

## Seminar “Writing Research Articles in Public Administration and Management Research” (1.5 ECTS)

**When:** Tuesday, 25 November and Tuesday, 02 December 2025, 10.15-11.45 and 13.15-14.45

**Where:** University of Bern, Main Building, Hochschulstrasse 4, 3012 Bern

– Room to be confirmed

**Contact:** [Dr. Simon Milligan](#), University of Bern, Language Center, [simon.milligan@unibe.ch](mailto:simon.milligan@unibe.ch)

**Registration:** Please sign in by email to [kpm.kpm@unibe.ch](mailto:kpm.kpm@unibe.ch) **by 09 November 2025**.

**Maximum number of participants:** 15 (*first come, first served*)

This pair of half-day workshops provides an intensive and practical introduction to publishing research during which participants can draft and develop key parts of their manuscripts prior to submission.

The workshops include inputs and practice with identifying and meeting target journals and readerships' expectations; optimizing the structure and flow of draft introductions, discussion sections, abstracts, and other key components of research manuscripts; navigating submission and peer review key grammatical and language issues; and integrating LLMs ethically and efficiently into the writing process.

In addition to extensive pair and group exercises in class, the workshops entail substantial self-study: optional components address a range of language issues, and all participants are expected to draft and revise text components, peer-review other participants' drafts, and integrate critical assessments of AI inputs on their own work.

The instructor, Dr Simon Milligan, has over 15 years' experience in teaching scientific writing to doctoral students of many disciplines and has language-edited numerous papers subsequently published in a range of journals, including *Administrative Science Quarterly*, *Oxford Economic Papers*, the *Journal of Education Policy*, and the *Strategic Management Review*.

### Provisional Schedule

|                           | <i><b>Morning</b></i>                                                                                                                | <i><b>Afternoon</b></i>                                                          |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <i><b>Day 1</b></i>       | the reading process and your target readers<br>writing clear sentences                                                               | the writing process and Als vocabulary and flow<br>introductions and discussions |
| <i><b>Assignments</b></i> | draft introduction and/or discussion components<br>peer review exercise<br>LLM exercise<br>optional readings and language worksheets |                                                                                  |
| <i><b>Day 2</b></i>       | assignment review<br>titles and abstracts                                                                                            | preparing for submission<br>the peer review process                              |

### Requirements

Before the course, we ask you to identify and obtain at least three model research articles from your likely target journals (see instructions below). You should also submit a short summary (150-250 words) of your prospective article directly to [simon.milligan@unibe.ch](mailto:simon.milligan@unibe.ch) by **17:00 on Friday, 14 November 2025**. Your summary should clarify what stage your research and write-up have reached. If there are any specific topics you would like us to address in the course, please list them there. This will help us better understand your situation and meet your specific needs. For questions, please email Simon Milligan.

## Finding and Choosing Model Texts

### Why use model texts?

Different disciplines write about their science in differing ways. This doesn't only mean that they use diverse technical terms; practices also vary in common vocabulary choices, preferred grammatical forms, sentence structures, and the organization of paragraphs and longer segments of text.

Examining texts similar to those that you want to write will help you make the many decisions you face when writing. We ask you to select a few texts (3-5) before the writing course begins and bring them with you to the workshops, either printed or available on a laptop or tablet as you prefer.

### A few dos and don'ts

- Choose texts from within your own discipline, but pay attention as well to who they are writing to. Often, this is apparent from the text itself. For instance, a paper that defines terms such as *public value* or *governance* in general descriptive terms probably addresses a fairly broad readership; if you seek to address a similar readership, this is likely to be a good model for you. Other papers are intended only for readers within a particular specialism. If in doubt, consult the journal's description of its aims and scope.
- If you already know which journal you want to submit your next paper to, then select texts from that journal.
- Pay attention to your own reading experience when selecting model texts: Did you find a particular text logical, clearly argued, and easy to read? If so, it may well provide a good model for your own writing.
- Look for other clues to the likely quality of writing. These may include the authors' names, their affiliations, and the status of the journal. If you've found a paper that you like but you're unsure of the quality of its English, bring it along to the first workshop and ask the instructor's opinion.
- Don't pick papers from *Nature* titles or *Science* unless you want to publish in such journals. These publications address very diverse readerships, so their styles vary quite widely from those of other journals.
- Don't pick a review article unless you intend to write a review article. The same guidance applies to short communications, method papers, technical notes, and so forth. Although these may provide good models with which to answer questions about vocabulary, grammar, and other language issues, they vary in several other important respects from research articles.