Training the mindSET: Training 23, 24 June 2020; fall 2020
Modules Publication and Promotion: Academic Writing/Scientific Research Writing, Innovation and Entrepreneurial thinking

Module: Academic Writing/Scientific Research Writing 23 and 24 June 2020
Trainer: Hana Gustafsson

This 1ECTS course has two main ambitions: To **provide introduction to scientific writing in the STEM disciplines**, and to **help you make concrete progress on your scientific research paper**.

Writing is a dynamic and complex process, and very individual. There are many ways to get to the finished product. Depending on their writing style and experience, people may have different preferences. That is why you in this course will be encouraged to work on your paper in two ways: top down, from a thesis statement (conceptual template), and bottom up, from your existing draft. However, we will mainly focus on top-down planning, as a potentially very powerful and effective writing technique. We will test out principles that should help simplify and speed up the writing process.

The course builds on research and practice within Academic/Scientific Research Writing, but has an innovative theoretical perspective based in Cognitive Linguistics. The teaching is student-centered and focused around each student’s research paper.

To succeed with this course, it is **very important that you have something specific you want to develop into a scientific research paper**. In other words, it is very important that you have some research already completed. If you are still at the research design stage, this course is not suitable for you at this point.

**Course days**
Tuesday 23 and Wednesday 24 June 2020, two full days (9am-4pm).

**Aims**
The course aims for the following learning outcomes:
- Ability to produce clear, coherent, and well-structured academic texts in English
- Knowledge of structure, style, and language of Scientific Research Writing in English
- In-depth understanding of the writing process
- Ability to take control of own writing process: Effectiveness, balance of creative and critical modes

**Content**
The course provides insights into:
- The writing process (general principles and individual preferences)
- Writing techniques at global and local level (full paper – sections - paragraphs)
- Text planning and refinement (top down and bottom up)
- Typical features of clear, logically structured, coherent academic writing
- Structure and style of relevant genres (abstract, one-liner, scientific research paper)
- The language of Scientific Research Writing in English
- Useful resources for effective Scientific Research Writing in English
- The review process (giving and receiving feedback effectively)
Methods
- Student-centered and article-based teaching techniques
- Task-based activities, test-teach-test, elicitation (Socratic questioning)
- Simulation of (aspects of) article submission and peer review
- Group work, pair work, peer feedback
- Individual writing-related work

Deliverables
Each participant will deliver a first and final version of an own scientific abstract package (title, body of abstract, one-liner, keywords). The final version will be the result of the knowledge and skills gained during the course, as well as peer- and instructor feedback.

Requirements (pre-course tasks)
1. What are you currently working on that you want to publish as a paper? Think carefully about what you want to report in that paper. Then, write an abstract for the planned paper.
2. Try to visualize the finished paper. What published papers, in what journal(s) would you like it to resemble? Make sure to have the papers available as reference during the course.
3. Read the article by Sarah Haas (2009) on the Writing Process. Which modes and moves work for you? Focus on the Incubating and Unloading modes, and their typical moves. Which do you typically use, and when?

Required course reading

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Module: Innovation and Entrepreneurial thinking  exact dates tba for fall 2020
Trainers: Eirik Gjelsvik Medbø, Øystein Widding, Jan Kratzer

As a PhD-student, you are expected to develop new knowledge, expand the research frontier and suggest theoretical and practical implications based on your understanding as an expert in your field. Your research is of course a personal intellectual journey, but it should also be a contribution to developing the society to the better. Dissemination of new knowledge can take many forms, e.g. publication, popular science, lectures, conferences and through new innovations.

In this course research-based innovation is highlighted. This includes your role as an innovator, the academic cornerstones of innovation, and the entrepreneurial behaviour related to the skills needed to implement the innovation in the society.

The pedagogical principles are student oriented, and you will learn together with faculty and experts from NTNU School of Entrepreneurship https://entreprenorskolen.no, Engage Centre of Excellence through Entrepreneurship https://engage-centre.no and TUB Centre for Entrepreneurship.

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