In this next,module, we're going to talk about writing the result section.,Once you've got a nice complete set of tables and figures that tell a good story, then it's time to write the result section.,Your result section just falls right out of those tables and figures.,The biggest mistake that people make with the result,section is that, because it falls right out of the tables and figures, there's a temptation to just repeat to readers, line by line, statistic by statistic, what's already in the tables.,It becomes a reading out of numbers that are already in the tables.,But that's not the point of the result section.,The results section is supposed to summarize at a higher level what's in the tables and figures.,You want to point out simple relationships, describe big picture trends, and just refer the reader to the tables or figures that provide the supporting data.,You can highlight a few key numbers for your reader that you think are most important, but don't simply run through all the numbers that are already available in tables and figures.,Here are some examples. ,So the 1st reads over the course of treatment to paramate was significantly more effective than placebo at improving drinking outcomes on drinks per day, ,drinks for drinking day, percentage of heavy drinking days, percentage of days abstinence and log plasma glutamil transferase ratio.,This study measured a whole bunch of outcomes, and you can imagine that if you go to table, it's this big table with all these different outcomes and lots and lots of numbers.,But the authors here give a high level summary on all these different outcomes about drinking, the treatment, the drug beat, the placebo.,If you want more details, you can go to the table and see more details.,The 2nd example says the total suicide rates for Australian men and women did not change between 1991 and 2000 ,because marked decreases in older men and women were offset by increases in younger adults, especially younger men.,Er You to table, and you can imagine that what's in table is just a list of the suicide rates from 1991 to 2000, broken down by gender and age. It may be hard for readers to scroll through the table and make sense of all those numbers, but the author is summarizing the trends in the dataset.,There are no changes overall during this period, but if you look at certain subsets, there's a degree decrease in one group and an increase in another.,They point out these trends without giving giving any specific numbers.,The reader can go to the table to see this specific number.,This is what a result section should look like.,Notice it's very SYSNCT. Each table is summarized in just a sentence.,Now, here's an example of what not to do.,I'm going to go back to the hypothetical example that I had on bad witches and good witches.,The bad witches, remember, were older, less healthy, they exercise less, and so on.,I've presented the table that I showed in module one with our hypothetical data, alongside a mock result section that is similar to what I see from a lot of students.,The result section starts the characteristics of the bad witches and the good witches are shown in table.,And I want to just point out here that they are shown.,That's in the passive voice um.,And then the writer launches into a reading out of the table, the mean age age of the bad, which was was 45 plus or minus five in the mean age of the good witches was 36 plus or minus six.,Then the author tells us that gender was similar between the groups, with 85% female in the bad, which is an 83% female in the good witches.,And then the writer moves on to present the exact numbers for BMI blood pressure, and so on.,You can see that the author is literally just reading the table for the reader, line by line, number my number.,You have to give your reader more credit than this.,The reader can go to the table and get all those details themselves.,Your job in the result section is to give a higher level summary.,What's the taco message of the table?,What do you want your readers to pay attention to?,So if a student gave me something like this, here's how I would edit that.,My edited version starts. The witches were on average, lean and predominantly female. Table one in paren'theses notice that I didn't waste a sentence explicitly telling the reader that, table one shows the descriptive characteristics of the groups I just launched right into the taco messages.,From table one in sighted the table in paren'theses.,You have to trust your reader.,It's obvious to the reader that it's a table of descriptive characteristics.,So don't waste a sentence stating the obvious.,It just slows your reader down.,Then I just go through the high level comparison of the two groups.,Bad witches were significantly older, had higher blood pressure, exercise less and were more likely to smoke than good witches.,More bad witches were unemployed. But this difference did not reach statistical significance.,Notice that I didn't present any numbers.,The key here is to point out how the two groups differ.,At a high level. the reader can refer to the table for specific numbers.,In some,result sections, I might include one or two key numbers that I really want to highlight for the reader.,OK, so notice the edited version here.,It's much easier to read. It's less tedious, and it's more useful to the reader because it gives only the key points.,Here are some tips for writing your results section.,If the results are long or complex, consider breaking the results into subsections with informative headaches.,This is not always needed, but it can provide a helpful roadmap for the reader, particularly if there are a lot of results to weed through.,As I've already talked about, the information in the result section should compliment rather than repeat what's in the tables and figures.,E.g., if you you're presenting a figure, like a bar graph that doesn't have precise numbers, you could give some of the precise numbers in the text.,or if you presented the means of two groups in the table, you could in the text report the percent difference in those two groups.,So a slightly different take on those numbers, e.g., rather than repeating that good witches exercise 60 min a day, ,in bad witches 30 min a day, you could say that good witches exercised twice as long as bad witches. That would compliment the information on the table.,You can repeat or highlight the most important numbers from the table.,E.g., if your study is a randomized, placebo controlled trial of a new drug to reduce blood pressure, ,then the main point of the study is to estimate the difference in blood pressure reduction between the drug and placebo groups.,So that number probably belongs in the text.,You want to highlight it, don't forget that negative results are just as important as positive results.,And if you have a control group, the most important comparison is the active treatment versus the control.,So make sure you are highlighting that comparison in the results.,Another tip Reserve the term significant to mean statistically significant, just to avoid any confusion.,Also try not to mix results with methods.,One thing I commonly see is that authors spend a lot of time justifying and explaining their statistical approach.,Within the result section, they feel like they need to give the rationale for which models they ended up using.,They feel like they need to give that within the result section.,But this is confusing for the reader.,The result section is about what you found, not what you did.,So justify and explain the statistical approach within the method section, then in the results section, just tell the reader what those statistical models reveal.,Similarly, you don't want to mix up the result section with the discussion section.,The result section is about what your data show.,The discussion section is about what your data mean.,So concentrate on the basic findings in the result section and leave the interpretation of those findings for the discussion.,Authors also get very confused about what verb tends to use, but it's actually pretty straightforward.,The rule is that if you're talking about completed actions, things that are already finished, such as the experiments and analysis, use the past tense.,So you would say, we found that because you found it in the past, ,or the average reaction time was because the experiment that measured reaction times has already been completed in the past, or women were were more likely to or men smoked more cigarettes then, because, again, these experiments were completed in the past.,But if you are talking about assertions that continue to be true, ,such as what the tables show or what the data suggest, these statements belong in the present tense,, because it's still true when your reader reads the paper, that figure one shows the means of the groups.,This continues to be true. So if you say figure one shows you should put that in the present tense, ,because the figure is still showing that when the reader reads the paper, or you would say, the findings confirm that's still true.,The data suggest, or we believe that this shows, because those things are still true at the time the reader reads the paper, those belong in the present.,Just to give you a few examples on verb tents, here's a result section.,They say information was available for 7766 smokers.,Of these, twelve hundred and 16 were classified, noticed the passive voice here, as hardcore smokers.,But then we get table one gives.,So we,start with the past tense, all the experiments that were completed, but then when we talk about the table, we put it in the present.,Tense table gives, because state table is still giving those characteristics presently.,And then everything else in this paragraph is in the past tense, because it's talking about things that were,already measured in the completed study.,Finally, I strongly recommend using the active voice in the result section.,As we've talked about, it's more lively and easier to read than the passive voice.,And people worry about using the active voice in results because they feel like they'll end up starting every sentence with we we found we observed.,But that's not the case. In the result section, you can talk about the study participants, the experimental outputs, the data models, and so on.,So there's lots of other options for the subject of the sentence, besides we So it's fairly easy to put the result section in the active voice. Just to give you an example, uh, notice that this study broke the result section into subsections with headings, which I've mentioned before, can be helpful.,This subsection is comparing attitudes and beliefs in smokers with low versus high dependence, as well as in hardcore smokers versus non hardcore smokers.,But notice the paragraph is in the active voice as well as the past tense.,So we compared beliefs were smokers agreed.,Differentiation emerged. It's nice and lively and easy to read, and authors only used we once as the subjects descendants.,They were able to find other subjects they talked about, the smokers or the differentiations.

在下一个模块中，我们将讨论如何编写结果部分。一旦你有一套精美的完整表格和数字来讲述一个好故事，那么就该写结果部分了。结果部分正好从这些表格和数字中脱颖而出。人们在结果部分犯的最大错误是，由于它直接从表格和数字中掉下来，所以人们倾向于向读者逐行、逐个统计数据重复表格中已经存在的内容。它变成了对表格中已经存在的数字的读数，但这不是结果部分的重点。结果部分应该在更高层次上总结表格和图表中的内容。你想指出简单的关系，描述大局趋势，然后让读者参考提供支持数据的表格或数字即可。你可以为读者突出显示一些你认为最重要的关键数字，但不要简单地浏览表格和数字中已经存在的所有数字。以下是一些示例。因此，在治疗过程中，托吡酯在改善每天饮酒、每天饮酒、大量饮酒天数百分比、禁欲天数百分比和对数血浆-谷氨酰转移酶比的饮酒结果方面比安慰剂有效得多。这项研究测量了一大堆结果，你可以想象，如果你去“表3”，那就是一张大桌子，里面有所有这些不同的结果和很多数字。但是这里的作者对饮酒、治疗、药物战胜安慰剂的所有不同结果进行了高度的总结。如果你想了解更多细节，你可以去表格查看更多细节。第二个例子表明，澳大利亚男性和女性的总自杀率在1991年至2000年之间没有变化，因为老年男性和女性的显著下降被年轻人，尤其是年轻男性的增加所抵消。这是指你参阅“表1”，你可以想象“表1”中的内容只是1991年至2000年的自杀率清单，按性别和年龄细分。读者可能很难滚动浏览表格并理解所有这些数字，但作者正在总结数据集中的趋势。在此期间总体上没有变化，但是如果你看一下某些子集，就会发现一个组减少了，另一个组增加了。他们指出了这些趋势，但没有给出任何具体数字。读者可以到桌子旁查看具体的数字。这就是结果部分的样子。注意它非常简洁。每张表只用一句话汇总。现在这里有一个不该做什么的例子。我要回过头来看我关于坏女巫和好女巫的假设例子。记得的那些坏女巫年纪大了，健康状况不佳，运动量减少等等。我展示了我在模块一中展示的表格，里面有我们的假设数据，还有一个类似于我从很多学生那里看到的模拟结果部分。结果部分开始，坏女巫和好女巫的特征显示在“表1”中，我只想在这里指出，它们显示了——那是被动语态。然后作者开始从桌子上读出来。坏女巫的平均年龄为45±5，而好女巫的平均年龄为36±6。然后，作者告诉我们，性别相似，坏女巫中有85％是女性，好女巫中有83％是女性，然后作者接着给出了体重指数、血压等的确切数字。你可以看到，作者实际上只是在为读者逐行、逐行阅读表格。你必须给予读者更多的荣誉。读者可以坐到桌子旁自己获取所有这些细节。你在结果部分的工作是提供更高级别的摘要。桌子上的带回家信息是什么？你想让读者注意什么？因此，如果学生给了我这样的东西，我将通过以下方式进行编辑。我编辑的版本一开始，女巫的平均水平很高，身材苗条，主要是女性（表1）。请注意，我没有浪费一句话专门告诉读者“表1”显示了群体的描述性特征。我刚刚打开了“表1”中的带回家消息，表里用括号括起来。你必须信任你的读者。对@@读者来说，很明显，这是一张描述性特征的表。因此，不要浪费一句话来陈述显而易见的事实。它只是关闭了你的读者。然后我就来看一下这两组的高级比较。坏女巫的年龄要大得多，血压更高，运动量更少，而且我们比好女巫更有可能吸烟。更多的坏巫师失业，但这种差异没有达到统计学意义。请注意，我没有提供任何数字。这里的关键是要指出这两个群体在高层次上有何不同。读者可以参考表格了解具体数字。在某些结果部分中，我可能会包括一两个我真正想为读者重点介绍的关键数字。好的，请注意这里的编辑版本。它更容易阅读，不那么乏味，而且对读者更有用，因为它只给出了要点。以下是撰写结果部分的一些技巧。如果结果很长或很复杂，可以考虑将结果分成带有信息标题的小节。这并不总是需要的，但它可以为读者提供有用的路线图，尤其是在有很多结果需要通读的情况下。正如我已经说过的那样，结果部分中的信息应该补充而不是重复表格和图表中的内容。例如，如果你呈现的是一个像条形图这样的图形，但没有精确的数字，你可以在文本中给出一些精确的数字，或者如果你在表格中提供了两组的均值，你可以在文本中报告这两组的百分比差异，所以对这些数字的看法略有不同。例如，你可以说好女巫每天锻炼60分钟，坏女巫每天锻炼30分钟，不如说好女巫的锻炼时间是坏女巫的两倍，这可以补充表格中的信息。您可以重复或突出显示表格中最重要的数字。例如，如果你的研究是随机安慰剂对照，一种降低血压的新药的试验，那么研究的重点是估计药物组和安慰剂组之间血压降低的差异。所以这个数字可能属于文本，你想突出显示它。不要忘记，阴性结果与阳性结果同样重要，如果你有对照组，最重要的比较是积极治疗与对照组。因此，请务必在结果中突出显示该比较。另一个提示，为了避免混淆，将“显著”一词保留为具有统计学意义的意思。另外，尽量不要将结果与方法混为一谈。我经常看到的一件事是，作者花了很多时间在结果部分中证明和解释他们的统计方法。他们觉得他们需要给出他们最终使用了哪些模型的理由。他们觉得他们需要在结果部分给出这一点，但这让读者感到困惑。结果部分是关于你发现了什么，而不是你做了什么。因此，在方法部分中论证和解释统计方法，然后在结果部分，只需告诉读者这些统计模型揭示了什么。同样，你不想将结果部分和讨论部分混为一谈。结果部分是关于您的数据显示的内容。讨论部分是关于您的数据的含义。因此，请将注意力集中在结果部分的基本发现上，然后将对这些发现的解释留待讨论。作者也对使用哪种动词时态感到非常困惑，但实际上非常简单。规则是，如果你说的是已完成的动作，即已经完成的事情，例如实验和分析，请使用过去时。所以你会说，我们之所以发现这一点，是因为你过去发现的，或者平均反应时间是，因为测量反应时间的实验过去已经完成，或者女性更有可能吸烟，或者男性吸烟的可能性更大，或者男性吸烟的次数更多，因为这些实验又是在过去完成的。但是，如果你说的断言仍然是正确的，例如表格显示的内容或数据所暗示的内容，那么这些陈述属于现在时，因为当你的读者读到论文时，“图1”显示了各组的均值仍然是正确的。这仍然是事实。因此，如果你说“图1”显示，你应该用现在时来表达，因为这个数字仍然显示当读者阅读论文时，或者你会说调查结果证实，数据表明这仍然是事实，或者我们认为这是因为读者阅读论文时这些事情仍然是真实的。它们属于现在时。为了给大家举几个动词时态的例子，这里有一个结果部分。他们说有7766名吸烟者的信息可用。其中，有1216人被归类为铁杆吸烟者，请注意这里的被动语态。但是后来我们得到了“表1”给出的，所以我们从过去时开始，所有已经完成的实验，但是当我们谈论表格时，我们用现在时来表示。“表1”给出了，因为“表1”目前仍在给出这些特征，然后本段中的其他所有内容都使用过去时，因为它谈论的是已完成的研究中已经测量过的内容。最后，我强烈建议在结果部分使用主动语态。正如我们所说，它比被动语态更生动，更易于阅读，人们担心在结果中使用主动语态，因为他们觉得自己最终会从我们开始每句话，我们发现，我们观察到，但结果部分的情况并非如此。你可以谈论研究参与者、实验结果、数据模型等，所以除了我们之外，句子的主题还有很多其他选择。因此，将结果部分放在主动语音中相当容易。举@@个例子，请注意，这项研究将结果部分分成了带有标题的小节，我之前提到过这可能会有所帮助。本小节比较了依赖程度低和高度的吸烟者的态度和信念，以及铁杆吸烟者与非铁杆吸烟者的态度和信念。但是请注意，该段落是活跃语态和过去时。因此，我们比较了吸烟者同意、出现差异的信念。它既漂亮又生动，易于阅读，作者只用过一次我们作为句子的主题。他们能够找到其他科目。他们谈到了吸烟者或差异化。因此，对于结果部分，请使用主动语音。