DA150X
Welcome to seminar 2

Group C

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Today’s agenda

- Introduction and warm-up
- Work with your partner (or on your own) with one of your figures or tables. Ask for help, if needed.
- Break
- Swap texts with another team. Read and comment on each other’s texts, and continue improving them
- Summary and Q&A

Presenting tables and figures (from the lecture)

Start with a general statement about the results

Consistent terminology. There is detail in the table heading that relates to the text.

Metatext to show organisation. (However, use ”Section 4.1” rather than ”the first part”)

Reference to the method and/or the research question

Reference to the table

4 Results

The result section is divided into four parts. The first part describes the resulting baseline datasets after the data collection. The second part describes the results from experiments focusing on the first research question. The third part describes results from experiments focusing on the second research question. Finally, the fourth part describes results on which classifier of the ones tested that performed best overall.

4.1 Baseline datasets

The data collection resulted in data from 523,838 unique users. Description of the baseline datasets (Day 1 - Day 10) are presented in Table 4.1. Given our method, the dataset before splitting into train and test sets had 2 % con rters. As seen in Table 4.1 the random splitting into train datasets resulted in datasets with approximately 2 % converting users each.

TABLE 4.1: **Descriptive statistics of baseline datasets.**

Dataset	#Users	#Converters
Day 1	34604	712
Day 2	35040	692
Day 3	34939	704
Day 4	34973	699
Day 5	37753	761
Day 6	37418	743
Day 7	33700	681
Day 8	33231	683
Day 9	34202	678
Day 10	33365	702

From Jagelid/Movin, Bachelor’s thesis, KTH, 2017

Reference to the method

Figure and text are connected

When inspecting the 1-D signals created by row concatenation of MRI scans, we see a clear distinction between the signals of a healthy brain and those of a brain with Alzheimer's disease (AD). Consistent with the results of Lahmiri and Boukadoum (2013), the healthy brain has a more irregular signal with a broader spread of pixel intensity. This can be seen in Figure 4.1, where the pixel intensity of the signal is plotted in MATLAB.

Explain what the figure or table shows

Reference to the figure

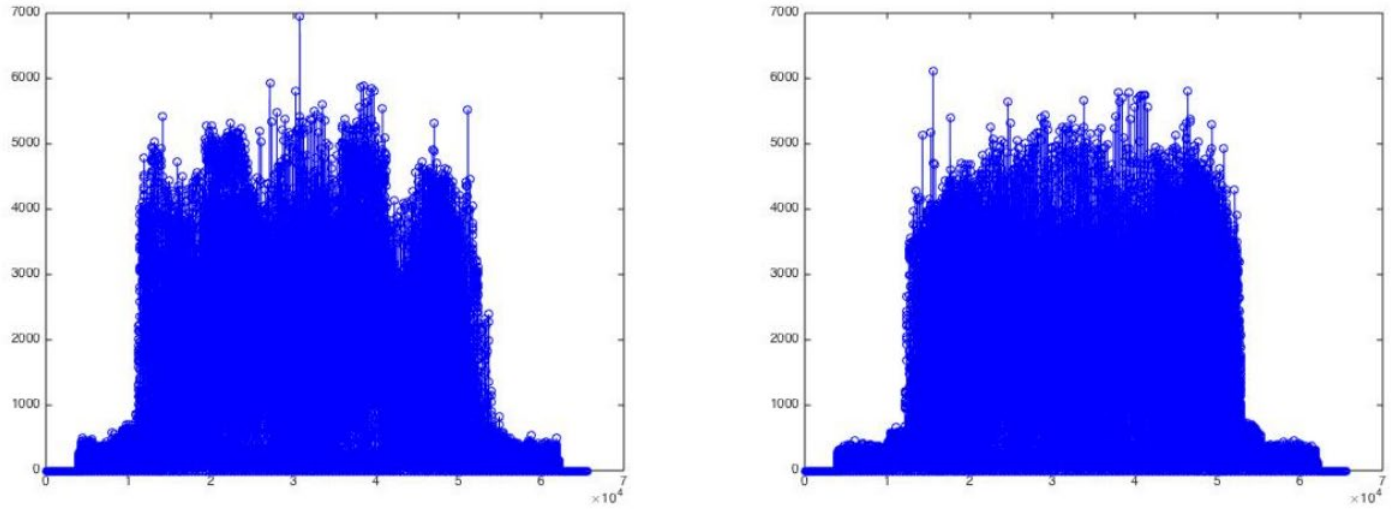

Figure 4.1. MATLAB plots of pixel intensity of MRI 1-D signals from a normal brain (left) and a brain with Alzheimer's disease (right). The MRI scans are taken from the same layer in the brain.

Consistent terminology

What's missing?

What about this as a first sentence?

Figure 4.3 shows the proportions of academics (green) and non-academics (blue), who perceived the true and false tweets as credible.

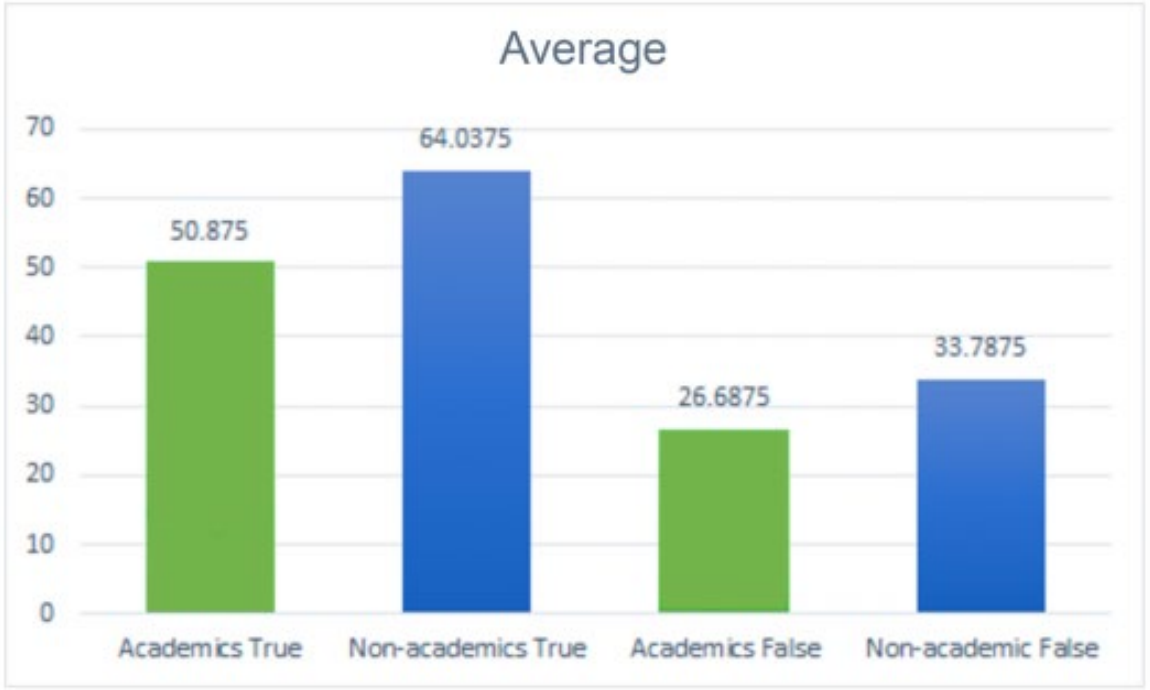

Figure 4.3. Average percentage over all topics.

Reference to the figure!

On average, approximately 51% of the academic assessors found the true tweets credible, while roughly 64% of the non-academics found the same tweets credible. In comparison, the values for the false tweets were 27% for the academics and 34% for the non-academics. In other words, fewer of the academics judged all tweets as credible than the non-academics, 13% fewer for the true tweets and 7% fewer for the false tweets. Both groups were less convinced by the false tweets, but it is still noteworthy that not more respondents believed in the true tweets.

Exercise: making comparisons

Swales and Feak: Comparisons p. 319

Task 16: KEY (suggestions)

1. Group B produced 15% more errors **than did** Group A **but** completed the task in one-third **less time**.

2. The amount of rice exported by Thailand (8.8 million metric tons) was four times **greater than** the amount exported by India.

Swales and Feak: Comparisons p. 319

Task 16: KEY (suggestions)

3. The number of barrels of oil consumed by Spain was 1,482,000 a day, a rate of consumption a little over four times greater **than that** of Sweden.

4. The height of the Lituya Bay tsunami was **over five times that of the** 2004 Indian Ocean tsunami in which the death toll was more than 230,000 people in fourteen countries.

   The death toll of the Indian Ocean tsunami was **significantly higher than that of** the Alaska tsunami.

Your turn!

- Spend approx. 30 minutes on one of your tables or figures. Write a text describing the result(s).
  - Discuss with your partner / consider what you wish to highlight.
  - Discuss in what order you need to present these highlights.
  - *Describe* what it is we see. Use the same key words in the text as in the figure caption, axes lables etc.
  - *Comment briefly* on the results / provide a conclusion. ”These findings thus suggest that…”
- Prepare to share your draft with another team after the break.

Exchange your text with another team

To look at in your team's texts

Is the table or figure professional-looking and easy to read?

Is the table or figure *labelled* and *mentioned in the text?*

Is the figure explained and interesting information highlighted?

Does the caption have sufficient detail?

Is there anything that should be moved to Discussion instead?

To look at in your team's texts

- Are the paragraphs well organised?
  - One thought, one paragraph?
  - Topic sentence(s) followed by supporting detail?
  - Is there good flow between sentence?

- Is the academic style appropriate?
  - Avoid contractions
  - Avoid *a lot of*, *huge*, *enormous*
  - Write *precisely* and *concisely*

A useful resource: The Manchester Phrasebank

http://www.phrasebank.manchester.ac.uk/reporting-results/

Referring to data in a table or chart

Highlighting significant data in a table or chart - close

What stands out in the table is …
Closer inspection of the table shows …
It is apparent from this table that very few …
The most interesting aspect of this graph is …
In Fig.10 there is a clear trend of decreasing …
What is striking about the figures in this table is …
What is interesting about the data in this table is that …
The differences between X and Y are highlighted in Table 4.
From the chart, it can be seen that by far the greatest demand is for …
From this data, we can see that Study 2 resulted in the lowest value of …
This table is quite revealing in several ways. First, unlike the other tables …
From the data in Figure 9, it is apparent that the length of time left between …
Data from this table can be compared with the data in Table 4.6 which shows …
As Table III shows, there is a significant difference ($t = -2.15$, $p = 0.03$) between the two groups.

Stating a positive result - close

The mean score for X was …
Further analysis showed that …
Further statistical tests revealed …
A two-way ANOVA revealed that …
On average, Xs were shown to have …
Strong evidence of X was found when …
This result is significant at the $p = 0.05$ level.
The results, as shown in Table 1, indicate that …
A positive correlation was found between X and Y.
There was a significant positive correlation between …
The difference between the X and Y groups was significant.
There was a significant difference in X, $t(11) = 2.906$, $p<0.01$
There was a significant difference between the two conditions …
Respondents who reported low levels of X also reported significantly lower levels of Y.

Ask questions to develop your idea and your arguments

Introduction:

- *Why is this interesting?*
- *To whom is this relevant?*
- *What is the problem?*
- *Who says there's a problem?*
- *What may happen if the problem is not solved?*

Method:

- *Why did we choose this method?*
- *Could we have chosen other methods?*
- *Has anyone else used this method?*

Results:

- *Could a reader interpret my graph in a different way?*
- *What information do the readers need to follow my story?*
- *What do I want to highlight?*

Discussion:

- *How do I know my statement is correct?*
- *Could there be other possible explanations? Why? Why not?*