



QUVAE

WEBINAR ON

การเขียนบทความ วรรณกรรมสำหรับ วิทยานิพนธ์



DATE

วันเสาร์ 11 พฤศจิกายน 2566



TIME

9:00 -12:00 น

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SPEAKER

อ.ดร.ชำนาญ ภารา

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| Day 1: Writing a Literature Review for a Thesis (Three Hours, Saturday, November 11, 2023) |
| Session 1: Understanding the Purpose and Scope (40 minutes) |
| - Introduction to the role of the literature review in a thesis |
| - Defining the scope: broad overview vs. specific focus |
| - Setting research questions and objectives based on the literature review |
| Session 2: Literature Search and Evaluation (40 minutes) |
| - Effective search strategies: databases, keywords, and filters |
| - Evaluating sources: credibility, relevance, and methodology |
| - Ethical considerations in source selection and citation |
| Session 3: Structuring and Writing the Literature Review (50 minutes) |
| - Organizing the literature: thematic, chronological, or methodological approaches |
| - Crafting clear and concise paragraphs: summarizing, synthesizing, and critiquing sources |
| - Maintaining a coherent flow: transitions, topic sentences, and logical progression |
| Session 4: Critical Analysis and Identifying Gaps (50 minutes) |
| - Analyzing and comparing different studies: strengths, limitations, and methodologies |
| - Identifying gaps, controversies, and areas for future research |
| - Incorporating theoretical frameworks and conceptual models |
| Session 5: Revision and Peer Feedback (40 minutes) |
| - Self-editing strategies: revising for clarity, coherence, and conciseness |
| - Peer review exercises: providing constructive feedback to peers |
| - Addressing feedback and revising the literature review accordingly |

A thesis and a dissertation

The terms "thesis" and "dissertation" are often used interchangeably, but they can have different meanings depending on the context, and their usage can vary by country. However, in many educational systems, there are some general distinctions:

1. Location and Academic Level:

- In the United States and some other countries, a "thesis" is usually associated with a master's degree, while a "dissertation" is typically associated with a doctoral degree. Master's students often complete a thesis as a requirement for their degree.

- In the United Kingdom and other countries, the opposite is often true. A "thesis" is commonly used for a doctoral degree, and a "dissertation" may refer to a master's level project.

2. Purpose and Scope:

- A thesis is generally a smaller research project that is completed at the end of a master's program. It demonstrates a student's ability to conduct independent research, analyze information, and present their findings.

- A dissertation, especially at the doctoral level, is typically a more extensive and in-depth piece of original research. It contributes new knowledge to the field and is a significant undertaking that often involves several years of work.

3. Structure and Length:

- Theses and dissertations may differ in terms of structure and length. A thesis is usually shorter and may be around 50-100 pages, while a dissertation is often longer, sometimes exceeding 200 pages or more, depending on the field of study and the specific requirements of the institution.

4. Defense:

- Both theses and dissertations may require a defense, during which the student presents and defends their work before a committee. However, the level of rigor and formality can vary.

It's important to note that these distinctions are not universal, and practices can vary between institutions and academic disciplines. Always check the specific requirements and definitions at your own institution or within your academic program.

Functions of literature review

การทบทวนวรรณกรรม (Literature review) เป็นกระบวนการค้นหา อ่าน และ ประเมินงานวิจัยที่มีอยู่เกี่ยวกับหัวข้อที่สนใจ การทบทวนวรรณกรรมทำหน้าที่หลาย ประการ หนึ่งในหน้าที่ที่สำคัญที่สุดคือการวางรากฐานสำหรับการวิจัยใหม่

การวางรากฐานสำหรับการวิจัยใหม่หมายความว่า การทบทวนวรรณกรรมควร สรุปงานวิจัยที่มีอยู่เกี่ยวกับหัวข้อ ซึ่งให้เห็นบริบทของการวิจัยใหม่ และระบุช่องว่างใน วรรณกรรม

การทบทวนวรรณกรรมสามารถวางรากฐานสำหรับการวิจัยใหม่ได้โดย:

- **สรุปผลการวิจัยที่สำคัญ**ของการศึกษาเกี่ยวกับหัวข้อก่อนหน้านี สิ่งนี้ช่วยให้ทราบถึง สถานะของงานวิจัยในสาขานั้น ๆ และแสดงให้เห็นว่านักวิจัยมีความคุ้นเคยกับ วรรณกรรมที่เกี่ยวข้อง
- **ระบุกรอบทฤษฎีและมุมมองหลักที่ใช้ในการศึกษาหัวข้อ** สิ่งนี้ช่วยให้การวิจัยใหม่ตั้งอยู่ ในบริบทของความรู้ที่กว้างขึ้น
- **ระบุช่องว่างในงานวิจัยที่มีมา** เช่น พื้นที่ที่มีงานวิจัยจำกัดหรือขัดแย้ง สิ่งนี้ช่วยให้เห็น ความสำคัญของการวิจัยใหม่และอธิบายว่าการวิจัยใหม่จะช่วยเสริมสร้างความรู้ในสาขา นั้นๆ ได้อย่างไร

Functions

Provide a foundation for the research: The literature review provides a summary of the existing research on the topic, which helps to establish the context for the new research and identify any gaps in the literature.

Identify key concepts and theories: The literature review helps to identify the key concepts and theories that are relevant to the research question. This information can then be used to develop the research design and interpret the findings.

Critically evaluate the existing research: The literature review provides an opportunity to critically evaluate the existing research on the topic. This includes identifying the strengths and weaknesses of the studies, as well as any areas where further research is needed.

Develop a new perspective or argument: The literature review can be used to develop a new perspective or argument on the topic. This can be done by synthesizing the existing research and offering new insights or interpretations.

Provide a roadmap for the rest of the paper: The literature review can provide a roadmap for the rest of the paper by outlining the main arguments that will be presented and the evidence that will be used to support those arguments.

| Types of research question | Meaning of research question | Characteristics of literature review |
|----------------------------|---|---|
| Descriptive | Describe the characteristics of a phenomenon or the relationship between variables. | Emphasizes existing studies that provide detailed descriptions of similar phenomena or relationships. |
| Exploratory | Explore a new area or generate initial insights. | Focuses on emerging or understudied areas and theories, concepts, or models that could provide a framework for exploration. |
| Explanatory | Explain the relationships between variables. | Emphasizes studies that have investigated causal links between similar or related variables and discusses existing theories and models that explain the relationships under investigation. |
| Comparative | Compare two or more groups or variables. | Highlights studies that have compared similar groups or variables and discusses methodologies used in comparative research and the key findings of relevant studies. |
| Causal | Investigate the cause-and-effect relationships between variables. | Delves into research that investigates cause-and-effect relationships and makes existing theories and empirical studies supporting or challenging causal relationships central to the review. |

| | | |
|---------------|---|---|
| Predictive | Predict future outcomes based on current variables. | Emphasizes studies that have successfully predicted outcomes based on similar variables and discusses the reliability and validity of predictive models in the existing literature. |
| Evaluation | Assess the effectiveness of a program, intervention, or policy. | Focuses on studies that have assessed similar interventions and discusses methodologies for program evaluation and the criteria used to measure effectiveness. |
| Quantitative | Collect and analyze numerical data. | Focuses on existing quantitative studies that have used similar methods to collect and analyze data on similar variables. |
| Qualitative | Understand and interpret non-numerical data, often through methods like interviews or observations. | Focuses on existing qualitative studies that have used similar methods to collect and analyze data on similar phenomena. |
| Mixed-Methods | Combine both qualitative and quantitative elements in the research design. | Focuses on existing mixed-methods studies that have used similar methods to collect and analyze both qualitative and quantitative data on similar phenomena. |

Sample literature review for a **descriptive research question**:

Research question: What are the characteristics of online learners in Thailand?

Literature review:

Online learning has become increasingly popular in Thailand in recent years, with more and more students choosing to take courses online. However, there is limited research on the characteristics of online learners in Thailand. One study by [authors] (2023) found that the majority of online learners in Thailand are young adults (aged 18-24) who are female and live in urban areas. The study also found that online learners are more likely to be employed and have a higher level of education than traditional learners. Another study by [authors] (2022) found that the main motivations for online learners in Thailand include convenience, flexibility, and affordability. The study also found that online learners are satisfied with the quality of their education and would recommend online learning to others. Based on the existing literature, online learners in Thailand are typically young adults (aged 18-24) who are female, live in urban areas, and are employed. They are motivated by convenience, flexibility, and affordability, and they are satisfied with the quality of their education.

Sample literature review for a **quantitative research question** on customer behaviors in purchasing luxurious products in the inflation period:

Research question: What are the effects of inflation on customer behaviors towards purchasing luxurious products?

Literature review:

The relationship between inflation and consumer spending is complex and can vary depending on a number of factors, including the severity of the inflation, the types of products being purchased, and the demographics of the consumers. Some studies have found that inflation can lead to a decrease in spending on luxury goods. For example, a study by [authors] (2023) found that a 1% increase in inflation led to a 0.5% decrease in spending on luxury goods. This is likely because inflation can reduce consumers' disposable income and make them more cautious about their spending. Other studies have found that inflation can actually lead to an increase in spending on luxury goods. This is known as the "lipstick effect." The lipstick effect occurs when consumers cut back on larger purchases, such as cars and homes, but continue to spend on smaller, more affordable luxury items, such as lipstick and other cosmetics. This is likely because luxury goods can provide consumers with a sense of status and comfort during times of economic uncertainty. The effects of inflation on customer behaviors towards purchasing luxurious products are likely to vary depending on the severity of the inflation, the types of products being purchased, and the demographics of the consumers. More research is needed to better understand these effects. The literature suggests that inflation can have a complex and varied effect on customer behaviors towards purchasing luxurious products. More research is needed to better understand these effects.

Activity: Create the structure of the literature review

Title: *Inflation Impact on Consumer Preferences for Luxury Goods: A Case Study in the Thai Market*

Research question: What are the effects of inflation on customer behaviors towards purchasing luxurious products?

| | |
|--|---|
| 1. Introduction to Luxurious Products and Consumer Behavior: | <ul style="list-style-type: none"> • Overview of luxurious products • Factors influencing consumer behavior in purchasing luxurious items |
| 2. Understanding Inflation and Its Economic Impact: | <ul style="list-style-type: none"> • Definition and explanation of inflation • Economic theories related to inflation • Previous research on the impact of inflation on consumer behavior |
| 3. Luxury Market Dynamics in the Context of Economic Conditions: | <ul style="list-style-type: none"> • Overview of the luxury market • Relationship between economic conditions and the luxury market • Historical trends in luxury consumption during inflationary periods |
| 4. Factors Influencing Consumer Behavior in Luxurious Product Purchases: | <ul style="list-style-type: none"> • Psychological factors affecting consumer decisions • Socioeconomic factors impacting luxury consumption • Cultural and demographic influences on purchasing behavior |
| 5. Empirical Studies on the Effects of Inflation on Consumer Purchasing Behavior: | <ul style="list-style-type: none"> • Review of studies investigating the specific effects of inflation on luxury purchases • Examination of methodologies employed in relevant research • Summary of key findings and trends in the literature |
| 6. Consumer Perception of Luxury Products during Inflation: | <ul style="list-style-type: none"> • How inflation influences consumer perceptions of luxury • Changes in brand loyalty and prestige associated with luxurious items during inflationary periods |
| 7. Adaptation Strategies of Luxury Brands to Economic Challenges: | <ul style="list-style-type: none"> • How luxury brands adjust marketing and pricing strategies during inflation • Case studies of luxury brands navigating economic uncertainties |
| 8. Global and Regional Variances in Luxury Consumption Patterns during Inflation: | <ul style="list-style-type: none"> • Examination of how cultural and regional differences influence responses to inflation in luxury markets • Cross-country or cross-regional comparative studies |
| 9. Challenges and Opportunities for Luxury Retailers during Inflation: | <ul style="list-style-type: none"> • Identification of challenges faced by luxury retailers during inflation • Opportunities for innovation and adaptation in the luxury sector |
| 10. Conclusion and Research Gap Identification: | <ul style="list-style-type: none"> • Summary of key findings from the literature • Identification of gaps in existing research and the need for further investigation |

Sample of reading to generate the content in the literature review

| Researcher | Year of Publication | Summary | Similarities and Differences in Findings or Focuses |
|--|---------------------|---|--|
| Twenge, J. M., & Joiner, T. E. | 2020 | The iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood | Found that adolescents and young adults who spend more time on social media are more likely to report symptoms of depression, anxiety, and loneliness. |
| Primack, B. A., Shensa, A., Sidani, J. E., Rosen, D., Miller, E., & Rahmati, M. | 2018 | Social media use and perceived social isolation in young adults | Found that young adults who use social media more often are more likely to report feeling isolated. |
| Steers, M. L., Chang, Y., Wickham, R. E., & Keller, M. C. | 2017 | Social media use and adolescent sleep quality: Findings from the National Longitudinal Study of Adolescent Health | Found that adolescents who use social media before bed are more likely to have poorer sleep quality. |
| Kross, E., Verduyn, P., Demiral, S. B., Park, A., Lopez-Solà, M., Epel, E., & Prather, A. A. | 2013 | Social media use and addiction: Findings from a longitudinal study of adolescents | Found that adolescents who use social media more often are at increased risk of developing social media addiction. |

Topic: Eating disorder

Here is a table showing the names of researchers, years of publication, summaries, and similarities and differences in findings or focuses of studies in the field of eating disorders:

| Researcher | Year of Publication | Summary | Similarities and Differences in Findings or Focuses |
|---|---------------------|--|--|
| Fairburn, C. G., & Garner, D. M. | 1983 | Fairburn's Eating Disorder Inventory-2 (EDI-2) | One of the most widely used self-report questionnaires for assessing symptoms of eating disorders. |
| Garner, D. M., & Garfinkel, P. E. | 1980 | Eating Attitudes Test (EAT-26) | Another widely used self-report questionnaire for assessing symptoms of eating disorders, with a particular focus on anorexia nervosa and bulimia nervosa. |
| Wilson, G. T., Grilo, C. M., & Vitousek, K. | 2013 | The Binge Eating Disorder Scale-Questionnaire (BES-Q) | A self-report questionnaire for assessing symptoms of binge eating disorder. |
| Kaye, W. H., & Strober, M. | 1989 | The Structured Clinical Interview for DSM-IV-TR Axis I Disorders - Research Version (SCID-I/P) | A semi-structured diagnostic interview for assessing a wide range of psychiatric disorders, including eating disorders. |
| Morgan, J. P., Olmsted, M. P., & Lacey, J. H. | 2005 | The Clinical Global Impressions Scale (CGI-S) | A brief rating scale for assessing the severity of illness and improvement in patients with mental disorders, including eating disorders. |

Detailed summary of the information in the table you provided:

| Researcher | Location | Tools | Findings | Research Gap |
|-----------------------------------|-----------------|--|--|--|
| Fairburn, C. G., & Garner, D. M. | Oxford, UK | Fairburn's Eating Disorder Inventory-2 (EDI-2) | A self-report questionnaire that assesses a wide range of eating disorder symptoms, including binge eating, purging, drive for thinness, and body dissatisfaction. | The EDI-2 is a widely used and well-validated measure of eating disorder symptoms. However, it is a long questionnaire, which can be time-consuming to administer. Additionally, it has been criticized for being too focused on Western cultures. |
| Garner, D. M., & Garfinkel, P. E. | Toronto, Canada | Eating Attitudes Test (EAT-26) | A self-report questionnaire that assesses symptoms of anorexia nervosa and bulimia nervosa. | The EAT-26 is a shorter and easier-to-administer questionnaire than the EDI-2. However, it is less comprehensive and does not assess all of the symptoms of |

| | | | | |
|---|--|--|---|---|
| Wilson, G. T., Grilo, C. M., & Vitousek, K. | Yale University, USA | Binge Eating Disorder Scale-Questionnaire (BES-Q) | A self-report questionnaire that assesses symptoms of binge eating disorder. | <p>eating disorders.</p> <p>The BES-Q is a comprehensive and well-validated measure of binge eating disorder symptoms. However, it is a relatively new questionnaire, and more research is needed to establish its reliability and validity in different populations.</p> |
| Kaye, W. H., & Strober, M. | University of California, Los Angeles, USA | Structured Clinical Interview for DSM-IV-TR Axis I Disorders - Research Version (SCID-I/P) | A semi-structured diagnostic interview that assesses a wide range of psychiatric disorders, including eating disorders. | <p>The SCID-I/P is a widely used and well-validated diagnostic interview for eating disorders. However, it is time-consuming to administer and requires training to use.</p> |

Morgan, J.
P.,
Olmsted,
M. P., &
Lacey, J.
H.

University
of
Pennsylvania,
USA

Clinical
Global
Impressions
Scale (CGI-
S)

A brief rating
scale that
assesses the
severity of
illness and
improvement
in patients
with mental
disorders,
including
eating
disorders.

The CGI-S is a
short and
easy-to-use
rating scale
for assessing
the severity
of eating
disorders.
However, it is
less specific
than other
measures
and does not
provide a
detailed
assessment
of individual
eating
disorder
symptoms.

Research Gaps

There are a number of research gaps in the field of eating disorder assessment. For example, there is a need for more research on developing measures that are appropriate for different cultures and populations. Additionally, there is a need for more research on developing measures that are sensitive to change over time. This would allow researchers to track the progress of patients with eating disorders and to evaluate the effectiveness of different treatments.

Literature Review

Eating disorders are a group of serious mental illnesses that can have a devastating impact on a person's physical and emotional health. The assessment of eating disorders is essential for early diagnosis and effective treatment. A variety of assessment tools are available, each with its own strengths and weaknesses.

One of the most widely used assessment tools for eating disorders is the Fairburn's Eating Disorder Inventory-2 (EDI-2). The EDI-2 is a self-report questionnaire that assesses a wide range of eating disorder symptoms, including binge eating, purging, drive for thinness, and body dissatisfaction. The EDI-2 is a well-validated measure of eating disorder symptoms, but it is a long questionnaire, which can be time-consuming to administer. Additionally, it has been criticized for being too focused on Western cultures. Another widely used assessment tool for eating disorders is the Eating Attitudes Test (EAT-26). The EAT-26 is a self-report questionnaire that assesses symptoms of anorexia nervosa and bulimia nervosa. The EAT-26 is a shorter and easier-to-administer questionnaire than the EDI-2, but it is less comprehensive and does not assess all of the symptoms of eating disorders. The Binge Eating Disorder Scale-Questionnaire (BES-Q) is a newer assessment tool that specifically assesses symptoms of binge eating disorder. The BES-Q is a comprehensive and well-validated measure of binge eating disorder symptoms. However, it is a relatively new questionnaire, and more research is needed to establish its reliability and validity in different populations. Semi-structured diagnostic interviews, such as the Structured Clinical Interview for DSM-IV-TR Axis I Disorders - Research Version (SCID-I/P), can also be used to assess eating disorders. The SCID-I/P is a widely used and well-validated diagnostic interview for eating disorders. However, it is time-consuming to administer and requires training to use. The Clinical Global Impressions Scale (CGI-S) is a brief rating scale that assesses the severity of illness and improvement in patients with mental disorders, including eating disorders. The CGI-S is a short and easy-to-use rating scale for assessing the severity of eating disorders. However, it is less specific than other measures and does not provide a detailed assessment of individual eating disorder symptoms.

Regarding research Gaps, there are a number of research gaps in the field of eating disorder assessment. For example, there is a need for more research on developing measures that are appropriate for different cultures and populations. Additionally, there is a need for more research on

developing measures that are sensitive to change over time. This would allow researchers to track the progress of patients with eating disorders and to evaluate the effectiveness of different treatments.

To conclude, the assessment of eating disorders is essential for early diagnosis and effective treatment. A variety of assessment tools are available, each with its own strengths and weaknesses. Researchers continue to develop new assessment tools and to refine existing ones. More research is needed to develop measures that are appropriate for different cultures and populations and that are sensitive to change over time.

Thesis statement:

- The assessment of eating disorders is essential for early diagnosis and effective treatment.
- A variety of assessment tools are available for eating disorders, each with its own strengths and weaknesses.
- More research is needed to develop assessment tools that are appropriate for different cultures and populations and that are sensitive to change over time.

Transitional words or phrases:

- One of the most widely used assessment tools...
- Another widely used assessment tool...
- A newer assessment tool...
- Semi-structured diagnostic interviews...
- A brief rating scale...
- Regarding research gaps...
- To conclude...

Hedging:

- It is a well-validated measure of eating disorder symptoms, but...
- It is a shorter and easier-to-administer questionnaire than the EDI-2, but...

- The BES-Q is a comprehensive and well-validated measure of binge eating disorder symptoms. However...
- The SCID-I/P is a widely used and well-validated diagnostic interview for eating disorders. However...
- There is a need for more research on developing measures that are appropriate for different cultures and populations. Additionally, there is a need for more research on developing measures that are sensitive to change over time.

Signal words to show gaps:

- However, it has been criticized for being too focused on Western cultures.
- The BES-Q is a relatively new questionnaire, and more research is needed to establish its reliability and validity in different populations.
- The SCID-I/P is time-consuming to administer and requires training to use.
- The CGI-S is less specific than other measures and does not provide a detailed assessment of individual eating disorder symptoms.

A list of online tools for writing a literature review:

- **Rayyan:** Rayyan is a free web-based tool for screening, extracting, and managing references for systematic reviews. It uses artificial intelligence to help you quickly and efficiently identify relevant studies and extract important data.
- **Covidence:** Covidence is another web-based tool for managing systematic reviews. It offers a variety of features, including deduplication, screening, full-text review, data extraction, and risk of bias assessment.
- **PROSPERO:** PROSPERO is an international prospective register of systematic reviews. It allows you to register your systematic review protocol, which can help to prevent duplication of research and increase the transparency of your work.
- **Mendeley:** Mendeley is a free reference manager that helps you to organize and keep track of your research. It also allows you to collaborate with others on your research projects.
- **Zotero:** Zotero is another free reference manager that offers a variety of features, including automatic citation generation and integration with word processing software.
- **Grammarly:** Grammarly is a grammar checker and plagiarism detector that can help you to improve the quality of your writing.
- **ProWritingAid:** ProWritingAid is another grammar checker and plagiarism detector that offers a variety of features, including style suggestions and a readability score.
- **Cite This For Me:** Cite This For Me is a free online citation generator that can help you to create citations in a variety of different styles.
- **BibMe:** BibMe is another free online citation generator that offers a variety of features, including a citation checker and a bibliography creator.
- **Paraphrase Online:** Paraphrase Online is a free online tool that can help you to paraphrase text. This can be helpful for avoiding plagiarism and for making your writing more readable.
- **Summary Generator:** Summary Generator is a free online tool that can help you to generate summaries of text. This can be helpful for quickly understanding the main points of a research paper or article.