Abstracts

Participant's Workbook

Researcher Connect

British Council

Professional Development Centre

Workbook

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Learning objectives and course aims

This course aims to provide the basic understanding of the functions of abstracts and their constituent parts (elements). It looks at how different fields demand different styles and structures and why this is.

You can expect to learn how to:

- recognise the different styles of abstracts in different fields and different publications
- produce a clear and concise summary
- apply the writing techniques to your style

After this module you will:

- feel more confident in writing abstracts for different audiences
- be able to make well-informed decisions on how to structure abstracts and select appropriate content and style

What you will need to do on this course

We believe that people learn best by doing. So this course has a strong emphasis on practical activity. Much of this course requires you to actively engage in 'hands-on' work.

We also believe that people learn best through collaboration. You will be working in pairs and in groups for much of the course and will be expected to listen, discuss, share ideas, and negotiate tasks and outcomes.

Competencies

The skills developed in *Abstracts* link to the following competencies:

Achievement
Achievement is about having the sustained energy and determination in the face of obstacles to set and meet challenging targets, in compliance with quality, time and diversity standards, and delivering the required results.

Analytical Thinking
Analytical Thinking is about bringing disciplined analysis to data and situations, to see cause and effect and to use this to make effective decisions.

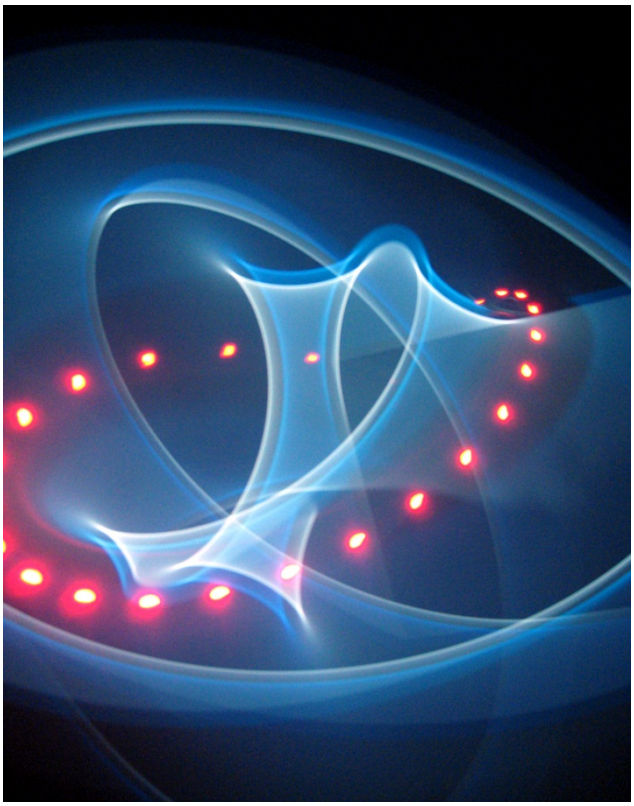
Professional Confidence
Professional Confidence is a justified belief in one's ability to do the job, providing an opinion or advice when necessary and being prepared to take a decisive course of action.

Relationship Building
Relationship Building is about building bonds with others and using these to persuade, convince or gain support in order to achieve positive outcomes for you or your organisation.

Introduction & overview

By the end of this section you will have:

- answered the five key questions about abstracts
- identified what to include in an abstract, and why



Most abstracts... are bad. Go for originality, but don't over-claim. You've got 300 words to sell this so that people want to find out more.

Ian McNay, emeritus professor of higher education management, University of Greenwich**.** (Times Higher Education, 4 September 2014, p. 30)

The key questions to ask about abstracts

Think about the W word questions below and discuss your answers:

1. What is an abstract?

2. Who is an abstract for?

3. Why write an abstract?

4. When do we write them?

5. How long should they be?

What information should go into an abstract?

Essential Elements	Function

Abstracts are often the hardest part of any writing journey.

Why? Because they encapsulate the entire message and information of the article / paper / project, often in a single paragraph

To write an abstract the writer must have absolute clarity about what it is they wish to say, why they wish to say it and how it can best be understood by the readers.

Writing techniques

By the end of this unit you will have:

- recalled some of the principles for good writing from the Foundation Module
- considered two approaches to condensing your writing

Recalling writing techniques and a purpose statement

Writing Techniques

Do you recall the 6Cs of good writing from the Foundation module?

C_____

C_____

C_____

C_____

C_____

C_____

Think back now to the discussion around writing style - universal vs academic:

- Who is the audience for your abstract?

- What style of writing would best suit that audience?

All the key tactics of keeping your audience in mind at all times, being clear on your objective, the critical difference and key message apply to abstracts. These must be the first steps in your **abstract development process**

Purpose Statement

You will recall from the Foundation Module that writing a purpose statement has a number of benefits, including keeping your focus and writing logical, and helping you maintain a reader focus.

When considering abstracts, a purpose statement can work at two levels:

- First is to clarify the concept
- Second, is as part of the condensing process necessary for actually writing the abstract.

Taking the first level - write a generic purpose statement for any abstract:

What am I writing?

Why am I writing it?

Surface purpose:

Deeper purpose:

So, the purpose of this abstract to

_____

so that _____

We'll look at the second level below as part of the condensing process.

How to condense your writing - two approaches

Writing an abstract is a process of condensing your piece of work into a bare-minimum of space. There are two obvious approaches to doing this:

- start big and work to small enough, or
- start very small and work out until big enough.

Start big…

It can be very difficult to condense a piece of writing or research that you have agonised over for weeks, months or even years, into such a short statement. Reverse outlining is a technique to help you produce an outline from the work you have already written. The process involves the following steps:

1. Read one paragraph or section (sections will lead to quicker condensing, but can be harder to manage) at a time and write the main idea of each in a single sentence.

2. Search through the entire document for key terms and highlight them. Pay close attention to the introduction (purpose) and the conclusion (or discussion). Note the key terms - are they included in your sentences?

3. After writing your key sentences, put your original writing aside and join these "main point" sentences together into a single piece of text. This is your rough draft. Remember not to include any information you did not get from the work being abstracted. (And no references)

4. Reword your material by either finding one word or a shorter phrase to replace a longer expression or by altering the sentence structure. And in doing so, pay attention to style.

5. Make sure your points flow, to form a coherent whole.

6. Check your grammar, punctuation and spelling. Make sure it is clear, complete, concise, coherent, courteous and correct.

7. Write the final draft.[1]

[1] Adapted in part from 'Abstracts' University North Carolina College of Arts and Sciences http://writingcenter.unc.edu/handouts/abstracts/ [Accessed 9th December 2014]

Or, Start very small…

Given that condensing is so difficult - with each element omitted being a painful separation ("*But I need to specify that…*"), it can sometimes be easier to go for broke at the outset, and distil the entire piece of work down to an extremely short summary. There are many different ways of achieving this, including:

- What does my research say? What's my 1-line argument?

- What is the purpose of my piece of work? And it's deep purpose? (This is the second level of use of the purpose statement)

- If I had to summarise my work into a 6-word story, what would it be?

- 3 key words on What, How and Why (and So What?) of my work…

What's my style?

By the end of this section you will have:

- Looked at different abstracts and considered their different styles
- Thought about your style (or the style of your context)

Different audiences, different abstracts: what's my style?

TASK

Looking at the abstract samples, can you:

1. Note the **area** (natural science, social science, arts & humanities, engineering, medicine, etc.)

2. Identify the **essential elements**, note the order they are in (and note any that are missing)

3. Work out what the abstract is **for** (presentation, paper to be published, etc.)

4. Work out the intended **audience** (e.g. academics, peers, public, same field, same specific area of enquiry - might there be any secondary audiences)

5. Identify the **differences in style**: use of passive vs active; sentence length; use of jargon; use of references; balance between context / describing the topic and defining the research question / what was done or found

6. Given the above, which of the abstracts you have read do you feel are **less effective**? Which are **more effective**?

Can you identify specific trends / styles relevant to specific disciplines?

Can you describe <u>your</u> abstract writing style (the typical writing style for your field) in terms of elements, their order and style?

Self-reflection

1. Do you know any specific rules or conventions that apply in your own academic context What things do you already do well when you write an abstract?

2. What key things will you stop doing when having to write an abstract?

3. What keys things will you start doing when having to write an abstract

Write it

By the end of this unit you will have:

- Written an abstract and have received a peer review

Write a conference abstract

You will write an abstract using some of the essential elements and different styles of abstract creation through developing an abstract for review.

There are two choices:

First choice: rewrite an abstract for a presentation or paper that you have been working on or know well.

Second choice: create a new abstract for part of a piece of research you wish to present at a conference.

The task:

1. Decide whether you are re-writing an abstract or creating a new one
2. Read through the scenario and abstract writing guidelines below
3. Ensure you understand the audience and you have a clear objective for writing
4. Spend 20 minutes writing your abstract

When you have completed the abstract, take an **Abstract Review Sheet**, write your name on it and 'submit' it for review.

The second task

- You will now be part of the 'reviewing panel' for the conference
- Use the abstract review sheet – make sure you understand all the fields
- In a group of 3 you will now review your colleagues abstracts and score them
- Abstracts with the highest scores will be accepted for presentation

TASK scenario and abstract guidelines

You wish to present at the British Council Researcher Connect conference to be held in London in 6 months' time. The conference will be run rather like a TEDX event

(http://www.ted.com/pages/about_tedx) . The aim of the conference is to provide a platform for new and exciting research from all disciplines to stimulate discussion and thinking.

Audience: The RC conference audience is researchers from around the world who are part of the RC community plus British Council Higher Education specialists who are looking to support outstanding research / researchers.

Objective: You are presenting to:

- communicate clearly your most interesting research points to stimulate discussion and thinking about your subject
- gain support from peers and / or the British Council

Abstract guidelines:

- **250** words maximum
- Written in the **active voice**
- Do not include jargon
- Include **title, authors, institution and date**
- Structure and style are your decision but must be appropriate for the conference aims, audience and objective
- Include **3** key words

Resources

Appendix 1: What is an abstract?

A summary of all the key elements of the paper or presentation it represents.

Whether stand alone or as part of a paper, the abstract must represent the whole work it is abstracted from.

> Etymology abstract (n.)
> "abridgement or summary of a document," mid-15c., from abstract (adj.). The general sense of "a smaller quantity containing the virtue or power of a greater" [Johnson] is recorded from 1560s.
> www.etymonline.com May 20th 2013

An abstract is a concise summary of a research paper or entire thesis.
It is an original work, not an excerpted passage. An abstract must be fully self-contained and make sense by itself, without further reference to outside resources or to the actual paper. It highlights key content areas, your research purpose, the relevance and importance of your work, and the main outcomes.

It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly ***all*** parts of the paper.

Although it is placed at the beginning of your paper, immediately following the title page, the abstract should be the ***last*** thing that you write, once you are sure of the conclusions you will reach.

(Source: University of Melbourne)

According to Wikipedia (accessed 8th December 2014): *"An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application."*

Learning point: the abstract must contain the essentials of everything so it MUST be concise, it MUST be complete, it MUST be coherent and it should also be CONFIDENT. It's by nature an extremely difficult thing to write. Never under-estimate this – allow enough time, be your own critical friend, ask for help

Some of the discussions on tactics….

- Abstract title (should be short, informative and motivating)
- Key words (many conference organisers ask you to add key words for digital searching)
- House style (use the conference house style if there is one, if not choose a very generic style)
- Editing (edit, review, edit as many times as possible; have peers review; have family members or friends review (non-specialists); and your supervisor / seniors
- Formatting (similar to style – use the conference format if given, if not use the standard formats we have practised today)
- Jargon (avoid this if possible, if needed then explain it)
- Word limits (stick to these: never go over, try to be within 10% under)
- References (not normally needed in an abstract)
- Bibliography (not normally needed
- Other authors (cite them, name them or risk their wrath!)

- Balance between defining the topic and describing the issues you intend to address (too long on the former is not good – most of the focus must be on the issues you are addressing)

Some specifics about abstracts for presentations

Voice and style – presentation abstracts need to INTEREST the conference organiser and convince them that you will INTEREST and be INTERESTING to their conference audience The focus is much more on the people and how they will respond – and this means adopting a voice and style appropriate for the audience

Audience – an abstract within an academic paper is generally intended to be read by the audience for the whole article. Similarly to submitting an article for publication the abstract for a presentation is primarily to be read by the conference organisers (direct audience) for them to make a judgement call on whether the conference audience will

find the presentation useful, relevant and interesting. i.e. your audience is making a decision on someone else's behalf

Function – the core function of the abstract is to lay out your presentation in a concise, coherent and interesting manner. In many cases the abstract becomes a proposal: it needs to persuade, establish credibility and also compete

Note also that few journals will take an abstract as a stand-alone submission; most will take the abstract along with the full manuscript. Editors therefore, if interested, can read the whole paper to take a position on whether they feel you are a credible author / investigator; the research really contributes something new, the writing is of the quality and tone to suit their publication. Conference panels don't have this luxury – your abstract must carry all of the above on its own.

(Source: University of North Carolina at Chapel Hill – college of Arts & Science

Appendix 2 - Different Types of Abstracts

There are two types of abstracts: descriptive and informative.

Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common. They are:

- background
- purpose
- particular interest/focus of paper
- overview of contents (not always included)

Example 1: (Stevenson, 2004)

The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the 'all-plagiarism-is-cheating' reaction and the 'just-give-them-a-referencing-guide' response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to avoid plagiarism. In this presentation, I will use the transnational teaching experience to highlight what educating to avoid plagiarism entails.

Informative abstracts are generally used for science, engineering or psychology reports, as well as doctoral theses. You must get the essence of what your piece is about, usually in about 200-300 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include:

- background
- aim or purpose of research
- method used
- findings/results
- conclusions

Example 2: (Zoltan, 2005)

Meta-linguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skills of academic writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students' level of meta-linguistic awareness, their attitudes toward, expectations for, assumptions

about and motivation for writing. The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, but those with a more developed meta-language are more confident and motivated. The conclusion can also be drawn that students' level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of preliminary research results, some recommendations for writing instruction will also be presented.

Both examples taken from the University of Adelaide Writing Centre Learning Guide[2].

A variant of the informative abstract is the **structured abstract** which is favoured in some natural science context particularly. Here the content is focussed on providing a narrative description of the research under set headings, rather than justifying or contextualising the research. The typical elements are:

- purpose
- methods (may be relatively detailed)
- results (possibly with some analysis)
- conclusion

Example 3: (Séralini, 2011)

Purpose

We reviewed 19 studies of mammals fed with commercialized genetically modified soybean and maize which represent, per trait and plant, more than 80% of all environmental genetically modified organisms (GMOs) cultivated on a large scale, after they were modified to tolerate or produce a pesticide. We have also obtained the raw data of 90-day-long rat tests following court actions or official requests. The data obtained include biochemical blood and urine parameters of mammals eating GMOs with numerous organ weights and histopathology findings.

Methods

We have thoroughly reviewed these tests from a statistical and a biological point of view. Some of these tests used controversial protocols which are discussed and statistically significant results that were considered as not being biologically meaningful by regulatory authorities, thus raising the question of their interpretations.

2

http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_writingAnAbstract.pdf [accessed 9th December 2014]

Results

Several convergent data appear to indicate liver and kidney problems as end points of GMO diet effects in the above-mentioned experiments. This was confirmed by our meta-analysis of all the in vivo studies published, which revealed that the kidneys were particularly affected, concentrating 43.5% of all disrupted parameters in males, whereas the liver was more specifically disrupted in females (30.8% of all disrupted parameters).

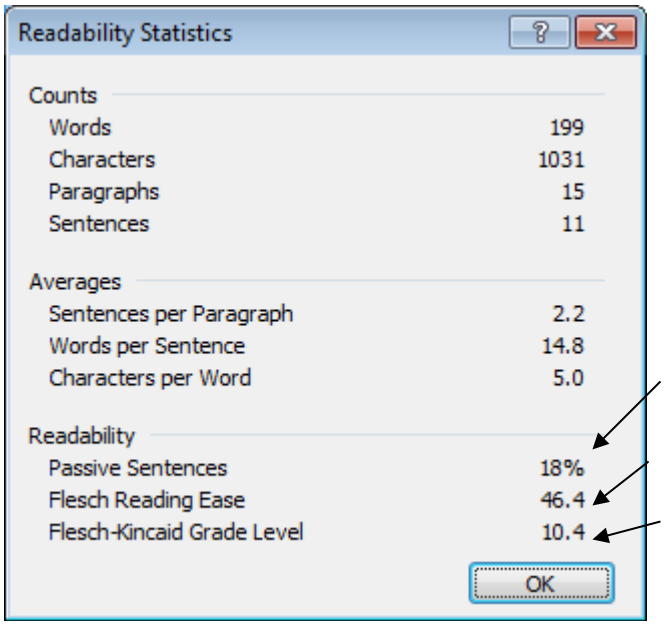
Conclusions

The 90-day-long tests are insufficient to evaluate chronic toxicity, and the signs highlighted in the kidneys and livers could be the onset of chronic diseases. However, no minimal length for the tests is yet obligatory for any of the GMOs cultivated on a large scale, and this is socially unacceptable in terms of consumer health protection. We are suggesting that the studies should be improved and prolonged, as well as being made compulsory, and that the sexual hormones should be assessed too, and moreover, reproductive and multigenerational studies ought to be conducted too.[3]

[3] Séralini, G-E et al (2011) Genetically modified crops safety assessments: present limits and possible improvements, in Environmental Science Europe March 2011, 23:10, SpringerOpen

Appendix 3 - Readability Statistics using Microsoft Word

You can use MS Word to check the readability of a document. In Word 2010, go to >File>Options>Proofing, tick the box for 'check grammar as you type', then tick 'show readability statistics'.
Once you have completed the grammar check for a document, you will get the following dialogue box.



Averages
This area shows the average number of sentences per paragraph, words per sentence, and characters per word in the document.
Readability
This is the important bit. This is where you find the statistics that measure how easy the document is to read.

Passive Sentences
This indicates the percentage of sentences in your document that use the passive voice instead of the active voice. For example, "The letter was written by my boss" instead of "My boss wrote the letter." Sentences in the active voice are considered more direct and therefore easier to understand.
Flesch Reading Ease
Displays statistics based on the average number of words per sentence and the average number of syllables per 100 words. (Note: Standard writing averages 17 words per sentence and 147 syllables per 100 words.)
90-100 Very easy
80-90 Easy
70-80 Fairly easy

60-70 Standard
50-60 Fairly difficult
30-50 Difficult
0-30 Very difficult

Flesch-Kincaid Grade Level. (US Grade school level)

This is another readability index, also based on the number of syllables per word and the number of words per sentence.

The Flesch-Kincaid number specifies the approximate level of education required to easily read and understand the document. A 7 or 8 is approximately equivalent to a Flesch Reading Ease Score of 60-70, the range for standard writing. The higher the number, the more difficult the material is to read. It is calculated using the following formula.

(words per sentence X .4) + (syllables per word X 12) - 16 = Grade Level

Appendix 4 - Sample Abstracts

The selection of abstracts included below are not intended as models, but rather as a sample of real abstracts for you to consider. They all have strengths and weaknesses, and are also all specific to their contexts. Although all of these are genuine examples, the names have been altered to anonymise them.

Abstract 1: Using XPS to Probe the Surface Chemistry of Ionic Liquids,
A. Smith, B. Jones, C. Patel, D. Chan, E. McDonald

Ionic liquids have attracted much attention due to their possible “green chemistry” applications. Due to the recent use of ionic liquids as corrosion resistant thin-films, it has become important to fully understand the complex nature of their surface environments.

A series of commercially available ionic liquids (e.g. [BMIM][PF6]) were studied and characterised using x-ray photoelectron spectroscopy. Angle resolved experiments indicate an increased concentration of the organic cation in the liquid’s surface. The surface composition becomes enriched with contributions from the linear alkyl substituent of the cation which is significantly greater than that expected from the nominal stoichiometry. A maximum entropy method algorithm was used to build an accurate structure of the surface and near-surface region.

We also explore the possibilities of using ionic liquids as potential new reference standards. They present the opportunity to offer a clean reference surface without the need for ion sputtering and present a number of core level peaks for spectrometer energy scale and transmission function calibration and validation.

Abstract 2: The Application of XPS to the Study of Protein Lyophilizates,
A. Smith, B. Jones, C. Patel, D. Chan, E. McDonald, F. de Calvo & G. Mahoney

Long term storage of proteins is most often achieved by freeze drying (lyophilization). For this to be successful it is essential that the process retains the stability and biological activity of the protein. Despite its widespread use there are still problems associated with the process, not least the aggregation of the protein at the ice/liquid interface which develops during the freezing stage. To overcome this problem excipients are commonly used to ease the stresses at this interface and stabilise the protein. Polysorbates are commonly used for this purpose but there has been recent interest in using other excipients.

X-ray photoelectron spectroscopy (XPS) is ideally suited to the study of these materials due to its surface sensitivity (1-10 nm) and the quantitative nature of the data.

In this study we use XPS to investigate the protein stabilisation mechanism in lyophilizates produced using different excipients. We show there to be clear differences in the surface chemistry of the resultant lyophilizates. We also investigate the effect of temperature on the protein surface chemistry and stability.

Abstract 3: Reclaiming Old with New: Telecentres and Community Transformation?
A. Hogan
Department of Media and Information, Oz University of Technology

The vast distances of Western Australia and the geographic isolation of many of the State's communities present serious challenges for the equitable distribution of services to rural and remote areas. A major concern for these communities is the lack of access to the advanced communications services enjoyed by their city counterparts, particularly given the enormous educational, economic and social benefits to be derived from these services. Telecentres in Western Australia typically provide their communities with access to a range of communication and office technologies, as well as acting as a local hub for government and community services. The stated purpose of the Western Australian Telecentre Network is "to strengthen regional communities by providing local access to information and services." This paper examines the role of telecentres in overcoming the disadvantages of distance and isolation and in helping rebuild communities that have been in decline in the latter half of the twentieth century. By exploring the experiences of staff and users, I aim to investigate the transformative nature of telecentres within regional communities. To what extent has access to modern information and communication technologies, such as the Internet, helped reclaim communities of the past?

Abstract 4: The Implementation of Asthma Management Guideline and the Obstacle Factors in Korea

Background: There is gap between the guideline and real practice of asthma management. The implementation of asthma management guideline is essential to reduce the gap and for the qualified standard care. We evaluated the implementation of asthma management guideline and obstacle factors to the implementation in Korean physicians.

Methods: From March to April 2012, a total of 165 physicians in primary care, secondary and tertiary hospitals were enrolled. They filled in a questionnaire about their current practice on asthma: whether they followed the management guideline and if not, what might be the obstacle factors.

Results: Thirty eight percent of the physicians were male and their mean age was 43 (± 8) years old. Ninety five percent of physicians had asthma patients in their clinics. Most of them (83.2%) knew about the asthma management guideline and 87.4% of them used the guideline on their asthma practice. Among the physicians, one hundred and twenty two (73.9%) were primary care physicians. 65.6% of the primary care physicians answered that they practiced according to the guideline for more than half of their patients. They reported difficulties in monitoring asthma control status. Only 26.2% of the primary care physicians prescribed inhaled corticosteroid (ICS) to most of their asthma patients, and the reasons that they do not prescribe ICS that much were physicians' preference for oral medications and the concern about the possible refusal by the health insurance.

Conclusions: In primary care physicians, there was a huge gap between the management guideline and real practice. This study shows the necessity of education that ICS is the first-line choice in the treatment of asthma, and strongly suggests that the current health insurance policy should be improved for the better asthma care.

A. Jung, B. Yeoung Kim, C. Lee, D. Seoung, E. Wu, F. Hook, G. Sung-Min & H. Sang-Kyung

Abstract 5: A modified Direct Torque Control in Matrix Converter fed Induction Motor Drive

C. Choudry

Matrix converter has gained attention in recent past because of its four quadrant operation and controllable input power factor, both being the desirable characteristics of a drive scheme. The existing direct torque control uses hysteresis controller for input power factor correction which can be avoided by appropriate switching algorithm. The present study proposes a new switching strategy for power factor control. The technique uses input voltage and speed sensors to determine the instantaneous location of input current. The error in the estimated and the actual position is used to modulate the power factor. Good simulation results were obtained and a hardware prototype was made for the validation.

Keywords: Direct Torque Control, Matrix Converter, Input Power Factor, Switching Algorithm

Abstract 6: Emergency presentation of the gastric cancer; prognosis and implications for service planning

A. Voigt, B. Wiggins, C. Froome, D. Yates and E. Millar

Aims

To compare emergency and elective presentation of gastric cancer by mode of clinical presentation, initial stage, intervention and prognosis.

Methods

Data were collected prospectively for all cases of gastric cancer presenting to a tertiary referral centre between 2003 and 2010. This was stratified by emergency and elective presentation and was analysed for mode of presentation, initial stage and outcome. Statistical analysis was performed using unpaired t-test and Chi2 test.

Results

A total of 291 patients presented: Forty-two (14.43%) were emergencies and 249 (85.57%) elective presentations. Analysis of the emergency cohort showed 25 patients presented with obstruction (59.52%), 15 presented with haematemesis (35.71%) and 2 with perforation (4.76%).

Eighteen of the emergency patients (45%) presented with stage 4 disease compared to 60 (25.42%) in the elective group ($p < 0.005$). Fourteen of the emergency patients were treated with curative intent (33.3%) compared with 130 (55.56%) in the elective group ($p < 0.01$). Over 6 years only 2 patients needed operation within 24 hours of presentation.

Overall survival at one year for emergency patients was 48.3% compared to 63.4% in elective patients ($p < 0.05$). There were no survivors from the emergency group after 3 years but 32.46% of the elective patients survived ($p < 0.02$). Elective presentation with disease stage 1A-3B had a two year survival rate of 54.95% compared to only 20% in the emergency group ($p < 0.05$). Of patients who underwent operative intervention 67.44% of patients who presented electively survived to 2 years. This compared to just 25% presenting as emergencies ($p < 0.001$).

Conclusions

Emergency presentation of gastric cancer is rare; is associated with higher stage of disease at presentation and lower rates of operability. The necessity to perform emergency operation within 24 hours is exceedingly rare. Emergency presentation is a marker of poor long term outcome for equivalent cancer stage in non-advanced (stages 1A-3B) disease.

Abstract 7: Full Publication of Results Initially Presented in Abstracts
W. Schreiber, H. Largen and E von Heimer

Background
Abstracts of presentations at scientific meetings are usually available only in conference proceedings. If subsequent full publication of abstract results is based on the magnitude or direction of study results, publication bias may result. Publication bias, in turn, creates problems for those conducting systematic reviews or relying on the published literature for evidence.

Objectives
To determine the rate at which abstract results are subsequently published in full, and the time between meeting presentation and full publication.

Search methods
We searched MEDLINE, EMBASE, The Cochrane Library, Science Citation Index, reference lists, and author files. Date of most recent search: June 2003.

Selection criteria
We included all reports that examined the subsequent full publication rate of biomedical results initially presented as abstracts or in summary form. Follow-up of abstracts had to be at least two years.

Data collection and analysis
Two reviewers extracted data. We calculated the weighted mean full publication rate and time to full publication. Dichotomous variables were analysed using relative risk and random effects models. We assessed time to publication using Kaplan-Meier survival analyses.

Main results
Combining data from 79 reports (29,729 abstracts) resulted in a weighted mean full publication rate of 44.5% (95% confidence interval (CI) 43.9 to 45.1). Survival analyses resulted in an estimated publication rate at 9 years of 52.6% for all studies, 63.1% for randomized or controlled clinical trials, and 49.3% for other types of study designs.

'Positive' results defined as any 'significant' result showed an association with full publication (RR = 1.30; CI 1.14 to 1.47), as did 'positive' results defined as a result favouring the experimental treatment (RR =1.17; CI 1.02 to 1.35), and 'positive' results emanating from randomized or controlled clinical trials (RR = 1.18, CI 1.07 to 1.30).

Other factors associated with full publication include oral presentation (RR= 1.28;CI 1.09 to 1.49); acceptance for meeting presentation (RR = 1.78; CI 1.50 to 2.12); randomized trial study design (RR = 1.24; CI 1.14 to 1.36); and basic research (RR = 0.79; CI 0.70 to 0.89). Higher quality of abstracts describing randomized or controlled clinical trials was also associated with full publication (RR = 1.30, CI 1.00 to 1.71).

Authors' conclusions
Only 63% of results from abstracts describing randomized or controlled clinical trials are published in full. 'Positive' results were more frequently published than not 'positive' results.

Plain Language Summary
Studies initially reported as conference abstracts that have positive results are subsequently published as full-length journal articles more often than studies with negative results.

Less than half of all studies, and about 60% of randomized or controlled clinical trials, initially presented as summaries or abstracts at professional meetings are subsequently published as peer-reviewed journal articles. An important factor appearing to influence whether a study described in an abstract is published in full is the presence of 'positive' results in the abstract. Thus, the efforts of persons trying to collect all of the evidence in a field may be stymied, first by the failure of investigators to take abstract study results to full publication, and second, by the tendency to take to full publication only those studies reporting 'significant' results. The consequence of this is that systematic reviews will tend to over-estimate treatment effects.

Abstract 8: Stress Determination through Handwriting Analysis

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Abstract

In modern times, we live in the age of anxiety and stress. Stress is omnipresent. Literature suggests that especially students who strive to win the rat race and unable to handle the stress ended up committing unlawful acts. The field of handwriting analysis is a psycho-diagnostic tool which on one hand reveals the mental aspect of the individual, on the other the emotional aspect. In the present study we have developed a questionnaire considering both handwriting and psychological traits and tested with a sample size of hundred students. The sample size was demographically distributed. The results have shown that there is a considerable increase in the stress level of the students over a period of one year. We strongly assert that the method is having expected potential to reflect not only the stress level but also the personality traits. The study also provides a gateway for the future researchers to explore in the field of handwriting analysis.

Keywords: stress, handwriting, psychodiagnostic, traits, personality

Abstract 9: Electrochemical Honing of Gears- A noble technique for gear finishing

A. Matsui

Gear finishing is crucial for maximizing the service life and overall in-service performance of gears and thus, it can be possible to enhance the efficiency of mechanical industries. This paper reports on high-precision finishing of gears by Electrochemical Honing (ECH) process. ECH is probably the most potential micro-finishing process in which material is removed by anodic dissolution combined with mechanical abrasion of bonded abrasive grains. The precision finishing of gears by ECH is a productive, high accuracy, long tool life gear finishing process. The present study contains a detailed description of the process principle, influencing parameters, process capabilities, equipment details, applications, effects of input parameters, developed regression models, surface integrity aspects of machined surface and comprehensive literature review of past research works along with some guidelines for further research with an objective to revive the interest of the global research community to mature this process further.

Key words: Gear finishing, electrochemical machining, honing, electrochemical honing, gear failure, surface integrity

Abstract 10: Searching for a Hormonal Marker for Female Beauty

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Objectives: Many studies show that high levels of testosterone (T) are correlated with high masculinity in male faces. There is little empirical evidence for a similar influence of T in women's faces. We investigated the relationship between circulating steroid hormones (testosterone and oestrogen) and women's facial appearance.

Methods: Thirty-seven frontal photographs of female faces showing a neutral expression were each transformed towards prototypes of high and low T, high and low estradiol (E), and high and low T/E ratio. These prototypes were composites from pictures of the 10 women with high or low trait levels of T, E, and T/E levels, respectively. We then paired the images in such a way that one face depicted a female with high hormone level and the other a low hormone level. Sixty participants (30 women) were asked to choose the more attractive face.

Results: We analysed the proportion of high T, E and T/E ratio chosen. Faces with low testosterone ($p < .001$) and with a low T/E ratio ($p < .001$) were chosen more often both by male and female participants. Interestingly, we did not find a preference for faces with high Estradiol levels ($p = .45$).

Conclusions:(Pound, Penton-Voak et al. 2009) We conclude that the (trait-) level of testosterone and the T/E ratio has an influence on the attractiveness of a woman's face, such effect did not find in estradiol level (Verdonck, Gaethofs et al. 1999)vel. This is in contrast to other findings, reporting a positive correlation between E levels and facial attractiveness. Reasons for this discrepancy are discussed.

Abstract 11: Higher Consciousness States Through Meditation: A Phenomenological Study

A. Scott-Thomas

This presentation gives voice to the experience of consciousness states during meditation and as an aspect of our daily lives. Many research studies have focused on the physiological and psychological impacts of meditation. However, there is a gap in the scholarly literature regarding the human experience of different states of consciousness while practicing meditation and in the lives of those who meditate regularly.

This paper addresses the following key question: what is the lived experience of those who have a deep and consistent meditation practice during and after meditation and does their experience align with current Western and non-Western consciousness theories? Using a process of mindful inquiry, this research incorporates phenomenological, hermeneutic, critical social science and Buddhist perspectives. The study includes in-depth interviews of five research participants and a hermeneutic review of the human consciousness theoretical literature.

Discussions among global thought leaders suggest that raising human consciousness is the solution to our planetary ills of poverty, disease, and ecological disaster. This study invites a discussion about what it means to express different consciousness states. Future research might look at world leaders' spiritual practices, including meditation, and how these practices influence their consciousness states, decisions and subsequent behaviours.

Abstract 12: Inter- and multi-professional collaboration in settings of extended education (all-day schools)

Multiple changes and developments in modern society make high demands on the traditional education system. As a reaction, the extension of learning time is a development which can be observed in many European countries as well as overseas. The so-called “all-day schools” provide school- or community-based extracurricular opportunities/offerings before and after the official school time, such as morning, lunch and afternoon programs. These different settings of extended education promise a boost of student performance and contribute to efforts of professionalization, but also call for major structural and political reforms.

Persons with different vocational backgrounds, such as social and youth workers, psychologists, carers as well as professionals with non-educational backgrounds are present in children’s school days. To provide a program of good quality, the need for collaboration between different institutions and players has been expressed in several papers and research projects. Collaboration comprises the exchange of information, the division of work and promotes professional learning processes

In this symposium, new empirical findings from three different countries are going to be discussed. Whereas one paper puts the focus on the inter-professional collaboration between teachers and professionals from vocational institutes (Finland), another paper focuses on professionalization by multi-professional collaboration (Germany). A third paper describes practices and conditions key success factors of multi-professional collaboration (Switzerland) and the fourth contribution highlights possible ways of the further development of collaboration towards so-called “learning neighbourhoods” (Germany).

A. Schultz; University of Erewhon.

Abstract Review Sheet

Name

Mark your colleagues' abstract using the criteria below

Score scale: 0 = not achieved; 3 = average; 5 = excellent

			Score	Comments
1	**Word count**	<10% under		**If word count exceeded, stop scoring.**
2	**Active voice**	yes/ no / partial		
3	**Jargon free**	yes/ no / partial		
4	**Include title, authors, institute and date**	yes/ no / partial		
5	**Audience**	Needs met?		
6	**Style**	style appropriate?		
7	**Summarises paper**	all essentials included?		
8	**Readability**			
9	**Interest**	generated?		
10	**Coherent**			
11	**Cohesive**			
12	**Clear**			
13	**Essential sections**	All included?		
14	**Extra elements**	?		
15	**Balance (defining topic/ describing your work)**	well balanced / too much defining topic / background		
16	**Repetition**			
		TOTAL		
		Maximum points	80	