

# 1.学术写作的认知范式：从知识生产 到文本建模

White Paper

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学术写作的认知范式：从知识生产到文本建模

White Paper 01 Cognitive Paradigm of Academic Writing: From Knowledge Production to Text Modeling

## 一、引言 | Introduction

【中文】学术写作并非单纯的语言活动，而是知识生产的最终界面。大量论文质量问题并非源于“表达能力不足”，而是研究思维未能有效转化为可交流的学术文本。期刊在审稿实践中发现，作者常将写作理解为研究完成后的“包装环节”，忽视了写作本身对知识建构的塑形作用。本白皮书提出“认知—话语—出版”三层范式，旨在为作者、编辑与审稿人提供统一的分析框架。

【English】Academic writing is not merely a linguistic activity but the final interface of knowledge production. Many problems in published manuscripts do not stem from insufficient language proficiency, but from the failure to translate research thinking into communicable academic texts. Editorial practice shows that authors often regard writing as a “packaging stage” after research completion, neglecting the constitutive role of writing in shaping knowledge. This white paper proposes a three-layer paradigm—cognition, discourse, and publication—to provide a shared analytical framework for authors, editors, and reviewers.

## 二、三层范式模型 | Three-Layer Paradigm

### 1. 认知层：研究思维的结构

Cognitive Layer: Structure of Research Thinking

【中文】认知层关注研究者如何理解世界并形成问题。其核心要素包括：1) 问题化能力：将经验情境转化为可检验命题；2) 证据意识：区分数据、证据与解释；3) 因果想象：构建可能机制；4) 边界意识：识别研究适用范围。

许多“写作问题”实为认知问题，例如：

研究问题过大 概念边界模糊

结果零散 缺乏因果想象

讨论空洞 证据与结论脱节

【English】The cognitive layer concerns how researchers understand the world and formulate questions. Core elements include:

problematization—transforming situations into testable propositions;

evidence awareness—distinguishing data, evidence, and interpretation;

causal imagination—constructing potential mechanisms;

boundary awareness—recognizing the scope of inference.

Many “ writing problems ” are in fact cognitive problems, such as:

over-sized questions    blurred conceptual boundaries;

scattered results    lack of causal imagination;

hollow discussion    disconnection between evidence and claims.

## 2. 话语层：知识的可交流化

Discourse Layer: Making Knowledge Communicable

【中文】话语层将认知结构转化为学术共同体可识别的形式，包含：

体裁规范（IMRaD及其变体）

论证序列

立场表达

互文机制

学术语言的本质不是“复杂”，而是可验证性与可协商性。作者需要在精确性与可读性之间建立动态平衡。

【English】The discourse layer transforms cognitive structures into forms recognizable by the academic community, including:

Genre conventions (IMRaD and its variants);

Argumentative sequences;

Stance expression;

Intertextual mechanisms.

Academic language is not defined by complexity but by verifiability and negotiability. Authors must establish a dynamic balance between precision and readability.

## 3. 出版层：社会化与评价

Publication Layer: Socialization and Evaluation

【中文】出版层决定文本如何进入知识循环：

期刊定位

同行评议

伦理与合规

传播与影响

同一研究在不同期刊可能需要完全不同的叙事策略，这解释了“好研究被拒稿”的结构性和原因。

【English】 The publication layer determines how a text enters the knowledge cycle:

Journal positioning;

Peer review;

Ethics and compliance;

Dissemination and impact.

The same study may require entirely different narrative strategies across journals, explaining why “ good research ” can still be rejected for structural reasons.

### 三、从思维到文本的转译机制 | Translation Mechanism from Thinking to Text

【中文】 我们提出四个转译步骤：

步骤1：问题编码

将经验困惑转为概念问题

明确因变量与解释空间

步骤2：证据脚本

证据类型匹配问题类型

建立反证可能

步骤3：论证情节

结果并非“发现清单”

而是“推理剧情”

步骤4：读者模型

想象审稿人与未来读者

控制知识假设

【English】 We propose four translation steps:

Step1：Problem Encoding

Transforming experiential puzzles into conceptual questions;

Specifying dependent variables and explanatory space.

Step2 : Evidence Scripting

Matching evidence types with question types;

Establishing possibilities of falsification.

Step3 : Argument Plotting

Results as a reasoning narrative rather than a list of findings.

Step4 : Reader Modeling

Imagining reviewers and future readers;

Controlling assumptions of shared knowledge.

## 四、常见失效模式 | Typical Failure Modes

【中文】

现象	认知根源	表层表现
选题空泛	问题化不足	引言口号化
方法堆砌	证据意识弱	指标与问题脱节
讨论重复	因果想象贫乏	复述结果
结构混乱	读者模型缺失	跳跃写作

【English】

Symptom	Cognitive Root	Surface Form
Vague topic	weak problematization	slogan-like introduction
Method stacking	poor evidence awareness	misaligned measures
Repetitive discussion	poor causal imagination	restating results
Chaotic structure	absent reader model	fragmented writing

## 五、实践框架 | Operational Framework

【中文】

首先，写前诊断我的研究真正要解释什么？

反例是什么？

谁会不同意？

结论边界在哪里？

其次，重视结构映射

每个段落只服务一个命题

图表必须对应论证节点

最后，关注三轮写作

认知稿：只管逻辑

话语稿：体裁重构

出版稿：面向期刊

【English】

First : Pre-writing Diagnosis

What exactly do I explain?

What would be counter-evidence?

Who may disagree?

Where is the boundary of inference?

Second:Structural Mapping

one paragraph one claim;

each table one argumentative node.

Third:Three Drafts

cognitive draft;

discourse draft;

publication draft.

## 六、案例示例 | Illustrative Case

【中文】某论文题为“数字化对企业绩效的影响”，问题宽泛。经认知重构后：

问题 “数字化如何通过组织学习影响创新绩效”

机制 学习强度为中介

边界 制造业中型企业

写作质量随之显著提升。

【English】 A manuscript titled “ Impact of Digitalization on Firm Performance ” was overly broad. After cognitive reconstruction:

Question “ how digitalization influences innovation via organizational learning ” ;

Mechanism learning intensity as mediator;

Boundary medium-sized manufacturers. The writing quality improved substantially.

## 七、对期刊的启示 | Implications for Journals

【中文】

审稿应区分“认知缺陷”与“语言问题”

退修意见需指向论证结构

建立写作范式指引

【English】

Reviews should distinguish cognitive flaws from language issues.

Revision letters need to target argumentative structure.

Journals should provide paradigm guidelines.

## 八、行动清单 | Checklist

问题可被证伪 The research question or hypothesis is falsifiable

证据与主张一一对应 Evidence directly corresponds to each claim

讨论未重复结果 Discussion does not merely repeat the Results section

已设定读者模型 An intended reader model or perspective is clearly established

## 九、结语 | Conclusion

【中文】学术写作是思维工程而非文字装饰。只有在认知层完成建模，话语层的技巧才具有意义。本范式为期刊、作者与审稿人提供共同坐标。

【English】 Academic writing is a cognitive engineering process rather than textual decoration. Only when modeling is completed at the cognitive layer can discourse techniques become meaningful. This paradigm offers a shared coordinate system for journals, authors, and reviewers.

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