**Week 1 Assignment: Overview & Introduction**

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**Example 1: A figure that is not bad, but could be improved upon**

**Citation**: Kalkan, D., & Kurt, M. (2024). Impairments of attention in RRMS patients: the role of disease duration. *Journal of Clinical and Experimental Neuropsychology*, *46*(9), 891–912. <https://doi.org/10.1080/13803395.2024.2427421>

A screenshot of a graph

Description automatically generated

This figure displays (a) reaction times and (b) omission errors on a computerized attention task that has two conditions (auditory versus letter stimulus) in patients with Relapsing-Remitting Multiple Sclerosis (RRMS) and healthy controls. Please note that the RRMS patients are further divided into those who have had the condition for 1-6 years and those who have had it for 7 years or more.

Although this graph is not bad, there are still a few elements that could be improved. The use of horizontal gridlines is not particularly crucial for this figure, so I would remove them. Moreover, there is a lot of visual information to digest. Perhaps having multiple separate quadrants divided according to either task or group could make the information easier to look at. However, I realize that doing this would take away from being able to compare the data across both task and group.

**Example 2: A figure that is not bad, but could be improved upon**

**Citation**: Kremer-Hooft van Huijsduijnen, E. A. B., Greidanus-Jongejan, J. E. M., Grootenhuis, M. A., van Litsenburg, R. R. L., Aarsen, F. K., Franke, N. E., … Partanen, M. (2024). Post-traumatic stress, sleep, and neurocognitive problems in children newly diagnosed with a pediatric brain tumor. *Journal of Clinical and Experimental Neuropsychology*, 1–13. <https://doi.org/10.1080/13803395.2024.2426621>

A graph with different colored squares

Description automatically generated

This second figure displays neurocognitive variables as measured in children diagnosed with pediatric brain tumour. Their performance on these variables was measured by z-scores as indicated on the y-axis.

The use of colour is helpful for this figure as the individual variables seem to be categorized by neurocognitive test, allowing for a clear visual organization of the data. There are asterisks to denote a statistically significant difference between the subtest’s z-score and the norm z-score of 0 so we can easily see what neurocognitive variables were particularly vulnerable to disruption for this sample. As with the previous figure above, the use of horizontal gridlines is not particularly crucial for this figure, so I would remove them.