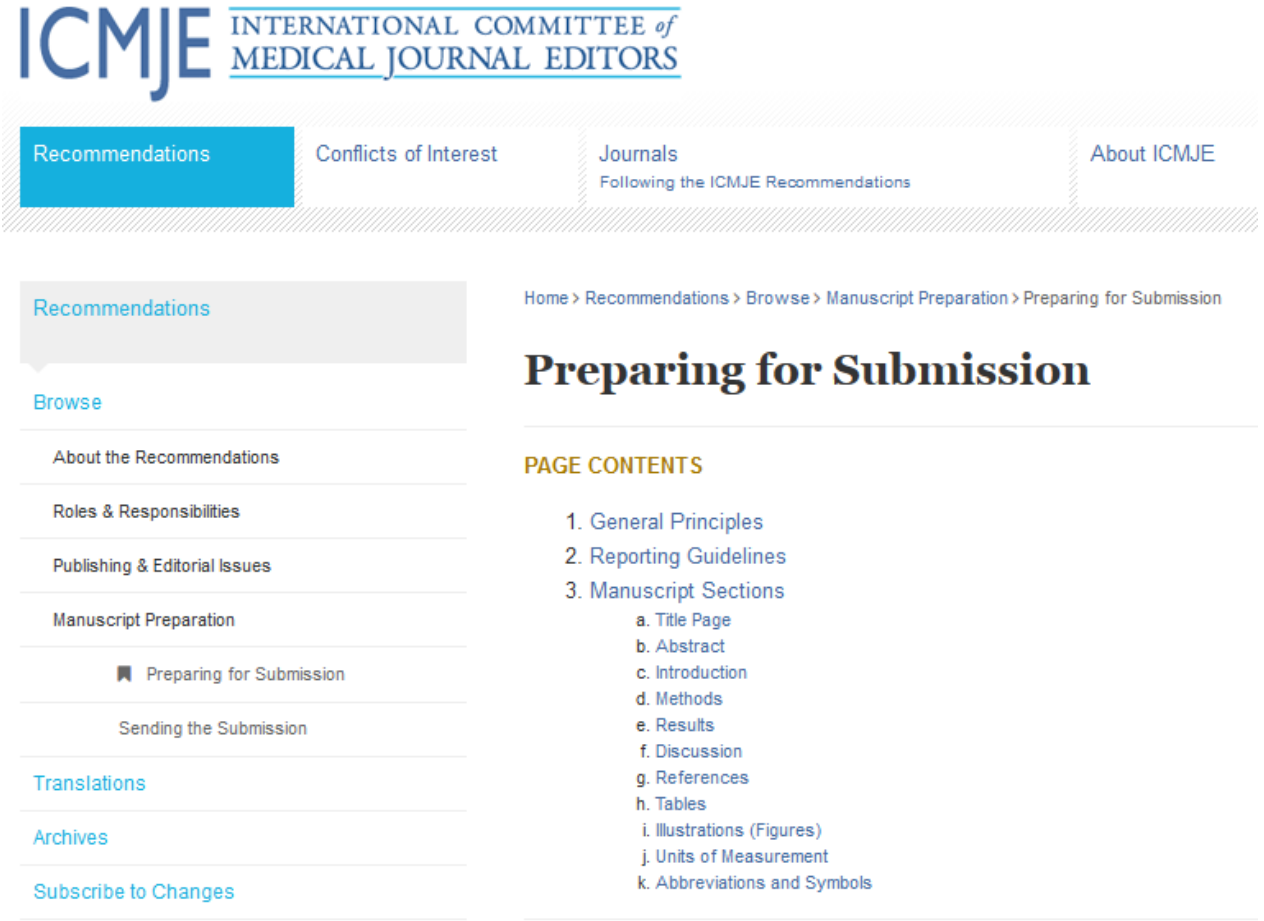
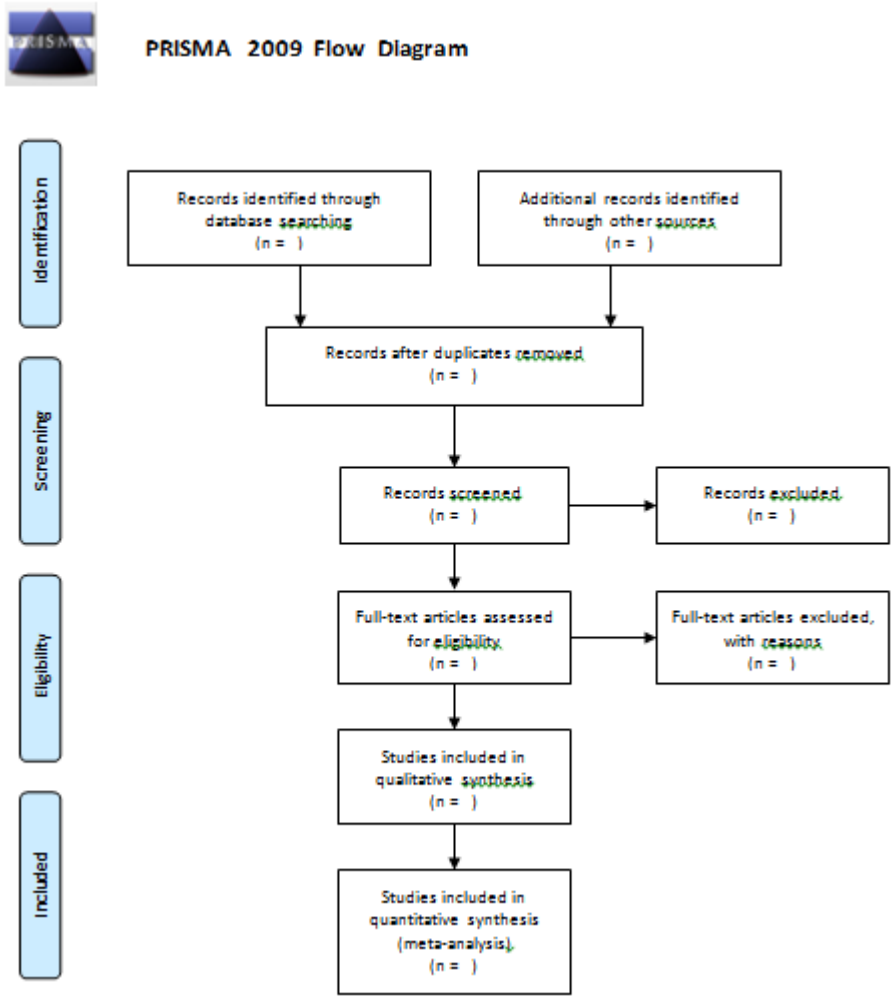
# International Committee of Medical Journal Editors



# Examples

- Example 1
- Example 2
- Example 3
- Example 4
- Example 5
- Example 6

# Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)




*From:* Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). *P*referred *R*eporting *I*tems for *S*ystematic Reviews and *M*eta-*A*nalyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

**For more information, visit www.prisma-statement.org.**

# Systematic Literature Review Summary Table

| | Concept 1 | Concept 2 | … | Concept n |
|---|---|---|---|---|
| Article 1 | X | | | X |
| Article 2 | | X | | |
| … | | | X | X |
| Article n | | X | X | |

Source: Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science: International Journal of an Emerging Transdiscipline*, *9*(1), 181-212.

# Example excel databases of Systematic Quantitative Literature Reviews

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Home > Environment, Planning and Architecture > Griffith School of Environment > Our Research > Systematic quantitative literature review

## Systematic quantitative literature review

Griffith School of Environment

- Our Research
  - Marine Science Research
  - PhD students
  - Systematic quantitative literature review
- Learning & teaching

### Overview

The systematic quantitative literature review is a smart and effective method for undertaking literature reviews particularly for research students and others new to a discipline.

### Reliable, quantifiable and reproducible

It bridges the gap between traditional narrative review methods and meta-analysis. Narrative methods that are commonly used in many research theses, rely on the expertise and experience of the author, making them challenging for novices. In contrast, the method we use and recommend involves systematically searching the literature using online database and other sources to find all relevant papers that fit specific criteria (systematically identifying the literature), entering information about

Here are examples of the types of excel databases used in some Systematic Quantitative Literature Reviews:
Steven et al. 2011 database of papers on impacts nature based tourism on birds (XLSX 16KB)
Ballantyne and Pickering In review databases of papers on environmental impacts of recreation trails (XLSX 32KB)
Byrne and Portanger 2014 database of papers climate change, energy policy and justice (XLSX 48KB)

Source: https://www.griffith.edu.au/environment-planning-architecture/griffith-school-environment/research/systematic-quantitative-literature-review

# Literature review

| Search Result | | Subjects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Performance Effects | | | | | Research Methodologies | | | | | | | | | | | | | | | Source information |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E-collaboration | Project management | manufacturing | product | design | procurement | planning | quality control | organization | innovation | process | tool | product complexity | involvement of partners | concurrent product | team structure | project strategy | concurrent engineering | training & rewarding | simplification of structure | lead user | Supplier integration | virtual production | Time Compression Technologies | CAD technology | setting buffers | identifying critical chain | development capacity | techniques | speed | Time | cost | Quality | variety | other | Simulation | Process Model | Theory-Building | Framework | Case study(small n) | Empirical(large n) | Experiment | Math. Modeling | www-based | Review | statistical | pattern matching | prototype | pilot study | creative software | References |
| | ✓ | | | ✓ | | | | | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | (Clift, T.B et al 1996) |
| | ✓ | | | | | | | | | ✓ | | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | ✓ | | | | | (Griffin, A 1997) |
| | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | ✓ | | | | | | | | ✓ | | | | | | | | | | (Carter, 1997) |
| | ✓ | | | | ✓ | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | (Hartley, J.et al 1997) |
| ✓ | | | | | | | ✓ | | ✓ | | | | | | | | | | | | | | ✓ | | | | | | | ✓ | | | | | | ✓ | | | | | | | | | | | | (Athalsorn et al 2001) |
| ✓ | | ✓ | ✓ | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | ✓ | | | | ✓ | | | | | | | (Xie, S. Q. et al 2002) |
| | ✓ | | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | ✓ | ✓ | | | ✓ | | | | | | | | | | | ✓ | | | (Kusar, J. et al. 2004) |
| | ✓ | | | | | | | | | | | | | | | | | | | | ✓ | | | | | | | | | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | | | | (Petersen. et al 2005) |
| ✓ | | | | | | | | | | | | | | | | | | | | | | | | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | | | | | | ✓ | | (Tan, C.L. 2006) |
| ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | | | ✓ | | | | | | | | (Roberts. et al 2006) |
| ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | ✓ | | | | ✓ | | | | | | | ✓ | (Zhou, Z. et al 2008) |
| | ✓ | | | | | | | ✓ | | | | ✓ | ✓ | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | ✓ | | | | | | | | (Bashir, H, et al 2008) |
| | ✓ | | | | ✓ | | | | | | | | | | | | | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | | | ✓ | | | | | ✓ | | | | | | | | | | (Ahlemann, F. 2009) |
| ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | | | | | ✓ | | (Selvaraj,P.et al 2009) |
| | ✓ | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | | | | | ✓ | | | | | | | | | (Xia-Bao. et al 2009) |
| | ✓ | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | | | | | | | | | ✓ | | | | | | | (Lifang W. et al 2009) |
| ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | ✓ | | | | | ✓ | ✓ | | | | | | | | ✓ | | | | | | | | | | (Vinodh, et al 2009) |
| | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | | | ✓ | | | | | | | | | | (Hebert et al 2010) |
| | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | | ✓ | | | | | | | | | ✓ | | | | | | | (Roemer, T. et al 2010) |



MOHAMMADJAFARI, M., AHMED, S., DAWAL, S. Z. M. & ZAYANDEHROODI, H. 2011(Article in press). The Importance of Project Management in SMEs for the Development of New Products through E-Collaboration. *African Journal of Business Management.*

# Tasks for the tenth session

1. Write an integrating arguments paragraph
2. Write a structured abstract
3. Crate a literature review table
4. Write a first draft of the literature review manuscript

# Thank you!


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*https://publons.com/researcher/1692944*
*http://scholar.google.com/citations*


All of my presentations are available online at:
https://figshare.com/authors/Nader_Ale_Ebrahim/100797

**My recent publication:**

1. A. Ghanbari Baghestan, H. Khaniki, A. Kalantari, M. Akhtari-Zavare, E. Farahmand, E. Tamam, N. Ale Ebrahim, H. Sabani, and M. Danaee, (2019) "A Crisis in "Open Access": Should Communication Scholarly Outputs Take 77 Years to Become Open Access?," *SAGE Open,* vol. 9, no. 3, pp. 1-8,
2. Ale Ebrahim, S., Ashtari, A., Pedram, M. Z., & Ale Ebrahim, N. (2019). Publication Trends in Drug Delivery and Magnetic Nanoparticles. Nanoscale Research Letters, 14(59). doi: https://doi.org/10.1186/s11671-019-2994-y
3. Parnianifard, A., Azfanizam, A., Ariffin, M., Ismail, M., & Ale Ebrahim, N. (2019). Recent developments in metamodel based robust black-box simulation optimization: An overview. Decision Science Letters, 8(1), 17-44. doi:10.5267/j.dsl.2018.5.004. Available at SSRN: https://ssrn.com/abstract=3192794
4. Elaish, M. M., Shuib, L., Ghani, N. A., Mujtaba, G., & Ale Ebrahim, N. (2019). A Bibliometric Analysis of M-Learning from Topic Inception to 2015. International Journal of Mobile Learning and Organisation, 13(1), 91-112. https://doi.org/10.1504/IJMLO.2019.096470
5. Nordin, N., Samsudin, M.-A., Abdul-Khalid, S.-N., & Ale Ebrahim, N. (2019). Firms' sustainable practice research in developing countries: Mapping the cited literature by Bibliometric analysis approach. International Journal of Sustainable Strategic Management, 7(1/2). doi:. https://doi.org/10.1504/IJSSM.2019.099036

**My recent presentations:**

1. Ale Ebrahim, Nader (2019): Research Skills Session 9: Writing a Paper. figshare. Presentation. https://doi.org/10.6084/m9.figshare.11319866.v1
2. Ale Ebrahim, Nader (2019): Research Skills Session 8: Avoid Scientific Misconduct. figshare. Presentation. https://doi.org/10.6084/m9.figshare.11300546.v1
3. Ale Ebrahim, Nader (2019): Research Skills Session 7: Indexing Research Tools. figshare. Presentation. https://doi.org/10.6084/m9.figshare.10992596.v1
4. Ale Ebrahim, Nader (2019): Research Skills Session 6: Read a Paper. figshare. Presentation. https://doi.org/10.6084/m9.figshare.10302095.v1
5. Ale Ebrahim, Nader (2019): Research Skills Session 5: Managing Research. figshare. Presentation. https://doi.org/10.6084/m9.figshare.10257509.v1

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2. Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097
3. How to Write a World Class Paper, From title to references, From submission to revision Forum Scientum Workshop ,2011-8-22 Presented By: Anthony P F Turner and Alice Tang Turner Editor-In-Chief and Managing Editor, Biosensors & Bioelectronics
4. Weinberger, C. J., Evans, J. A., & Allesina, S. (2015). Ten Simple (Empirical) Rules for Writing Science. PLoS Comput Biol, 11(4), e1004205. doi:10.1371/journal.pcbi.1004205
5. Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. Informing Science: International Journal of an Emerging Transdiscipline, 9(1), 181-212.
6. MOHAMMADJAFARI, M., AHMED, S., DAWAL, S. Z. M. & ZAYANDEHROODI, H. 2011(Article in press). The Importance of Project Management in SMEs for the Development of New Products through E-Collaboration. African Journal of Business Management