QUIRYTHINK PLATFORM INSTRUCTIONAL MANUAL

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AN OVERVIEW OF THE QUIRYTHINK PLATFORM

The QuiryThink Platform is a digital learning platform designed to facilitate structured, interactive, and process-oriented learning in higher education, particularly in courses related to academic writing and research publication. QuiryThink assists lecturers and students in engaging with structured learning units that promote critical thinking, collaborative learning, and reflective academic practice.

QuiryThink serves as an alternative and complementary platform to conventional Learning Management Systems (LMS) by providing a learning environment that emphasizes the learning *process* rather than merely learning outcomes. Each learning unit in QuiryThink is systematically organized into four learning activities such as Brainstorming, Individual Exploration, Sharing and Discussion, and Drafting and Refining, which guide students through stages of inquiry and knowledge construction.

The platform is equipped with interactive features that allow students to upload worksheets, respond to guiding questions, and exchange feedback with peers. In the Brainstorming and Individual Exploration stages, students can view and comment on each other's responses, fostering early idea development and peer-supported understanding. The Sharing and Discussion stage is facilitated through discussion forums that encourage academic dialogue and collaborative reflection. In the Drafting and Refining stage, students are able to revise and resubmit their work based on feedback received from peers and instructors.

QuiryThink provides a focused learning space that supports the development of academic writing skills, particularly in research-based courses, by integrating inquiry, collaboration, and revision into a coherent digital learning experience. Through this platform, students are encouraged to become active learners who critically engage with academic content, while lecturers are supported in designing structured, interactive, and meaningful learning experiences.

INTRODUCTION

Academic writing is an essential requirement for any college student, particularly in Indonesia, where writing and publishing scientific articles have become prerequisites for obtaining academic degrees. The mandate for academic publications was specified in Circular Letter No. 152/E/T/2012 from the Director General of Higher Education, highlighting the need for bachelor, master, and doctoral students to publish their research as part of their graduation requirements. This emphasis on publication is reinforced by policies such as Permenristekdikti No. 20 Tahun 2017, where the Indonesian government encourages universities to increase both the quantity and quality of scientific publications. The importance of research articles has grown since they are crucial in fostering innovation, solving social problems, and contributing to national development (Iskandar, 2020). The Indonesian government has further emphasized the need for quality research output, which is being standardized in all the educational institutions (Widodo, 2019). The increasing focus on academic publications not only contributes to global knowledge but also raises the reputation of Indonesia in terms of academics internationally (Suryani & Ahmad, 2021).

In line with the increasing emphasis on academic publication, the ability to write research articles in English has become a critical competence in higher education. Consequently, universities are expected to prepare students not only to conduct research but also to communicate research findings effectively to an international audience. This growing demand has led to the inclusion of English for Research Publication Purposes (ERPP) as a specialized course within higher education curricula. ERPP is designed to support students in developing academic writing competence aligned with international publication standards, including knowledge of research article structure, genre conventions, and academic discourse practices. Through ERPP courses, students are systematically introduced to the norms and expectations of scholarly writing, enabling them to participate more actively in global academic communication and to meet institutional and national publication requirements.

However, writing research article can be challenging, especially for authors working in a foreign language (Arsyad & Arono, 2016). As noted by Ahlstrom (2017), researchers in social sciences often struggle with the structure and organization of their research articles.

According to Arsyad et al., (2020), Indonesian academics struggle to write effective introductions for international journal submissions, including employing relevant references and identifying research gaps. Additionally, learners of a second or foreign language may transfer rhetorical patterns of their native language when using the second or foreign language (Nitschke et al., 2010). Furthermore, Arsyad (2014) found that research articles written by Indonesian authors published in Indonesian-based national or international journals tend to employ Indonesian rhetorical patterns. These problems might due to limited opportunities for guided practice, peer interaction, and iterative feedback during the writing process. Conventional learning management systems often focus on content delivery and assignment submission, while providing limited support for structured interaction, collaborative learning, and systematic revision. As highlighted by Li and Flowerdew (2020), some important English for Research Publication Purposes aspects receive little attention, such as publishing ethics, selecting journals, dealing with reviewers and editors journals, teamwork in writing, using online resources, and maximizing article impacts.

To address these challenges, digital learning platforms play an important role in facilitating interactive, process-oriented, and student-centered learning. Learning platforms enable lecturers to design learning experiences that guide students through stages of idea generation, exploration, discussion, and refinement, while allowing students to actively participate, reflect, and respond to feedback. The use of digital platforms also supports collaborative learning environments in which students can learn from peers and develop academic skills through continuous interaction. This perspective is supported by Slotta (2002), who emphasized that well-designed web-based inquiry learning provides cognitive support and creates a collaborative learning community. Similarly, studies by Poluekhtova et al. (2020), Adilbayeva et al. (2022), Sofiatin & Nuryani (2023), and Ureta et al. (2021) highlight the role of digital platforms in enhancing participation, collaboration, and writing performance.

The QuiryThink Platform is developed as a response to these pedagogical needs. QuiryThink provides a structured digital learning environment that supports the learning process in academic writing and research-based courses. Unlike conventional platforms that primarily function as repositories for materials and assignments, QuiryThink is designed to

guide students through clearly defined learning stages, supported by worksheets, peer feedback, and discussion forums. Through this approach, the platform encourages active participation, critical engagement, and continuous improvement of students' academic work. By integrating structured learning activities with interactive features, QuiryThink aims to support lecturers in implementing effective and meaningful learning designs, while enabling students to develop academic writing competence in a systematic and collaborative manner. The platform is expected to serve as an alternative and complementary learning space that enhances the quality of teaching and learning in higher education, particularly in courses related to academic writing and research publication.

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UNIT 1 – GETTING STARTED WITH THE QUIRYTHINK PLATFORM

Unit 1 is designed to familiarize users with the QuiryThink platform by introducing its main interface, navigation structure, and basic access procedures. This unit serves as an initial orientation to ensure that users are able to navigate the platform confidently before engaging with the learning model, course content, and supporting resources provided in subsequent units.

1.1 Accessing the QuiryThink Platform

To begin using the QuiryThink platform, users should open a web browser and enter the platform's official URL: **https://quirythink.site/**. Once the website is successfully loaded, the homepage will appear, displaying the main navigation menus and essential features of the platform. The homepage functions as the central access point from which users can explore learning models, resources, and course-related information.

1.2 Initial Homepage Interface

The QuiryThink homepage presents several main menus that structure users' interactions with the platform. These menus include:

a. Home, which returns users to the main dashboard view;
b. Model, which provides access to the QuiryThink Learning Model;
c. Resources, which contains academic resources and digital tools supporting manuscript writing;
d. About, which provides general information about the platform and its pedagogical foundation.
e. Start Learning: A shortcut button that directs users to the model page.

These menus are available before users log in and serve as the primary access points to the platform. The following figure shows the initial homepage of the QuiryThink Platform:

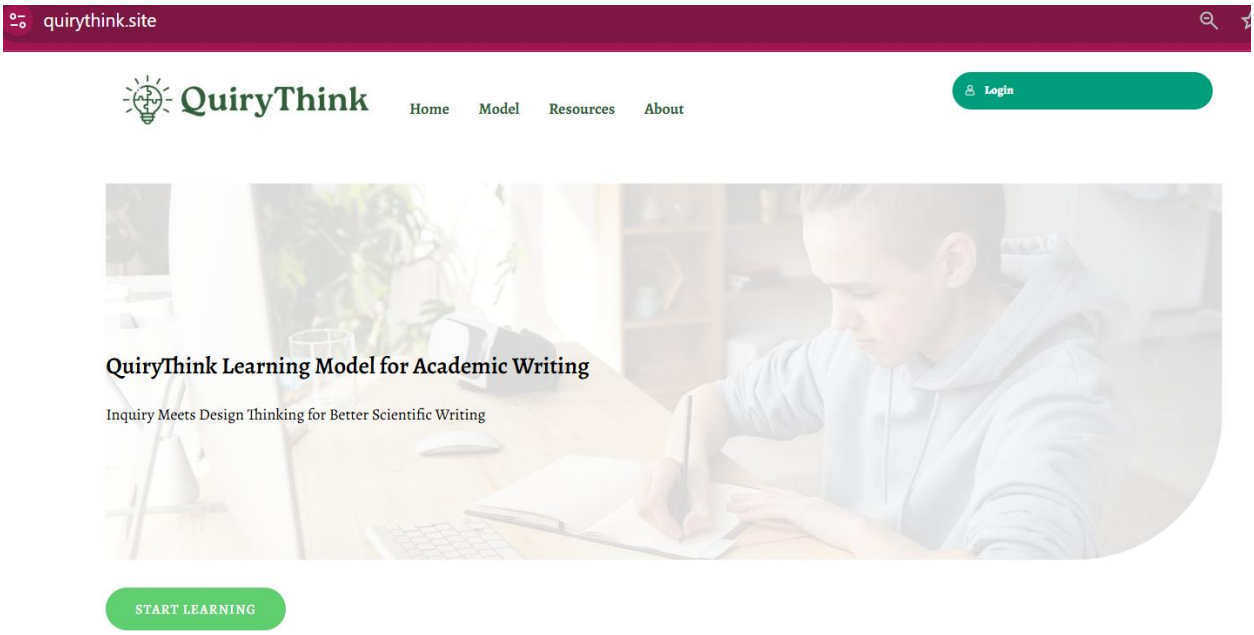


Figure 1. Initial Homepage of the QuiryThink Platform

1.3 Logging in to the Platform

To access the full features of the QuiryThink platform, users are required to log in using their registered credentials. By clicking the Login button on the homepage, users will be redirected to the login page. They are then prompted to enter their registered email address and password.

After successful authentication, users will be directed to their personal dashboard, where learning activities, course content, and resources become accessible. The login process ensures secure access and allows the system to track individual learning progress. The login procedure is illustrated in Figure 2.

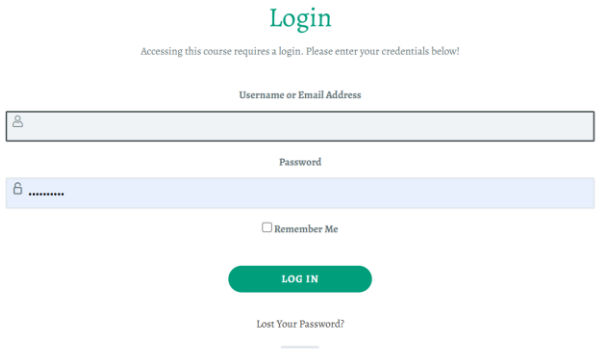


Figure 2. Login Process

At this stage, enter your registered email address and the password provided by the administrator or course instructor. Next, click the **Login** button to proceed. Finally, after a successful login, you will be directed to the Dashboard.

Common Access Issues and Solutions

a. Incorrect email or password: Recheck the spelling and ensure that the correct credentials are used.
b. Unable to access the website: Check your internet connection or try using a different browser.
c. No login credentials: Contact the course instructor or system administrator.

1.4 Understanding the Main Menus

At the end of Unit 1, users are expected to have a basic understanding of the purpose of each main menu:

a. The Model menu leads to the QuiryThink Learning Model and its stages.
b. The Resources menu provides access to syllabi, lesson plans, coursebooks, and integrated digital tools.
c. The About menu offers background information regarding the platform and its instructional design.

A detailed explanation of how to use the Model and Resources menus is provided in Units 2 and 3, respectively. Therefore, Unit 1 emphasizes orientation rather than in-depth engagement.

UNIT 2 – ACCESSING COURSES AND LEARNING CONTENT

Unit 2 focuses on the core learning experience of the QuiryThink Platform by guiding users through the QuiryThink Learning Model and its associated course content. This unit explains how users can access the learning model, understand its inquiry-based stages, and navigate course materials that are systematically organized according to each stage of the model. Through this unit, users are expected to gain a clear understanding of how learning activities are structured and how academic writing skills are developed progressively.

2. 1 Overview of the QuiryThink Learning Model Interface

After successfully logging in, users can access learning content on the QuiryThink Platform through two main options: the Model menu and the Start Learning button. Although these options appear in different locations on the interface, both lead users to the same learning content and display the same learning environment. The difference lies only in the access route, not in the content or learning stages presented.

Once the Model or Start Learning option is selected, users will be directed to the QuiryThink Learning Model page. At the top of this page, a visual representation of the QuiryThink model is displayed, illustrating the interconnected stages of the learning process. The Visual Representation of the QuiryThink Learning Model can be seen in the following figure:

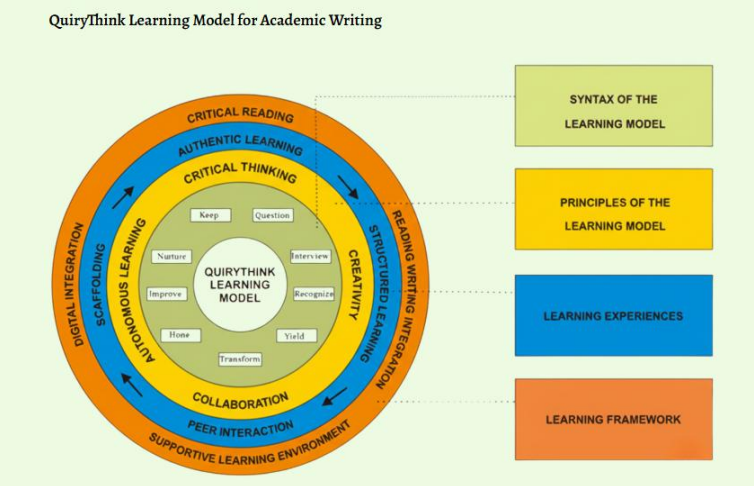


Figure 3. Visual Representation of the QuiryThink Learning Model

The visual model illustrates the core QuiryThink stages at the center, surrounded by supporting elements such as critical reading, critical thinking, authentic learning, collaboration, peer interaction, and structured reading–writing integration. These elements represent the pedagogical foundation of the platform and guide users in understanding how each learning activity contributes to academic writing development.

On the right side of the model display, explanatory labels are provided to help users interpret the diagram. These include the syntax of the learning model, which outlines the sequence of learning stages; the principles of the learning model, which emphasize inquiry, collaboration, and critical engagement; the learning experiences, which reflect students' active participation throughout the stages; and the learning framework, which integrates digital support, scaffolding, and autonomous learning. This visual serves as a conceptual map that helps users understand how each stage contributes to the development of academic writing skills.

The model interface is designed to provide both conceptual orientation and practical access to learning activities. Before engaging with specific tasks, users are encouraged to review the model description to understand the learning flow and objectives of each stage.

2.2 Understanding the QuiryThink Learning Model Stages

The QuiryThink Learning Model consists of several interconnected stages that guide students through the process of developing a publishable academic manuscript. Each stage plays a distinct role in fostering critical thinking, academic literacy, and writing competence.

The stages are described as follows:

1) **Question**

   In this stage, students are encouraged to raise critical questions related to the characteristics of high-quality academic articles suitable for publication in reputable journals. These questions are designed to stimulate curiosity and help students identify essential elements of publishable academic writing.

2) **Interview**

   Students seek answers to their formulated questions by conducting interviews

with lecturers, peers, or academic practitioners. This stage supports knowledge construction through interaction and academic discourse.

3) **Recognize**

   At this stage, students analyze and recognize patterns, key findings, and recurring issues that emerge from the collected information. The focus is on synthesizing insights that are relevant to academic writing conventions.

4) **Yield, Transform, and Hone**

   Students begin outlining and drafting their manuscripts based on the insights gained from previous stages. Digital tools and academic resources are provided to support idea organization, drafting, and peer sharing. Feedback from lecturers and peers plays a key role in refining initial drafts.

5) **Improve**

   Students evaluate their manuscripts using journal reviewer rubrics to assess quality and readiness for publication. Formative feedback is provided, and students utilize tools such as plagiarism checkers, grammar checkers, or AI-assisted writing tools to enhance accuracy and coherence.

6) **Nurture and Keep**

   In the final stage, students perform comprehensive revisions by integrating all feedback received. They ensure that their manuscripts meet journal guidelines, complete submission checklists, and prepare all required documentation before submission. Reflection and consolidation of writing skills are emphasized at this stage

2.3 Accessing Course Content Organized by Model Stages

After users review the description of the QuiryThink learning stages through the Model menu or the Start Learning button, the platform automatically displays the course content that corresponds to each stage. This course content is organized sequentially and aligned directly with the QuiryThink stages, allowing users to move from conceptual understanding to practical learning activities.

The course content includes:

- **Question Stage**

  Topic 1: Why Is Academic Writing Important for Students in Higher Education?

- **Interview Stage**

  Topic 2: Investigating Practices and Conventions in Scientific Article Writing

- **Recognize Stage**

  Topic 3: Analyzing the Structure of Scientific Articles

- **Yield, Transform, and Hone Stage**

  Topic 4: Writing the Introduction Sections

  Topic 5: Writing the Method Section

  Topic 6: Writing the Findings and Discussion Section

  Topic 7: Writing the Conclusion and Abstract

- **Improve Stage**

  Topic 8: Evaluating the Manuscript

- **Nurture and Keep Stage**

  Topic 9: Finalizing, Reflecting, and Preparing for Article Submission

This organization enables users to follow a structured learning pathway that mirrors the stages of academic manuscript development. The following figure illustrates how the course content appears on the QuiryThink Platform.

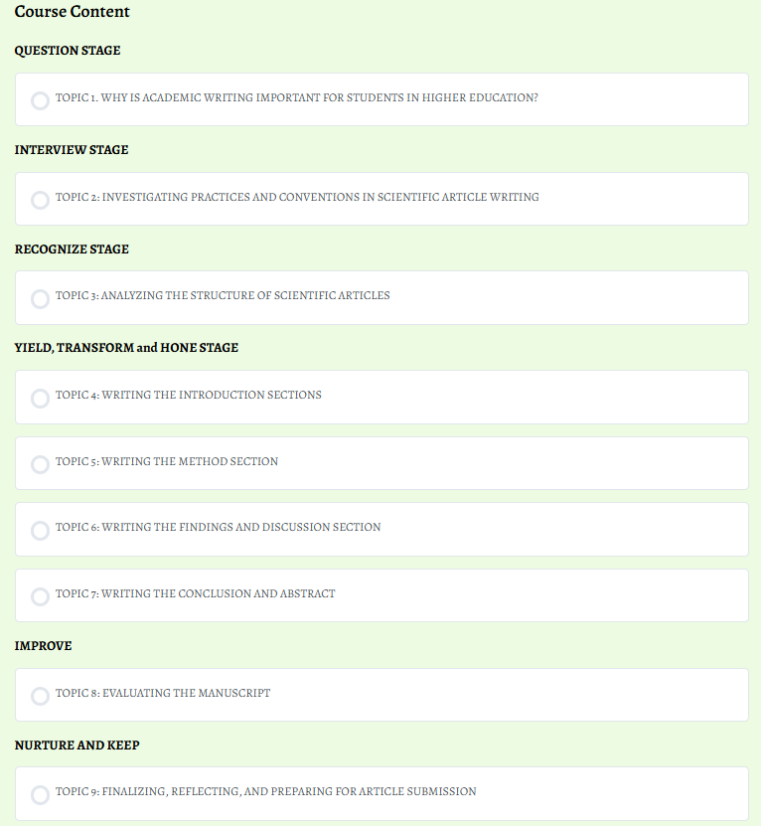


Figure 4. course content appears on the QuiryThink Platform

After the Course Content is displayed, users can begin their learning journey by selecting the first topic listed under the Question Stage. By clicking Topic 1, users will be directed to the initial learning activities designed to introduce the purpose and importance of academic writing in higher education. This marks the starting point of the QuiryThink learning process and guides users step by step through subsequent stages and topics. Users are encouraged to complete each topic sequentially to fully benefit from the progressive nature of the learning model.

UNIT 3 – ACCESSING LEARNING RESOURCES AND DIGITAL TOOLS

Unit 3 focuses on the academic and technological support provided by the QuiryThink Platform to assist users throughout the manuscript writing process. Unlike Unit 2, which centers on the QuiryThink Learning Model and its stages, this unit introduces the Resources menu, where users can access structured academic documents and integrated digital tools. These resources are designed to support learning activities across all stages of the QuiryThink model, particularly during drafting, revising, and finalizing academic manuscripts.

3.1 Accessing the Resources Menu

After logging in to the platform, users can access academic support materials by selecting the **Resources** menu from the top navigation bar. This menu serves as a centralized repository of instructional documents and digital tools that complement the QuiryThink Learning Model. Although the Resources menu is conceptually separate from the Model menu, its contents are intentionally aligned with the learning stages and can be accessed at any point during the learning process.

Once the Resources menu is selected, the platform displays a dedicated page containing structured academic documents and integrated digital learning tools that support the manuscript writing process. The layout of this page is illustrated in the following figure.

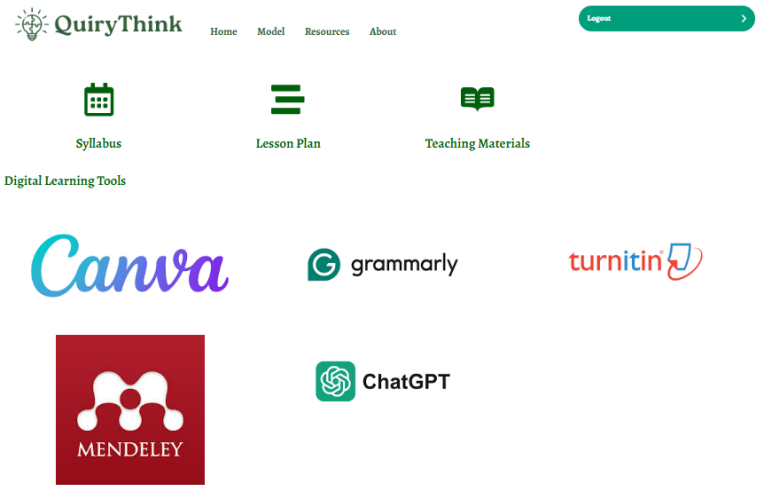


Figure 5. Resources Menu Interface

3.2 Overview of Available Learning Resources

Within the Resources menu, users will find several key components that support both teaching and learning activities:

1) **Syllabus**

   The syllabus outlines the overall structure of the course, including learning objectives, expected outcomes, assessment criteria, and the sequence of topics aligned with the QuiryThink stages. It provides users with a comprehensive overview of the course framework.

2) **Lesson Plan**

   The lesson plan presents detailed instructional planning for each session, including learning activities, time allocation, teaching strategies, and assessment methods. This resource is particularly useful for instructors and learners who wish to understand the pedagogical flow of the course.

3) **Teaching Materials**

   The teaching materials or coursebook contain core learning content, explanations, examples, and guided activities related to academic writing and research publication. These materials are designed to support students' understanding and application of the QuiryThink Learning Model.

3.3 Digital Learning Tools for Manuscript Writing Support

Below the academic documents, the Resources page also provides access to several digital learning tools that support the manuscript writing process. These tools are intended to assist users in developing, revising, and refining their academic manuscripts in alignment with the stages of the QuiryThink Learning Model. Users may utilize these tools flexibly across different stages, particularly during the drafting, revising, and finalization phases of writing.

The digital learning tools available on the platform include the following:

1) **Canva**

   Canva supports visual and academic presentation needs by enabling users to design figures, tables, conceptual diagrams, and presentation slides. This tool is particularly

useful for enhancing the visual clarity of research outputs and supporting academic communication in both manuscript preparation and presentation contexts.

2) **Grammarly**

   Grammarly assists users in improving language accuracy and academic tone. It helps identify grammatical errors, enhance sentence clarity, and suggest stylistic improvements, making it especially valuable during the drafting and revising stages of manuscript writing.

3) **Turnitin**

   Turnitin is used to support originality checking and uphold academic integrity. By analyzing similarity reports, users can identify potential citation issues and revise their manuscripts accordingly to meet ethical standards and publication requirements.

4) **Mendeley**

   Mendeley functions as a reference management tool that supports users in organizing academic sources, managing citations, and generating reference lists in accordance with journal guidelines. This tool is essential for maintaining consistency and accuracy in referencing throughout the manuscript.

5) **ChatGPT**

   ChatGPT is introduced as a supportive tool for idea generation, outlining, and language refinement. When used responsibly, it can assist users in brainstorming research ideas, clarifying arguments, and improving the coherence of academic writing. Users are encouraged to apply this tool ethically and to ensure that all final academic decisions and content reflect their own scholarly work.

Through the integration of these digital tools, the QuiryThink Platform provides comprehensive support for manuscript development, enabling users to enhance the quality, accuracy, and integrity of their academic writing across all stages of the QuiryThink Learning Model.

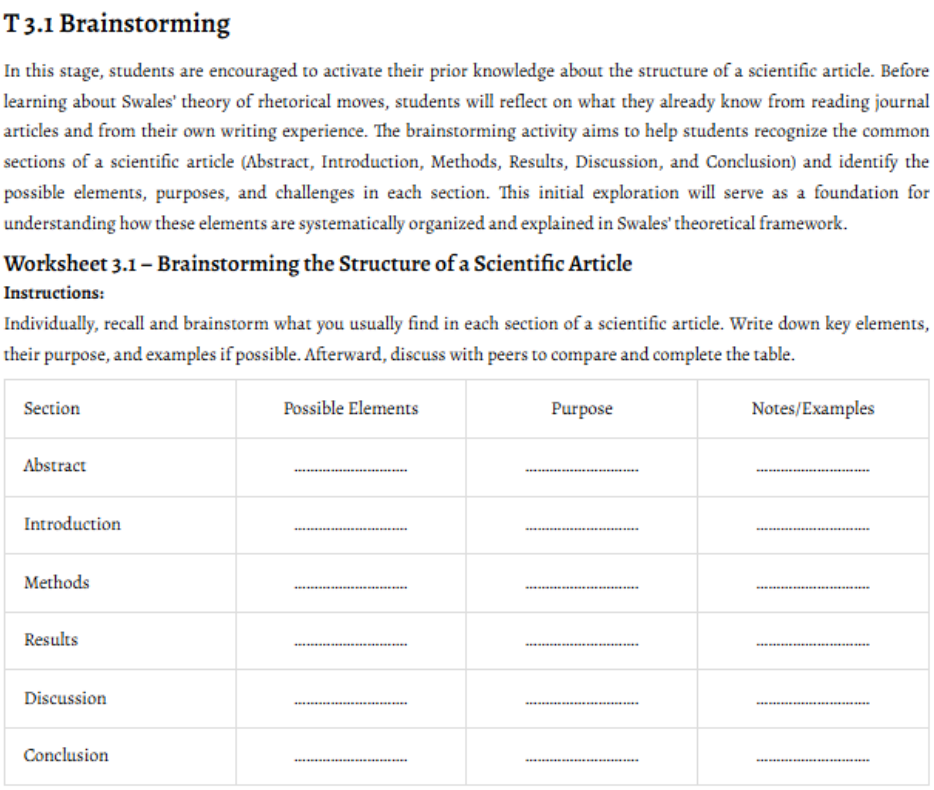
UNIT 4 – THE STRUCTURE OF LEARNING ACTIVITIES

Each learning unit on the QuiryThink platform is designed to support a systematic and interactive learning process. Every unit consists of four main learning activities, each accompanied by worksheets and interactive features:

1) **Brainstorming**

   In the Brainstorming activity, students begin by generating ideas and developing an initial understanding of the assigned topic. A dedicated worksheet is provided to record their responses, which can then be uploaded to the platform. Students are able to view their peers' submissions and provide comments, fostering an early stage of collaborative engagement. This interactive environment allows students to expand their perspectives through peer feedback while organizing their initial ideas.

Example platform interface:



T 3.1 Brainstorming

In this stage, students are encouraged to activate their prior knowledge about the structure of a scientific article. Before learning about Swales' theory of rhetorical moves, students will reflect on what they already know from reading journal articles and from their own writing experience. The brainstorming activity aims to help students recognize the common sections of a scientific article (Abstract, Introduction, Methods, Results, Discussion, and Conclusion) and identify the possible elements, purposes, and challenges in each section. This initial exploration will serve as a foundation for understanding how these elements are systematically organized and explained in Swales' theoretical framework.

Worksheet 3.1 – Brainstorming the Structure of a Scientific Article

Instructions:

Individually, recall and brainstorm what you usually find in each section of a scientific article. Write down key elements, their purpose, and examples if possible. Afterward, discuss with peers to compare and complete the table.

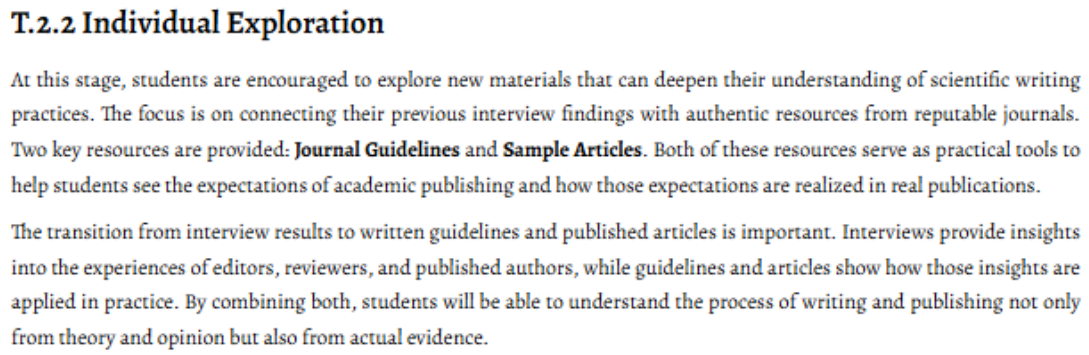
Section	Possible Elements	Purpose	Notes/Examples
Abstract	.....	.....	.....
Introduction	.....	.....	.....
Methods	.....	.....	.....
Results	.....	.....	.....
Discussion	.....	.....	.....
Conclusion	.....	.....	.....

Figure 6. interface of brainstorming learning activity

2) Individual Exploration

During Individual Exploration, students independently investigate the topic in greater depth. Worksheets guide them to submit their analyses or answers to specific questions, which can then be reviewed by classmates. This stage encourages students to engage critically with the material and develop insights before sharing them with the group. By allowing peer comments, the platform promotes collaborative learning while maintaining focus on individual exploration and reflection.

Example platform interface:



T.2.2 Individual Exploration

At this stage, students are encouraged to explore new materials that can deepen their understanding of scientific writing practices. The focus is on connecting their previous interview findings with authentic resources from reputable journals. Two key resources are provided: **Journal Guidelines** and **Sample Articles**. Both of these resources serve as practical tools to help students see the expectations of academic publishing and how those expectations are realized in real publications.

The transition from interview results to written guidelines and published articles is important. Interviews provide insights into the experiences of editors, reviewers, and published authors, while guidelines and articles show how those insights are applied in practice. By combining both, students will be able to understand the process of writing and publishing not only from theory and opinion but also from actual evidence.

Figure 7. interface of Individual exploration learning activity

3) Sharing and Discussion

The Sharing and Discussion activity provides a structured forum where students can share their findings, discuss interpretations, and exchange ideas. This stage is designed to enhance critical thinking and promote constructive dialogue. Students can respond to questions, provide feedback, and engage in meaningful discussions with peers. The forum facilitates an interactive learning environment in which students refine their understanding through collaborative discourse.

Example platform interface:

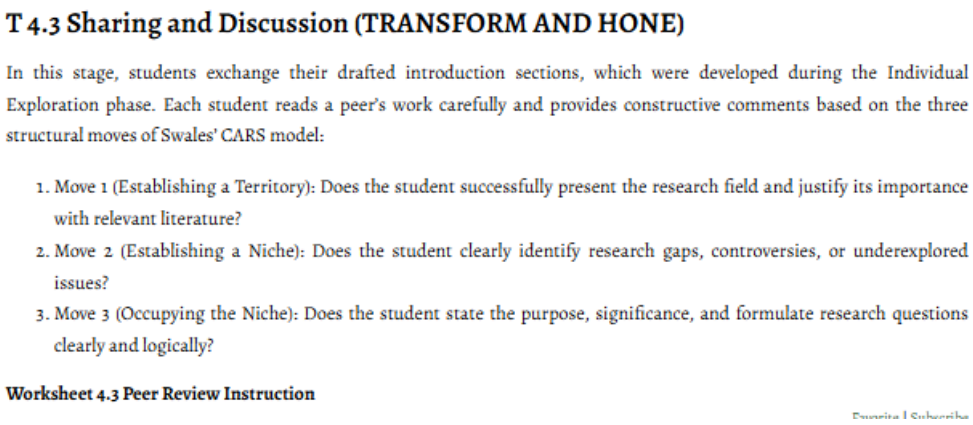


Figure 7. interface of sharing and discussion learning activity

4) Drafting and Refining

Finally, in the Drafting and Refining activity, students consolidate their learning and feedback into improved versions of their work. Worksheets in this stage allow students to upload revised drafts, making adjustments based on prior discussions and peer suggestions. This iterative process encourages students to reflect on feedback, enhance their writing, and progressively develop more polished academic manuscripts.

Example platform interface:

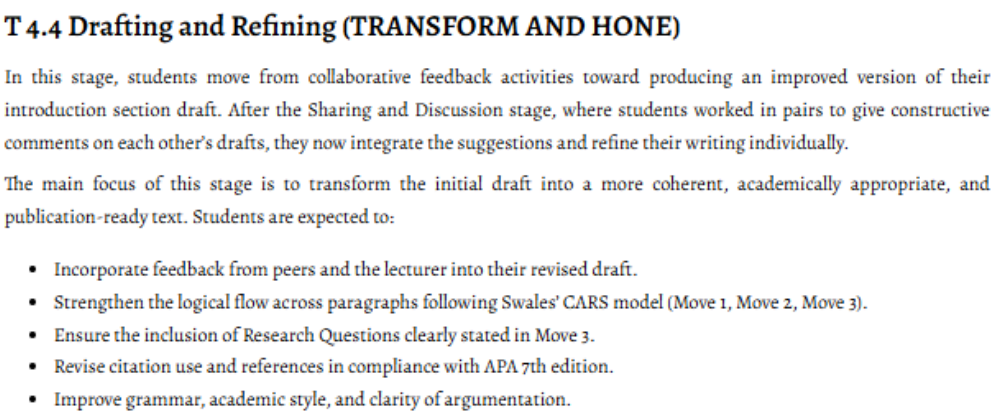


Figure 8. interface of drafting and refining learning activity

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