

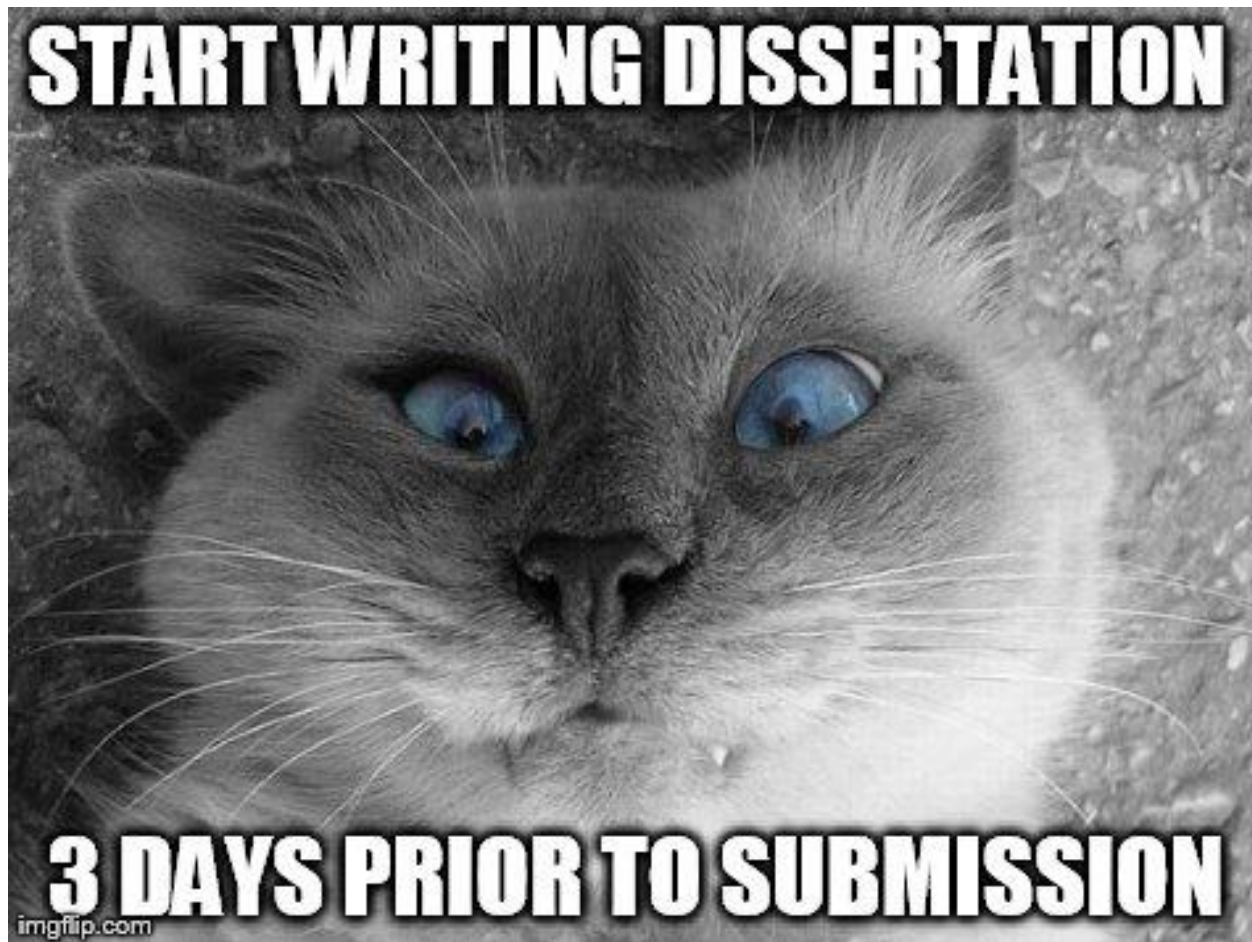
Result and Discussion Section

Learning Development Service

Leonie Maria Tanczer, MSc.

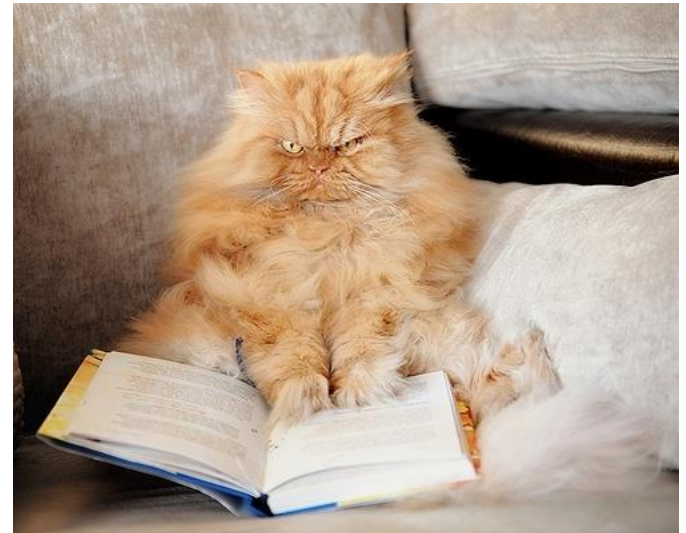
Why

...because most students end up like this:



Who are you?

- Schools / Subjects
- Concerns
- Expectations
- Stage



Workshop Structure

1. The **purpose** of a result and discussion section
2. How to **structure** your result section
3. How to **present** your results in a sophisticated manner i.e., tables, figures, word clouds etc.
4. How to **finalise** your whole thesis
5. Quick **Tips**

Dissertation

What is a dissertation?

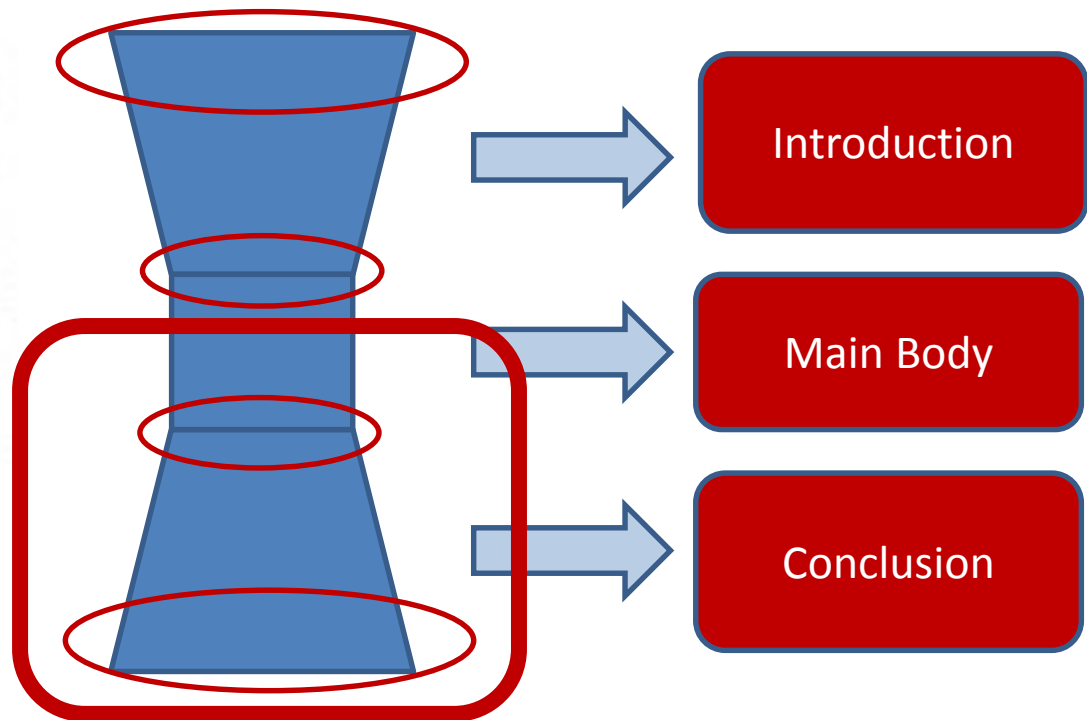
Oxford English Dictionary

- “An extended scholarly essay, [usually] based upon **original research**, submitted for a degree or other academic qualification.”

More generally:

- A **focused ‘essay’**, typically about 10,000-20,000 words in length;
- An **independent piece** of work that demonstrates the candidate’s ability as a competent researcher with **advanced knowledge** on a specific topic.

Hourglass



Purpose

Purpose: Result Section

- **Summarises** the collected data and the analysis performed
 - only **your** data is central here
- Reports the data in sufficient **detail** to **justify** your conclusion
- Mentions **all relevant results** – including those contrary to the initial expectations



Purpose: Discussion Section

- After presenting the results you are in a position to **examine, evaluate and interpret** their implications
- You qualify the results and draw **inferences** and **conclusions** from them
- Goes **beyond your data** and reflects / mirrors the introduction
- Sometimes **combined** with Results
 - When discussion is relatively **brief and straightforward**

Structure

Opening of Result Section

- Open the Result section with a paragraph on the **method(s) of analysis** used and report the **fundamental result(s)** of those
 - “In keeping with the method of FDA advocated in this research, the analysis focuses on gender as discursive object, and the ways in which the male-only stereotype is constructed through language. Examples of gendered verbal behaviour were found in all ten interviews.”
- Tell the reader **what to expect** over the next pages
- Result section of **qualitative and quantitative research** can be very different
 - focus on variables, statistical tests, robustness versus summary of arguments, discourses or themes

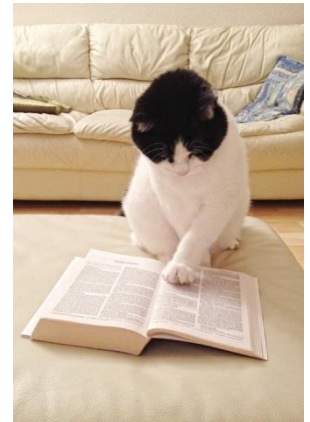
Main Body of Result Section

Qualitative Research

- Dependent on your chosen qualitative method you can split themes, discourses or arguments into **sub-sections**
- Should follow a **logical order** and flow well
- Each sub-section should have an **introduction** and is structured in **paragraphs**

Quantitative Research

- Have a look at **published quantitative papers** in your research area or the **APA Publication Manual** for guidance



Qualitative Result Section

- Use **extracts** from your interviews, focus groups or exemplary pictures which you have analysed to **justify** your analysis
- You do not have to use all of them – focus on the most **expressive**
- Longer extracts have to be highlighted in the text e.g., **indent, numbered and explained**
- Shorter extracts can be **put into the main text** and become part of your sentence structure
- Use **coded identifier** to guarantee data protection for your participants, but enables you to know where the extract initially originates from

The references can be summarised into four discourses, which are split into two discourses per gender. They heavily affect and interplay with each other and are displayed in a comprehensive formatted table in *Appendix A*. These gendered discourses include the (a) Male Oblivious Discourse, whereby gender was non-existent for men; it leads to Female Discourses of Resistance, whereby gender is constantly present, and they are split into the (b) Emphasis Discourse and (c) Negation Discourse; as a result of these female discourses, the (d) Male Justification Discourse is established, in which gender was acknowledged, but indirectly classified as subsidiary through the usage of mechanisms of vindication. This shows that there are several ways of constructing and dealing with the male-only stereotype within the hacktivist community and its effect on hacktivists' own talk and sense-making. Each discourse will be analysed in more detail in the following sections.

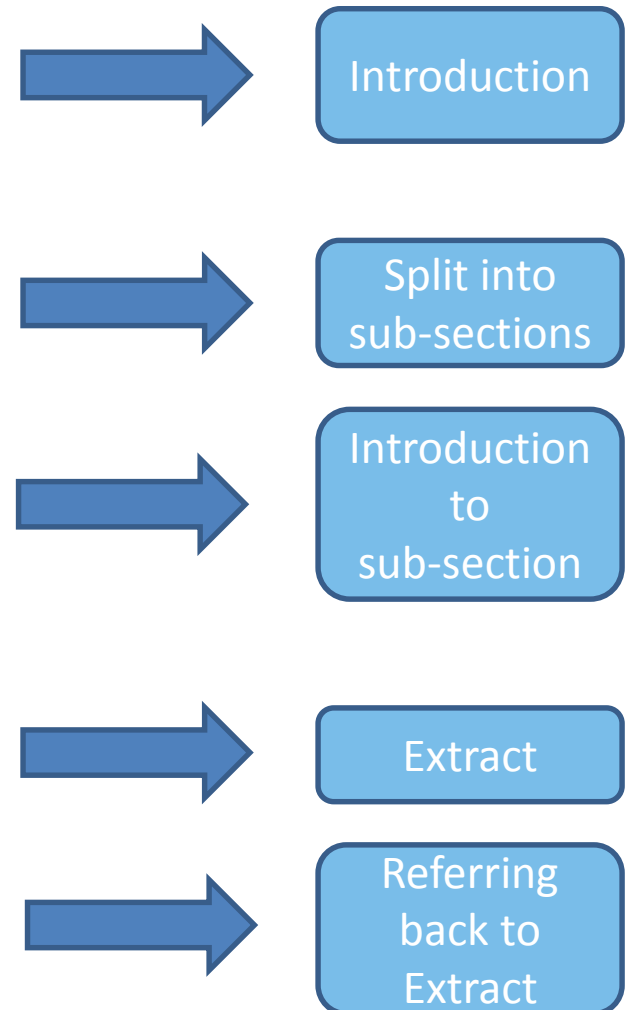
Male Oblivious Discourse

The Male Oblivious Discourse was the most subtle, but most prominent discourse. It interplayed with all following ways of talking about gender. The Male Oblivious Discourse was the male hacktivists' subconscious marginalisation and suppression of female hacktivists. It was the discursive construction of gender as being a non-issue and therefore non-existent. Males apply this suppression of gender, as they do not take any slightly gender-related aspect into consideration until being specifically asked for it. Thus, no references to their female colleagues were made, nor did they approach aspects of the male-only stereotype, inequality and sexism within the community. This became particularly evident in certain sections of the interview which were designed in accordance to Katz and Bradley's (1933) method. These sections should give the possibility to refer to gender or the male-only stereotype, such as when asked to refer to famous hacktivists. Males thereby persistently mentioned only males and organisations.

Extract 1:

PM5: Ah! Aha! You mean some famous hacktivists? - **Jeremy Hammond** comes to mind almost immediately. So, **he's** one of the people that is currently in jail right now and accused of being a member of **LulzSec**. (...) **Ahm** another good example of a hacktivist - you know - I would consider **Bradley Manning**¹ to be a hacktivist. (...) **Ahm** [audible intake of breath] and then **Wikileaks**.

Further examples were given, which included among others males such as the information freedom activist **Smári McCarthy**, the **whistleblower** Edward Snowden, or organisations such as the **Cult of the Dead Cow** and **Hacktivism**.



Quantitative Result Section

1. Report your **statistics and data analysis**
 - What kind of analysis was conducted: regression, structural equation, linear models etc.
2. Report on the **outcome** of these analyses
 - Include values of tests conducted: degrees of freedom, probability, effect size or confidence intervals
 - Data can be presented in text, table, or chart form
- **Other aspects** which may be included
 - Report on ancillary analyses: any other analyses performed, including subgroup analyses and adjusted analyses
 - Participant Flow
 - Baseline Data
 - Intervention and manipulation

Results

Preliminary Analyses

A summary of the correlation matrix, mean item scores, standard deviations, internal reliability estimates, and response scale for main study variables is presented in Table 1. All scales demonstrated good internal reliability (Cronbach's α s > .80). In the current study, participants' average PRSL score of 1.58 suggested they experienced discrimination on at least one occasion during the last year. This is comparable to other research that has used the PRSL (e.g., Moradi & Risco, 2006). We examined whether there were significant differences of survey method (i.e., paper vs. online) on our main study variables (i.e., Perceived Racial Discrimination, Problem Solving, Cognitive Restructuring, Expression of Emotion, Social Support, Social Withdrawal, Self-Criticism, Problem Avoidance, Wishful Thinking, and Subjective Well-Being) using independent *t*-tests. Results suggested no significant differences across survey methods.

We also examined whether there were significant demographic group differences (i.e., Age, Sex, Academic Class Standing, and Nativity Status) on our main study variables (i.e., Perceived Racial Discrimination, Problem Solving, Cognitive Restructuring, Expression of Emotion, Social Support, Social Withdrawal, Self-Criticism, Problem Avoidance, Wishful Thinking, and Subjective Well-Being). Bivariate correlational analyses were conducted for ordinal and ratio variables and independent *t* tests were conducted with nominal variables. Bivariate correlational analyses indicated that Age was significantly positively correlated with Subjective Well-Being and was negatively correlated with Problem Avoidance, Wishful Thinking, and Self-Criticism (see Table 1). Academic Class Standing was significantly positively correlated with Subjective Well-Being and was negatively correlated with Perceived Racial Discrimination, Problem Solving, Cognitive Restructuring, Expression of Emotion, Social Support, Problem Avoidance, Social Withdrawal, Self-Criticism, and Wishful Thinking (see Table 1).

In regards to Sex, we found significant differences between men and women in Problem Solving, $t(300) = 2.25, p = .025$; Social Withdrawal, $t(300) = 1.99, p = .048$; and Self-Criticism, $t(300) = 2.43, p = .016$, with men compared to women using more Problem Solving ($M = 17.60$ vs. $M = 15.41$), Social Withdrawal ($M = 12.11$ vs. $M = 10.18$), and Self-Criticism ($M = 10.31$ vs. $M = 7.73$). In regard to Nativity Status, we found significant differences between U.S.-born and foreign-born in Perceived Racial Discrimination, $t(300) = 2.62, p = .009$; use of Social Support, $t(300) = 2.23, p = .027$; Expression of Emotion, $t(300) = 2.35, p = .020$; Cognitive Restructuring, $t(300) = 2.62, p = .009$; Problem Avoidance, $t(300) = 5.34, p < .001$; Social Withdrawal, $t(300) = 4.39, p < .001$; Wishful Thinking, $t(300) = 4.26, p < .001$; Self-Criticism, $t(300) = 4.40, p < .001$; and Subjective Well-Being, $t(300) = -4.03, p < .001$. Foreign-born compared to U.S.-born reported more Perceived Racial Discrimination ($M = 57.07$ vs. $M = 50.35$), using Social Support ($M = 18.71$ vs. $M = 16.38$), Expression of Emotion ($M = 15.51$ vs. $M = 13.38$), Cognitive Restructuring ($M = 18.56$ vs. $M = 15.97$), Problem Avoidance ($M = 16.12$ vs. $M = 11.58$), Social Withdrawal ($M = 13.08$ vs. $M = 9.01$), Wishful Thinking ($M = 17.48$ vs. $M = 12.96$), and Self-Criticism ($M = 11.12$ vs. $M = 6.62$). Moreover, U.S.-born compared to foreign-born reported lower Subjective Well-Being ($M = 38.53$ vs. $M = 29.85$). Subsequently, in the main mediation analysis, we controlled for Age, Sex, Academic Class Standing, and Nativity Status.

Main Analysis

Figure 1 contains the parameter estimates for the total and specific indirect effects on the relationship between Perceived Racial Discrimination and Subjective Well-Being as mediated by engagement (i.e., Problem Solving, Cognitive Restructuring, Social Support, and Expression of Emotion) and disengagement (i.e., Wishful Thinking, Self-Criticism, Problem Avoidance, and Social Withdrawal) coping strategies. Total and direct effects of the independent variable on dependent variable were significant ($p <$

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Report on
the
analytical
treatment
of data

Analyses
conducted

Outcome of
analysis

Ancillary
analysis

End of Result Section



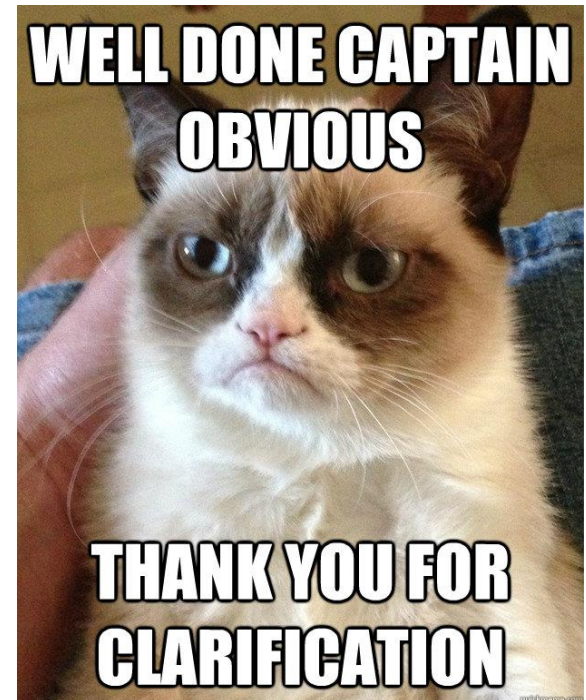
- Result section can both end up **abruptly** (quantitative) or **ease out slowly** (qualitative)
- Yet, there are **no clear guidelines** and it is dependent on your dissertation, preferences and the style of writing
- However, you can lead towards the end of the section in the **last paragraph(s)** before starting the discussion

Opening of Discussion Section

- Open the Discussion section with a **clear statement of the support or non-support** of your original hypotheses respectively the **main findings** of your research
 - “This research sought to explore how the male-only stereotype affects the self-perception and discourse of politically motivated hackers. Four discourses arising from the discursive object gender... ”
- Approximately **one paragraph** for the summary of your findings
- Reader should receive in this section **clear, unambiguous** and **direct** answers

Main Body of Discussion Section

- Thereafter **similarities and differences** between your results and the work of others should be discussed
- **Confirm, contextualise and clarify** your conclusions
- Do **not repeat and reformulate** points already made
- Each new statement should contribute to your interpretation and the reader's **understanding of the problem**



The Male Oblivious Discourse contributes to research of a common Western dynamic, which is the suppression of gender and women both in our language (Holmes & Meyerhoff, 2008) as well as in current societal structures (Coffee, 2013). The usage of “men” and “guys” to describe collectives, or the frequent use of “he” in everyday speech highlights this. Especially feminist linguistics criticise the male-centred nature of language, as it influences societal consciousness, affects the way society perceives its environment, and shapes societal ideas about men and women (Pusch, 1984; Pusch, 1990). The analysis suggests a constant subconscious availability of gender within our speech. A gender sphere is even evident if gender respectively femininity is suppressed, as a male dominance becomes present. Parker (1992) argues that discourses facilitate and limit what can be said by whom, and where and when it can be said. Thus, the fact that males do not speak about gender and women, implies that males do not think of females in their talk. Females are not considered in their own perception and identity of hacktivists.



Finding 1:
Language

However, language not only has power to affect public perception, but also represents power structures. Despite this rather abstract analysis, due to the usage of FDA, ways of defending the societal status quo were exemplified within the hacktivist community. This became particularly evident in the two male discourses, as men indirectly put themselves in the position of being the norm. Research conducted by University of Nevada identified in an analysis of 352 front-page stories from The New York Times that reporters quoted 3.4 times as many male as female sources (Layton & Shepard, 2013). This demonstrates how the public appearance is receptive to males, while females are excluded from this public sphere. Similarly, females' share of hacktivism is ignored when both media reports as well as male hacktivists focus predominantly on men. The current male dominance of this community is thereby perpetuated and the diversity of the hacktivist scene is not acknowledged.



Finding 2:
Power
Structure

To counteract this process, females follow Foucault's (1977) argument that power and powerful discourses are always intertwined with resistance. The exposure of these Discourses of Resistance is essential to challenge existing dominance (Eamonn, 2004). Similar Discourses of Resistance have been analysed in the context of social and political discourses, such as the political revolutions in North Africa and the Arab world (Chiluwa, 2012), or the policing discourses of Northern Ireland (Wilson & Stapleton, 2007). Thus, in the present study these Female Discourses of Resistance are the outcome of the male suppression of gender and the prevalence of masculinity in hacktivists' perception and talk. Females counteract this by making their gender discursively present. Through these mechanisms, women achieve agency. Females either use the Emphasis Discourse to act in a state of acceptance against this male-only stereotype from within the community, or they put themselves into an outsider position when using the Negation Discourse.



Finding 3:
Counter-
mechanism

Tying on the existing literature of SIA see: (Reicher et al., 2010), the gained insights demonstrate the importance of identity. Within all discourses of males and females the hacktivist identity was central for their argumentation. However, the females' emphasis on gender indicates that their social identity of being hacktivists is linked with their social identity of being females. Depending on the social identity which is made salient in the interview, they either identify as *women* who are hacktivists (e.g., when gender is salient) or conversely *hacktivists* who are women (e.g., when hacktivism is salient). This adds to research on category salience (Huddy, 2001). It provides evidence that category salience shapes identity and thereby discursive positions. The importance of gender for female hacktivists is similar to findings of McGuire and Padawer-Singer (1976). They could demonstrate that gender is more salient for children when having a family background with more members of the opposite sex. These children tend to mention their gender more often when describing themselves. Likewise there are findings of the heightened salience of ethnicity in the school context (McGuire, McGuire, Child, & Fujioka, 1978). School children are more likely to perceive themselves in accordance to their ethnicity when they are in the minority within the classroom setting.



Theory

Similarly, results with a gender attitude Implicit Association Test (IAT) (Greenwald, McGhee, & Schwartz, 1998) show that women's ingroup bias is remarkably stronger than men's. Females evaluated target stimuli synonyms for male and female in this test more positively (Rudman & Goodwin, 2004). Although these are positivistic results, they provide interesting thoughts for the present study, considering that women tended to think more about their female hacktivist colleagues than men. The analysis can therefore be located in a broader scientific field and extends these positivistic findings from a social constructivist background.



Comparison

The importance of gender provides further the basis for females' hacktivist actions. This exemplifies the discursive connection of social identity with political identity (Huddy, 2001) and adds to research on collective action. The internet and political activism online function as an empowering medium, but always with regard to existing gender and power inequalities (Van Laer, 2007). The findings show that despite the fact that hacktivists in general are motivated to work against existing power inequalities, women within the community are themselves facing power struggles and they lack acknowledgement due to the male-only stereotype. Female hacktivists therefore "fight on two fronts" (PF8). This demonstrates that politically motivated movements who act against power structures are themselves not immune to forms of discrimination. Similar mechanisms were found in research on the suppression of bisexuals within the LGBT community (Ault, 1996a; Ault, 1996b; Paul, 1996; Rust, 1993) or erased women of colour within the feminist movement (Crenshaw, 1989).

Inter-
pretation

Follow a Logical Order

- Think of a **logical, structural** order to organise your discussion section
- Before you start to write make a **clear plan of the arguments** you want to make
- Consider: **1 Paragraph = 1 Argument**
- Write **Introductory sentences** to each paragraph
- **Bullet points** can help you clarify your thoughts before writing



Structure: Hourglass

- Paragraph: Summary of **Results**
- Paragraph: Discussion of **Finding 1**
- Paragraph: Discussion of Finding 2
- Paragraph: Discussion of Finding 3
- Paragraph: Discussion of findings & **theory**
- Paragraph: Discussion of findings & **other research areas**
- Paragraph: **Limitations**
- Paragraph: **Social Implication** and **Future Research**



Limitation

- Acknowledge the **limitations, weaknesses** and **barriers** of your research e.g.,
 - Research design
 - Sampling and data collection procedure:
Differences between target population and sample
- Your interpretation of the results should take into account any sources of potential **bias** and other threats to **internal and external validity**



End of Discussion Section

- End the Discussion section with a **reasoned and justifiable** commentary on the **importance** of your findings
- What **larger issues** might hinge on the findings – consider:
 - What is the theoretical and practical significance of the findings?
 - If the findings are valid and replicable – what real-life phenomena might be explained by the results?
 - What problems remain unresolved or arise anew because of the findings?
- The **Concluding section / paragraph** may be brief and should be tightly reasoned, self-contained and not overstated

Activity

- Fill in the **bullet points**
 - Which issues should / could to be mentioned?

LDS Postgraduate Taught Dissertation Writing Series: Result and Discussion

RESULT

What is/are the method(s) used in the analysis?

What are the fundamental results of your analysis?

Present

Why to use Tables and Figures?

- Visual elements help authors present **detailed results and complex relationships, patterns, and trends** clearly and concisely
- They **reduce the length** of the manuscript and enhance readers' **understanding** of the study results



When to use Tables and Figures?

1. Check what your **supervisor** has to say on the issue and what is **common** in your subject field
2. Dependent on the appropriateness decide whether to use tables and figures **or** text to put across key information
3. After you've decided to use a display item, choose the **display item that best fits your purpose** based on what you wish readers to focus on and what you want to present
4. Finally, ensure that your tables and figures are **well- designed, readable, make sense and are self-explanatory** to a reader
5. Consider putting them in the **body of text** or in the **appendix**
 - Extensive tables should usually appear as appendices at the end of the dissertation



Tables

(Guo, Liu, Yu, Zhang, Zhang, Liu, Xiao, & Zhao, 2014)

Table 1
Characteristics of the subjects.

Demographic data	Patients (<i>n</i> = 44)	Controls (<i>n</i> = 44)	<i>p</i> value
Sex (male/female)	22/22	20/24	0.67 ^a
Age (years)	27.52 ± 8.57	29.39 ± 6.70	0.26 ^b
Education (years)	12.52 ± 3.04	12.11 ± 2.30	0.48 ^b
HRSD score	25.18 ± 5.22		
Illness duration (months)	19.61 ± 36.50		
Duration of the current episode (months)	2.80 ± 1.77		
Episode number	2.00 ± 1.60		

HRSD = Hamilton Rating Scale for Depression.

^a The *p* value for sex distribution was obtained by chi-square test.

^b The *p* values were obtained by two-sample *t*-tests.

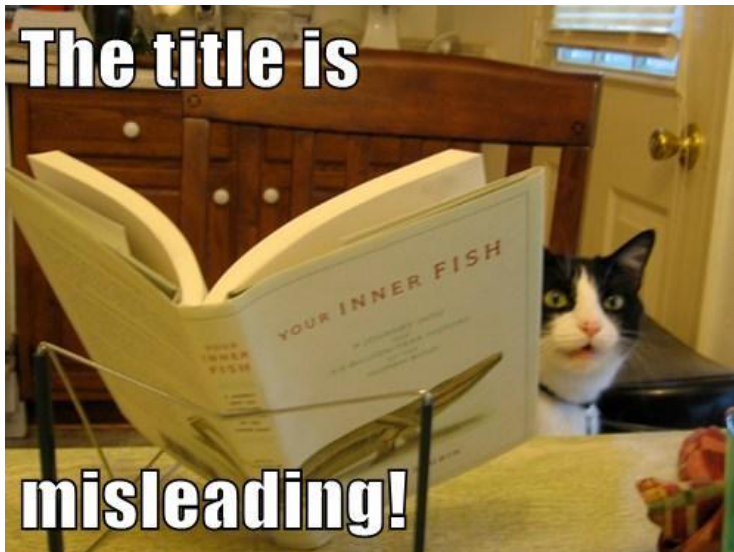
- Presents the qualitative and quantitative data **clearly and succinctly** in a small space
- It should **replace** a lot of text and explanation
- Reader should see any **trends** apparent in the data, especially those highlighted in the text
- **Possible software:** Microsoft Word, Excel

Table 1
Male Discourses

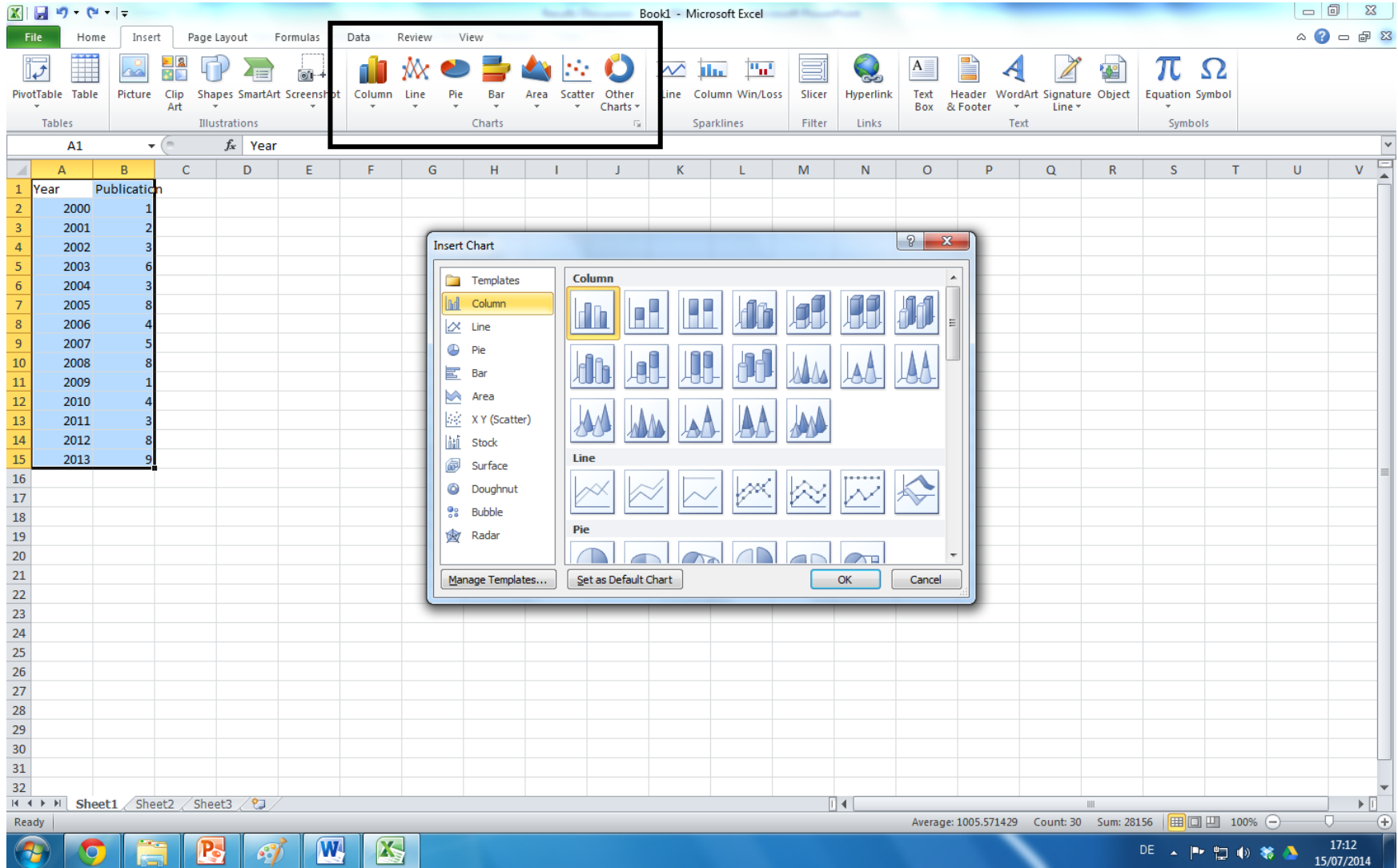
Discursive Constructions	Discourse	Action Orientation	Subject Positions		Practice	Subjectivity
Gender is non-existent or subsidiary	Oblivious Discourse	Gender is not central to the own privileged position	Male:	Norm, Standard	Act independently and unaware from gender in accordance to own interest	Sense of apathy
			Female:	Exception	Act in relation to the males perception of inconspicuousness	Sense of helplessness
	Justification Discourse	Gender is used to demonstrate concern	Male:	Defender	Justify and take responsibility for inequality and women's wellbeing	Sense of guilt
			Female:	Prosecutor	Impeach males' perception of gender inequality and demand recognition	Sense of urgency

Note. FDA in accordance to Willig (2008).

Figures



- To **summarise** research results and present a **visual explanation**
- The content has to be **clear** and the inclusion of figures needs to be **justified**
- **Possible options:** Graphs, data plots, maps, pie charts, pictures, diagrams, maps, images etc.

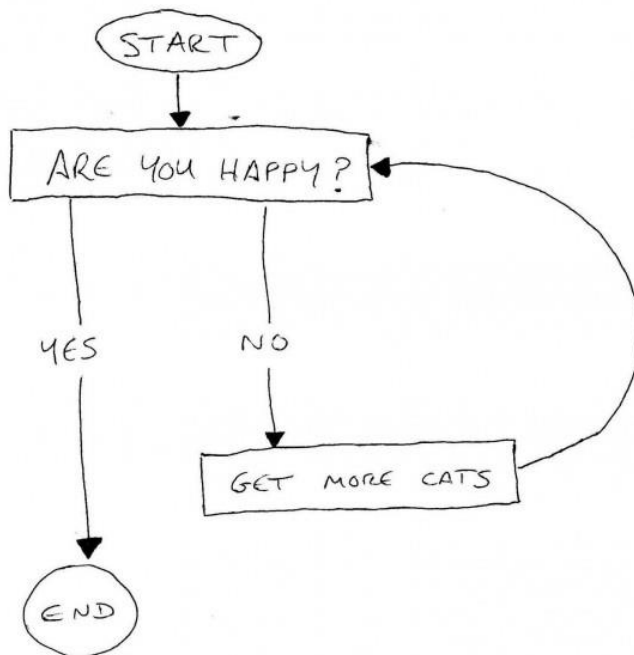


The screenshot shows Microsoft Excel with a data table and the 'Insert Chart' dialog box open. The data table is as follows:

Year	Publication
2000	1
2001	2
2002	3
2003	6
2004	3
2005	8
2006	4
2007	5
2008	8
2009	1
2010	4
2011	3
2012	8
2013	9

The 'Insert Chart' dialog box is open, showing various chart templates. The 'Column' chart type is selected, and the '3-D Bar' chart style is highlighted. The dialog box also shows options for 'Line', 'Pie', and 'Radar' charts. The 'OK' button is visible at the bottom right of the dialog box.

Flow Charts



FLOW CHART OF A CAT LADY

- type of diagram that represents a **workflow or process**
- Shows the steps as **boxes** and their order by **arrows**
- Frequently used for **Systematic Literature Reviews**
- **Possible software:** Microsoft Word, Paint, Visio 2013

Visio 2013 Preview

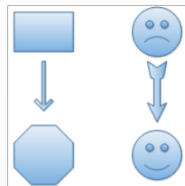
Recent

Drawing1.vsdx
SkyDrive @ Microsoft > Documents

Open Other Drawings

Suggested searches: Business Engineering Flowchart Maps Floor Plans Network Software Database Diagrams

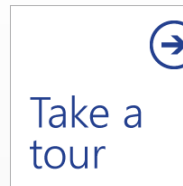
FEATURED CATEGORIES



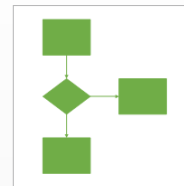
Basic diagram



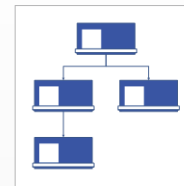
Blank drawing



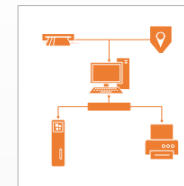
Welcome to Visio



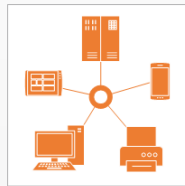
Basic Flowchart



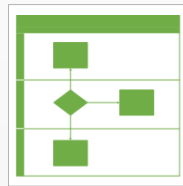
Organization Chart



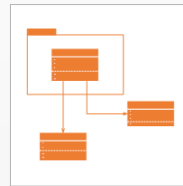
Detailed Network Diagram



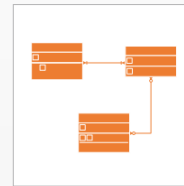
Basic Network Diagram



Cross-Functional Flowchart



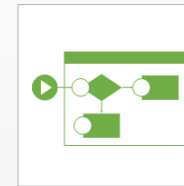
UML Static Structure



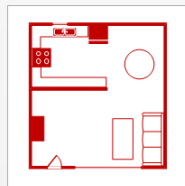
Crow's Foot Database Notation



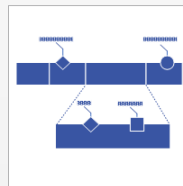
Work Flow Diagram



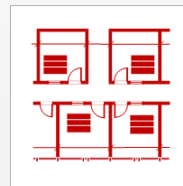
Microsoft SharePoint 2013 Work...



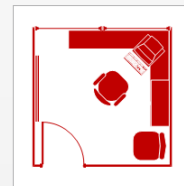
Home Plan



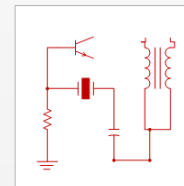
Timeline



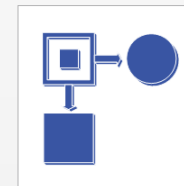
Floor Plan



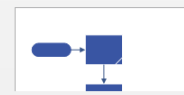
Office Layout





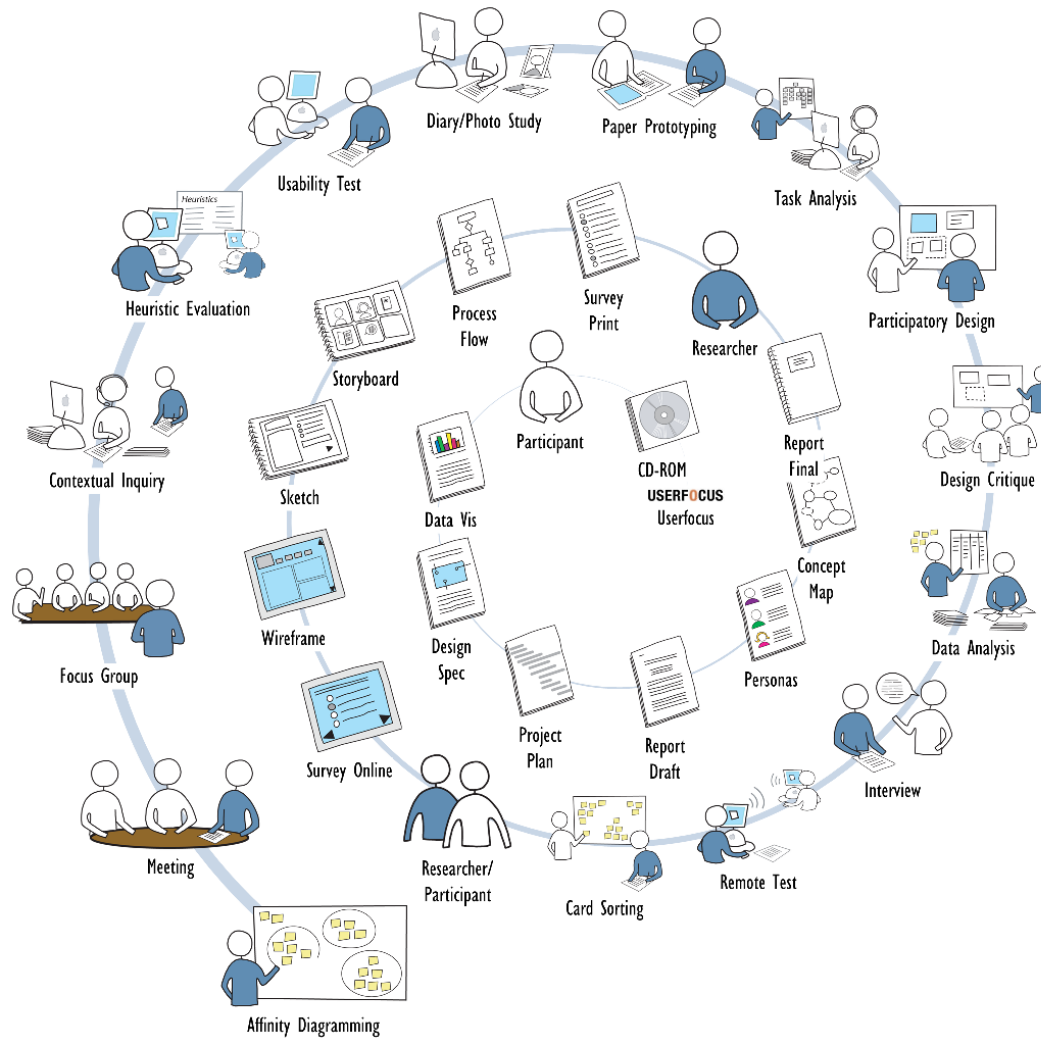
Basic Electrical

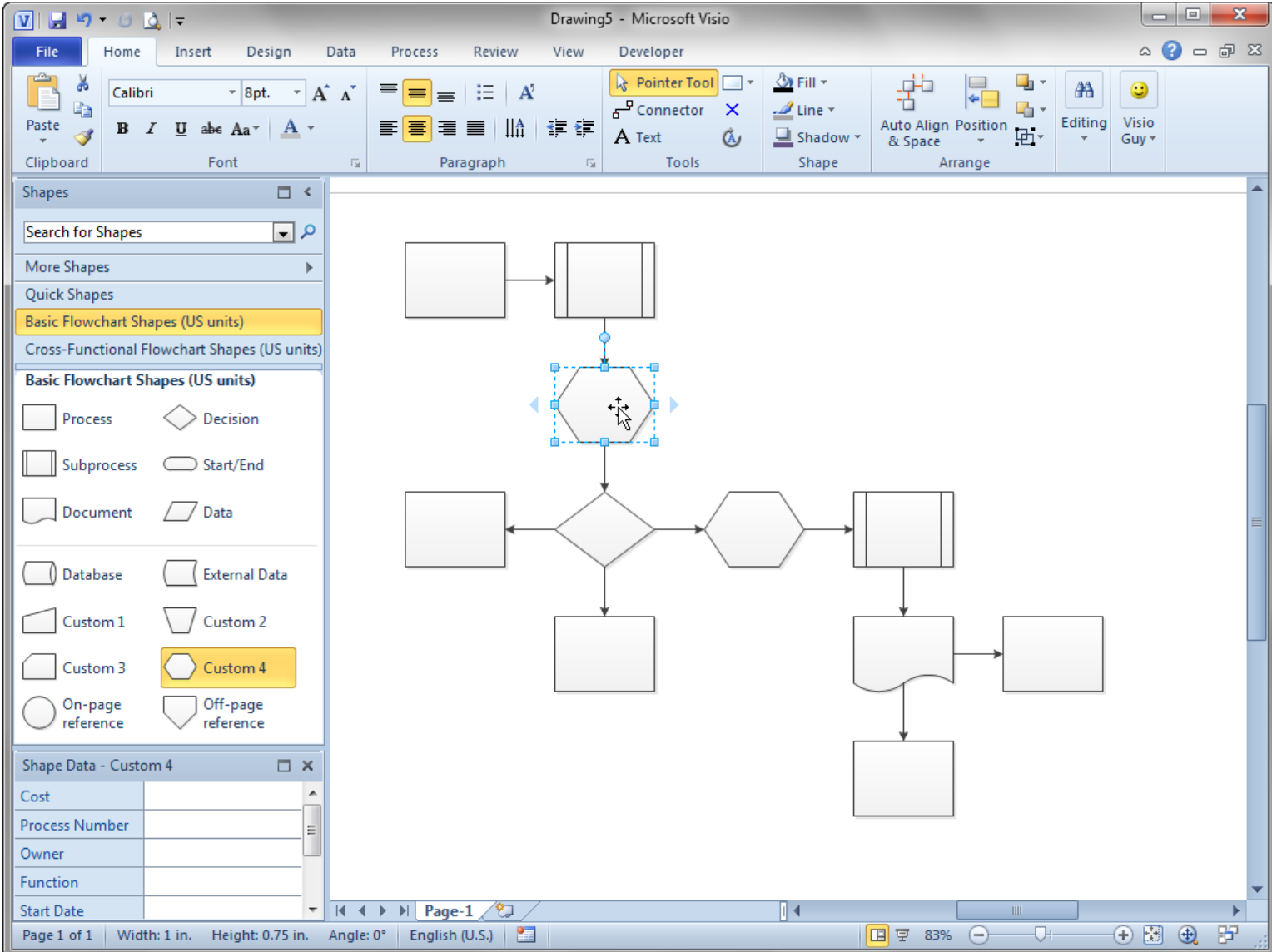


Block Diagram



? - □ ×
Saveen 
Switch account 

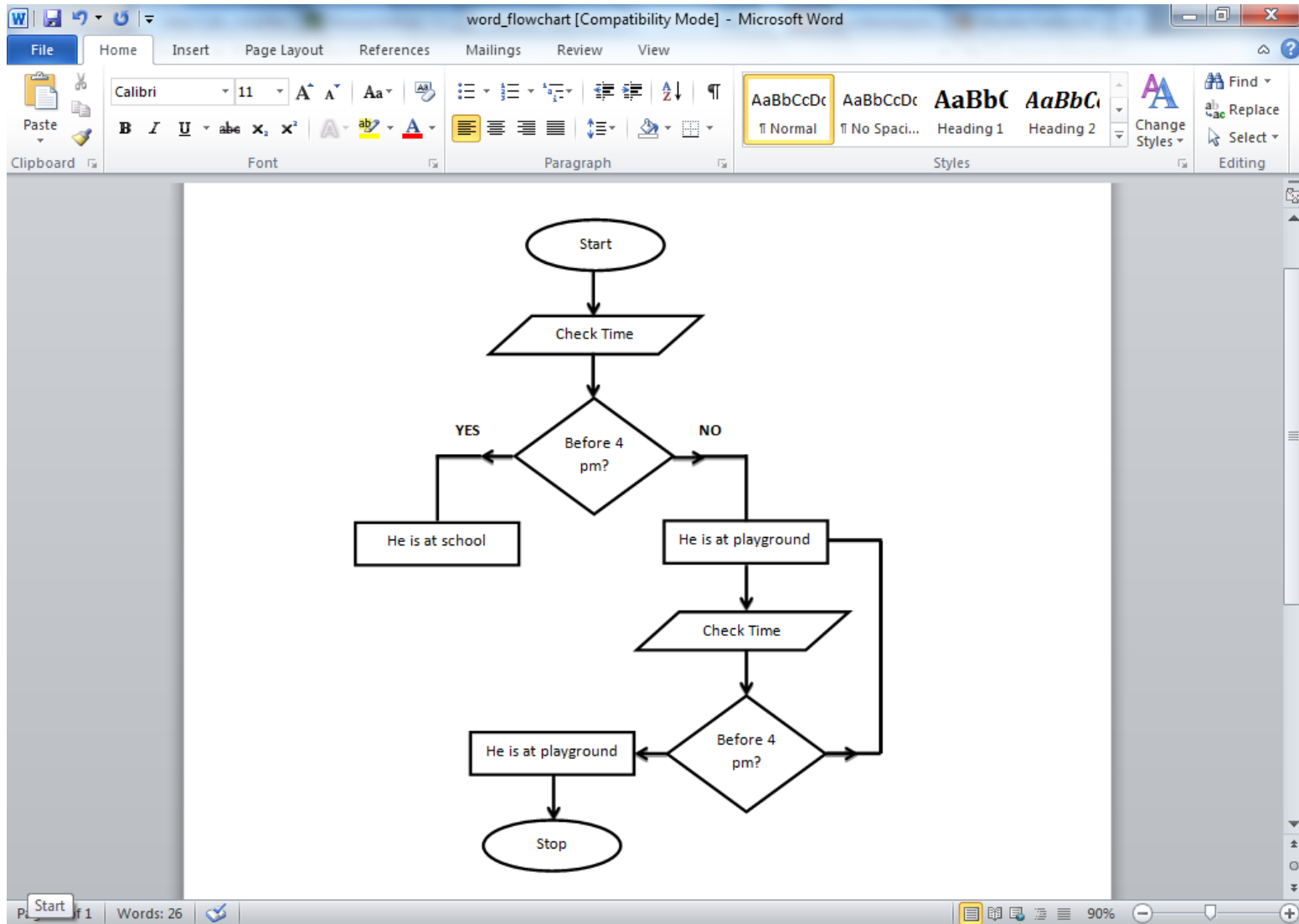




The screenshot displays the Microsoft Visio interface for creating a flowchart. The ribbon includes tabs for File, Home, Insert, Design, Data, Process, Review, View, and Developer. The Shapes task pane on the left is open, showing various flowchart symbols. A 'Custom 4' shape is selected, and its properties are shown in the 'Shape Data - Custom 4' pane at the bottom left.

Shape Data - Custom 4	
Cost	
Process Number	
Owner	
Function	
Start Date	

The main canvas shows a flowchart with several shapes connected by arrows. A hexagonal shape is currently selected and being edited with a mouse cursor. The status bar at the bottom indicates 'Page 1 of 1', 'Width: 1 in.', 'Height: 0.75 in.', 'Angle: 0°', 'English (U.S.)', and a zoom level of 83%.



Networks

(Attride-Stirling, 2001)

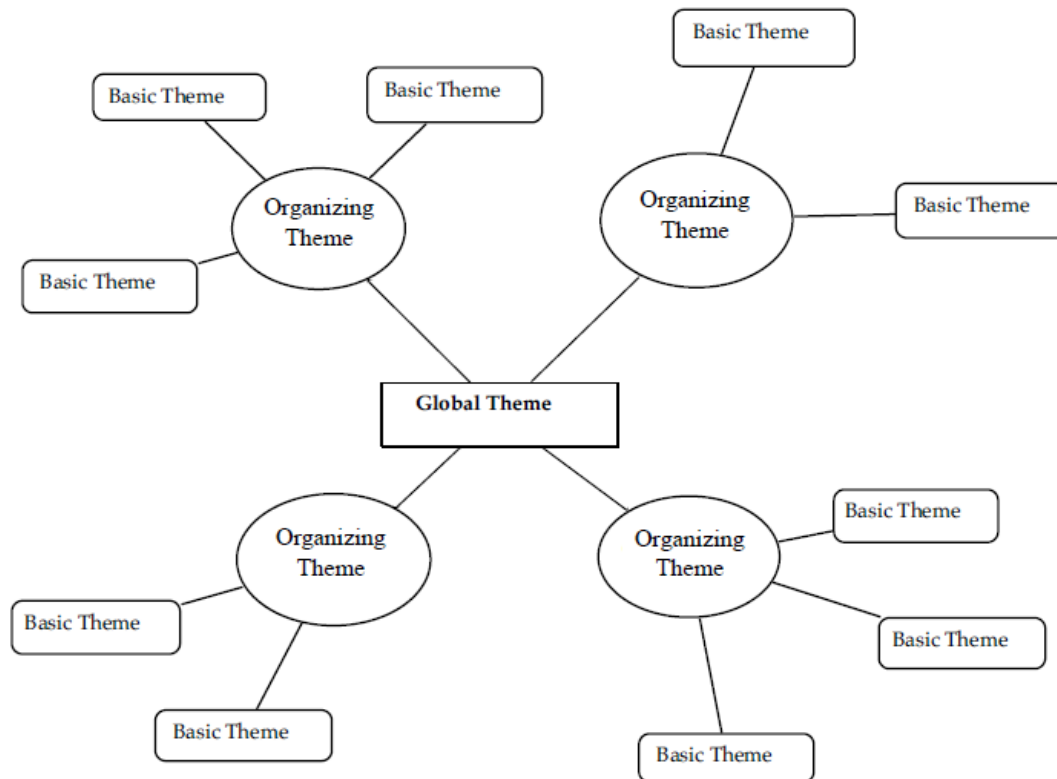


FIGURE 1. Structure of a thematic network.

Word Cloud

- Enables to display qualitative data in a **graphical way**
- Displays **frequency** of keywords in accordance to size
- **Possible software:**
<http://worditout.com/word-cloud/make-a-new-one>



Finalise

Checklist

- Did you answer your **research question**?
- Did you complete the overall **research aims**?
- Is the overall **structure coherent** and follows logically?
- Is the **discussion mirroring the introduction**?
- Do you mention something at a point where it **does not belong**?
- Is **future research** needed?
- Are there any **real-world implications**?
- Did you follow the **style guidelines** of your department or supervisor?

Abstract

- The **problem/focus/topic** which you are investigating
- The **rationale** for the research
- The **research methods** e.g., participants included, methods used for analysing data etc.
- The **main results** of your thesis
- The **conclusion** and implications of your research
- You may want to list **keywords**
- Between 150 – 250 words long



Writing an Abstract: Tips

- Have a look at abstracts used in your research area and **copy their style and terminology**
 - Previous research has shown that...
 - Current conceptualizations...
 - Recent research has begun to focus on...
 - The current study aims to examine...
 - The present study explores...
 - These results indicate that...
 - The findings recommend that...
 - The study provides evidence that...

Previous research has shown that individuals with generalized anxiety disorder (GAD) report elevated anger compared with nonanxious individuals; however, the pathways linking GAD and anger are currently unknown. We hypothesized that negative beliefs about uncertainty, negative beliefs about worry and perfectionism dimensions mediate the relationship between GAD symptoms and anger variables. We employed multiple mediation with bootstrapping on cross-sectional data from a student sample (N = 233) to test four models assessing potential mediators of the association of GAD symptoms to inward anger expression, outward anger expression, trait anger and hostility, respectively. The belief that uncertainty has negative personal and behavioural implications uniquely mediated the association of GAD symptoms to inward anger expression (confidence interval [CI] = .0034, .1845, PM = .5444), and the belief that uncertainty is unfair and spoils everything uniquely mediated the association of GAD symptoms to outward anger expression (CI = .0052, .1936, PM = .4861) and hostility (CI = .0269, .2427, PM = .3487). Neither negative beliefs about worry nor perfectionism dimensions uniquely mediated the relation of GAD symptoms to anger constructs. We conclude that intolerance of uncertainty may help to explain the positive connection between GAD symptoms and anger, and these findings give impetus to future longitudinal investigations of the role of anger in GAD.

Fracalanza, K., Koerner, N., Deschênes, S. S., & Dugas, M. J. (2014). Intolerance of Uncertainty Mediates the Relation Between Generalized Anxiety Disorder Symptoms and Anger. *Cognitive behaviour therapy*, (ahead-of-print), 1-11.

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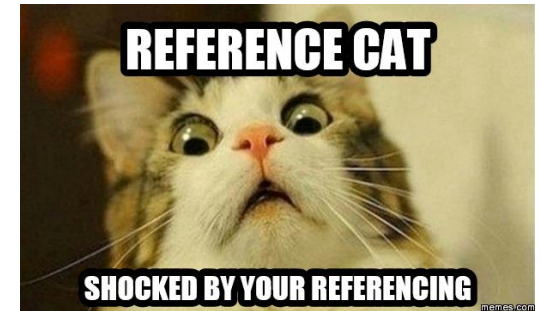
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Referencing

- Which **style** is required by your department?
- Keep track as you go along
- Consult **cite2write**
- Use referencing software e.g., **Refworks**
- **How to avoid Plagiarism:**
 - **Plan** your work in advance and manage your time effectively
 - Note down **all the details** for each source as you work
 - Consistently use a **referencing system** to give credit to all your sources
 - **Save your notes** and work until you receive your final mark

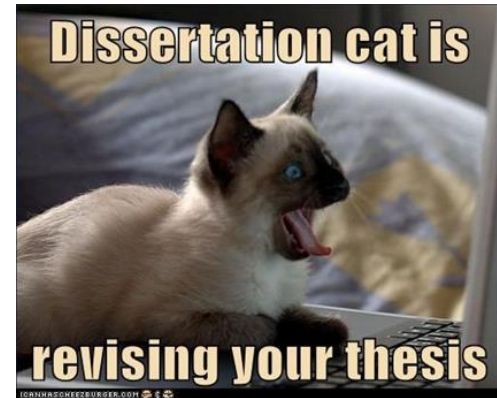


Revising

- Leave a **bit of time** in between writing and editing
- Put yourself into the **position of the reader**:
 - Has everything been defined?
 - Can the reader follow your thinking?
 - Can you summarise the key point of each paragraph or section and why it is relevant to your thesis and research question?
 - If not remove or rewrite!
 - Is your **language confident and has an academic tone** *'This thesis will critically analyse differing perspectives on ...'*
- Read your thesis **aloud** & let it be read by **peers**

Proofreading

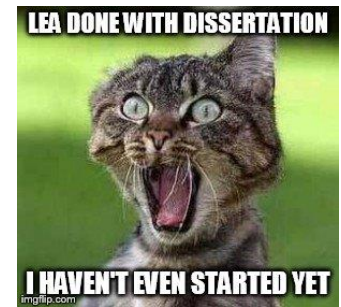
- **What are you looking for?**
 - **Spelling**
 - **Grammar**
 - **Missing words**
 - **Spacing**
 - **Words used inappropriately** or in the wrong context (use dictionary to double-check meanings)
- **Print it out** to proofread your assignment
- Let **others [native speakers] read over it**



Quick Tips

Quick Tips

- Other people will not understand what you are doing or why you are doing it! Have a short '**dinner party**' response
- **Don't compare** your project to other people – it is an individual piece of work, the only opinion which matters is that of your supervisor. Also people work in different ways! Work in a way that suits you
- There will be times you will want to scrap it and start over. Don't. It **isn't as bad as it seems** and working with something is better than working with nothing!
- A lot of the work you do **won't make it into the final product** – the ability to select relevant information and present it is one of the skills you are trying to show

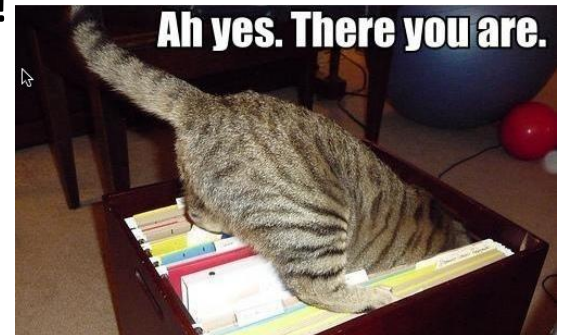


Quick Tips

- You will have to **print more than you think** so be prepared with ink at home or credits in the library
- It will **interfere with life** as you know it. Plan holidays after submission and try to keep to your routine even on sunny days!
- **Apologise** to friends, family, housemates, etc. for how unbearable you will be for a few months!
- Think about your **workspace** – desk, chair, lighting, etc. You will be spending a significant amount of time there so make sure it is set up before you start. **Tidying and organising** is a great distraction from work but it will not result in a finished dissertation!
- **Treat it as work!** Plan when you will be working and put it into your calendar.

Quick Tips

- You might want to start using a **calendar**. Consider a digital one, so you can keep track of all your commitments at any time
- You will be reading a lot (of papers), so think about starting a logical **filing system**. Where do you store papers? How do you name them?
- Consider **marking PDF's** digitally. You will be surprised how often you might print or read the same thing twice!
- You will be getting **lost in ideas**. How will you keep track of them? Where will you note them? Have a booklet with you, write yourself an email and perhaps consider writing all notes down in a centralised **Word document** or spiral pad.

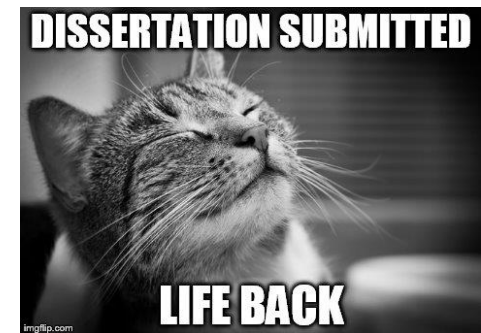


Quick Tips

- Follow the “**2 Golden Hour Rule**”. Have two hours a day where you write – No, not edit, not reference, not re-read. - Just write!
- Stock up on **food**. Thesis writers cannot live by coffee alone!
- Consider your **commitments** – do you have a part-time job? Do you volunteer? What about family commitments? Job applications? Seriously consider how you will balance these with your dissertation
- **Back up your work** – Q:Drive, Memory Pen, **Dropbox**, external hard drive, laptop/desktop, email attachments – take all measures to avoid that emergency situation
- Use **software** to help you be more focused e.g., Chrome Nanny
- Learn to say “**No**” to things. Yes, it will be hard.

Quick Tips

- **Exercise** – don't spend all day in your chair. An hour walking in the park or going to the gym will help refocus your mind and maintain your overall well-being
- **Proofread** – print it out, grab your red pen and be hard on yourself. Pester others to read for you, divide the chapters out amongst different people
- **Reference as you go**. It will make your life so much easier e.g., use **Refworks**
- Not everyone feels **relieved** when handing in. The thesis might be bothering you still days after you submit. Nevertheless, feel **proud!**



... but when it's all over

- **Party!**
- ...well,... and **publish and present** your research!
 - Conference presentation
 - Journal article
 - Book chapter
 - Media i.e., The Conversation
 - Blogs, Websites, Academia.edu
 - Etc.



- **Tip!** Write your thesis already in accordance to the journal you would like to submit it to

Top Tip! Find a Model Paper.

- Look for literature **in your area** of interest / your discipline
- Read them to get a sense of the **way they write and structure** the result and discussion section
- **Apply / Copy** their writing style
- If you are unsatisfied with the existing literature, you might want to explore research in **other disciplines**
 - However, be aware that in case you do submit your thesis to a subject-specific journal the paper has to be re-written

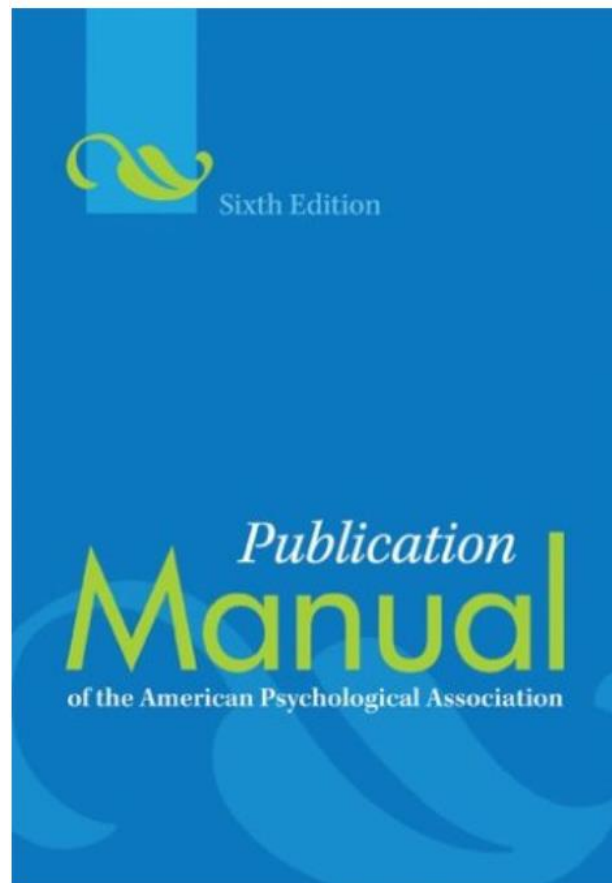
Learning

Development

Service



Writing Style “Bible”



Questions?

Learning

Development

Service



We can help you develop your academic skills.

Workshops / Resources

Contact us:

028 9097 3618

lds@qub.ac.uk

www.qub.ac.uk/lds

References

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