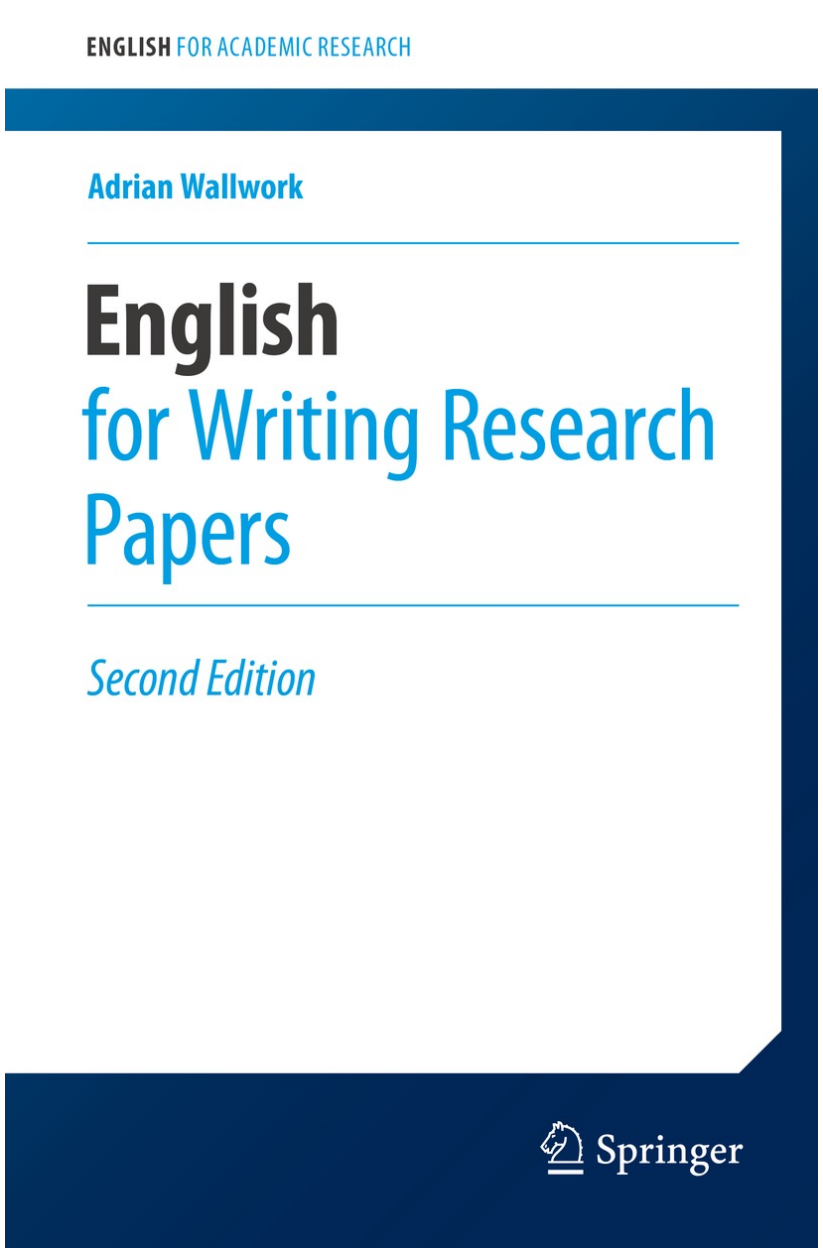
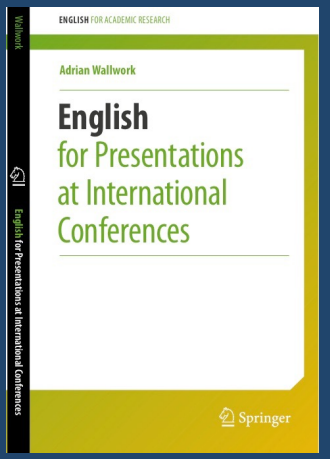


Seminar 9 Discussion Conclusions



statistics
final slide

In the DISCUSSION it is essential to:

1) be clear what **you** did and what **other authors** have done

2) highlight your **unique contribution**

3) discuss **limitations** of your findings

4) state what the **applications and implications** of your research are

Differentiating yourself from other authors

NO!! *It was found that …*

They found X.

We found X.
Our findings show that ...

36

Use ACTIVE and *WE*
to distinguish between you and other authors

1. **GOOD!** In 2021, **we confirmed** that Italian dogs are more intelligent than British dogs [25].
2. **GOOD!** In 2020, **Carter suggested** that dogs are more intelligent than cats [36].
3. **OK!** In 2019, **it was suggested** that dogs are more intelligent than cats [**Carter, 36**].
4. **NOT OK!** In [36], **it was suggested** that dogs are more intelligent than cats.
5. **DISASTER!** In 2018, **it was suggested** that dogs are more intelligent than PhD students.

1) Generally the past tense is used after the name of the author, particularly if the date is part of the main sentence

2) However, sometimes you may also find the present.

1. In 2018, Carter **suggested** that dogs are more intelligent than cats [36].

2. Carter **suggests** that dogs are more intelligent than cats [Carter, 2018].

be clear what **you** did

and what **other authors** have done

37

Bilingualism

VERSION A

Bilingual children ***were found*** ***BY WHO?*** to show a greater adaptability to new situations and demonstrated a greater ease in communicating confidently with adults.

Readers need to be able to understand the subject of the verb immediately (*were found* – by who?).

VERSION B

Bilingual children ***were found*** to show a greater adaptability to new situations and demonstrated a greater ease in communicating confidently with adults **[Simons, 1995]**. As result of an extensive search for bilingual children in ten European countries, 149 children ***were identified*** (Table 1).

Same *tense and form (passive)* (*were found*) has been used BOTH to talk about another author (Simons) AND the author of this present paper (*were identified*). Confusing for the reader.

VERSION C

Bilingual children **show** a greater adaptability to new situations and **demonstrate** a greater ease in communicating confidently with adults [Simons, 1995]. **Simons investigated** children from the US and Canada. On the other hand, the focus of **our study** was Europe and 149 children **were identified** (Table 1).

Present tense = other authors

Past tense for other author ONLY if other author is named

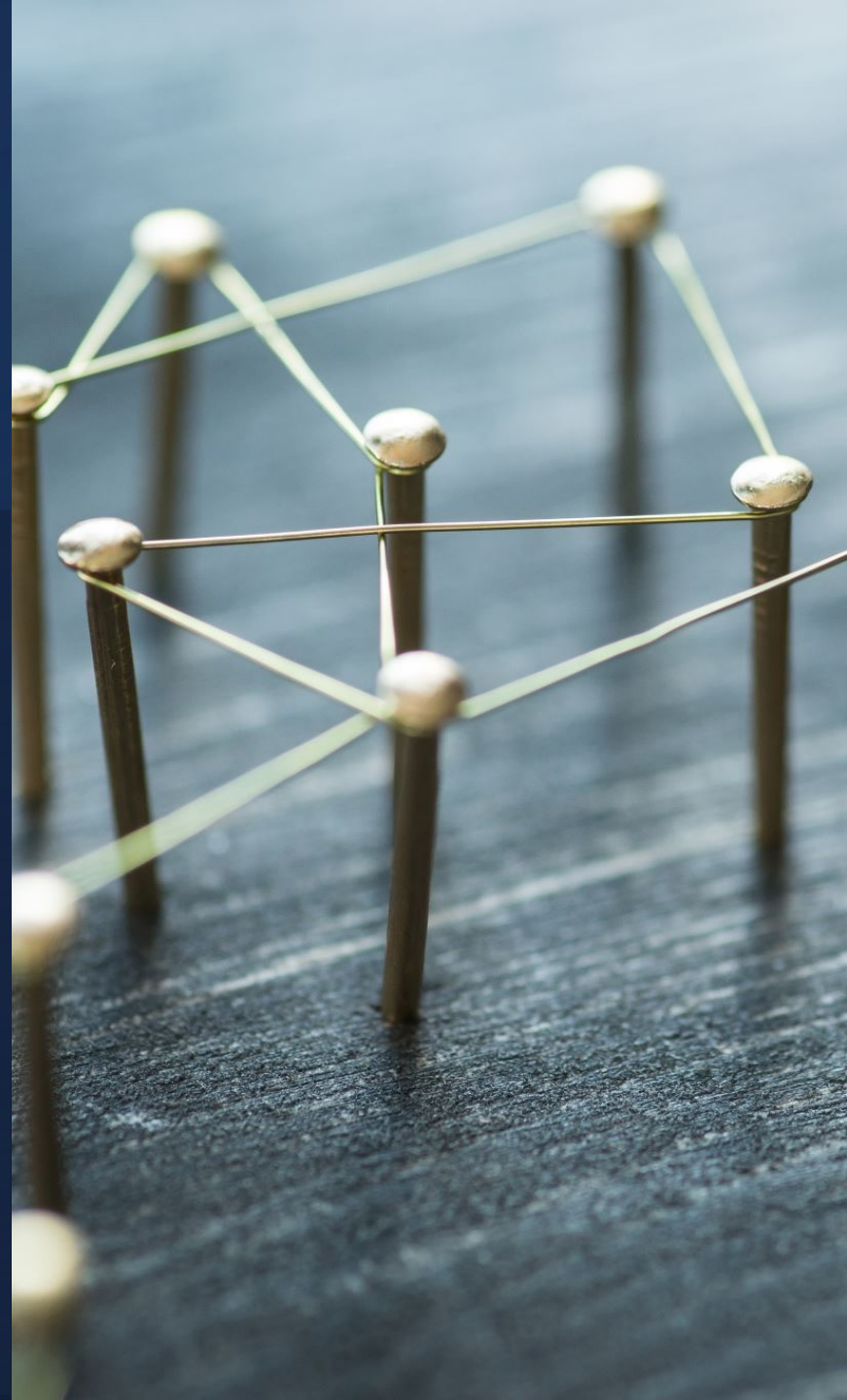
Past tense in other cases = current author

impersonal forms vs *we*

Simons investigated children from the US and Canada, ***whereas we studied*** children in Europe. ***We conducted*** an extensive search for bilingual children in ten European countries and identified 149 children (Table 1). One hundred and twenty two children with parents of different nationalities ***were assigned*** to a group (hereafter Group A). ***We found*** that those children with parents …

Not making the distinction clear between what **YOU** did and what **OTHERS** have done causes more confusion for the reader than any grammatical or vocabulary mistake.

Back to the Discussion



In the DISCUSSION it is essential to:

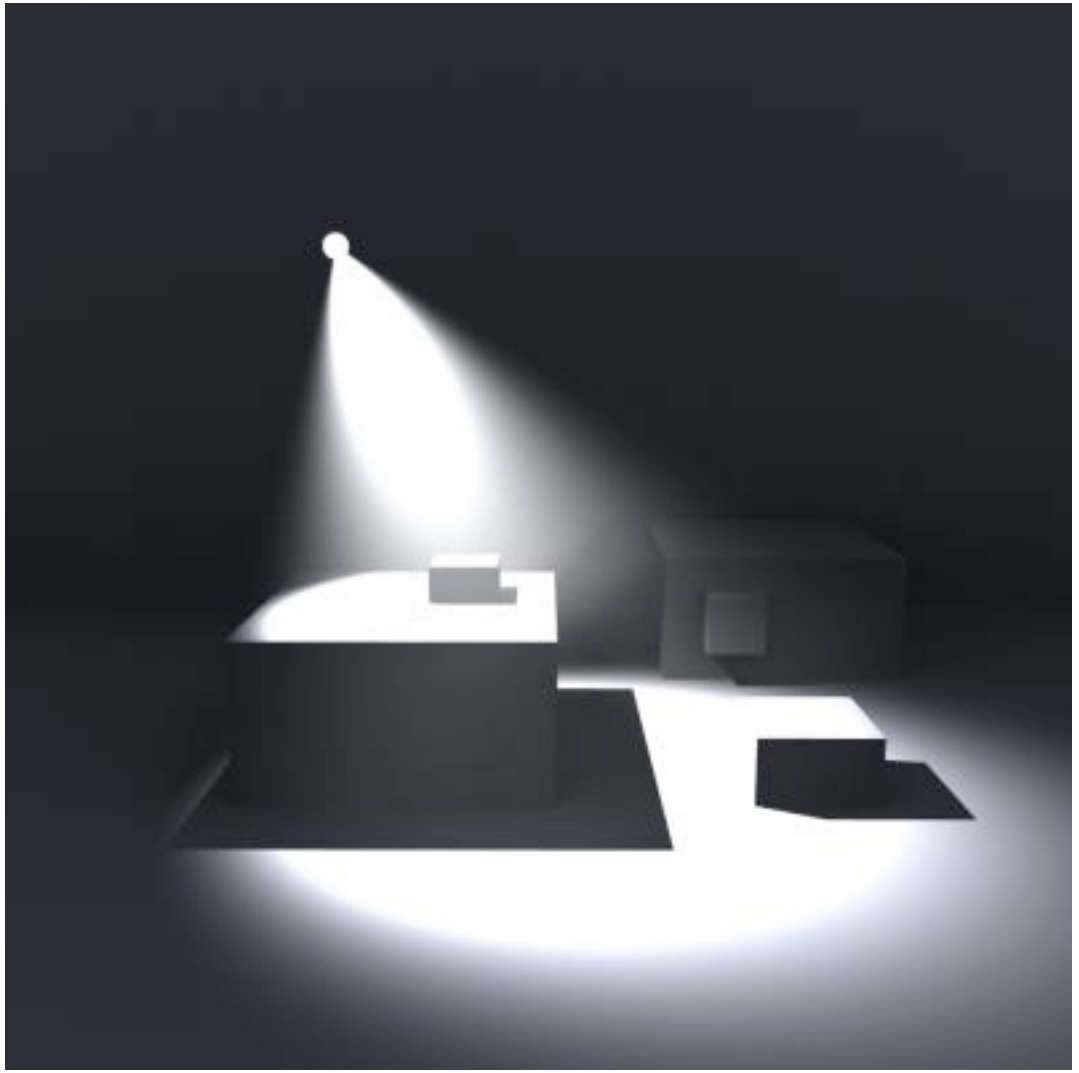
1) be clear what **you** did and what **other authors** have done

2) highlight your **unique contribution**

3) discuss **limitations** of your findings

4) state what the **applications and implications** of your research are

Highlighting your findings



Telling

Show

Don't tell

Don't tell

The large difference in mean size between X and Y is particularly *interesting*.

Interesting for who?

Show

X showed a massive increase, almost ten times that of Y. This is fundamental because it proves for the first time that …

This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. Here are my findings you will be lucky if you can see them here buried in the midst of this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. And now I will continue with this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. So here we go again with this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. Here are my findings you will be lucky if you can see them here buried in the midst of this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. And now I will continue with this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. So here we go again with this ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive. This is one ridiculously long paragraph containing all kinds of information about everything that you can possibly imagine and conceive.

This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph.

Here are my findings, which you can now see quite clearly. Note how this paragraph is also quite short. In fact, it is shorter than the previous and following paragraphs.

This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph. This is now a much shorter paragraph.

Highlighting your findings

- Begin a new paragraph
- If possible, use ‘we’ and active form
- Use shorter than normal sentences
- Keep the paragraph short

Remember these slides from the Introduction?

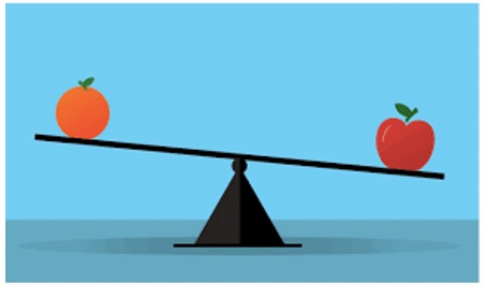
Before writing your review of the literature, create a table of pros and cons (limitations).

Name of other author	Pros	Cons	Your solution
Pinco Pallino	Large sample	Wrong sample	Right sample
Pinka Pallina	Interesting method	Inconclusive results	Conclusive results

Dedicate a **separate** paragraph to each group of authors with a similar approach or who encountered similar difficulties.

Begin **new paragraph** talking about how your approach aims to **solve the cons** that you have discussed in the previous paragraph, or how your study **builds in an orginal way** on previous studies.

Don't just create a list of previous studies.
You MUST compare them with your study.



In the Discussion you refer to the papers you mentioned in the Introduction and show how your results:

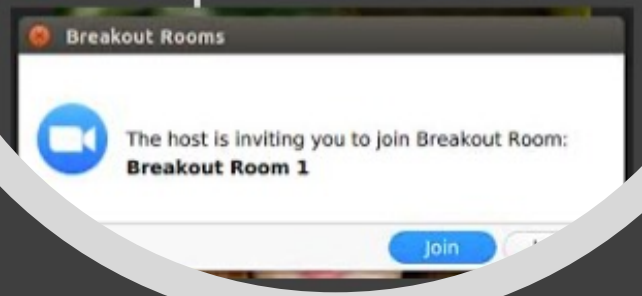
- **Improve on theirs**
- **Differ from theirs**
- **Are in line with theirs**

For each of the above points, you need to explain **WHY** your results are better / different / the same etc.

38

39

Breakout



Email to editor

What does the editor want to read in your letter? What does the editor NOT want to read. Why?

Which is better – this one, or the next?

Dear reviewer
I thought the paper was fine in terms of grammar and syntax, but as you noticed there were some mistakes, so I would like to know where they are in order to solve them and improve the paper.
Moreover you noticed that there were some problems in the figure too, would you mind to suggest me some advice to make them clearer?
To conclude I feel the references which you suggested don’t fit completely, do you mind to explain why should I include them.
Kind regards,

Please find attached the revised version of the paper entitled “XXX” submitted for publication on [Journal name].

The paper has been modified accrodingly to Your suggestions, and in particular:

1) English has been thoroughly checked by a professional native teacher;
2) Figures have been modified, made more concise and better description have been given in the captions; and
3) The references you suggested were included in the bibliography, and were used to extend the literature review.

I remain at your disposal for any further correction or comment You might want to suggest,

Please find attached the revised version of the paper entitled “XXX” submitted for publication on [Journal name].

The paper has been modified accrodingly to Your suggestions, and in particular:

1) English has been thoroughly checked by a professional native teacher;
2) Figures have been modified, made more concise and better description have been given in the captions; and
3) The references you suggested were included in the bibliography, and were used to extend the literature review.

I remain at your disposal for any further correction or comment You might want to suggest,

Please find attached the revised version of our paper entitled xxx (manuscript No. 547646).

We found the referees' suggestions very useful and have modified the manuscript accordingly.

1) The English has been checked by a mother tongue professional editor.
2) The figures have been modified, and made more concise.
3) We have included the suggested bibliographic references.

We hope that you will find the revised manuscript suitable for publication.

Best regards

Please find attached the revised version of our paper entitled xxx (manuscript No. 547646).

We found the referees suggestions **very useful** and have modified the manuscript accordingly.

1) The English **has been checked** by a mother tongue professional editor.
2) The figures **have been modified**, and made more concise.
3) We **have included** the suggested bibliographic references.

We hope that you will find the revised manuscript suitable for publication.

Best regards

It’s OK to disagree, but do so constructively.

Show the editor you understand why the reviewer made a particular request / criticism

While we agree with the referee when he says that … nevertheless …

Yes, the referee is right in saying that x = Y. However

I understand why the referee might want … However

The rebuttal letter is spectacularly important.

Ensure the English is 100% correct – have it corrected.

Do a cost / benefit analysis. Do what they ask if the cost to you is low.

Don’t ask questions.

If you don’t do what they ask, say why, but be constructive.

Avoid informal language NO!! Dear Editor, Thanks very much for the reviewer’s great suggestions

Avoid emoticons and don’t confuse *please* with being polite

Adopting a friendly tone is NOT necessarily appreciated by your readers

Life lessons

Stop defending, start listening, and see the big picture

Our **default position is to defend ourselves** and not to listen/read why we might not be as perfect as we think we are.

By default we think that if someone does not understand us then that **the other person is an idiot** and clearly understands nothing.

When angry about something **now**, we forget that in a **short time** we will not even remember what we were angry about (i.e. we will NOT remember what the editor asked and what changes we made).

When evaluating someone else's apparently negative request, always do a **cost benefit** analysis.

In the Discussion / Conclusions it is essential to:

1) be clear what **you** did and what **other authors** have done

2) highlight your **unique contribution**

3) discuss **limitations** of your findings

4) state what the **applications and implications** of your research are

LIVE DJ MAG DJ

NERVOUS HORIZON

THURSDAY
12TH NOVEMBER
7PM ~ 1AM

WALLWORK
TSVI
LOKANE
LLOYD SB
LURU
BUTTI

WATCH LIVE (7PM ~ 10PM)
YOUTUBE.COM/DJMAGTV

FREE GUESTLIST ONLY

3, CHAPEL MARKET
N1 9EZ | Viork

Perata's Law **Pre-empt* the referee. Describe the limitations of your research + all possible objections.**

* prevenire

Typically you will talk about your limitations in:

the Discussion
your reply to the Referees's Report

Remember this slide??

Typical limitations

- Old data
- Weather
- Not enough money
- Sample size too small
- Only studied x and not y
- No collaborations due to Covid
- No tools, substances, equipment
- Only *in vitro* tests done, no *in vivo*
- Same tests, different results each time
- Couldn’t get authorization to do the tests
- Literature and studies in another language

What are the limitations in the results that you have achieved so far? How could you write about them in a positive way in your Discussion / Conclusions

40

Don’t present your limitations in a negative way.

Unfortunately, the sample size was small …

Moreover, there were some discrepancies in the …

41

Strategy for talking about limitations of your study

01

1) LIMITATION We were unable to access the data on X because such data are not available in the public domain.

02

2) JUSTIFICATION Other studies found the same problem (e.g. Lu 2012, King 2013) and decided to focus only on Y and Z.

03

3) SOLUTION We are currently in the process of collecting data on X, and this will be the subject of a future paper.

What's the problem with this?

Our method is not able to describe all the variables involved. The same tool was used for conducting a similar research with an American sample, and the results were reliable and representative.

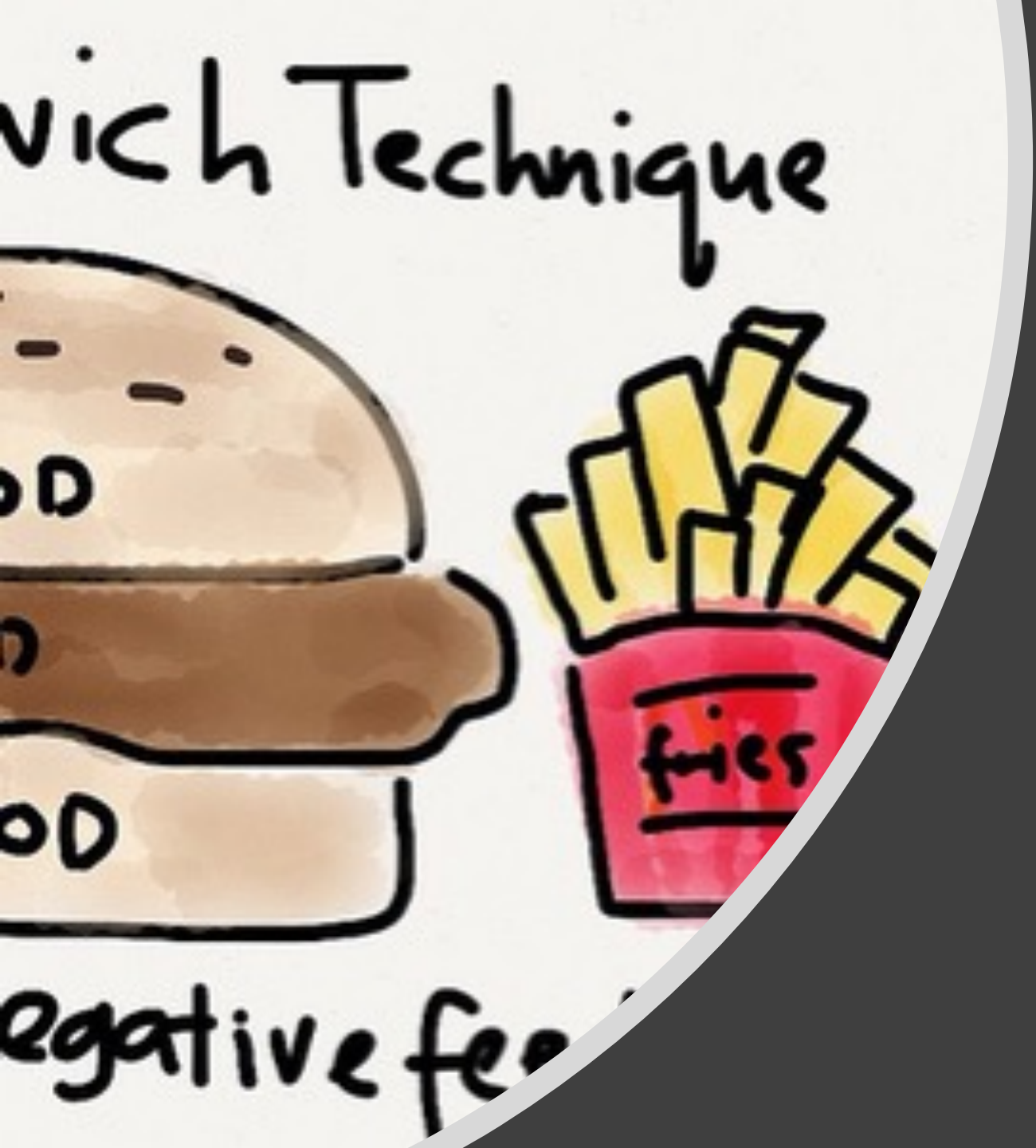
Original	Revised
Our method **is** not able to describe **all** the variables involved. The same tool was used for conducting similar research with American samples, and the results were reliable and representative.	Our method **may** not be optimal for describing **some** of the variables involved. **However** it is optimal for x, y and z. In addition, exactly the same tool was used for conducting similar research with American samples **[Williams, 2013]. Williams' results were reliable and representative and were in fact used by the US government.**

42

1 Always mention your limitations

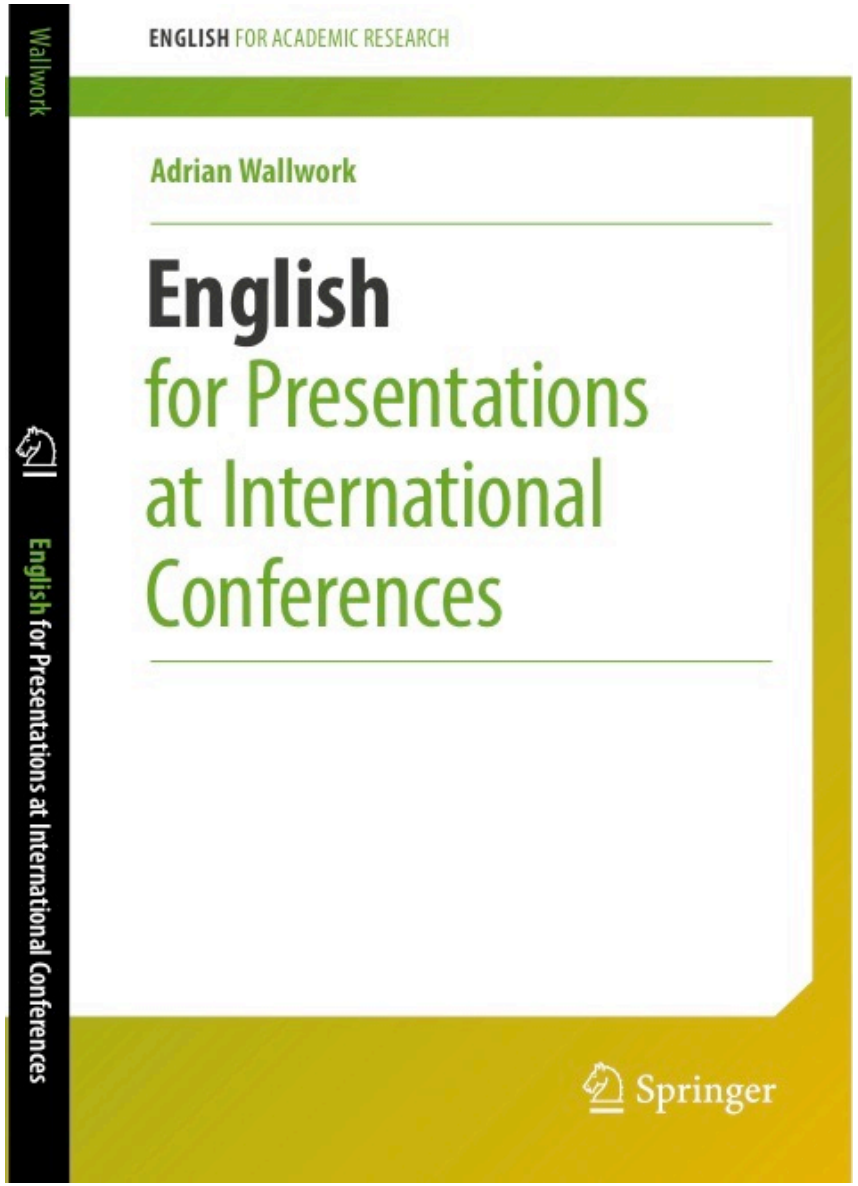
2 Present your limitations using positive language

3 Justify your limitations and provide a solution



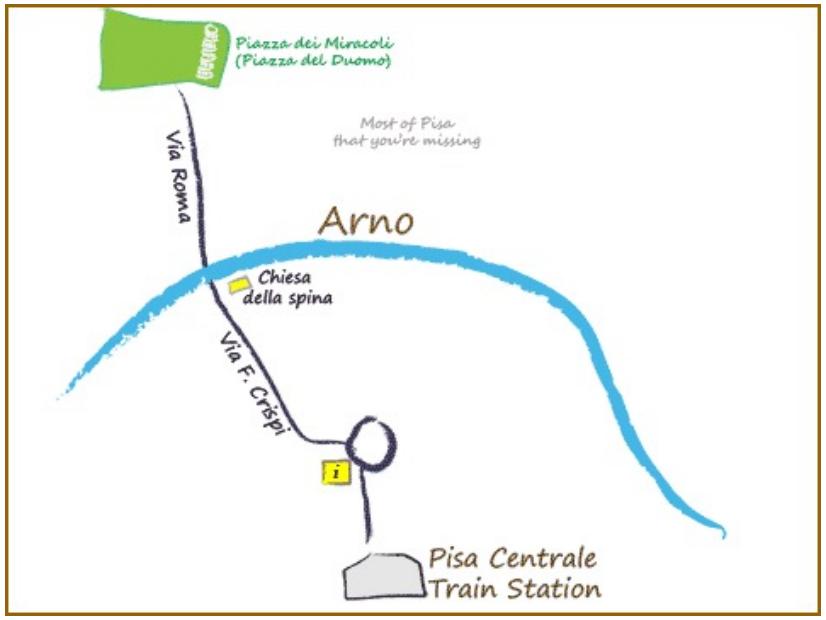
Don’t end your Discussion (or Conclusions) by talking about your limitations.

End with something very positive – this will be the reader’s final impression.

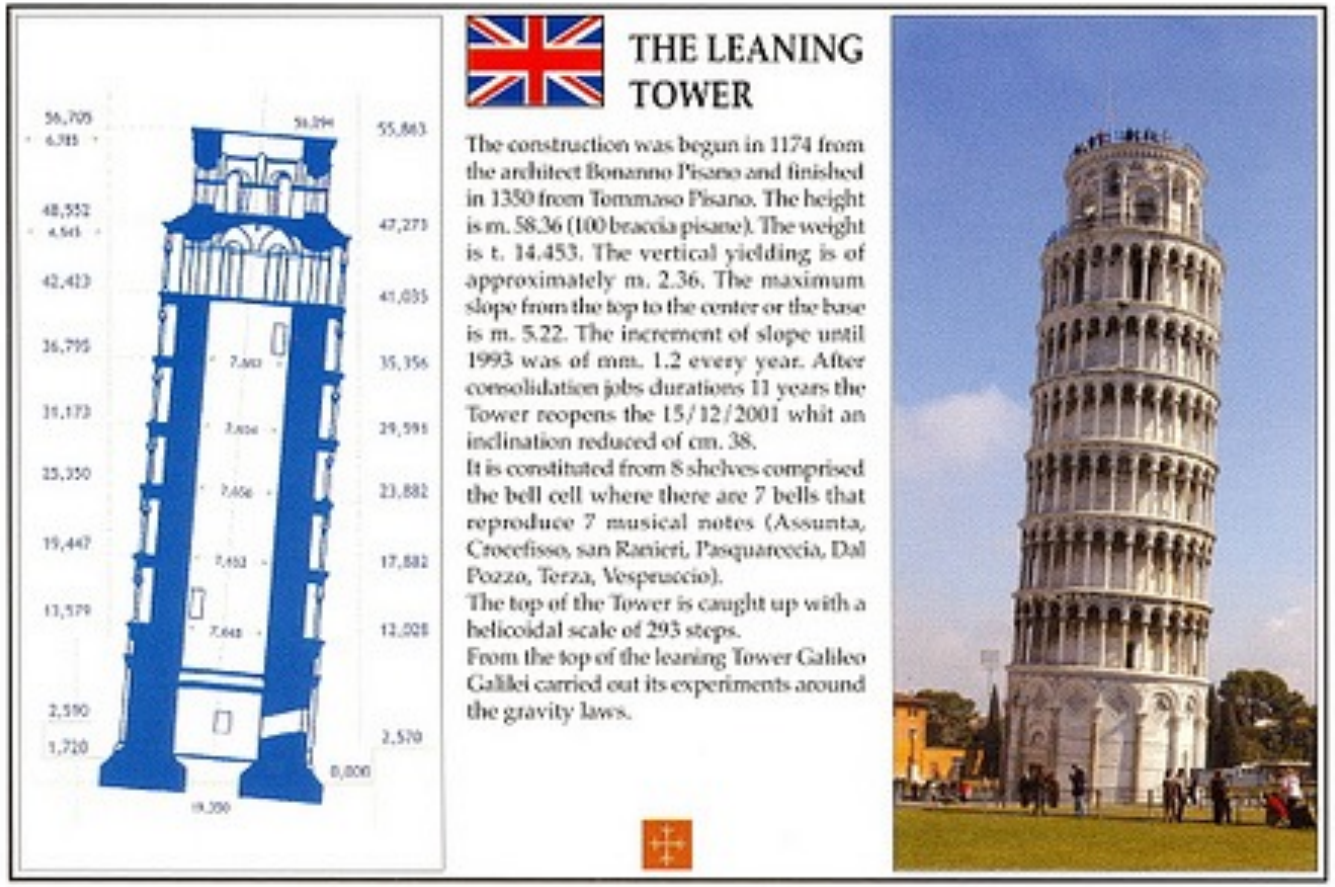


Talking about facts & statistics

Analyse these pictures. How do they relate to giving a presentation?



Interesting facts?????



Pisa

Which three are the most interesting?

- There are three leaning towers in Pisa
- Designed by Bonanno Pisano
- Construction begins in 1173 (ends 1370)
- Galileo
- 14,500 tonnes
- Inclination of 38 cm
- Only 55.86 m high
- 294 steps
- It leaned 5.5 degrees in 1990
- One million tourists per year
- Five suicides per year
- Over 40,000 scientific articles written about the Tower
- Features in a Superman film

Audiences want data. But they want it explained. They need a context to be able to understand it.

What could you compare the Leaning Tower with in order to able to understand the statistics about the tower better?

True or False?

In relation to the Leaning Tower, the Eiffel Tower

1. is six times taller
2. weighs one third less
3. changes height by 15 cm in summer
4. attracts seven times as many tourists
5. costs less to climb

The presenter then pauses and gives the answer

What is the advantage of the quiz compared to the table below?

1. Designed by Bonanno Pisano
2. Construction begins in 1173 (ends 1370)
3. 14,5000 tonnes
4. 55.86 m high
5. 294 steps
6. It leaned 5.5 degrees in 1990
7. One million tourists per year

1. Designed for Paris Expo
2. Intended to be demolished 1909
3. Weighs 10,000 tonnes. The paint weighs as much as 10 elephants
4. 320 m high (highest building for 41 years)
5. Lift cables cut when Hitler visited so he had to walk up the 1665 steps
6. Height varies by 15 cm due to temperature changes
7. 6.98 million (most visited paid monument in the world)

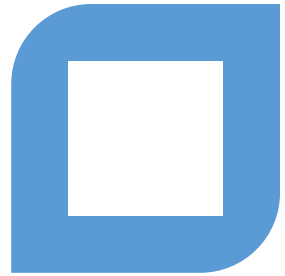
	Pisa	Paris
Designed	Bonanno Pisano	Designed for Paris Expo
Weight	14,5000	10,000
Height	55.86 m	320 m (highest building for 41 years)
Steps	294	1665
Changes	5.5 degrees in 1990	Height varies by 15 cm due to temperature changes
Tourists	1,000,000	6,980,000
Cost	€25	€15

MAKE A LIST OF ALL YOUR DATA AND STATISTICS.

REDUCE TO 5-8 ITEMS

SHOW COLLEAGUES AND FRIENDS : WHICH DO **THEY** FIND MOST INTERESTING?

CHOOSE A MIX OF INTERESTING AND FUNDAMENTAL



ENSURE YOUR STATS ARE EASY FOR **YOU TO SAY**, AND EASY FOR **AUDIENCE TO UNDERSTAND**

FIND AN ACTIVE WAY TO PRESENT YOUR DATA – DON'T JUST GIVE IT TO THE AUDIENCE ON A PLATE

DECIDE WHAT KIND OF GRAPHICS OR OTHER FORMAT TO PRESENT YOUR CHOSEN DATA

Exercise 82

Prepare a 30-second oral presentation about either an interesting ‘thing’ in your town (or your hobby or your mother).

OK, let’s see one of your presentations.

Now go back to your breakout room.
See if you can make your presentation more exciting.
Show it to the others.

Spot the difference

spot the difference

CONCLUSIONS: present perfect vs past simple

present perfect: to describe what you have done in the **PAPER** itself

The present perfect is typically used with verbs such as *describe, outline, present, propose, show, highlight*.

past simple: what you did in your **RESEARCH**.

We **have described** a new method for comparing languages. We **have shown** that it can be used in several situations.

We **used** an innovative method to achieve our objective. We **investigated** the use of several languages. We **used** XYZ software which **produced** some interesting results.

present simple: ABSTRACT of this paper

past simple: IN ANOTHER PAPER

present perfect: CONCLUSIONS of this paper

We **describe** a new method for comparing languages. We **show** that it can be used in several situations.

In a previous paper [Pallino et al, 2019] , we **described** a new method for comparing languages. We **showed** that it can be used in several situations.

We **have described** a new method for comparing languages. We **have shown** that it can be used in several situations.

will

to refer to future research

.

We **will address** this issue in a future project …

PROBABLY BETTER:

We **plan to** address this issues in a future project.

will may sound arrogant

Do NOT use *will* to refer to the implications of your results.

NO!! The present findings **will help** other researchers to explore the mechanism of …

= **may** help

ALTERNATIVE

We hope that our findings will help.

Don’t force readers to make a mental effort

Discussion: do **not** just mention other authors’ work that supports your own results and force the reader to make connections.

Instead, **show how** their work supports your results (or justify why it doesn’t).

Conclusions: do **not** just make a summary and force the reader make their own conclusions.

Instead, tell them clearly why you work is so **important** and what the **implications** are.

Conclusions

Conclusion

Conclusion

HRET

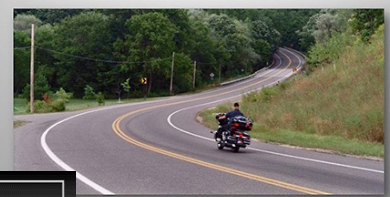
Conclusion & Limitations

- Decreased generalizability
- Lacks concurrent validity causing us to question findings in previous research
- Poor interrater / intrarater reliability

VISUAL IMPACT ASSESSMENT TRAINING

Lesson 16

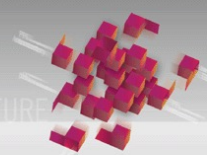
CONCLUSION



AVENUE

93

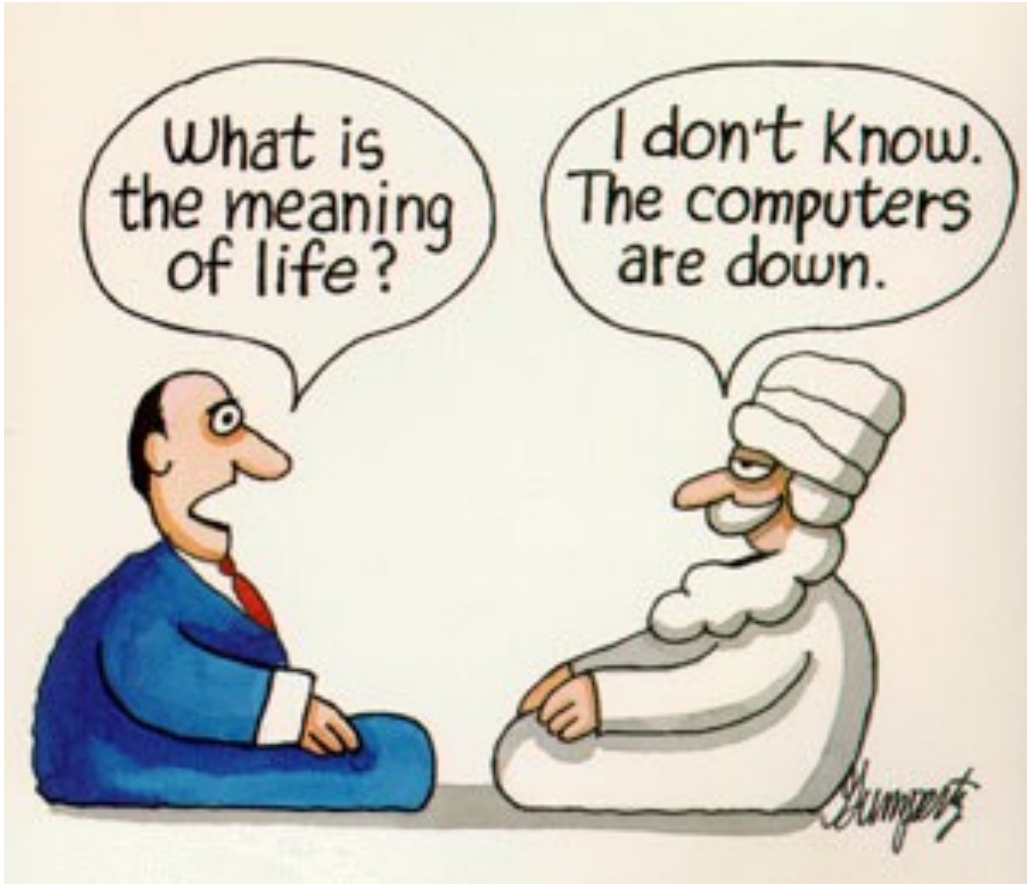
What have we learned?



David A. Peura, MD, MACG
Professor of Medicine
University of Virginia Health Sciences Center
Charlottesville, VA

So, what does it all mean?

43

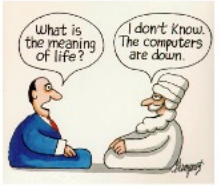


44

Remember that the Conclusions may be the last thing the reader reads or that the audience hears.

79

So, what does it all mean?



EXERCISES 46 and 47

80

Remember that the Conclusions may be the last thing the reader reads or that the audience hears.

81

Remember that the Conclusions may be the last the reader reads or that the audience hears.

82

Remember that the Conclusions may be the last the reader reads or that the audience hears.

Remember that the Conclusions may be the last the reader reads or that the audience hears.

Remember that the Conclusions may be the last the reader reads or that the audience hears.