

Nezini kur
meklēt
vajadzīgos
resursus?
Kā meklēt?



Esi
apjucis?
Nezini ar
ko sākt?



legūsti
atbildes
šeit!



**“Padomi akadēmiskās
rakstīšanas prasmju pilnveidei”**

Akadēmiskā rakstīšana (academic writing)



Zinātniskā rakstīšana (scientific, academic, technical writing)

Iv akadēmiskā rakstīšana

Konteksts: [...] akadēmiskais godīgums, argumentācija, zinātniskā komunikācija, zinātniskās valodas stils, zinātniskā rakstīšana [...]

Definīcija: Zinātniskās komunikācijas daļa un zinātniskās rakstīšanas veids.

Akadēmiskās rakstīšanas rezultāts ir zinātniskās valodas stilā uzrakstīts teksts, kuru raksturo orientēšanās uz specializētu auditoriju, loģiska struktūra, iepriekšējo pētījumu pārzināšana un atsauces uz tiem, fakti un viedokļu nošķirums, viedokļa argumentācija un akadēmiskā godīguma ievērošana.

www.termini.gov.lv

Iv zinātniskā rakstīšana

Konteksts: [...] akadēmiskais godīgums, akadēmiskā rakstīšana, zinātniskā komunikācija, zinātniskās valodas stils [...]

Definīcija: Zinātniskās komunikācijas veids, kas ietver akadēmisko rakstīšanu, rakstīšanu dažādās zinātnes disciplīnās un nozarēs, kā arī profesionālu saraksti akadēmiskajā vidē.

Zinātniskās rakstīšanas rezultāts ir teksts, ko raksturo zinātniskās valodas stils, loģiska struktūra, viedokļa argumentācija un akadēmiskā godīguma ievērošana.

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- **Akadēmiskā rakstīšana** – rakstīšana akadēmiskā vidē akadēmiskām aprindām.
- Šo terminu attiecina uz pētnieciskajiem darbiem (*esejām, referātiem, kopsavilkumiem, literatūras apskatiem, gada projektiem un kursa darbiem*), kas top studiju procesā, kā arī uz kvalifikācijas (*bakalaura, maģistra, promocijas*) darbiem.
- **Akadēmisko rakstīšanu raksturo** orientēšanās uz speciālizētu auditoriju, specifiska un stingra struktūra, spēcīga argumentācija, speciālās terminoloģijas lietojums, fakti un viedokļu nošķirums, atsaukšanās uz iepriekš paveikto, atsauces tekstā un bibliogrāfiskās norādes darba noslēgumā, valodas zinātniskā stila lietojums un emocionāla neitralitāte.



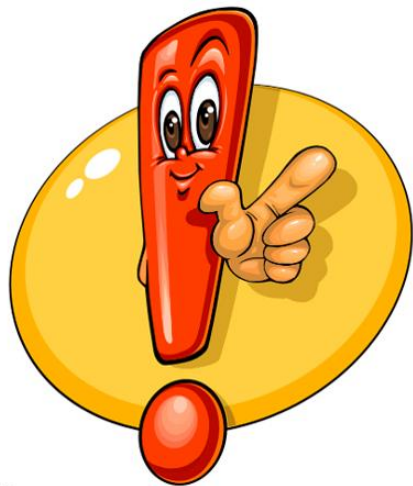
- **Zinātniskā rakstīšana** – ietver gan akadēmisko rakstīšanu (*rakstīšanu procesā un zinātniskā grāda iegūšanai*), gan tehnisko rakstīšanu (*profesionālo saraksti dažādās dabaszinātņu, tehnisko zinātņu un arī medicīnas un dzīvības zinātņu jomās*), gan rakstīšanu dažādās zinātņu nozarēs/apakšnozarēs.
- **Zinātniskās rakstīšanas mērķis** ir loģiski, saprotami, koncentrēti, bet arī pietiekami izvērsti iepazīstināt mērķauditoriju ar veiktā pētījuma norisi un iegūtajiem rezultātiem.
- **Zinātniskās rakstīšanas produkts** ir zinātniskais teksts, tajā autors iepazīstina ar pētījuma novitāti, apraksta pētījuma metodes un kontekstu. Zinātniskā tekstā ir ievērots zinātniskās valodas / rakstības stils, kā arī zinātniskās rakstīšanas tiesiskie un ētiskie aspekti.



Terminus “akadēmiskā rakstīšana” un “zinātniskā rakstīšana” bieži lieto kā sinonīmus.

Raksti akadēmiskajā stilā!

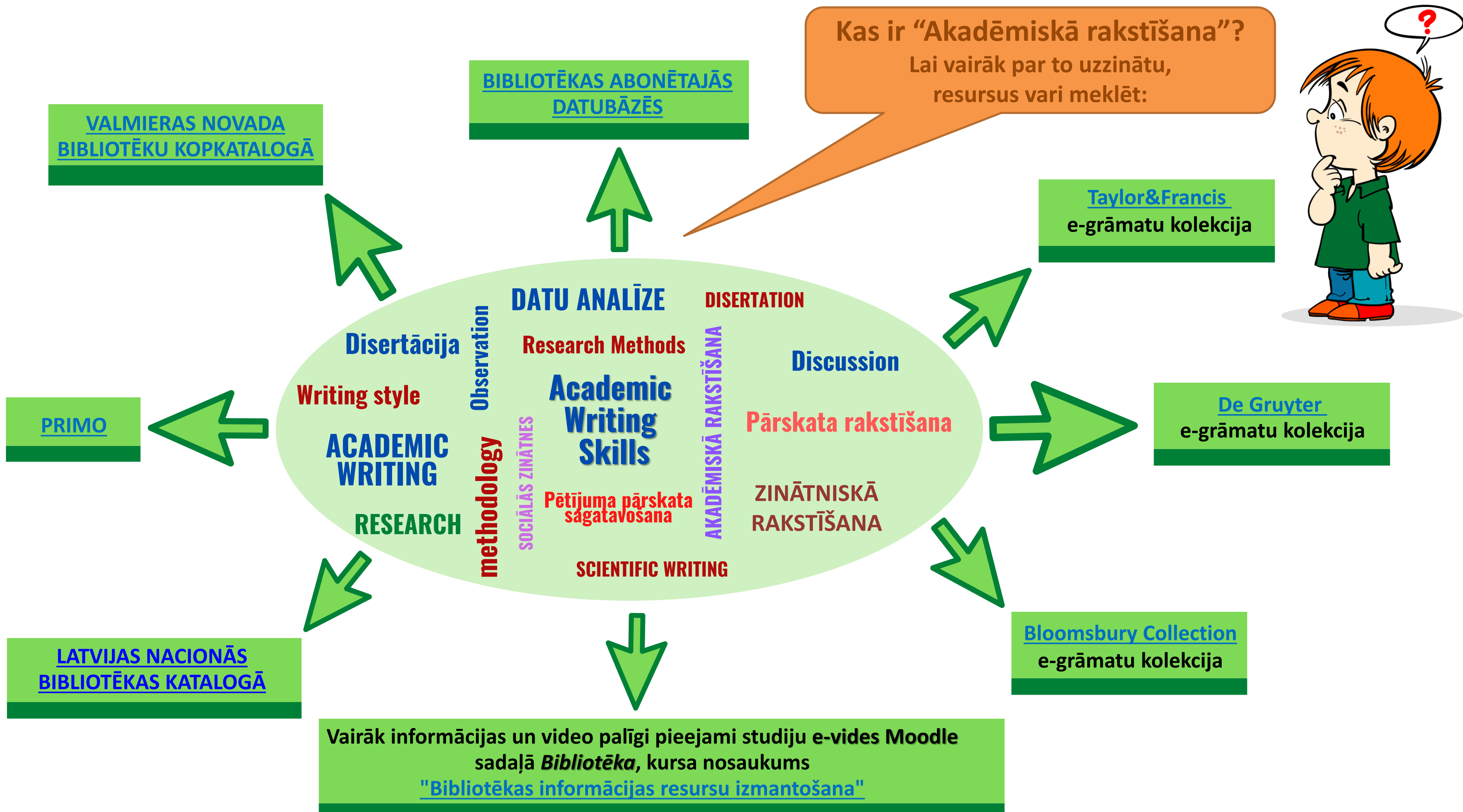
Akadēmiskais, arī **zinātniskais** rakstības stils (*academic writing style, scientific writing style*) – valodas stils, kuru raksturo teksta loģiska struktūra (*teksts ir organizēts nodaļās un apakšnodaļās*), precizitāte un skaidrība, specializētas terminoloģijas bagātīgs lietojums, emocionāli neitrāli valodas izteiksmes līdzekļi, kā arī valodas un rakstības normu stingra ievērošana.



ATCERIES!

Pētījuma rakstīšanā izmanto akadēmisko rakstības stilu.
Tā atšķirības no neakadēmiskā rakstības stila vari aplūkot tabulā.

Akadēmiskais rakstības stils	Neakadēmiskais rakstības stils
Tiek lietoti konkrēti, tēmai atbilstoši formulējumi, definīcijas un termini	Tiek lietoti sarunvalodas vārdi
Emocionāli neitrāli valodas izteiksmes līdzekļi, neitrāla leksika, precīza, skaidra, loģiska, secīga un strukturēta izteiksme	Emocionāla un daiļrunīga izteiksme
Tiek sasaistīti fakti, to analīze un izdarīti secinājumi	Tiek lietoti tēlainās izteiksmes līdzekļi – metaforas, salīdzinājumi, alegorijas u. c.
Tiek lietota darbības vārda ciešamā kārtā – “pētījums tika veikts”	Var rakstīt 1.personā – “es veicu pētījumu”
Fakti un viedokļi tiek nodalīti. Valoda ir pārdomāta, nav kategoriska, tieša un netiek paustas radikālas idejas un apgalvojumi	Tiek izteiktas savas pārdomas, refleksija un viedoklis
Tiek izmantots argumentēts rakstīšanas stils, izvirzot tēzi, kas tiek pamatota ar loģiskiem spriedumiem vai faktiem	Tēze ne vienmēr ir skaidri saskatāma
Tiek lietotas atsauces ar norādēm, no kādiem avotiem ir ņemta informācija	Ne vienmēr tiek lietotas atsauces



Informācijas meklēšanas stratēģija



Vienkāršā un
paplašinātā meklēšana

Ierakstot meklēšanas laukā
atslēgvārdu, tiek sameklēts gan katrs
vārds, gan frāze izdevuma aprakstā

Meklēšanas laukā
frāzi (2-3 vārdi) liec pēdīnās
“ ”

Veidojot meklēšanas izteiksmi,
izmanto Būla operatorus:
AND & OR & NOT



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pieejami [ViA abonētajās
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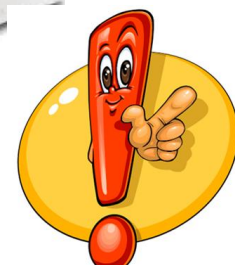
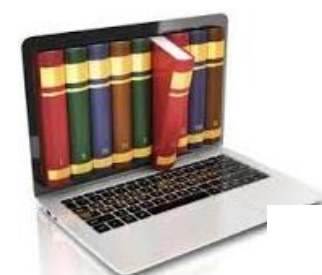
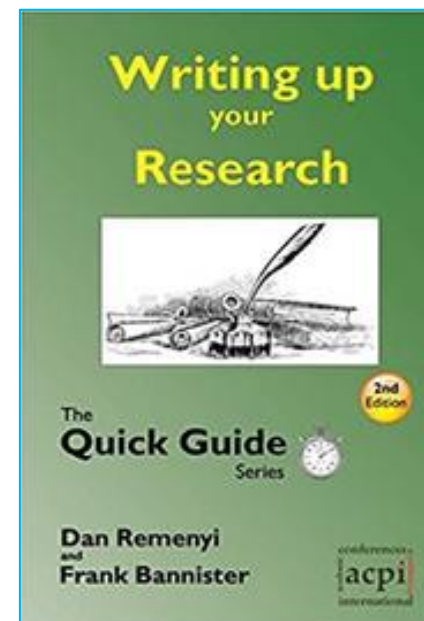
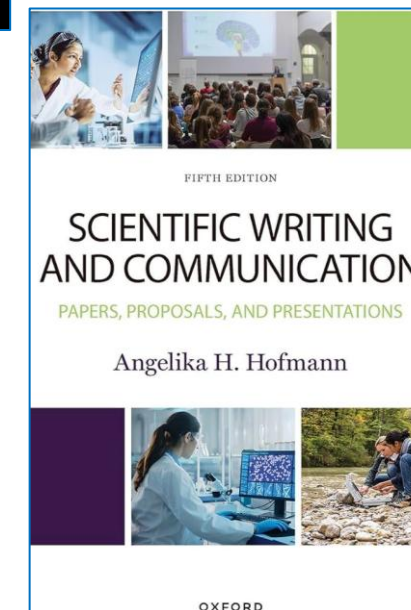
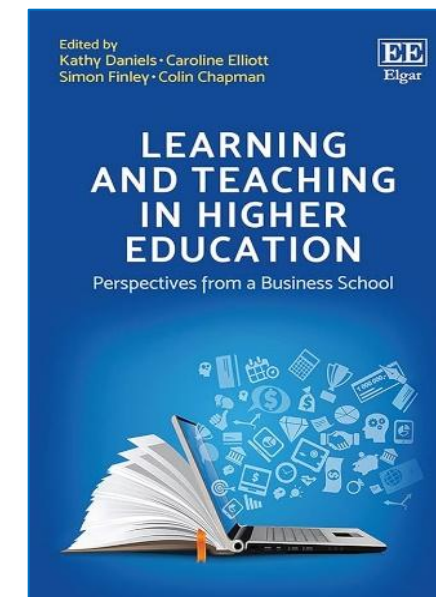
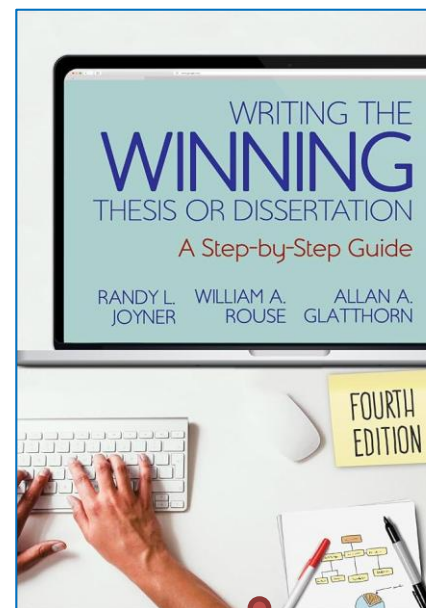
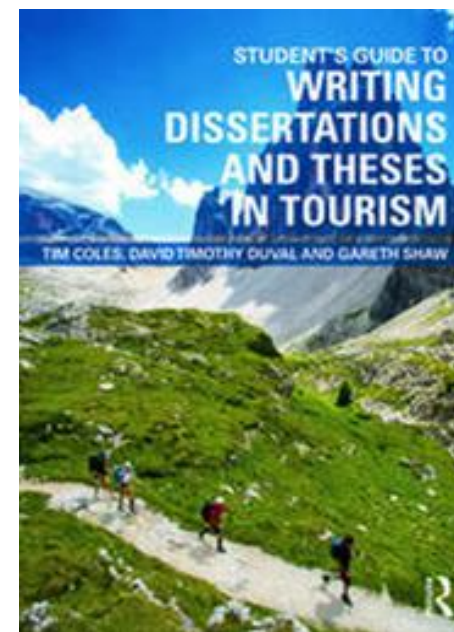
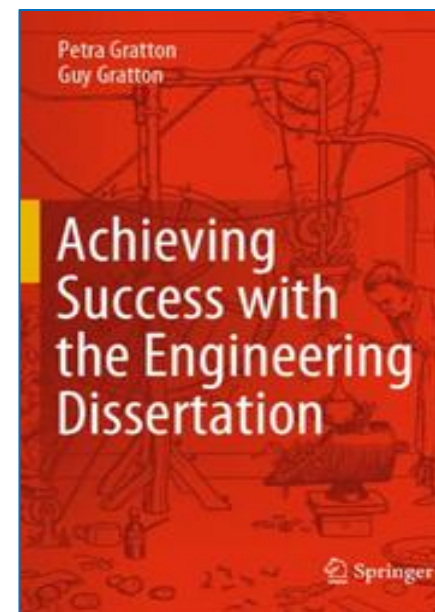
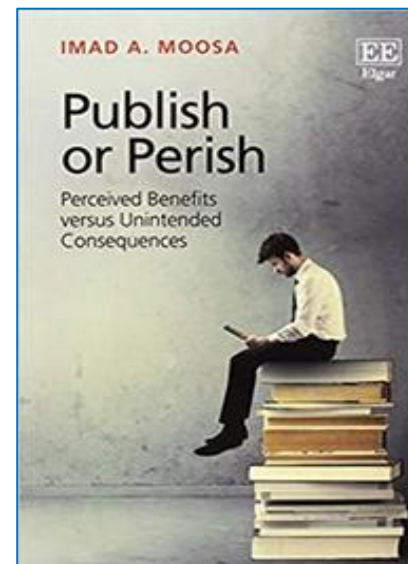
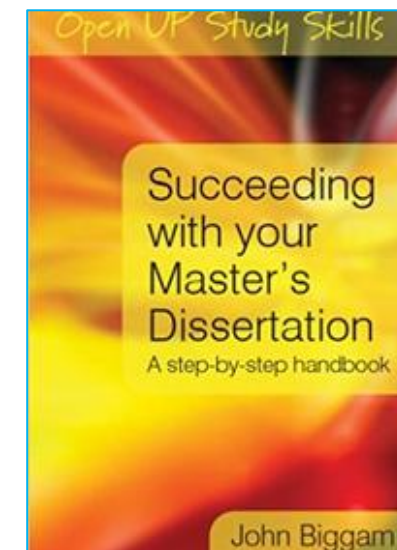
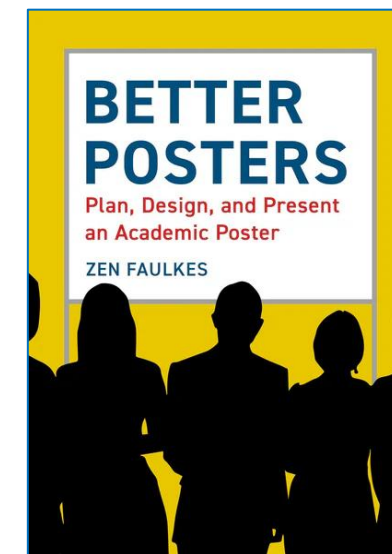
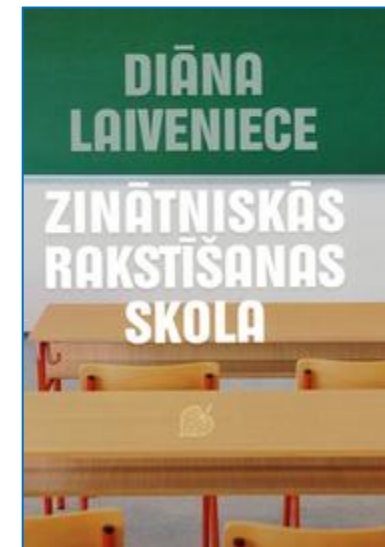
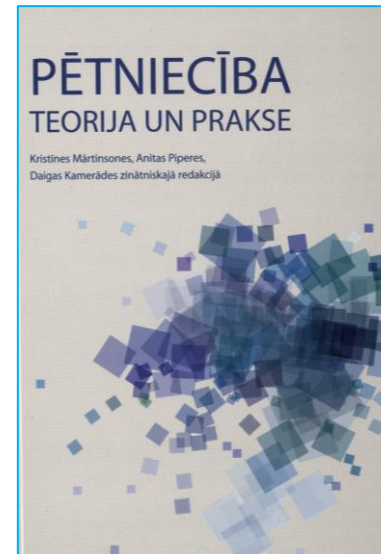
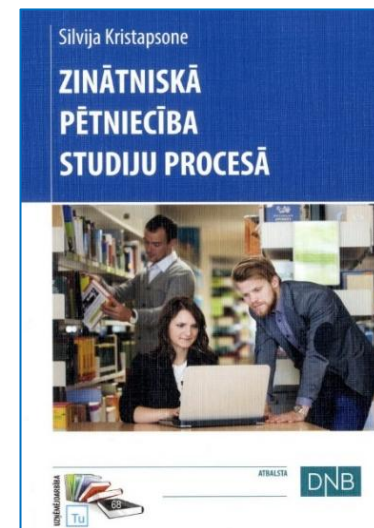


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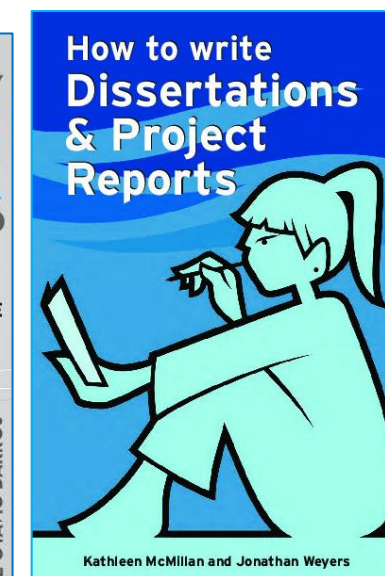
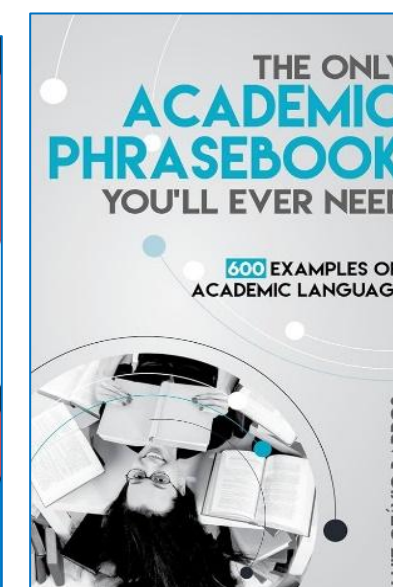
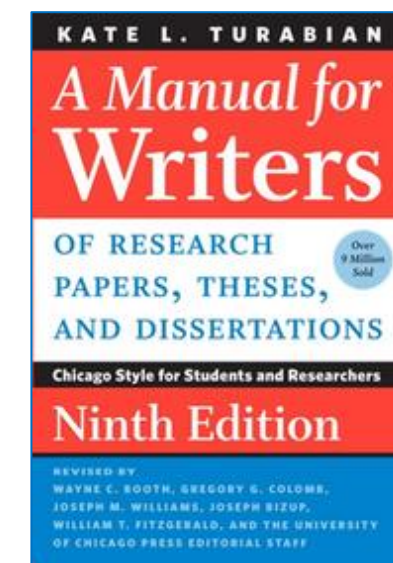
Bibliotēkā pieejamās grāmatas par “Akadēmisko & zinātnisko rakstīšanu”



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Frāzi liec
pēdiņās („ ”)

Izmanto
Būla operatorus:
AND & OR & NOT

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Searching: [All databases \(17\)](#)

Basic search

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AND	<input type="text"/>	<input type="text" value="All fields"/>
AND	<input type="text"/>	<input type="text" value="All fields"/>

+ Add fields

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Publication

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precīzas informācijas meklēšanas
veidiem

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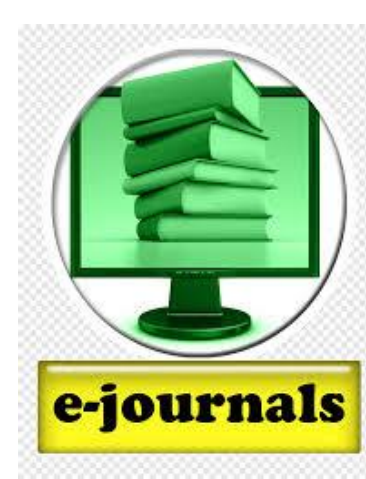
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1

eBook

Academic Writing for Military Personnel, Revised Edition : Revised Edition

By: Adam Chapnick; Craig Stone • In: Book Collections on Project MUSE, 2023 • eBook Collection (EBSCOhost)

Academic Writing: A Guide for Military Personnel est un manuel de rédaction conçu pour aider le personnel militaire à rédiger des travaux savants dans un style clair et efficace. Fruit de la collaboration entre un professeur d'écriture chevronné et un offi... [Show more](#)

Subjects: STUDY AIDS / Armed Forces (incl. ASVAB); Rhetoric; **Academic writing**; Military art and science--Authorship

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eBook

Ethnographies of Academic Writing Research : Theory, Methods, and Interpretation

By: Ignacio Guillén-Galve; Ana Bocanegra-Valle • In: Research Methods in Applied Linguistics, 2021 • eBook Collection (EBSCOhost)

This book illustrates the use of ethnography as an analytical approach to investigate **academic writing**, and provides critical insights into how **academic writing** research can benefit from the use of ethnographic methods. Throughout its six theoretical and... [Show more](#)

Subjects: LANGUAGE ARTS & DISCIPLINES / **Writing / Academic** & Scholarly; **Academic writing**--Research; Applied linguistics; Ethnology--Research; [+1 more](#)

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3

eBook

Crossing Borders, Writing Texts, Being Evaluated : Cultural and Disciplinary Norms in Academic Writing

By: Anne Golden; Lars Anders Kulbrandstad; Lawrence Jun Zhang • In: New Perspectives on Language and Education, 2022 • eBook Collection (EBSCOhost)

This book provides critical perspectives on issues relating to **writing** norms and assessment, as well as **writing** proficiency development, and suggests that scholars need to both carefully examine testing regimes and develop research-informed ... [Show more](#)

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Rather to receive praise than criticism? Understanding students' perceptions of feedback valences in academic writing.

By: Su, Wei; Huang, Axiang • In: Innovations in Education & Teaching International, Jun2024 • Academic Search Complete

Praise and criticism have long been reported as central feedback designs in **academic writing**, yet their relative influences on students' reception have not been fully investigated. This study employed six feedback statements (2 valences * 3 **writing** areas) and... [Show more](#)

Subjects: **ACADEMIC discourse**; COLLEGE students; COMPREHENSION; REASONING; [+1 more](#)

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2

Peer reviewed | Academic Journal

Improving students' learning—the role of formative feedback: experiences from a crash course for business students in academic writing.

By: Olsen, Torunn; Hunnes, John • In: Assessment & Evaluation in Higher Education, Mar2024 • Academic Search Complete

This paper discusses the role of formative feedback in teaching **academic writing** for a large class of first-year business students. The paper contributes to our knowledge on how to design an effective formative feedback process for a class in excess of 300... [Show more](#)

Subjects: **ACADEMIC discourse**; BUSINESS students; LEARNING; SUSTAINABLE development; [+2 more](#)

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Academic Writing in Educational Research: Some Useful Guidelines

[Mahmoud M. S. Abdallah](#)

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The landscape of educational research necessitates sophisticated approaches to scholarly communication, demanding researchers to adeptly navigate diverse methodological traditions. This article provides systematic guidelines for academic writing that transcend methodological boundaries, offering practical strategies for crafting clear, ethical, and impactful scholarly work. Emphasizing the importance of structure, style, and scholarly conventions, the article addresses the complexities of quantitative, qualitative, and mixed-methods research. Key guidelines include adherence to ethical standards, clarity and conciseness in communication, and proper citation practices to maintain academic integrity. The article also offers insights into adapting dissertations and theses into journal articles, highlighting the challenges and opportunities for early-career researchers. As educational research evolves, the need for effective academic writing remains paramount, ensuring that valuable insights are shared and built upon within the scholarly community. By fostering excellence in academic writing, researchers can significantly contribute to the advancement of educational theory and practice.

Descriptors: [Academic Language](#), [Educational Research](#), [Educational Researchers](#), [Writing \(Composition\)](#), [Research Reports](#), [College Students](#), [Best Practices](#), [Ethics](#), [Writing Strategies](#)

Publication Type: Reports - Descriptive

Education Level: Higher Education; Postsecondary Education

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Sponsor: N/A

Authoring Institution: N/A

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Academic Writing in Educational Research: Some Useful Guidelines

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26 October 2024

Introduction

The landscape of educational research demands increasingly sophisticated approaches to scholarly communication. As the field expands and diversifies, researchers face complex challenges in articulating their findings across various methodological traditions, from quantitative analyses to qualitative inquiries and mixed-methods approaches. The ability to navigate these diverse research paradigms while maintaining rigorous academic standards has become essential for meaningful contributions to educational scholarship. This article addresses these challenges by providing systematic guidelines for academic writing that transcend methodological boundaries, offering researchers practical strategies for crafting clear, ethical, and impactful scholarly work. Through careful attention to structure, style, and scholarly conventions, researchers can more effectively advance educational knowledge while maintaining the highest standards of academic integrity.

Academic writing in educational research is both complex and dynamic, demanding a deep understanding of various methodological approaches, ethical considerations, and stylistic conventions. Hence, this article provides a comprehensive overview of key guidelines and best practices that researchers and students should consider when engaging in scholarly writing within the field of education.



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



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 - 2.3.2 Prior experiences with and attitudes toward academic writing
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 - 3.6 Data analysis
- 4 Results
 - 4.1 Revision of texts labeled as peer-written or AI-generated (RQ1 & H1)
 - 4.2 Impact of learners' prior experiences and



Generative AI in academic writing: Does information on authorship impact learners' revision behavior?

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Academic writing
Collaborative writing

ABSTRACT

The role of generative artificial intelligence (AI) in education has expanded significantly over recent years. AI-based text generators such as *ChatGPT* provide an accessible and effective tool for learners, particularly in academic writing. While revision is considered an essential part of both individual and collaborative writing, research on the revision of AI-generated texts remains limited. However, with the growing adoption of generative AI in education, learners' ability to effectively revise AI-generated content is likely to become increasingly important in the future. The aim of this study was to investigate whether learners exhibit different revision behaviors when presented with different information about the author of a text (peer vs. AI). We further examined the impact of learners' prior experiences, attitudes, and gender on text revision. Therefore, $N = 303$ learners revised two different texts: one labeled as peer-written and the other as AI-generated. The results revealed that while learners invested less time in revising a text labeled as AI-generated, information about the author did not affect the number of areas identified as requiring improvement or the number of revisions made. Moreover, learners who indicated greater prior exposure to media reports about AI-based text generators, a higher level of trust in AI, and a tendency toward 'loafing' in AI-assisted writing spent less time revising a text labeled as AI-generated. Conversely, learners with more experience in academic writing identified more areas for improvement and made more extensive revisions, regardless of the labeled authorship.

1. Introduction

In recent years, the role of *artificial intelligence* (AI) in education has become increasingly relevant in both research and practice (Schiff, 2021). In particular, the transformative potential of *large language models* (LLMs), such as *GPT* or *BERT*, in the field of education has been widely acknowledged (e.g., Kapani et al., 2023; Yan et al., 2024).

learners with feedback on their peer assessment and group discussions (Jia et al., 2021; Zheng et al., 2021). Nevertheless, it is important to note that the empirical evidence reported to date is only limited and preliminary in nature. Indeed, some research has demonstrated that not all of the initially suggested favorable effects of LLMs on learning can be replicated, for instance in the field of language education (Zheng, 2024). A study by Lehmann et al. (2024) even showed that the use of LLMs can

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
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Patterns of interaction between experiential and interpersonal meanings in student texts in Spanish: grounds for system-based applications in an academic writing context

International Review of Applied Linguistics in Language Teaching

Natalia Ignatieva, Daniel Rodríguez-Vergara, Victoria Zamudio-Jasso, Guillermo Jiménez-Sánchez

... writing. ... Such patterns could represent an important tool in the teaching of academic writing in Spanish. ... This work is part of the research study “Verbal typology and evaluation in academic writing of the humanities: a systemic functional study” developed at the National Autonomous University of Mexico (UNAM ... Our own study of verbal processes showed a high frequency of these processes in academic writing, which can be counted as an important reason to consider...

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Article

Abstract

This paper presents a systemic functional analysis of process types in academic texts in Spanish from the Appraisal Theory perspective in order to establish connections and observe the interaction of the experiential and interpersonal metafunctions and the systems of Transitivity and Attitude. Our purpose is to explore how student writers use process types to construe their specific disciplinary experience, how they inscribe attitudinal meanings in their texts, and how the Transitivity and Attitude systems interact in student choices in academic writing. We used student texts from the CLAE corpus (Ignatieva, Natalia & M. Cecilia Colombi (eds.). 2014. CLAE: El lenguaje académico en México y los Estados Unidos, un análisis sistémico funcional. Mexico: UNAM). The texts belong to two disciplines (literature and history) and to three text types, or genres, labeled in the university setting as essays, reviews, and question-answers. The methodology included a quantitative and qualitative analysis of 1) process type realizations, 2)

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Natalia Ignatieva, Daniel Rodríguez-Vergara, Victoria Zamudio-Jasso and Guillermo Jiménez-Sánchez*

Patterns of interaction between experiential and interpersonal meanings in student texts in Spanish: grounds for system-based applications in an academic writing context

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Abstract: This paper presents a systemic functional analysis of process types in academic texts in Spanish from the Appraisal Theory perspective in order to establish connections and observe the interaction of the experiential and interpersonal metafunctions and the systems of Transitivity and Attitude. Our purpose is to explore how student writers use process types to construe their specific disciplinary experience, how they inscribe attitudinal meanings in their texts, and how the Transitivity and Attitude systems interact in student choices in academic writing. We used student texts from the CLAE corpus (Ignatieva, Natalia & M. Cecilia Colombi (eds.). 2014. CLAE: El lenguaje académico en México y los Estados Unidos, un análisis sistémico funcional. Mexico: UNAM). The texts belong to two disciplines (literature and history) and to three text types, or genres, labeled in the university setting as essays, reviews, and question-answers. The methodology included a quantitative and qualitative analysis of 1) process type realizations, 2) expressions of Attitude, classified according to type (Affect, Judgment, Appreciation) and 3) interaction between the process types and Attitude types. This was followed by a comparative analysis between the disciplines and genres, detecting both the similarities and the

Natalia Ignatieva, Daniel Rodríguez-Vergara, Victoria Zamudio-Jasso, and Guillermo Jiménez-Sánchez contributed equally to this work.

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Melinda Whong

Jeanne Godfrey

This project is very much a product of time and place, in three different ways. To begin with, it reflects a trend within the academic discipline of English for academic purposes (EAP) towards a more discipline-specific orientation. As is desirable when there are developments in academic thinking, this trend has had a positive impact within institutional contexts. This is the second way in which this project is of its time and place, as it explores developments at one specific university in the north of England which took the ambitious step of moving all of its EAP provision to a discipline-specific orientation. While well grounded theoretically, revising the entirety of a curriculum was an ambitious endeavour, especially for a university as large as the comprehensive Russell Group institution in question. The concomitant requirement that all EAP practitioners would be expected, practically overnight, to deliver English for Specific Academic Purposes instead of English for General Academic Purposes provided a context in which there was much discussion and debate, and a strong need to work collaboratively both amongst EAP practitioners and with subject specialists. It is this context that brings us to the third feature which makes this project timely: the nature of EAP as a profession. To a large degree, casualization is still an unfortunate feature of an EAP career, especially at universities in English-speaking countries which rely heavily on international students for revenue. However, as EAP provision becomes recognized as valuable throughout a student's degree, more EAP practitioners are needed to provide EAP courses year-round. Year-round teaching means more stable full-time posts and even acceptance as members of the academic faculty – all of which leads to improvements for EAP as a profession. This level of development affords the opportunity for an environment in which EAP professionals can begin to work to their potential in terms of scholarly contribution within the academy. What is reported in this edited volume is a result of what is possible when a group of capable and committed practitioners are given a modest amount of support. What started out as a discussion amongst a small set of EAP practitioners evolved into what we hope will soon be much more the norm within EAP: a scholarship project about teaching and learning, for the benefit of student education which was conceived of, led and shaped by EAP practitioners in collaboration with subject specialists.

The idea for the 'Good Writing' project came about from a discussion which took place during a routine exercise of standardization amongst a group of EAP specialists with years of experience in teaching academic writing. What began as disagreement about what constituted good writing led to recognition of a gap of knowledge at a specific level in terms of what constitutes good writing in one discipline as opposed to another. It seemed to be a case of recognizing that the more you know, the more you realize just how much you don't know. For some time now, as the field of EAP has moved in the direction of discipline-specific specialism, EAP practitioners have needed to develop knowledge of practices, norms and



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