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Scientific Writing

Bachelorseminar 2025/26

Agenda

- 1. How to Write a Research Paper**
 - a. Theory**
 - b. Exercise**
- 2. How to Cite Sources**
- 3. Tips & Tools**



1

How to Write a Research Paper (Theory)



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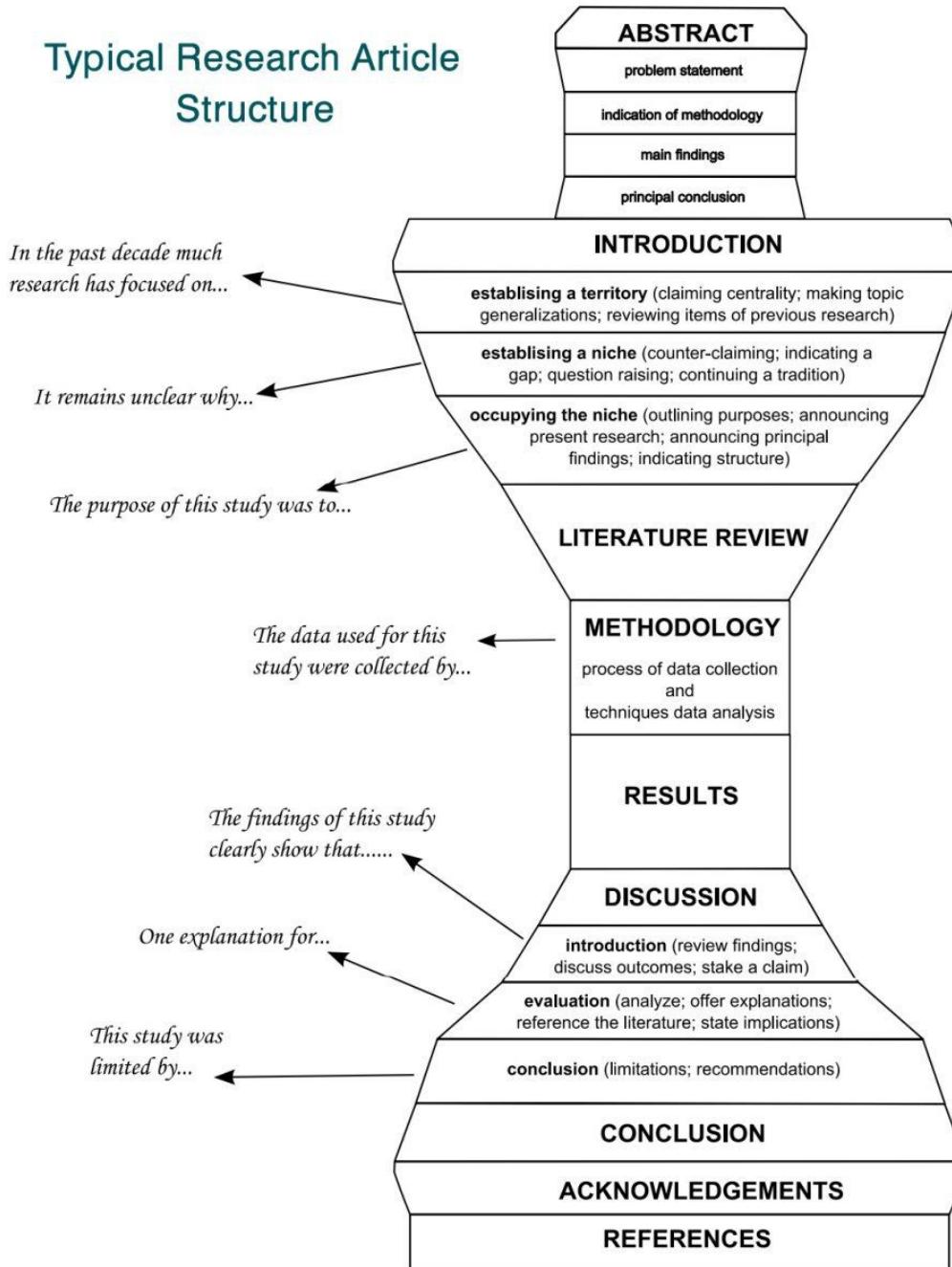
Research Paper Structure

1. Introduction
2. Theoretical Background
3. Methodology
4. Results
5. Discussion
6. Conclusion
7. References

Read:

<http://www.janrecker.com/wp-content/uploads/2022/11/Berente-Nine-sentence-introduction.pdf>

Typical Research Article Structure



Anatomy of a Scientific Paper

Are All Apples Red?

by

Ida Cortland

Abstract:

We examined several apples' color. Although most are red, some are not.

Introduction:

An age-old question is: are all apples red? MacIntosh (1993) thought so. G. Smith (1999) begs to differ. We hope to resolve this issue once and for all.

Methods:

We went to the local grocery store and bought one of every apple they had. We took them home and looked at them.

Results:

We found four red apples, one green apple, and two yellow apples.

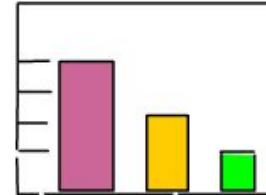


Figure 1

Discussion:

Since we found one yellow apple and two green apples, it must be true that all apples are not red. We concur with G. Smith's findings.

References:

- MacIntosh (1993) *Journal of Fruit Science*. 4(3): 121-135.
Smith, G. (1999) *Apple Technology Today*. 7(3):4-8.

Pomes and You, Volume 3, Issue 4 (2003) p. 8



Introduction

Practical Problem:

What motivates the whole research: We want to solve something, or fill a knowledge gap.

Research Question:

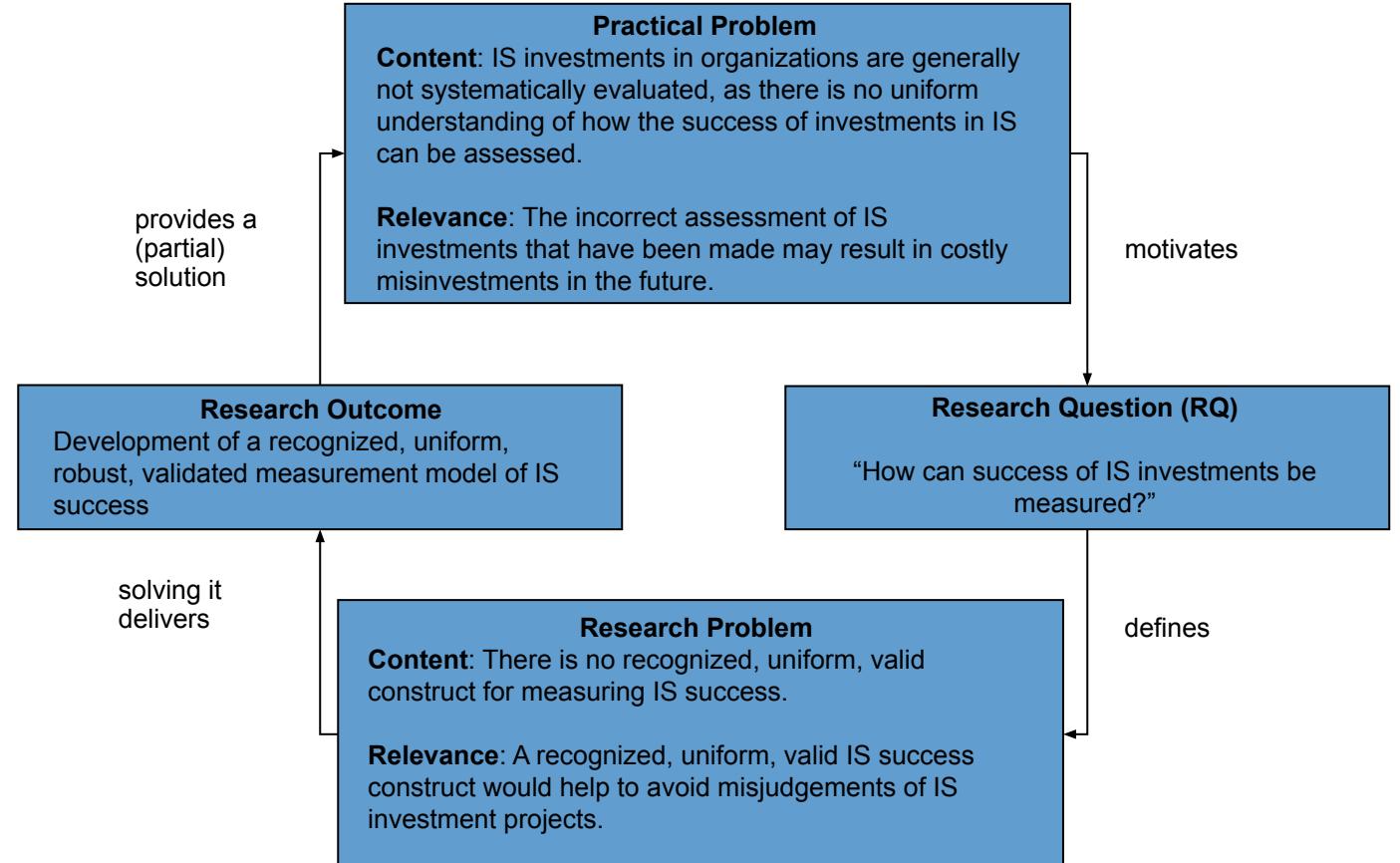
Poignant formulation of what we will try to answer.

Research Problem:

Scoped problem that only looks at answering the RQ

Research Outcome:

The answer to the RQ, the knowledge gained through research.



Theoretical Background

Relevant Prior Work and Key Definitions

Review of Related Research: Position your work within the context of existing research

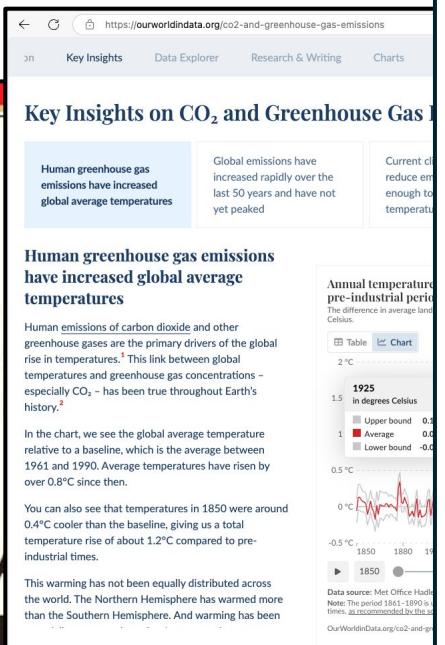
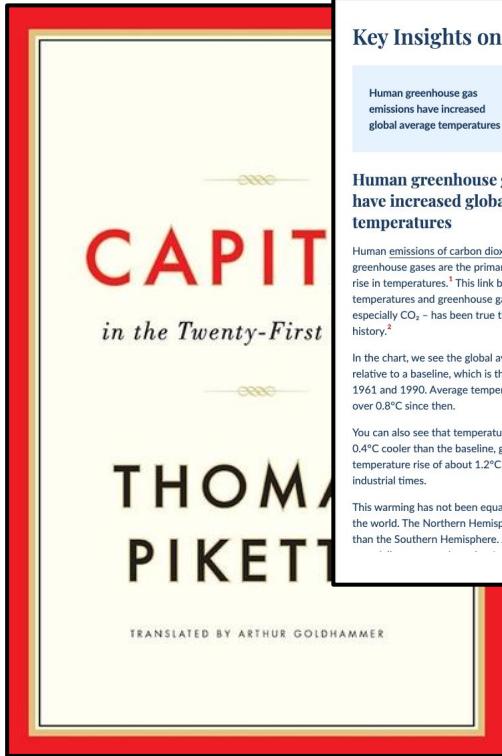
Key Terminology and Definitions: Define important concepts and terms specific to your research domain

Theoretical Framework: Provide the theoretical models that underpin your research



Photo by Clarissa Watson on Unsplash

Using Sources can be Tricky



Climate Change 2022: Impacts, Adaptation and Vulnerability

Working Group II Contribution to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change

Edited by

Hans-Otto Pörtner
Working Group II Co-Chair

Debra C. Roberts
Working Group II Co-Chair

Melinda M. B. Tignor
Head of TSU

Elvira Poloczanska
Science Advisor to the
WGII Co-Chairs and TSU

Katja Mintenbeck
Director of Science

Andrés Alegria
Graphics Officer

Marlies Craig
Science Officer

Stefanie Langsdorf
Graphics Officer

Sina Löschke
Communications Manager

Vincent Möller
Science Officer

Andrew Okem
Science Officer

Bardhyll Rama
Director of Operations

With editorial assistance from Daniel Belling, Wolfgang Dieck, Sandra Götzte, Tijama Kersher, Philisiwe Mangele, Bastian Maus, Anka Mühle, Komila Nabiyeva, Maike Nicolai, Almut Niebuhr, Jan Petzold, Esté Prentzler, Jussi Savolainen, Hanna Scheufele, Stefan Weisfeld and Nora Weyer

Working Group II Technical Support Unit

dynamic mixed integer non-linear programming (MINLP). For evaluation we use discrete event simulation based on real-world data from Car2Go and DriveNow. Our model outperforms conventional models that consider the fleet in isolation by a factor of 2 in terms of profit improvements. In the case we study, the highest theoretical profit improvements of 7.5% are achieved with a dynamic model. Operators of on-demand rental networks can use our model under existing market conditions to build a profitable competitive advantage by optimizing access for consumers without the need for fleet expansion. Model effectiveness increases further in realistic scenarios of fleet expansion and demand growth. Our model accommodates rising demand, defends against competitors' fleet expansion and enhances the profitability of own fleet expansions.

Key words: machine learning, online optimization, optimal positioning, sharing economy, Car2Go

IS
arterly

informs.
<http://pubsonline.informs.org/journal/mksc>

MARKETING SCIENCE
Vol. 41, No. 3, May–June 2022, pp. 453–476
ISSN 0732-2399 (print), ISSN 1526-540X (online)

EXPLORING BIDDER HETEROGENEITY IN MULTICHANNEL SEQUENTIAL B2B A

Information Systems & Technology
2201 G Street, NW
Information and Decision Sciences
321 19th Avenue, Suite 500
Washington, DC 20006-2901

INFORMATION SYSTEMS RESEARCH
Vol. 33, No. 2, June 2022, pp. 678–696
ISSN 1047-7047 (print), ISSN 1526-0536 (online)

Cognitive Challenges in Human–Artificial Intelligence Collaboration: Investigating the Path Toward Delegation

Informatics
University of Cologne, Germany;^b University of Minnesota, Minneapolis, Minnesota 55455; ^c Erasmus University Rotterdam, The Netherlands
<https://doi.org/10.1287/isre.2021.1079.4880> (PG); <https://pubsonline.informs.org/doi/10.1287/isre.2021.1079.4880> (AJR); <https://pubsonline.informs.org/doi/10.1287/isre.2021.1079.4880> (MKSC); <https://doi.org/10.1287/isre.2021.1079.4880> (WK)

Abstract. We study how humans make decisions when they collaborate with an artificial intelligence (AI) in a setting where humans and the AI perform classification tasks. Our experimental results suggest that humans and AI who work together can outperform the AI that outperforms humans when it works on its own. However, the combined performance improvement is not always consistent. When humans delegate all their work to the AI, the AI's delegation performance improved even when it delegated work to low-performing subjects; by contrast, humans did not delegate well and did not benefit from delegation to the AI. This bad delegation performance cannot be explained with some kind of algorithm aversion. On the contrary, subjects acted rationally in an overall consistent manner by delegating to a given partner if the partner was able to outperform the AI support. However, human performance suffered as a result of a lack of metaknowledge that is, humans were not able to assess their own capabilities correctly, which in turn led to poor delegation decisions. Lacking metaknowledge, in contrast to reluctance to use AI, is an unconscious trait. It fundamentally limits how well human decision makers can collaborate with AI and other algorithms. The results have implications for the future of work, the design of human–AI collaborative environments, and education in the digital age.

History. Paul Pavlou, Associate Editor (JIS) and Jean-Pierre Dubé served as the associate editor for this paper. The authors would like to thank the anonymous reviewers for their valuable comments and suggestions. This research was funded under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. You are free to download this work and share with others, but cannot change in any way or use commercially without permission, and you must attribute this work as "Informatics Research, Copyright © 2021 The Authors". <https://doi.org/10.1287/isre.2021.1079.4880>, used under a Creative Commons Attribution License: <https://creativecommons.org/licenses/by-nd/4.0/>.

Keywords: artificial intelligence • machine learning • delegation • metaknowledge • human–AI collaboration

Using Sources can be Tricky

MIS Quarterly — RESEARCH ARTICLE

EXPLORING BIDDER HETEROGENEITY IN MULTICHANNEL SEQUENTIAL B2B AUCTIONS¹

Yixin Lu
Information Systems & Technology Management, School of Business, George Washington University,
2201 G Street NW, Washington, DC 20052 U.S.A. {yixinlu@gwu.edu}

Alok Gupta
Information and Decision Sciences, Carlson School of Management, University of Minnesota,
321 19th Avenue South, Minneapolis, MN 55455 U.S.A. {alok@umn.edu}

Wolfgang Ketter and Eric van Heck
Rotterdam School of Management, Erasmus University,
PO Box 1738, 3000 DR Rotterdam, THE NETHERLANDS {wketter@rsm.nl} {evanheck@rsm.nl}

The proliferation of online auctions has attracted significant research interest in understanding real-life bidding behavior. However, most of the empirical work has focused on business-to-consumer (B2C) auctions. A natural question is whether the findings obtained from B2C auctions are applicable to business-to-business (B2B) auctions, which often involve much higher stakes. In this paper, we examine how professional bidders choose their bidding strategies in multichannel, sequential B2B auctions. Using an extensive data set from the world's largest B2B market for cut flowers, we find a stable taxonomy of bidding behavior and identify five distinctive bidding strategies. In addition, we demonstrate that bidders' choice of strategies is associated with their demand, budget constraint, and transaction cost. These findings challenge the conventional view that bidders' bidding strategies will converge as they gain experience. We also analyze the economic impacts of different strategies. Our results provide useful implications for practical design of B2B auctions.

Keywords: Auction design, B2B auctions, bidder taxonomy, sequential auctions

Multiple Vickrey Auctions for Sustainable Electric Vehicle Charging

Completed Research Paper

Konstantina Valogianni
IE Business School
IE University
konstantina.valogianni@ie.edu

Alok Gupta
Carlson School of Management
University of Minnesota
alok@umn.edu

Wolfgang Ketter
University of Cologne &
Erasmus University Rotterdam
ketter@wiso.uni-koeln.de

Soumya Sen
Carlson School of Management
University of Minnesota
ssen@umn.edu

Eric van Heck
Rotterdam School of Management
Erasmus University Rotterdam
eheck@rsm.nl

Abstract

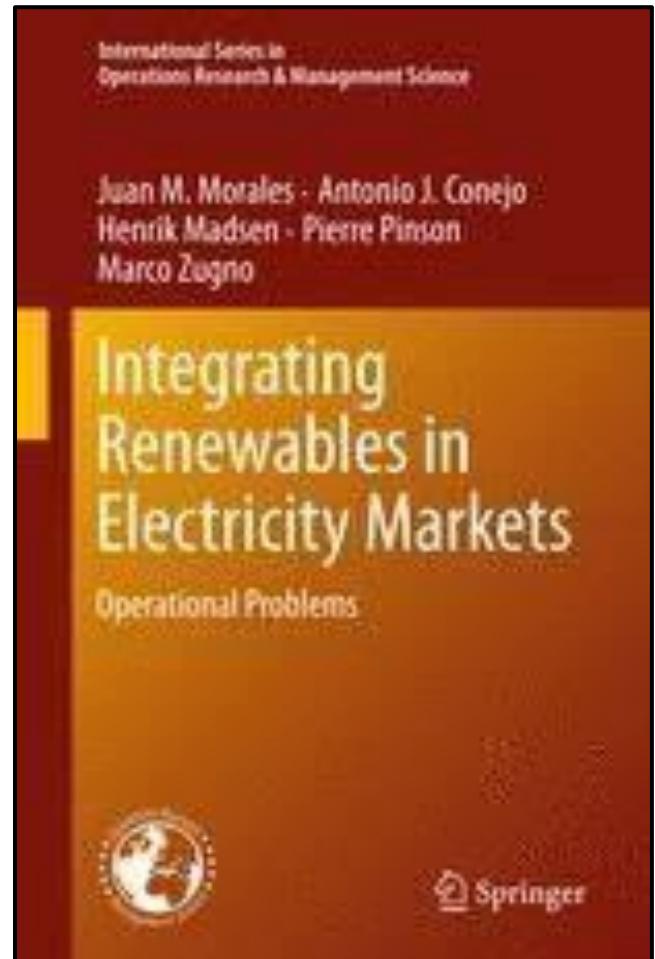
Electric vehicles (EVs) are important contributors to a sustainable future. However, uncontrolled EV charging in the smart grid is expected to stress its infrastructure, as it needs to accommodate extra electricity demand coming from EV charging. We propose an auction mechanism to optimally schedule EV charging in a sustainable manner so that the grid is not overloaded. Our solution has lower computational complexity, compared to state-of-the-art mechanisms, making it easily applicable to practice. Our mechanism creates electricity peak demand reduction, which is important for improving sustainability in the grid, and provides optimized charging speed design recommendations so that raw materials are not excessively used. We prove the optimal conditions that must hold, so that different stakeholder objectives are satisfied. We validate our mechanism on real-world data and examine how different trade-offs affect social welfare and revenues, providing a holistic view to grid stakeholders that need to satisfy potentially conflicting objectives.

Keywords: Electric mobility, Green IS, sustainability, intelligent agents, smart markets

Introduction

Electricity grids are undergoing fundamental changes moving toward a new digitized era where consumers own smart appliances, reside in smart homes and can interact with the grid operator via an ICT infrastructure (Abe et al. 2011). This new digitized electricity grid is known as *smart grid* (Amin and Wollenberg 2005). The term smart grid is used to describe a next-generation electrical power system that is typified by the increased use of communications and information technology in the generation, delivery and consumption of electrical energy. What makes the smart grid different from its predecessor - the traditional grid - is the large scale integration of renewable sources, the information availability, and the active role electricity consumers have in it, not only by consuming, but also by producing electricity (photovoltaic panels, wind turbines, combined heat and power (CHP) units, electric vehicle batteries, etc.).

Fortieth International Conference on Information Systems, Munich 2019 1



How to use the Right Sources

Peer review

Always be

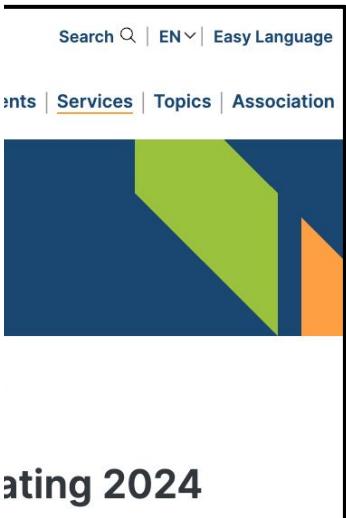
VHB Publication Media Rating 2024

Section	Wirtschaftsinformatik / Information Systems
Type of publication	Scientific journals
Criterion	Scientific quality

	Title	ISSN	Rating	Votes ≥ rating [%]	Publisher	Link
Wirtschaftsinformatik or Information Systems Journals	MIS Quarterly	2162-9730	A+	78	University of Minnesota	Link
	Information Systems Research (ISR)	1526-5536	A+	72	Informs	Link
	Journal of the Association for Information Systems (JAIS)	1536-9323	A	87	AIS	Link
	Journal of Management Information Systems (JMIS)	1557-928X	A	85	Taylor & Francis Group	Link
	Information Systems Journal (ISJ)	1365-2575	A	81	Wiley	Link
	European Journal of Information Systems (EJIS)	1476-9344	A	78	Taylor & Francis Group	Link
	Journal of Strategic Information Systems (JSIS)	1873-1198	A	76	Elsevier	Link
	Journal of Information Technology (JIT)	1466-4437	A	69	SAGE	Link
	Decision Support Systems (DSS)	1873-5797	B	93	Elsevier	Link
	Information & Management	1872-7530	B	88	Elsevier	Link
	Business & Information Systems Engineering (BISE)	1867-0202	B	87	Springer	Link
	ACM SIGMIS Database: The DATA BASE for Advances in Information Systems	1532-0936	B	84	ACM	Link
	Information and Organization	1873-7919	B	82	Elsevier	Link
	ACM Transactions on Information Systems (TOIS)	1558-2868	B	82	ACM	Link
	ACM Transactions on Management Information Systems (TMIS)	2158-6578	B	80	ACM	Link
	AIS Transactions on Human-Computer Interaction (THCI)	1944-3900	B	75	AIS	Link
	Information Technology & People	1758-5813	B	75	Emerald	Link
	MIS Quarterly Executive (MISQE)	1540-1979	B	75	Indiana, US; Indiana University Press	Link
	Electronic Markets (EM)	1422-8890	B	74	Springer	Link
	Information Systems Frontiers (ISF)	1572-9419	B	74	Springer	Link
	Behaviour & Information Technology (BIT)	1362-3001	B	72	Taylor & Francis	Link
	International Journal of Electronic Commerce (IJEC)	1557-9301	B	71	Routledge	Link
	Software and Systems Modeling (SoSyM)	1619-1374	B	70	Springer	Link
	Information Systems (IS)	1873-6076	B	68	Elsevier	Link
	Group Decision and Negotiation	1572-9907	B	67	Dordrecht : Springer	Link
	Journal of Decision Systems (JDS)	2116-7052	B	64	Taylor & Francis	Link
	International Journal of Information Management (IJIM)	1873-4707	B	64	Elsevier	Link
	Communications of the Association for Information Systems (CAIS)	1529-3181	B	63	AIS	Link
	Internet Research	2054-5657	B	61	Emerald	Link
	Information Systems Management (ISM)	1934-8703	B	59	Taylor & Francis	Link
	Scandinavian Journal of Information Systems (SJIS)	1901-0990	B	54	University of Aalborg	Link
	Information Technology and Management	1573-7667	B	53	Springer	Link
	AIS Transactions on Replication Research (TRR)	2473-3458	C	95	AIS	Link
	Journal of Information Systems (JIS)	1558-7959	C	92	Sarasota, Fla : American Accounting Association	Link
	Australian Journal of Information Systems (AJIS)	1326-2238	C	88	UQ Business School, The University of Queensland	Link
	Information Systems and e-Business Management (ISeB)	1617-9854	C	85	Springer	Link
	Electronic Commerce Research	1572-9362	C	84	Springer	Link
	Journal of Enterprise Information Management (JEIM)	1758-7409	C	83	Emerald	Link
	AIS Transaction on Enterprise Systems (AIS-TES)	1867-7134	C	82	Gito	Link
	Journal of Information Systems Education (JISE)	2574-3872	C	82	ISCAP-EDSIG	Link
	Business Process Management Journal (BPMJ)	1758-4116	C	81	Emerald Publishing	Link
	Pacific Asia Journal of the Association for Information Systems (PAJAIS)	1943-7544	C	79	AIS	Link
	Journal of Electronic Commerce Research (JECR)	1938-9027	C	79	Long Beach, Calif. : Univ.	Link
	Enterprise Modelling and Information Systems Architectures – International Journal of Conceptual Modeling	1866-3621	C	76	GI	Link

¹ Annual Meeting paper.

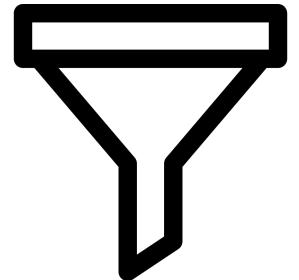
² Ricardo & Co., Ltd., London, England.



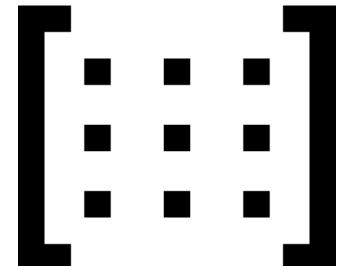
Methodology

Literature Review and Meta-Analysis

Structured Literature Review. Use predefined search terms and filtering processes to find relevant studies. Stick to peer-reviewed, higher-ranked publications.



Concept Matrix. Organize the literature to evaluate key themes, gaps and methodological approaches



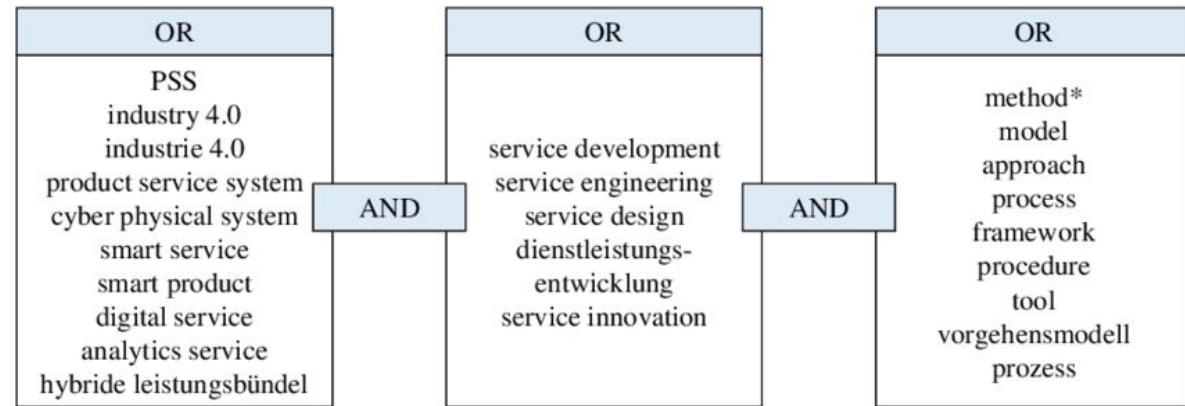
Meta-Analysis. Analyze the results from all studies to derive broader conclusions about your research question



Methodology

Literature Review and Meta-Analysis

Search String example:



How to write the Method section:

Don't present any **results** here

Just **describe** how you conducted your
research so it is reproducible by anyone
reading your paper

A **Concept Matrix** is a prominent way of structuring results. In method you explain the dimensions that you populate in the results:

Article	SOA						CPS Benefit Groups		
	Design Principles			Architectural Layers					
	Standards	Loose coupling	Modularity	Physical layer	Service layer	Application layer	Resource composition	Integration of physical entities (interoperability)	Real-time capability
Alho and Mattila (2015)		x		x				x	x
Chen et al. (2015)	x	x		x			x	x	x
Dong et al. (2014)	x				x		x		
Hoang et al. (2012)	x	x		x	x	x	x	x	x
Hu et al. (2012)	x	x		x				x	
La and Kim (2010)	x		x	x	x				x
Morgan and O'Donnell (2015)	x	x		x				x	x
Wan et al. (2014)		x		x			x		x
Wang et al. (2012a)	x		x	x	x			x	x
Wang et al. (2012b)	x		x	x	x			x	x
Yu et al. (2012)			x	x	x	x			x
Zhang and Zhang (2015)	x		x	x	x		x		x

Table 3. Mapping of design principles, architectural layers, and benefit groups

Results

Evaluation and Findings

Organized Data: Present findings in a clear, organized manner, using tables, concept matrices, graphs, or charts for accessibility.

Objective Reporting: The results chapter or section simply and objectively reports what you found, without speculating on why you found these results.

Results

For all reported statistics: * = $P \leq 0.05$, ** = $P \leq 0.01$, *** = $P \leq 0.001$.

	Hypothesis Test Log Returns	Hypothesis Test Sortino Ratio	Results
Follower Count	Kruskal-Wallis H-test statistic: 103.80 P-value: 2.358e-22***	Kruskal-Wallis H-test statistic: 14.22 P-value: 0.003**	Performance differentiates significantly for wallet groups with different follower counts
Average TVF	Kruskal-Wallis H-test statistic: 325.64 P-value: 3.183e-69***	Kruskal-Wallis H-test statistic: 175.851 P-value: 5.799e-37***	Performance differentiates significantly for wallet groups with different average TVF
Wealth	Kruskal-Wallis H-test statistic: 1081.73 P-value: 3.344e-234***	Kruskal-Wallis H-test statistic: 554.928 P-value: 5.938e-120***	Performance decreases significantly with increasing wealth

Table 3. Kruskal-Wallis Results Summary

The Kruskal-Wallis test results in Table 3 show that, concerning log returns and Sortino ratios, at least two groups differ in their distributions across all examined variables (wealth, follower count, and average TVF) at the 0.1% significance level, except for the follower count for the Sortino ratio, which is significant at the 1% level. Therefore, we proceed with the pairwise comparison for all groups.

Furthermore, it is not significant for the “None” group compared to 100K-500K and 10K-100K for the Sortino ratio and log returns, respectively, which leads to a partial rejection of hypothesis H3. There is no discernible pattern between most groups; however, the >500K group is significantly different from all other groups and exhibits the highest performance in both log returns and Sortino ratio.

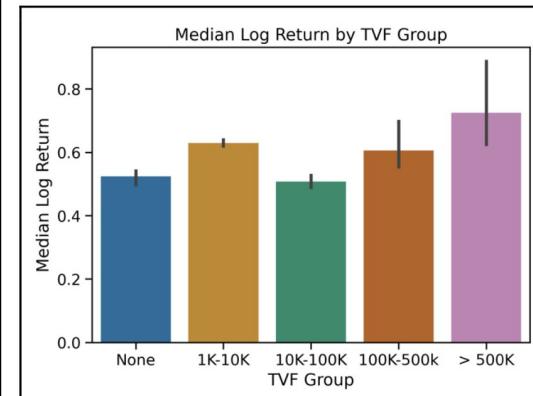


Figure 3. Median Log Return (avg. TVF)

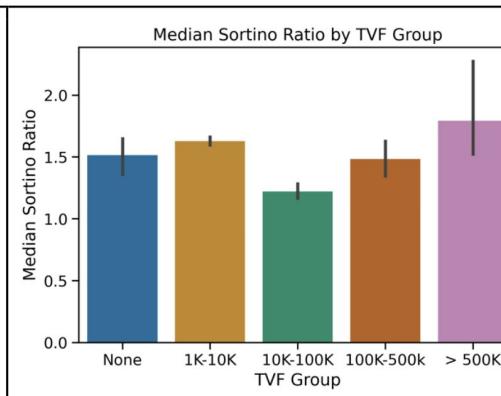


Figure 4. Median Sortino Ratio (avg. TVF)



Results

Literature Review and Meta-Analysis

- A concept matrix doesn't have to be boring!
- Giving an overview of the domain is best done graphically, e.g.:

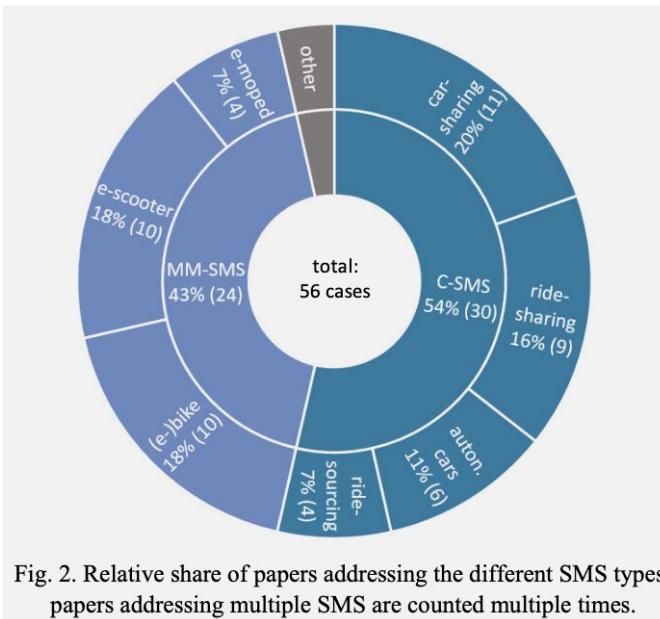


Fig. 2. Relative share of papers addressing the different SMS types;
papers addressing multiple SMS are counted multiple times.

- If there are qualitative or quantitative results that you want to break down, graphics can also help, e.g.:

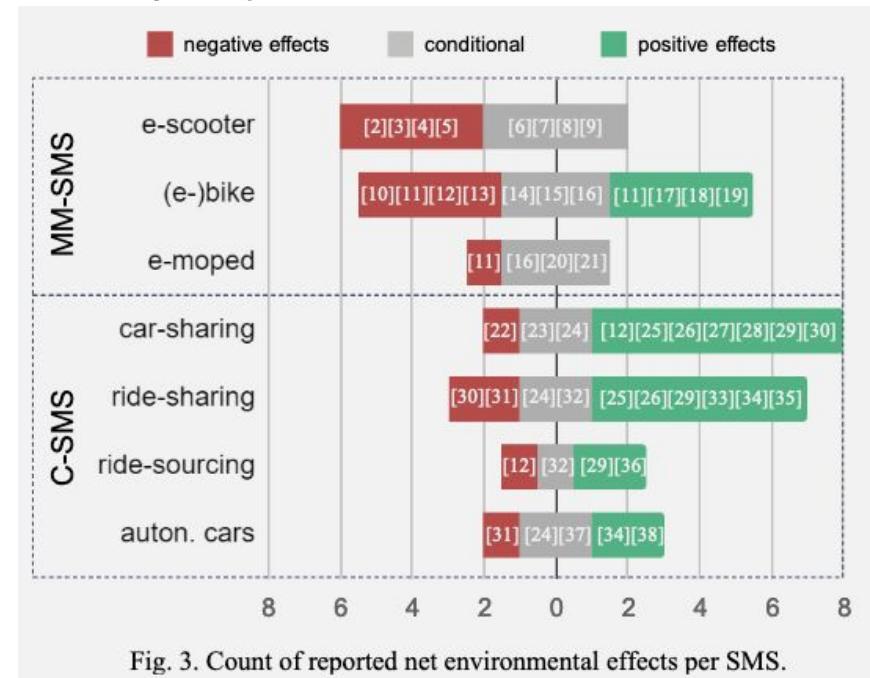


Fig. 3. Count of reported net environmental effects per SMS.

Discussion & Conclusion

Meta-Analysis Reflection



Context: The discussion interprets the meaning of the results, puts them in context, and explains why they matter. Relate your findings to prior research.

Research Question Answered: Ensure that you directly address the core research question posed in the introduction.

Limitations of the Study & Future Work: Address any limitations in your method, data or scope. Suggest future research avenues based on your study.



Results vs. Discussion



Results

- ✓ Include experimental data, but not the interpretation
- ✓ Incorporate statistical analyses where applicable
- ✓ Follow sequential organization when presenting data
- ✓ Include texts, figures, and tables
- ✓ Avoid speculations

Discussion

- ✓ Explain any surprising, unexpected, or inconclusive result(s)
- ✓ List all the major findings of your study
- ✓ Interpret and explain the findings effectively
- ✓ Mention limitation if any
- ✓ Relate to what others have done

1

How to Write a Research Paper (Exercise)

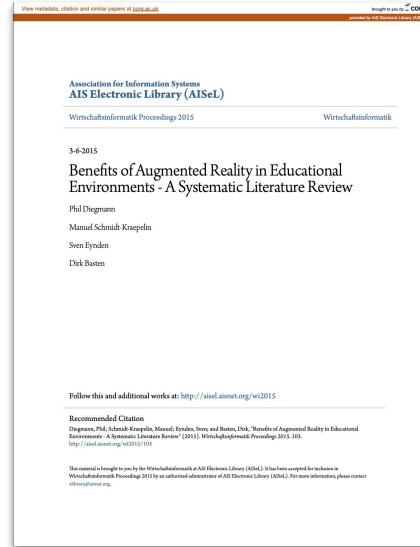


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Let's have a look at an example...

Your job for the next ca. 15 minutes:

- Get together in groups of 3-4
- Read your allocated section of the paper on the right
- Discuss the provided questions (see next slide) in your group



Diegmann, P., Schmidt-Kraepelin, M., Eynden, S., & Basten, D. (2015). Benefits of Augmented Reality in Educational Environments – A Systematic Literature Review. *Wirtschaftsinformatik Proceedings 2015*, 103. <http://aisel.aisnet.org/wi2015/103>

Let's have a look at an example...

Introduction (Section 1)

- What is the territory (domain) of this review paper?
- What are the practical and theoretical problems?
- What are the research questions? Why is answering them relevant?

Methodology (Section 3)

- How do the authors search for and filter relevant literature?
- How do the authors analyze the literature?

Results (Sections 4 & 5)

- How do the authors structure the Results section?
- How do the authors present findings from the literature?

Discussion (Section 6)

- What do the authors focus on in the discussion?
- Which topics do they address?

Introduction

- What is the territory (domain) of this review paper?
- What are the practical and theoretical problems?
- What are the research questions? Why is answering them relevant?

Introduction

- **What is the territory (domain) of this review paper?**
- What are the practical and theoretical problems?
- What are the research questions? Why is answering them relevant?

Domain: Augmented Reality (AR) in the context of teaching and learning

Introduction

- What is the territory (domain) of this review paper?
- **What are the practical and theoretical problems?**
- What are the research questions? Why is answering them relevant?

Domain: Augmented Reality (AR) in the context of teaching and learning

Practical problem: AR is one of the hottest emerging technologies in education \longleftrightarrow value of AR is unclear

Theoretical problem:

- There are studies investigating AR in educational environments, but systematic analysis of AR benefits is missing
- Methodological issues with existing research
- No consideration of differences among types of AR applications



Introduction

- What is the territory (domain) of this review paper?
- What are the practical and theoretical problems?
- **What are the research questions? Why is answering them relevant?**

Domain: Augmented Reality (AR) in the context of teaching and learning

Practical problem: AR is one of the hottest emerging technologies in education ↔ value of AR is unclear

Theoretical problem:

- There are studies investigating AR in educational environments, but systematic analysis of AR benefits is missing
- Methodological issues with existing research
- No consideration of differences among types of AR applications

Research questions:

- Which benefits do AR applications provide in educational environments?
- How do these benefits differ regarding different types of AR applications?

Why relevant?

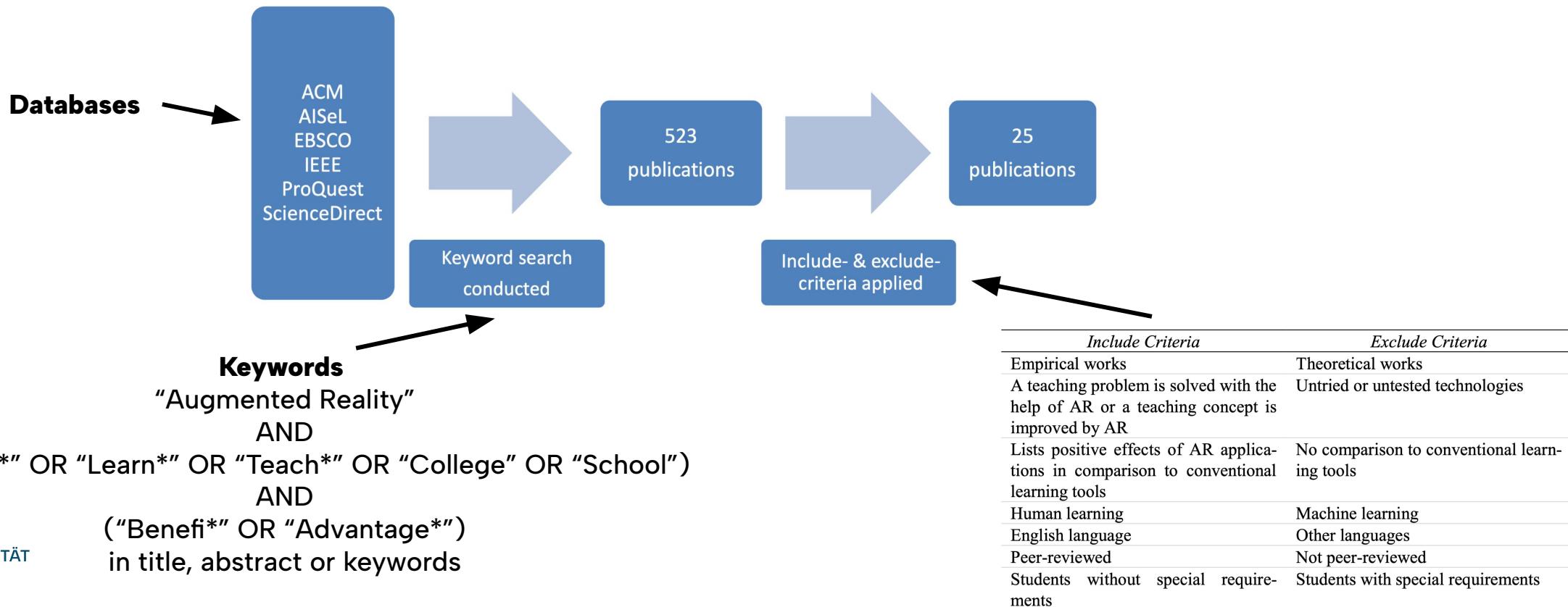
- Helps educators aiming to implement AR
- Provides guidance to advance research on AR in educational environments

Methodology

- How do the authors search for and filter relevant literature?
- How do the authors analyze the literature?

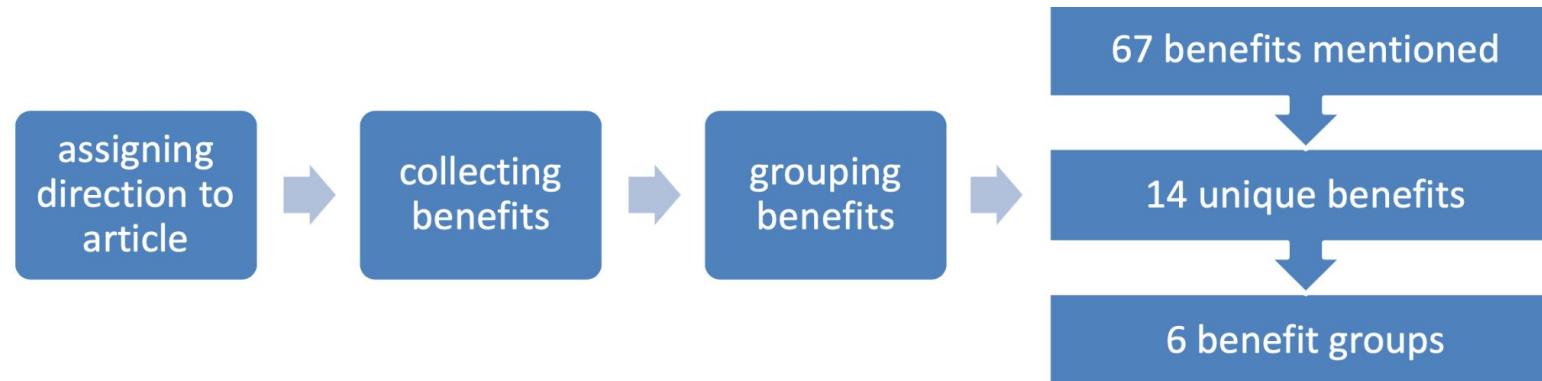
Methodology

- How do the authors search for and filter relevant literature?
- How do the authors analyze the literature?



Methodology

- How do the authors search for and filter relevant literature?
- **How do the authors analyze the literature?**



Results

- How do the authors structure the Results section?
- How do the authors present findings from the literature?

Results

- **How do the authors structure the Results section?**
 - How do the authors present findings from the literature?

Section 4: Benefits of AR in Educational Environments

...corresponds to RQ 1: Which benefits do AR applications provide in educational environments?

		Discovery-based Learning	Objects Modeling	AR Books	Skills Training	AR Gaming	Total
State of Mind	<i>Motivation</i>	7	4	2	1	1	16
	<i>Attention</i>	2	0	1	0	0	3
	<i>Concentration</i>	2	0	0	0	1	3
	<i>Satisfaction</i>	1	2	0	1	1	4
Teaching Concepts	<i>Student-centered Learning</i>	2	0	1	0	0	3
	<i>Collaborative Learning</i>	1	2	0	0	0	3
Presentation	<i>Details</i>	0	0	0	1	0	1
	<i>Accessibility Information</i>	0	0	0	1	1	2
	<i>Interactivity</i>	1	0	1	0	0	2
Learning Type	<i>Learning Curve</i>	6	4	1	6	1	18
	<i>Creativity</i>	2	0	1	0	0	3
Content Understanding	<i>Spatial Abilities</i>	0	2	1	1	0	4
	<i>Memory</i>	1	0	0	2	0	3
Reduced Costs	<i>Reduced Costs</i>	0	1	0	1	0	2

Section 5: Mapping of the Benefits to the Five Directions

...corresponds to RQ 2: How do these benefits differ regarding different types of AR applications?



Results

- How do the authors structure the Results section?
- **How do the authors present findings from the literature?**

Increased Interactivity. This benefit is about new ways of interaction with the learning tool, through concepts such as context-aware information on the device. Increased Interactivity can be seen as precondition for other presented benefits. However, Increased Interactivity through the application of AR is a characteristic which is not realized by conventional methods [12, 24] and is therefore specified as an individual benefit. Dünser et al. [12, p. 113] state that “[i]nteractions in AR engage learners with the content, and allow for knowledge to be acquired through their [the students] own manipulation of content [...], as supported by constructivist learning theory”. While Increased Interactivity can also be related to teaching concepts, it mainly focusses on technology enabling interactivity rather than the educational decision for interactivity.

→ **concept-centric, not author-centric**

Discussion

- What do the authors focus on in the discussion?
- Which topics do they address?

Discussion

- What do the authors focus on in the discussion?
- Which topics do they address?

→ discussion of the study's findings in the context of existing literature (particularly differences and similarities compared to the study on AR benefits the authors already refer to in the introduction)

→ critical reflection on limitations

- Data limitation: Identified empirical studies are informal investigations with low number of participants
- Methodological limitation: low inter-coder reliability
- Scope limitation: 'special learners' were left out

2

How to Cite Sources



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Citing – but why?

Goal

- ✓ give proper attribution to other people's work
- ✓ accurately represent other people's work

Why?

- demonstrate your understanding of concepts and ideas
- enable your reader to go back to sources you refer to in your text
- avoid being charged of plagiarism (which may be intentional or unintentional)

NOTE: There are different “styles” of citing – in the following, we will solely introduce the APA Style (7th edition), which is a very common citation style in academia.

Steps to a Proper Citation

1

READ the work you want to cite.

2

Identify an **IDEA** you want to put in your paper.

3

Write a **SENTENCE** about that idea.

4

Write a **REFERENCE LIST ENTRY** for the work.

5

Add the corresponding **IN-TEXT CITATION** to the sentence.

6

REPEAT as needed for more works and ideas.

Source: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
<https://doi.org/10.1037/0000165-000>



How to incorporate external information in your text

Paraphrasing vs. direct quoting

Original source : “We found increased creativity to be a surprising benefit of AR applications.”

From: Diegmann, P., Schmidt-Kraepelin, M., Eynden, S., & Basten, D. (2015). Benefits of Augmented Reality in Educational Environments – A Systematic Literature Review. *Wirtschaftsinformatik Proceedings 2015*, 103.

<http://aiselaisnet.org/wi2015/103>

Paraphrasing (preferred)

The authors identified increased creativity as constituting a less commonly known benefit of augmented reality applications in educational contexts.

Direct quote

The authors identified different advantages of AR in educational contexts and found “increased creativity to be a surprising benefit”.

In-Text Citation

Author – Date – (page number)

Original source : “We found Increased Creativity to be a surprising benefit of AR applications.”

From: Diegmann, P., Schmidt-Kraepelin, M., Eynden, S., & Basten, D. (2015). Benefits of Augmented Reality in Educational Environments – A Systematic Literature Review. *Wirtschaftsinformatik Proceedings 2015*, 103.

<http://aiselaisnet.org/wi2015/103>

Paraphrasing (preferred)

- **Option 1:** The authors identified increased creativity to constitute a less commonly known benefit of augmented reality applications in educational contexts (**Diegmann et al., 2015**) .
- **Option 2:** **Diegmann et al. (2015)** identified increased creativity to constitute a less commonly known benefit of augmented reality applications in educational contexts.

Direct quote

- **Option 1:** The authors identified different advantages of AR in educational contexts and found “Increased Creativity to be a surprising benefit” (**Diegmann et al., 2015, p. 1553**) .
- **Option 2:** **Diegmann et al. (2015)** identified different advantages of AR in educational contexts and found “Increased Creativity to be a surprising benefit” (**p. 1553**) .



List of References

Entry for all in-text citations in alphabetical order at the end of paper

Paraphrasing (preferred)

- **Option 1:** The authors identified increased creativity to constitute a less commonly known benefit of augmented reality applications in educational contexts (**Diegmann et al., 2015**) .
- **Option 2:** **Diegmann et al. (2015)** identified increased creativity to constitute a less commonly known benefit of augmented reality applications in educational contexts.

Direct quote

The authors identified different advantages of AR in educational contexts and found "Increased Creativity to be a surprising benefit" (**Diegmann et al., 2015, p. 1553**).

References

- Diegmann, P., Schmidt-Kraepelin, M., Eynden, S., & Basten, D. (2015). Benefits of Augmented Reality in Educational Environments – A Systematic Literature Review. *Wirtschaftsinformatik Proceedings 2015*, 103.
<http://aisel.aisnet.org/wi2015/103>

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Further resources

Introductions to APA 7th

- <https://libguides.csudh.edu/citation/apa-7>
- <https://guides.library.uq.edu.au/referencing/apa7>

In-text citations

- <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>
- <https://apastyle.apa.org/instructional-aids/in-text-citation-checklist.pdf>

References

- <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>
- <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

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Tips & Tools



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Tips and Tools

Quality of Sources

- VHB Journal Rating
- Rapid Journal Quality Check Browser Plugin

Databases

- EBSCOHost (access via Uni-Bib)
- Google Scholar
- Web of Science (access via Uni-Bib)

Citation Management

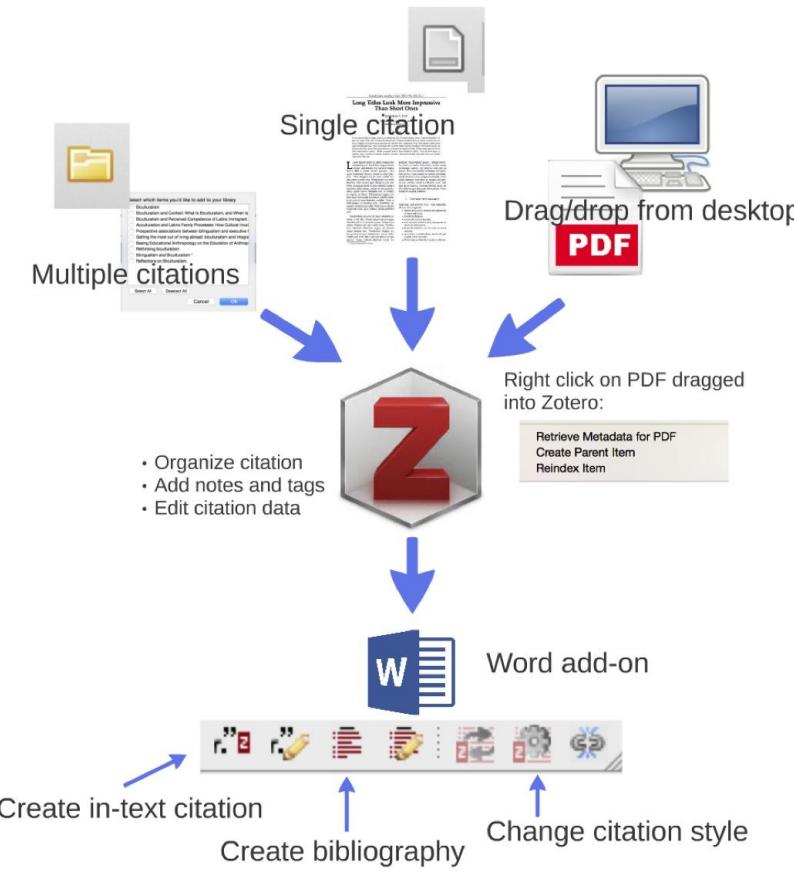
- Zotero

AI Tools for Research

- Generative AI, such as ChatGPT, can be a useful tool for gaining insights into a domain or phenomenon, particularly for writing (as an assistant, not as a ghostwriter). However, dedicated GenAI tools are more effective for literature research
 - <https://inciteful.xyz/>
 - <https://www.researchrabbit.ai/>
 - <https://elicit.com/>
 - <https://app.undermind.ai>
 - <https://www.scopus.com/search/form.uri?display=basic#scopus-ai> (!)



Zotero (similar for other Reference Management Software)



<http://wheaton.libguides.com/refmanagers/Zotero>

<https://guides.library.wheaton.edu/c.php?g=10557&p=7847885>

1. Install Zotero, Zotero Browser Plugin, Word/Docs/... Add-on
2. Save Sources to your Zotero library via Browser Plugin
3. Add References to Document via Word Add-on (APA 7th)
4. Add Bibliography to Document via Word Add-on
5. Double check if citations are correct (metadata can be flawed and need manual edits)



Bei Fragen:

Email an Tom Celig:
celig@wim.uni-koeln.de