

Join Us!

WORKSHOP ON WRITING TEXTBOOK AND RESEARCH BOOK

Facilitator: ROOSFA HASHIM
Director, IIUM PRESS

DATE/DAY: 23/2/2021 (TUESDAY)
TIME: 9.00 AM - 5.15 PM
PLATFORM: ZOOM

ORGANISED BY: KULLIYAH OF SCIENCE

For more information, please contact:
shafida@iium.edu.my



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بُونَيَسِيْتِي اِنْسَانِيَّةً اِبْتِغَايَةً اِلِلَّهِ سُبْحَانَا

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Garden of Knowledge and Virtue

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KULLIYAH OF SCIENCE

Ref. IIUM/307/18/7/2

22nd February 2021

Assoc. Prof. Roosfa Hashim ,
Director,
IIUM Press, IIUM
Jalan Gombak,
50728, Kuala Lumpur,.

السلام عليكم ورحمة الله وبركاته

Dear Assoc. Prof.,

Invitation As A Speaker For A Workshop On Writing Textbook & Research Book

May this letter reach you in the best of health by the grace of Allah SWT.

Pursuant to the above matter, the office of DDPG&R KOS is pleased to invite the honourable Assoc. Prof. Roosfa to give a talk on **Workshop: Writing a Textbook & Research Book**.

The details of the event is as follows :-

Time : 9:00 am – 5.15 pm
Date : 23th February 2021
Venue : zoom & google-meet

The DDPG&R office would like to express sincere thanks and appreciation for the cooperation and support from the honourable director IIUM Press. We really hope that your contribution is meaningful to KOS researchers in accordance with IIUM Vision & Mission

Thank you, والسلام

Yours sincerely,

Assoc. Prof. Dr. Normawaty Mohammad Nor, PhD
Deputy Dean, Postgraduate Research & Research
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Writing A Textbook and A Research Book

by

Roosfa Hashim

Director IIUM Press

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Abstract

This paper aims to answer some questions about how to write a textbook and a research book. Therefore, this paper will describe the techniques and methods of writing a textbook for university students and how to write a research book. This paper also explains how to write a proposal for a textbook to be sent to a book publisher. The practices, techniques, writing methods used by reputable book publishers have been studied. This has resulted in an appropriate method for use by selected participants attending textbook and research book writing workshops. This workshop was held on 21 February 2021. A total of 30 participants consisting of International Islamic University Malaysia (IIUM) lecturers have used the method recommended to them. Basically a textbook is written to make it easier for students to learn a subject. A good textbook structure contains opener components, various pedagogical tools, and closer components. A research book is written based on the research that has been done. Because a research book is written to be read by scholars and experts, its structure is more similar to the structure of a thesis or dissertation. Acceptance of participants was obtained through question and answer sessions in this workshop. In conclusion, the techniques and methods of writing textbooks and research books that are proposed have helped to improve the understanding of the authors.

Introduction

A textbook is a printed and bound materials for each year or course of study (*Encyclopedia of Education*, 2008). They contain facts and ideas around a certain subject. According to *Oxford Dictionaries* a textbook is a book used as a standard work for the study of a particular subject.

Use of textbooks

- As major teaching aid with a lot of built-in pedagogy, e.g. review questions, self-assessment and work cases.
- To help the teacher prepare a class (and also to recover from not so efficient lecturing)
- As reading assignment to cover specific concepts
- As supplementary reading for various purposes (e.g. to help with term projects, to help preparing an exam, as references ...)
- textbook writing is a specific activity and one should not forget that textbooks are usually just an element in a wider pedagogic strategy. Therefore, writing should be planned together with some possible pedagogical use cases.
- Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum.
- A university textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character.

- A textbook is a book someone uses to learn.
- It is usually supplied in classrooms.
- People use it to learn from it about a certain subject.
- They might also teach other people about that subject.

Pedagogical objectives

Textbooks are written with pedagogical objectives in mind. But since teachers and learners must construct their own representation, they sometimes re-purpose a text in ways not anticipated.

- e.g. a textbook could be used just for reference instead of for direct instruction.
- The opposite is also true, a good reference book also could be used as textbook.

6 levels of emphasis based on Bloom's taxonomy of

- Knowledge: rote memorization, recognition, or recall of facts.
- Comprehension: understanding what the facts mean.
- Application: correct use of the facts, rules, or ideas.
- Analysis: breaking down information into component parts.
- Synthesis: combine parts to make a new whole.
- Evaluation: judging the value or worth of information or ideas.

Developing a Textbook Structure

Textbooks are much more complex than most other publications. Not only do they need to cover a body of knowledge in a structured and logical way, but they also utilize design elements to help the learner better understand the subject.

Textbook Structure - The Tree Structure

Textbooks can be thought of as having content divided into a tree structure. The terms used to name these structures could be different from book to book, but the author will need to determine the terms used and the number of sub-levels in the tree. Think of it as the highest level outline for the structure of the book. For instance, a textbook could have the following tree structure:

Book ⇒Chapter ⇒Section

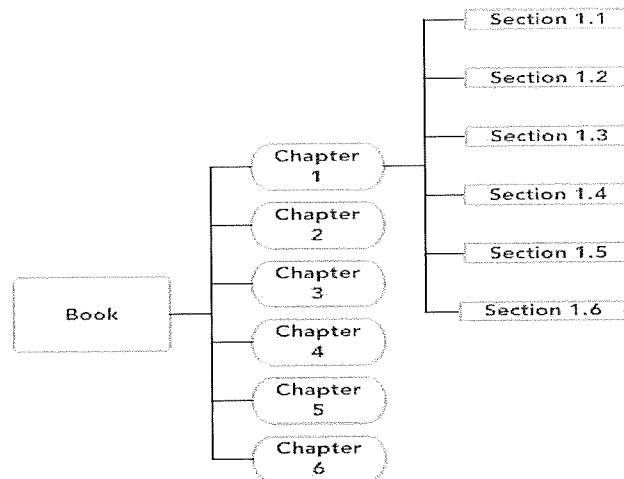
Book ⇒Chapter ⇒Section ⇒Subsection

Book ⇒Unit ⇒Chapter ⇒Section ⇒Sub-section

The "Book" is always the trunk of the tree, with the next level usually being "Chapter" or "Unit". Determining this structure will eventually lead to the full book structure. For

example, if the author decides to structure the book with **Book ⇒Chapter**

⇒Section, the completed book structure could look like this (showing chapter one sections only):



Structural Elements

Each element in the tree consists of structural elements that are designed to aid in learning. Some of these elements are what set textbooks apart from other books. They provide structure, context, overview, motivation, review, and other functions that are useful for learning. Dividing these elements into categories can be helpful when helping authors think about the elements they might want to use. Three of the element types help structure the textbooks content: Openers, Closers, and Integrated Pedagogical Devices¹.

Openers

Openers are structural elements that come before the main content of a tree level. Openers help lead the learner into the content. They could provide motivation, an understanding of the structure of the content, or a summary of what is to come. For example chapter openers could include:

- a banner image
- learning objectives
- introduction
- focus questions
- chapter summary

LEARNING OBJECTIVES

- 1. Explain the meaning of learning objectives.
- 2. Explain the importance of learning objectives.
- 3. Explain the importance of learning objectives in the classroom.
- 4. Explain the importance of learning objectives in the workplace.
- 5. Explain the importance of learning objectives in the community.

Learning objectives are statements that describe what students should know, understand, and be able to do by the end of a course or program. They are used to guide the design of instruction and to assess student learning. Learning objectives are different from course goals and outcomes. Course goals are broad statements of what the course is intended to achieve, while learning objectives are specific statements of what students should be able to do. Learning objectives are used to design instruction and to assess student learning. They are used to guide the design of instruction and to assess student learning. They are used to guide the design of instruction and to assess student learning.

OPENING CASE STUDY

Volvo: Why Take Better Road Together? Safety Is Main, but How Volvo Uses It Not to Escape the Cage

Volvo is a Swedish car manufacturer. The company is known for its safety features. In 2010, Volvo introduced a new safety feature called "City Safety". This feature uses radar to detect other vehicles in front of the car and automatically applies the brakes if a collision is imminent. This feature has been shown to reduce the risk of front-end collisions in urban areas. Volvo's commitment to safety is a key part of its brand identity. The company has a long history of producing safe cars, and it continues to invest in research and development to improve its safety features. Volvo's safety features are a key reason why its cars are popular in many markets. The company's commitment to safety is a key part of its brand identity. The company has a long history of producing safe cars, and it continues to invest in research and development to improve its safety features. Volvo's safety features are a key reason why its cars are popular in many markets.

Visioning the future by knowing the past

Michael Nelson & Melissa Kavanagh

LEARNING OBJECTIVES

- 1. Explain the importance of learning objectives.
- 2. Explain the importance of learning objectives in the classroom.
- 3. Explain the importance of learning objectives in the workplace.
- 4. Explain the importance of learning objectives in the community.

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- The most important objectives concern **learning objectives**, e.g. what the student should master after having worked through parts of the textbook. Reading is usually linked to other class/homework activities.
- **Objectives** at book and chapter level should also be associated with **activities, assessment, etc.**

2.3.1 Sources and Forms of Energy

Energy is the capacity to do work. It is a scalar quantity and is measured in joules (J). Energy can be transferred from one object to another or converted from one form to another. The most common source of energy is the sun. The sun's energy is transferred to the Earth by radiation. This energy is used by plants to produce food through photosynthesis. Energy is also used by animals to move and grow. Energy is a key part of our lives. Without energy, we would not be able to live. Energy is a key part of our lives. Without energy, we would not be able to live. Energy is a key part of our lives. Without energy, we would not be able to live.

Energy can be stored in various forms, such as chemical energy, nuclear energy, and electrical energy. Energy can also be converted from one form to another. For example, chemical energy can be converted into electrical energy. Energy is a key part of our lives. Without energy, we would not be able to live. Energy is a key part of our lives. Without energy, we would not be able to live. Energy is a key part of our lives. Without energy, we would not be able to live.

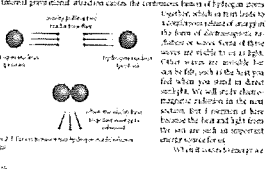


Figure 2.3.1 Energy conversion from a battery to a light bulb.

2.3.2 Sources and Forms of Energy

Energy is the capacity to do work. It is a scalar quantity and is measured in joules (J). Energy can be transferred from one object to another or converted from one form to another. The most common source of energy is the sun. The sun's energy is transferred to the Earth by radiation. This energy is used by plants to produce food through photosynthesis. Energy is also used by animals to move and grow. Energy is a key part of our lives. Without energy, we would not be able to live. Energy is a key part of our lives. Without energy, we would not be able to live.

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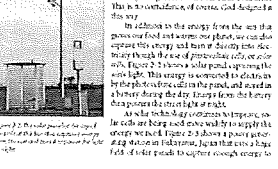


Figure 2.3.2 Energy conversion from a solar panel to a house.

Other common chapter openers are

- overviews (previews)
- introductions
- outlines (text, bullets or graphics)
- focus questions (knowledge and comprehension questions)
- learning goals / objectives / outcomes / competences / skills
- case problem
- In addition one may use the "special features" used inside chapters, e.g. vignettes, photos, quotations...

Closers

Closers are structural elements that typically help learners review or reinforce their learning. Closers are typically found after the main content of a tree level. They often help students summarize, review, or practice what they've learned. Some example chapter closers are:

- review problems
- chapter summary
- links to external resources

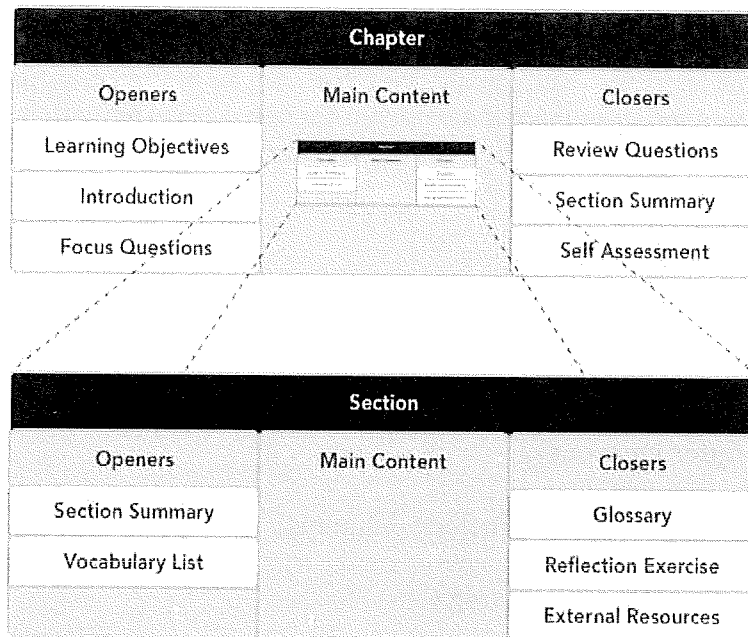
Other common chapter closers are

- conclusions and summaries (may include diagrams)
- list of definitions
- reference boxes (e.g. computer instructions)
- review questions
- self-assessment (usually simple quizzes)
- small exercises
- substantial exercises and problem cases
- fill-in tables (for "learning-in-action" books) to prepare a real world task
- ideas for projects (academic or real world)
- bibliographies and links (that can be annotated)

For example, each chapter in a textbook could have the following standard structure that utilizes opener and closer elements:

Chapter		
Openers	Main Content	Closers
Learning Objectives		Review Questions
Introduction		Section Summary
Focus Questions		Self Assessment

Note that openers and closers can happen at each level of the tree, including the book, chapter, section, etc.



Integrated Pedagogical Devices

Integrated pedagogical devices¹ are strategies and elements used in the main content of a tree element to assist in learning. Often, these devices use design to differentiate each element, which separates them from the rest of the content, and makes the element recognizable through consistent use in each chapter, section, etc.

For example, each chapter in a mathematics textbook might have:

- a "Biography" element that highlights the biography and accomplishments of a famous mathematician
- a "Case Study" element that illustrates the concepts by describing a real-world application
- vocabulary words in bold
- illustration of geometric figures
- graphs
-

Other common pedagogical devices

- emphasis (bold face) of words
- marginalia that summarize paragraphs
- lists that highlight main points
- summary tables and graphics
- cross references that link backwards (or sometimes forwards) to important concepts
- markers to identify embedded subjects (e.g. an "external" term used and that needs explanation)
- study and review questions
- pedagogical illustrations (concepts rendered graphically)

- tips (to insure that the learner doesn't get caught in misconceptions or procedural errors)
- reminders (e.g. make sure that something that was previously introduced is remembered)
- case studies / case problem
- problem descriptions
- debates and reflections
- profiles (case descriptions)
- primary sources and data
- models

Case problems have two functions:

- They motivate since the link topics to be covered to a real world problem.
- They provide an example which can structure and/or exemplify the discourse.

In summary, structural elements aid in learning. They provide context and structure, and can play a role in motivating learners, helping them reflect, and extending their understanding. Structural elements should be used consistently throughout the text so that all instances of a tree element are structured the same. This lessens the cognitive load on students by making the content more easily recognizable.

The outline of a textbook proposal

The first thing you as an author should do is to prepare an outline proposal for your new book and send it to our acquisition editor. The outline proposal should be as full as possible to enable the most effective evaluation and feedback on the project. Ideally this should include the following:

1. Provisional title of proposed textbook
2. Brief synopsis of the book

This should be about 500 words long and summarize the topic, your aims, scope, and general approach.

Statement of intent: If you had to capture the essence of your proposal in one or two sentences, what would you say?

Topic: Subject of proposed book and level within the undergraduate curriculum.

Aims: Why is a new book needed? How will it meet the needs of lecturers and their students? That is, what challenges do lecturers face when teaching the course, and what challenges do students face when learning this subject? How will your book address these challenges?

General approach: How would you summarize your approach to the subject? How is it similar to or different from the approach(es) typically taken when teaching the subject?

Scope: What is included? What is left out, and why? What prior knowledge will the book assume?

What makes the book stand out? What benefits will the book offer to lecturers and their students that will make it stand out from the existing texts?

3. The Market

Please summarize what you consider to be the market for your proposed book :

- What is your target readership? (for example, ‘undergraduate computing students’, ‘students taking an optional third year module in cognitive neuroscience’)

For which courses will your book be appropriate? Suggest courses where:

- the book could be the sole or principal required text
- the book could be one of several required texts
- the book could be supplementary reading

Please give an indication of where, to your knowledge, such courses are and how many people take them. If you believe that there are few applicable courses at this time, but that the text will fit an *emerging* market (i.e. where courses are likely to start appearing in considerable numbers over the next few years) then please indicate this.

Where do you see the principal markets for the book (e.g. Islamic countries, Middle East, UK, USA, Canada, Europe, Australasia and/or other)?

Where possible, please provide in a separate document names, positions, work addresses and e-mail addresses of people currently teaching courses for which this book would be appropriate. (This information will be for our own internal use only)

4. Information on competing books

Please give a list of books (with as much information on length, date of publication, publisher, price, etc. as possible) that might be considered ‘competitors’ to your proposed book.

- What are their strengths, weaknesses and availabilities?
- How will your book differ from each? What advantages to lecturers and their students does the book you are proposing have over each of these titles?

5. Full outline

Content

Please provide a list of chapters including the main subheadings in each, a short paragraph summarising the content of each chapter, and an estimate of the number of words in each chapter.

Artwork

If illustrations are a major feature of your proposal, please specify the types (photographs/diagrams/tables) and approximate number in each chapter.

Pedagogical features

Please summarise the main pedagogical features that you anticipate including (for example, chapter summary, problems, glossary, further reading, web links etc.)

It is also useful to see some sample material which illustrates the writing style and the features you plan to use within the text.

Ancillary material

Please provide details of any ancillary material that should be provided alongside the book (These may include multimedia CD-ROMs, special websites, social media, or even uniquely tailored classrooms within course management systems such as WebCt or Blackboard), together with an explanation of why these materials would add to the educational value of the book. For example, do you think it would be useful for the book to be supported by online resources offered via an accompanying web site? If so, what material would you envisage including on the site? How would this be integrated with the book itself?

6. Sample chapter (two chapters)

7. Likely schedule

Please indicate your expectation of the time required from the present stage to delivery of final typescript. Also, how quickly will the book date? How often would a new edition be required?

A Gantt chart - the planning and scheduling of your writing projects.

8. Author(s) biography

Please include a brief author biography including:

- Full name and qualifications of author(s)
- Work address, telephone and e-mail
- Present appointments

- Career to date, including an explanation of why your career to date puts you in a good position to write the book you are proposing.

Writing a Research Book with IIUM Press

A research book is a book that presents research findings. The features of the research book are highlighted in the chapters featured in the book. The structure of a research book is very close to the framework of a thesis or a research report. A research book preserves scientific language, extensive technical terms and jargons, extensive citations and references, and is supported by illustrative materials (tables, graphs, diagrams, drawings, photographs, charts, etc.).

Original work means work produced by the author himself or in collaboration with another author, and not a translation or adaptation of another book.

Research Book Structure

A research book contains front matter (List of illustrations, Preface, Acknowledgements), the content of the book (all chapters) and the end matter (References, Index, Glossary). The beginning of the book contains title pages, content pages, illustrations, prompts, introductions and awards. The contents of the research book are as follows;

OPTION 1 – revised from a thesis / dissertation by an author or revised from a research report by an author or multiple authors.

List of illustrations Preface Acknowledgements

Chapter 1 - Introduction Chapter 2 - Literature review Chapter 3 - Research Methods Chapter 4 - Research Findings Chapter 5 - Discussion Chapter 6 - Conclusion

References Glossary

Index

Research book means a scientific book which is systematically written, based on facts and the results of a research, and analysed critically, through rational arguments.

OPTION 2 – chapters in a research book: a collection of chapters of different researches. All chapters are contributed by the same author or multiple authors as an edited book.

List of illustrations Preface Acknowledgements

Chapter 1 - Introduction Chapter 2 – Research 1 Chapter 3 – Research 2
Chapter 4 – Research 3

Chapter 5 - Chapter 6 - Chapter 7 - Chapter 8 - .

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Chapter xxx? - Conclusion

References Index

OPTION 3 – chapters in an edited book by multiple authors as an edited book.

List of illustrations Preface Acknowledgements

Chapter 1 - Introduction

SUB THEME ONE - Chapter 2 – Research 1 Chapter 3 – Research 2 Chapter 4
– Research 3 Chapter 5 - Research 4

SUB THEME TWO - Chapter 6 - Research 5

Chapter 7 - Research 6 Chapter 8 - Research 7 Chapter 9 - Research 8

SUB THEME THREE - Chapter 10 - Research 9 Chapter 11 - Research 10
Chapter 12 - Research 11 Chapter 13 - Research 12

Chapter xxx? - Conclusion

References Index

By principle, there is no minimum number of pages for any book, including research books. Similarly, there is no minimum number of chapters for any book. A good scholarly book should have a thickness of 200-250 pages upon publication. This thickness is easy to read, not too expensive and easier to market.

The content of the book should cover topics related to the title of the book. The author of the book must know whether he has written enough for the title he has assigned. A research book must contain at least 6 chapters. All chapters must be

within the main theme of the book. The whole book must show the unity of ideas, with a coherent thought.

IIUM Press welcomes researchers who have an allocation to finance publishing costs. For manuscripts submitted without funding, IIUM press will bear the cost of publication if the manuscript is approved.

From Thesis to Research Book - A Revising Guide

Thesis components

1. PRELIMINARIES OR FRONT MATTER

What to do

Title page	Change to research book title page: - Title, <ul style="list-style-type: none">• - Author(s) name(s) and• - IIUM Press imprint 2018 Title: try to make the title shorter and generic Author name - single author if the writer is IIUM staff
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- Co-author by student and the supervisor (s). Thesis supervisor must make a significant contribution to the revised thesis.

ABSTRACT (in English, Arabic and optionally in Malay)

Remove Abstract but use the contents to develop the Preface i.e a short write-up at the beginning of a book.

PREFACE:

For theses written in Arabic, please provide us your English version of your abstract. We need this material to apply for ISBN and CIPs from the National Library.

- Discuss how the book came about. Why did you write it? Why did you choose the particular subject? What was your motivation?
- Give a brief description of the book. Give just enough to get the reader interested in reading

more – a preface is an eye opener.

- • State the purpose of the book. You could also describe what the reader can hope to learn by

reading the book.

- • Describe the journey of writing the book.
- • Talk about any problems that came up during the

writing and how you dealt with these trials and tribulations.

- • Discuss your research process. Talk about your sources. Why are they unique?

APPROVAL PAGE DECLARATION PAGE COPYRIGHT PAGE

DEDICATION PAGE

Remove

Remove

Follow IIUM Press Copyright page. The copy editor will help you.

Remove if it is dedicated to student's relatives. Or change it to a more general from the author(s).

ACKNOWLEDGEMENTS

If it is a co-authored book between a student and supervisor(s), remove acknowledgements to supervisor(s) and student's relatives.

ACKNOWLEDGEMENTS:

- • Thank the people who were instrumental in the writing of your book – people who read and give comments and input, technicians, scholarship, research grants ect.
- • Depending on the level of formality of the writing, these could range from dean, head department, librarians, colleagues to editors to family members.

TABLE OF CONTENTS

Revise the table of content to make it shorter, list only the chapter titles, delete all the subtitles.

LIST OF TABLES/ FIGURES/ CASES/STATUTES etc. LIST OF ABBREVIATIONS/ SYMBOLS

2. BODY OF THE TEXT

However, all of these subtitles can remain in all chapters. This way, the book's content pages will look simpler.

Remain

Remain

BODY OF THE TEXT	<p>Text: Readable, edited and free from grammatical and typo errors.</p> <p>Illustrations:</p> <ul style="list-style-type: none"> • - Make sure all illustrations from published materials not only cited but also supported by documents on the permission granted. • - All are clear, legible and readable. • - All are numbered according to the chapter. • - With caption and legends. <p>Citations:</p> <ul style="list-style-type: none"> • - Remove/ minimize name dropping • - All cited materials must be listed in reference list
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3. END MATTER

BIBLIOGRAPHY	<p>Change BIBLIOGRAPHY to REFERENCES</p> <ul style="list-style-type: none"> • - list on only materials cited in the chapters • - with a complete bibliographic information for each reference. • - follow a standard referencing style
APPENDICES	<p>Remove:</p> <ul style="list-style-type: none"> • - letters to respondents, informants • - Questionnaires, • - Survey questions • - Attachments copied from published materials • - If possible, move the appendix to the relevant chapter.

GLOSSARY INDEX

Remain (if any)

List of terminologies in alphabetical order, followed by a brief explanation

Authors can generate index entries by using MSWord.

Conclusion

This paper has answered some of the questions that are often raised by writers among university lecturers when they want to write a book. The author presents the structure of a textbook and the structure of a research book. The author also describes how to write a book publishing proposal. Further the author has described the method of writing a research -based book.

Reference

Marisa Montemarano. 2013. Characteristics of a textbook. Oxford University Press Southern Africa. <https://www.youtube.com/watch?v=6-203gwrOLo>

Schneider, D. K. (2008, September 3). Textbook writing tutorial. Retrieved March 04, 2018, from http://edutechwiki.unige.ch/en/Textbook_writing_tutorial

