



How to go about Researching?

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Overview

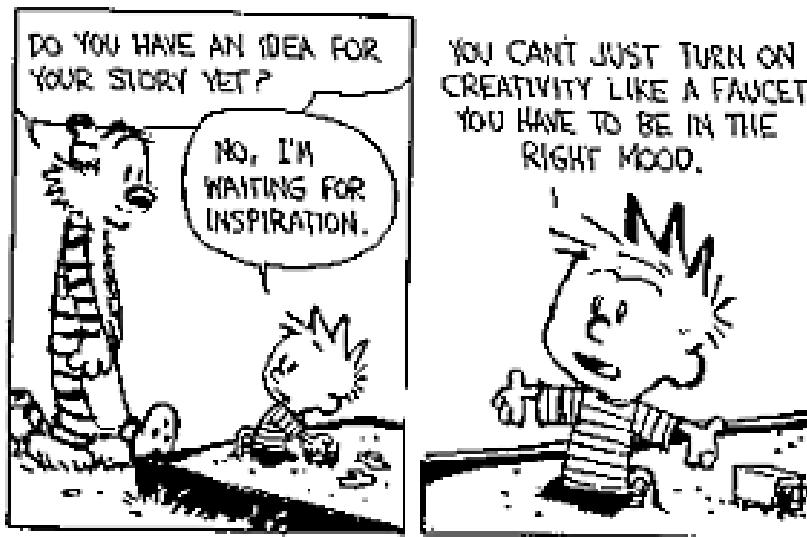
- The Scientific Enterprise
- Basics
- Reading Skills
- Managing References
- Writing Skills
- Presentation Skills
- Funding your Research
- Publish & Get Cited or else Perish!

The Scientific Enterprise.

- Philosophy of Science
 - To construct theories and define laws of the properties of nature.
- Why advance Science?
 - New knowledge derives from Science
 - It is a systematic investigation to gather information on a particular subject or problem and establish facts, principles or laws relating to it.
- Research rests on Scientific Methods
- Communicating Science

Basics

- Be Motivated! Its you & your Research.
- Get your Fundamentals Right.
- Think – Have clarity in thought.
 - Be Inquisitive, Intuitive, Hungry for Information, and Open Minded.
 - Always Question:
 - What? How? Why?
- Ideate – Hypothesize – Gather Data – Analyze – Publish - Present – Get Cited!
- Research will never be complete, its an ongoing process.



Reading Skills

- Ways of Reading.
- Reading Strategies.
- Reading Goals.
- Reading for Scientific Reporting.

Ways of Reading

- Read from beginning to end (2x),
- Read & mark / underline,
- Read & make notes,
- Read & make summaries,
- Read & make schemes of concepts / relationships between concepts,
- First read global, then read the whole text,
- Determine what you already know, then read .

Reading Strategies

- **Global Reading.**
- **Thorough Reading.**
- **Selective Reading.**
- **Critical Reading.**
- Application of reading types depends on the goal of reading!
- Reading for an exam:
 - **Global > Thorough > Selective**
- Reading for scientific reporting:
 - **Global > Selective > Critical**

Reading for Scientific Reporting

- Overall goals:
 - Defining an overall research problem and formulating specific research questions.
 - Finding already existing answers to research questions

Global Reading Goals

- Get an overview of the contents.
- Refresh what you already know.
- Will this text help me to formulate my research questions or does it provide answers to these questions?
- Select the parts that are useful for selective and critical reading.

Global Reading

- Pay attention to:
 - Title and subtitle
 - Author: name, profession, institute
 - Name of journal, publication year
 - Abstract and / or summary
 - Introduction
 - Conclusion
 - Headings of sections
 - Illustrations (tables, graphs, diagrams...)

Global Reading ...

- Look out for Signals:
 - Firstly .., secondly .., etc.
 - 1 .., 2 .., 3 ..; a .., b .., c ..
 - To summarize / To conclude
 - For example
 - Marked text:
underlined, italic, bold, different font, etc.
 - Change of margin
 - First and/or last sentence of each paragraph.

Selective Reading for Scientific Reporting

- Study the parts you have selected in the global reading phase
- Mark, underline, identify keywords or summarize
- Rephrase to formulate overall research problem and / or specific research questions
- Rephrase to give answers to research questions in own words

Critical Reading

- Do you agree with the author?
- Is what the author writes reliable?
- Are all relevant aspects included?
- Are all arguments used acceptable?

Are all Arguments used Acceptable?

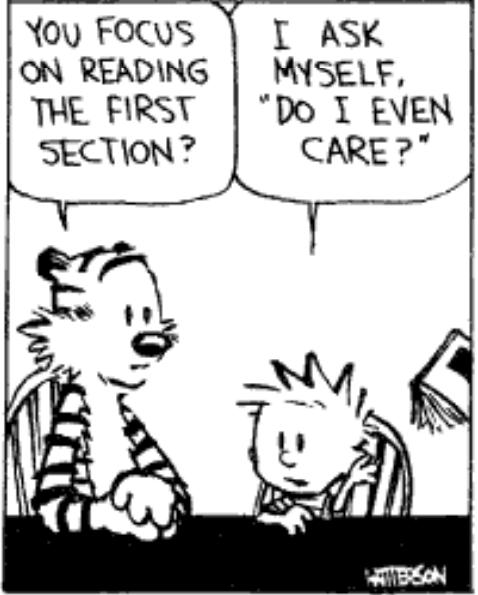
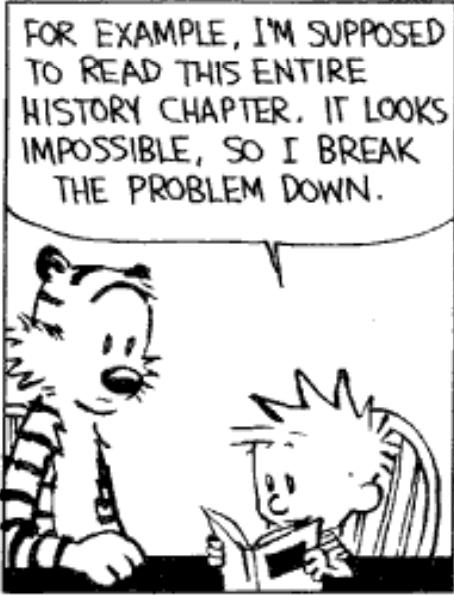
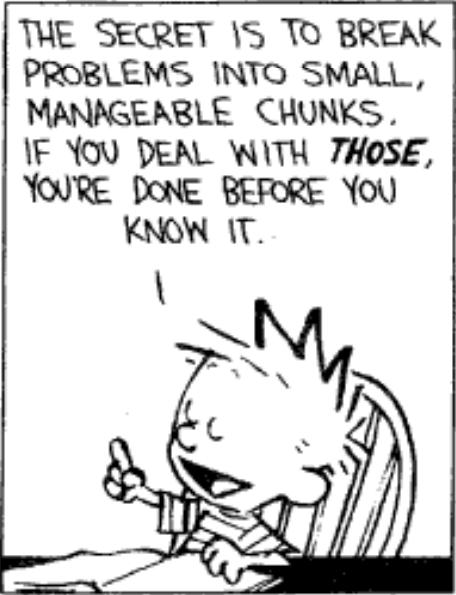
- Facts:
 - Can be checked
- Opinions:
 - Do you agree or not?
- Advices:
 - Based on what?
- Remarks:
 - Justifiable?

Critical Reading

- Use:
 - Yourself, your own knowledge and your own norms and values
 - Your knowledge of the authority of the author and / or the medium (e.g. refereed journal or not)
 - Acceptability of the line of argumentation

Types of Argumentation

- Description / prescription
- Induction / deduction
- Causes / consequences
- Comparison
- In favour / against
- Necessary conditions / sufficient conditions
- Use of authorities



Managing References

- Scout for Literature
- Store
- Catalogue – Index
- Cite Properly
- Tools for Managing Bibliographic Information
- Styles of citation

Where to Look for Literature?

- E-Library Resources of JRD Tata Memorial Library: <http://www.library.iisc.ernet.in/ebrary.html>
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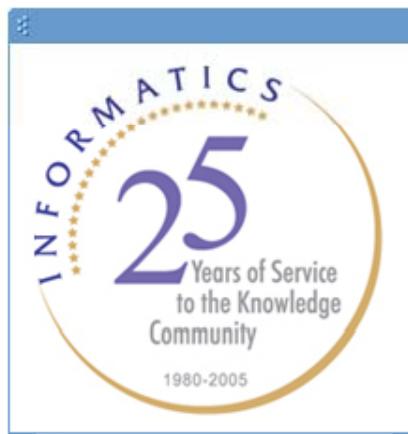

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- CrossRef Annual Meeting 2005
- New members this week
- CrossRef Indicators

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- BOOLEAN OPERATORS, BRACKETS, COMBINE
- TRUNCATION
- Boolean Operators
 - “AND” OPERATOR: RECORDS THAT INCLUDE BOTH TERMS
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 - “NOT” OPERATOR: RECORDS THAT INCLUDE ONE TERM BUT NOT ANOTHER TERM

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- Stand alone
 - JabRef – open source and platform independent:<http://jabref.sourceforge.net>
- Available Online!
 - Connotea: <http://www.connotea.org/>
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#	Author	Title	Year	Journal	BibTeXkey
1	Bushnell, P. G. and Steffens...	Exercise metabolism in two species of co...	1994	Polar Biol.	Bushnell...
2	Caldarone, Elaine M. and St...	Relationship of [RNA]/[DNA] ratio and te...	2003	Mar. Ecol. Prog. Ser.	caldarone03
3	Finn, R. N. and Pyth, H. N...	Physiological energetics of developing e...	1995	Mar. biol.	Finn1995
4	Finn, R. N. and Henderson...	Physiological energetics of developing e...	1995	Mar. biol.	Finn1995a
5	Finn, R. N. and Ronnestad, I...	Fuel and metabolic scaling during the ear...	2002	Mar. Ecol.	Finn2002
6	Herbling, I. Hunt von and Wh...	The effects of body mass and feeding on...	2002	J. Fish Biol.	Herbling...
7	Meeren, T. van der and Jers...	Growth and survival of [A]rcto-[N]orwegi...	2001	Aquacult.	Meeren2...
8	Meeren, Terje van der and ...	Fatty acid composition of unfed larvae (G...	1993	Journal o...	Meeren1...
9	Nelson, Jay A. and Tang, Yo...	Differences in exercise physiology betwe...	1994	Physiolog...	Nelson1...
10	Rainuzzo, J. R. and Reitan, ...	Comparative study on the fatty acid lipid...	1992	Comparati...	Rainuzz...
11	Rainuzzo, Jose R. and Reita...	The significance of lipids at early stages...	1997	Aquacult...	rainuzzo...
12	Ronnestad, I. and Tonheim, ...	The supply of amino acids during early f...	2003	Aquacult...	ronnesta...
13	Schurmann, H. and Steffens...	Effects of temperature, hypoxia and activ...	1997	J. Fish Biol.	Schurmann...
14	Abrams, Peter A. and Ginz...	The nature of predation: prey dependen...	2000	Trends i...	abrams00
15	Acevedo, Miguel F. and Wall...	Modelling and control of a simple trophic...	2000	Ecol. Mo...	Acevedo...
16	Aksnes, Dag L. and Utne, A...	A revised model of visual range in fish	1997	Sarsia	aksnes1...
17	Almehs, A. and Kader, C. on ...	Food intake in fish	2001		almehs01

Article (caldarone03)

Caldarone, E.M.; St. Onge-Burns, J.M. & Buckley, L.J.

Relationship of RNA/DNA ratio and temperature to growth in larvae of Atlantic cod *Gadus morhua*

Mar. Ecol. Prog. Ser., 2003, 262, 229-240

Abstract: The RNA, DNA, and protein content of larval cod *Gadus morhua* reared in the laboratory at 3 temperatures and 3 densities of prey was measured. The data were used to define a quantitative relationship between RNA/DNA ratio (R/D), water temperature (T), and protein-specific growth rate (SGR, % d⁻¹). The nucleic acid content of each larva was determined with both a 2-dye flow-injection fluorometric assay (FIA) and a 1-dye/1-enzyme fluorometric microplate assay (MFA) in order to calibrate each methodology. The resulting equations were: SGR=3.65 R/D+1.02 T-13.05 for FIA, and SGR=4.03 R/D+0.88 T-11.16 for MFA. Measured growth rates ranged from negative (-8% d⁻¹) to 20% d⁻¹. Water temperature and larval R/D explained 37 to 39% of the variability in the observed growth rate. The models are applicable over temperatures ranging from 2.5 to 9.5 degreeC and can be used to determine short-term growth rates of cod larvae collected from both the laboratory and field.

Status: Updated group selection.

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#	Author	Title	Year	Journal	BibTeXkey
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11	Ando, Yasuhiro and Kobayashi, ...	Positional distribution of n-3 highly unsaturated	2004	Aquaculture	ando04
12	Ang, K. P. and Petrell, R. J.	Pellet wastage, and subsurface and surface f...	1998	Aquacult. ...	ang1998
13	Anras, Marie-Laure Bégin and ...	Measuring cultured fish swimming behaviour	2004	Aquaculture	anras04
14	Aragao, Claudia and Conceicao, ...	Amino acid pools of rotifers and (A)rtemia un...	2004	Aquaculture	aragao04
15	Balon, Eugene K.	The theory of saltatory ontogeny and life hist...	1985		balon1985
16	Baskerville-Bridges, B. and Klin...	Development and evaluation of microparticul...	2000	Aquacult...	Baskervill...
17	Beer, W. Nicholas and Anderso...	Modelling the growth of salmonid embryos	1997	j. Theor	beer97
18	Belal, Ibrahim E. H.	A review of some fish nutrition methodologies	2005	Bioresour...	belal05
19	Bell, J. C. and McEvoy, L. A. an...	Optimising lipid nutrition in first-feeding flatfi...	2003	Aquaculture	bell03
20	Beyer, Jan E.	Recruitment stability and survival -- simple si...	1989	Dana	beyer198...
21	Blyth, P. J. and Valdimarsson, S.	Diurnal and seasonal variation in feeding patt...	1999	Aquacultu...	blyth199...
22	Boeuf, Gilles and Le Bail, Pierre	Does light have an influence on fish growth?	1999	Aquaculture	boeuf199...
23	Bogacki, P. and Shampine, L. F.	An efficient (P)lungo-(K)utta (4,5) pair	1996	Computer	bogacki96
24	Boraas, Martin E. and Seale, D. I.	Rotifer size distribution changes during transi...	1996	Hydrobiol...	boraas96

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Article

Author	Claudia Aragao and Luis E. C. Conceicao and Maria Teresa Dinis and Hans-Jørgen Fyhn	Manage
Title	Amino acid pools of rotifers and (A)rtemia under different conditions: nutritional implications for fish larvae	
Journal	Aquaculture	Manage
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Volume	234	
Pages	429-445	
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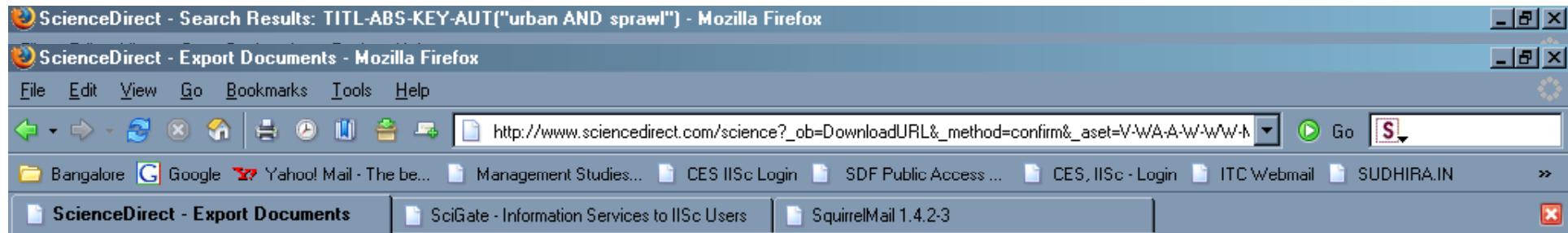
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<input checked="" type="checkbox"/>	Batty, Michael; Xie, Y. & ...	The dynamics of urban sprawl	1999	Batty1...
<input checked="" type="checkbox"/>	Behera, G.; Rao, P. P. N...	Growth of (B)angalore (C)ity since 19...	1985	Beher...
<input checked="" type="checkbox"/>	Benenson, Itzhak & Torre...	Geosimulation: (A)utomata-based mo...	2004	Bene...
<input type="checkbox"/>	Couclelis, Helen	Cellular dynamics: (H)ow individual d...	1987	Coucl...
<input type="checkbox"/>	Davis, Kingsley	The (U)rbanization of the (H)uman ...	1965	Davis...

Article (Subbiah1990)
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Urban climate in Tamil Nadu, India: A statistical analysis of increasing urbanization and changing trends of temperature and rainfall
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concept - Microsoft Word

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Draw AutoShapes

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Writing Skills

- Problems and Purpose
- Report Structure
- Standard Report Elements
- References to Information Sources
- Hints for Writing
- Report Writing: Do's and Don'ts

Problems & Purpose

- Report Writing Problems:
 - When you have to write a report or paper, what do you find difficult?
- Purpose of the Report:
 - All report writing activities should be based on a clear definition of the purpose of the (research) work (to be) done.
 - Structure and contents of the report are completely based on the purpose.
 - Always ask: Why am I writing what I am writing?

Report Structure

- Translate the purpose of a research assignment into a number of questions that have to be addressed.
- These questions, and the answers to them, will together make up the contents of the report.

Standard Report Elements

- Title Page
- Abstract
- Executive Summary
- Preface
- Acknowledgements
- Glossary
- Table of Contents
- List of Illustrations
- List of Tables
- Main Text
(Introduction-core-Conclusion)
- Footnotes or Endnotes
- Bibliography
- Appendix or Annexure

References to Information Sources

- Fundamental rule:
 - Proper references to secondary information sources must always be made as soon as part of the text, or just an idea, is not your own!
- Why?
 - Plagiarism is not allowed in science
 - Allow reader to check original sources
 - Justification for statements
 - Safeguard against mistakes made by the other author!

Hints for Writing

- Always think of clear and logical relationships in the text!
- Report:
- Start (intro): What are you going to say
Purpose of the research
- End: conclusion.
- Introduction + conclusion = summary

Report Writing Do's

- Do write down immediately what comes up in your mind (during the work)
- Do decide on purpose / structure at start
- Do explain structure to reader
- Do explain function of every new chapter
- Do begin new chapter on new page
- Do make several versions
- Do work individually in group reports

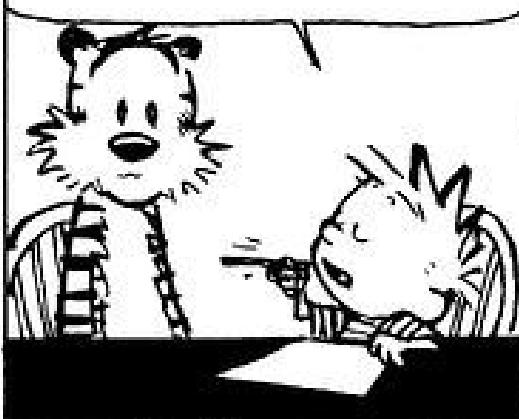
Report Writing Don'ts

- Do not add new information in a conclusion or summary
- Do not postpone writing
- Do not forget about your target group
- In the first draft, do not worry about exact formulations

I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM.



I REALIZED THAT THE PURPOSE OF WRITING IS TO INFLATE WEAK IDEAS, OBSCURE POOR REASONING, AND INHIBIT CLARITY.



WITH A LITTLE PRACTICE, WRITING CAN BE AN INTIMIDATING AND IMPENETRABLE FOG! WANT TO SEE MY BOOK REPORT?



"THE DYNAMICS OF INTERBEING AND MONOLOGICAL IMPERATIVES IN DICK AND JANE: A STUDY IN PSYCHIC TRANSRELATIONAL GENDER MODES."

ACADEMIA,
HERE I COME!



WATSON

Presentation Skills

- Verbal Presentations
- Purpose of a Verbal Presentation
- Structure
- Preparation
- Duration
- Visual Aids
- Making Slides
- Speaker Notes
- The Presentation Itself!

Verbal Presentations

- When you have to make a verbal presentation, what do you find difficult?
- What Shall I Say?
- Who is the Audience ?
 - Who are they?
 - Why will they be listening?
 - What do they want to learn?
 - What are their interests?
 - What do they already know?
 - What language do they speak?
- What is the Purpose of the Presentation?

Purpose of a Verbal Presentation

- Always ask yourself: Why am I saying what I am saying?
- Purpose:
 - Communicate findings / information
 - Introduce the subject to people
 - Interest people in the subject
 - Present proposals
 - Raise questions for discussions
 - Influence decisions
 - Make people read your paper

Purpose of a Verbal Presentation

- The primary purpose of a verbal presentation is to stimulate attention.
- Without that attention no purpose can be achieved!

Structure of a Verbal Presentation

- Introduction
 - Catch attention (title / opening line)
 - Subject and aim and reasons
 - Relevance for audience
 - Overview (outline of the presentation)
- Core (3-5 questions depending on time)
- Closing
 - Conclusion linked to purpose
 - Recommendations / implications / questions left
 - What do you expect from the audience

Verbal Presentation Preparation

- Make a logical story:
 - Introduction
 - Core topics
 - Closing
- With smooth links from one part to the other

Verbal Presentation Preparation

- Traps to avoid:
 - Trying to cover too much
 - Lack of structure / cohesiveness
 - Not written for speaking
 - Not allowing sufficient time to prepare

Duration of a Verbal Presentation

- If you may decide on the duration yourself:
 - Do not speak for longer than 15-20 min.
- If the duration is dictated:
 - Make sure you will complete your presentation in time (i.e. not halfway)
- Rehearse your presentation to know its duration and to find out what you can tell.

Visual Aids

- Benefits:
 - Increase impact
 - Focus attention
 - Clarify complex ideas
 - Stimulate
 - Lasting impression (of whole presentation)
 - Increase confidence
 - Provide frame of reference

Making Slides

- One topic per slide
- Topic translated in slide title
- 6-9 lines
- 6-10 words per line
- Use big type sizes (>30 points)
- No fancy type styles
- Lowercase better than CAPITALS
- Insert many pictures!
- Simple graphics, no detailed tables

Speaker Notes

- All good presenters have them
- Designed to be used as a reference
- Should help with structure and timing of the talk
- Brief - no script!
- Make sure they are legible

Speaker Notes ...

- What do you have on paper?
- Write introduction in full
- Key questions + key answers in short
- Keywords, details, quotations, figures, names
- Links between topics in full
- Closing in full
- Instructions for use of media

WHEN & WHERE Check-list

- Nature of the occasion
- Who will be there?
- Available audio visual facilities
- Size of room and screen
- What other presentations will be made?
- Duration of the presentation
- Start time
- Questions and discussions afterwards?
- Paper required?
- Organisor's contact number
- How to travel to the site

The Presentation Itself: Dealing with Nerves

- Manage not prevent
- Prepare thoroughly
- Rehearse your presentation
- Reconnaissance of the premises (does the technology work / can you use it / etc.)
- Catastrophize the situation (what if ...)
- Don't apologize
- Positive self talk / You are in charge!

The Presentation Itself: DO's

- Do repeat the most important information (readers can repeat, listeners cannot)
- Do engage the audience (e.g. asking questions and eye contact)
- Do use clear and legible visual aids
- Do speak loud and clear
- Do show a lot of enthusiasm (body language)
- Do be confident (if you prepared well)

The Presentation Itself: DON'Ts

- Do not use written language, difficult words or long sentences
- Do not read from a script
- Do not speak too fast
- Do not speak too monotonous
- Do not be afraid of introducing short breaks (e.g. to let people watch a slide)
- Do not stand in front of screen

The Presentation Itself: Dealing with Questions

- Types of questions:
- Barely audible or
badly phrased
- Irrelevant
- Technical
- Private interest

.....

- Answers:
- repeat back
-
- answer briefly
- translate the jargon
- answer privately
afterwards

The Presentation Itself: Dealing with Questions

- Types of questions:
- Thoughtless
- “Funny”
-
- Provocative
- Answers:
- answer briefly / do not cast scorn on it
- deal with in a serious manner
- answer concisely do not be drawn into argument

Funding

HOW ARE WE GOING TO INVENT A ROBOT? WE DON'T KNOW ANYTHING ABOUT MACHINES.

MAYBE YOU DON'T.



IT'S EASY. THERE ARE JUST FOUR SIMPLE MACHINES TO ALTER FORCE: THE LEVER, THE PULLEY, THE INCLINED PLANE AND, UM, THE INTERNAL COMBUSTION ENGINE.

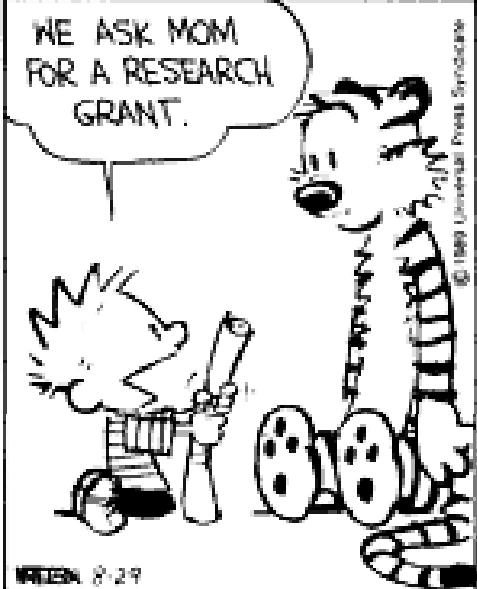


TAKE MY WORD FOR IT, I'M AN EXPERT AT INVENTIONS.

SO WHERE DO WE START?



WE ASK MOM FOR A RESEARCH GRANT.



Publish & Get Cited or else Perish

- Bibliometrics
 - Effectiveness of your research
 - No of papers or citations?
- Citation Analysis
 - ISI Web of Knowledge
 - Scopus
 - Google Scholar
- What's your H-index?

Credits

- Bill Watterson for Calvin and Hobbes.
- Dr. Corné van Elzakker, ITC, The Netherlands.
- Information and Documents of the Basic Research Skills module of ITC, The Netherlands.

Thank you.

hs.sudhira@gmail.com