PSY 475 Vědecká komunikace
Přednáška: Psaní abstraktů

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ABSTRAKT

- „Text v kostce"

- Na jeho základě se rozhodujeme, zda si článek přečteme (nebo zda bude přijat do recenze)

- Je samostatným textovým útvarem – musí fungovat i bez článku.

ABSTRAKT

- Velmi často dost omezen – výzva natěsnat celou studii do pár vět.
- Nejčastěji 100-300 slov.
- Potřeba sdělit to nejnutnější, nevynechat řádnou podstatnou skutečnost, přitom ale zůstat v daném limitu.
- Je krátký, ale musí obsahovat vše nutné pro akademický text.
- Problém – co do abstraktu patří, co ne? Jak má vypadat?

ABSTRAKT

- Příklad – abstrakt k odbornému článku.
- Co napíšeme do abstraktu, do velké míry ovlivňuje, jak bude článek přijímán a hodnocen.

- Co obvykle potřebujeme vědět?
  - V odborném časopise – praxe s vlastním hledáním vhodných článků (EBSCO).
- Co naopak můžeme ostatním nabídnout?
  - „Oslovujeme" kolegy ze stejné oblasti? Přinášíme nové poznatky? Ověřili jsme dosavadní vědění?
  - Kde, ke komu, proč a o čem abstrakt mluví?

PSANÍ ABSTRAKTU

- Většinou se píše na konec
  - Výjimka – konferenční abstrakty, často bez zjištění
  - Pozn. – konferenční abstrakty mají víc odlišností
- Ideálně s určitým odstupem po napsání textu.
- Soustřeďte se na to opravdu důležité.
- Smiřte se s tím, že vše se do abstraktu nevejde.
- Dejte jej někomu přečíst – nechybí důležitá informace? Nepřebývá něco? Je něco nejasné?

ABSTRAKT - STRUKTURA

- Obsahuje následující komponenty (nejlépe v tomto pořadí):
  - Téma/oblast
  - Výzkumná otázka/záměr
  - Metoda (vzorek, sběr, analýza)
  - Zjištění
  - Diskuse/implikace
- Každá z nich zabírá cca 1-2 věty.
- Nejvíce prostoru by se mělo věnovat zjištěním – ale záleží na podobě článku.

TÉMA + ZÁMĚR
This study examines the predictors of political trust in late adolescence.

METODA + VZOREK
Three-wave longitudinal data (age 11, 15, and 17) from 1,116 Czech adolescents (of which 346 participated at least in the first and the last wave) were analyzed using structural equation modeling.

ZJIŠTĚNÍ
Results showed that greater political trust in late adolescence was predicted by high verbal cognitive ability in early adolescence. This effect was explicable by adolescents' greater cognitive political engagement but not by their more positive relationship with authorities (school or parents) during adolescence. Next, early adolescents who perceived more parental warmth had greater political trust when they reached late adolescence.

IMPLIKACE
These results suggest that some young people might enter adulthood more skeptical regarding politics based on their abilities and early non-political experiences.

CO BY NEMĚLO CHYBĚT...

- Oblast/téma, jíž se článek zabývá.
  - Např. rozvoj autonomie, výkonová motivace, partnerské vztahy...

- Teoretické zázemí, perspektiva – v případě, kdy je jasně stanovena. Záleží na povaze studie.
  - Mnoho abstraktů ji vůbec neuvádí (především „ryze empirické" články).
  - Jindy je naopak nutnou součástí (např. u zkoumání identity, použití use and gratification, apod.).

CO BY NEMĚLO CHYBĚT…

- Výzkumná otázka – buď jako otázka, nebo jako věta, záměr.

- V čem je článek nový/přínosný/originální/odlišný („We lack knowledge about…").
  - Občas chybí (podobně jako teoretické zázemí), ale pokud můžete, toto uveďte

- Východisko, zázemí a otázka/záměr jsou často spojeny, často je najdeme v jedné-dvou větách.

- *Interrelatedness of marital relations and parent-child relations: A meta-analytic review.*

- **It is widely assumed that a linkage, crucial to the understanding of child behavior, exists between marital and parent–child relationship quality.** A meta-analysis of 68 studies was conducted **to determine whether this linkage exists and, if so, whether the linkage is positive (as suggested by the spillover hypothesis) or negative (as suggested by the compensatory hypothesis).** Results supported the spillover hypothesis; a positive and nonhomogeneous effect size of moderate magnitude was found (d = 0.46). This suggests that research in this area can move beyond the question of whether a positive or negative association exists to identifying moderators of the association. Examination of the impact of 13 potential moderators did not support the existence of any of these variables that could be adequately examined. This suggests that the link between marital and parent–child relations functions as a more stable force than previously thought.

- Psychological Bulletin, 1995

CO BY NEMĚLO CHYBĚT...

- Vzorek – a) významné charakteristiky, b) počet lidí (subjektů)

- a) Základ: věk, pohlaví, etnicita/národnost.

- a) Dále vše co ovlivňuje interpretaci výsledků: student/pracující, lidé s postižením, nadané děti, lidé se stejným traumatem...

- b) Důležitý pro odhad aplikace výsledků, možného srovnání, generalizace, specifičnosti.
  - Na jak velkém vzorku ověřeno? Kolik komunit jsme navštívili?

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Co by nemělo chybět...

- *Patterns of Interaction in Family Relationships and the Development of Identity Exploration in Adolescence*
- Child Development (1985)

- The purpose of this research was to develop a model of individuation in family relationships that focuses on communication processes, and to assess the links between them and adolescent identity exploration. Expressions of the 4 dimensions of the model-self-assertion, separateness, permeability, and mutuality-were predicted to be positively associated with identity exploration in adolescents. **A sample of 84 Caucasian, middle-class, 2-parent families, each including an adolescent and 1 or 2 siblings,** was observed in a Family Interaction Task designed to elicit the expression and coordination of a variety of points of view. Multiple regression analyses revealed differentiated results concerning father-son, father-daughter, mother-son, mother-daughter, and marital relationships as well as both positive and negative contributions of communication variables to identity exploration when verbal ability and sociability were controlled. Results are discussed in terms of recent formulations of the progressive redefinition of the parent-child relationship during adolescence

CO BY NEMĚLO CHYBĚT…

- Metoda
- a) sběr dat – většinou nutný (dotazník, rozhovor, experiment) – ale stačí velmi krátce
  - „data from survey/interviews…"
  - „ Ethnographic study was conducted…"
- b) analýza dat – užitečné vědět, ale nutné spíše v případě, kdy má použitá metoda významný vliv na výsledky, nebo jde-li o neobvyklou metodu.
  - Větší význam u kvalitativních metod, u kvantitativních pokud metoda není příliš známá, užívaná (DFA vs regrese)

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Co by nemělo chybět...

- Výsledky – popis hlavních zjištění, těch nejzajímavějších/nejpřínosnějších.
- Mnoho lidí bude s článkem dále pracovat právě na základě toho, co jste zjistili a uvedli v abstraktu!
- Srovnání název článku a hlavní zjištění - název někdy může být příliš obecný, abstrakt musí vypovídat o tom, co bylo konkrétně zjištěno.
- Nesnažte se ale uvést úplně vše!

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- *Relationships between anxiety, fear, self-esteem, and coping strategies in adolescence.*

- This study investigated the relationships between anxiety, fear, self-esteem, and coping strategies in a sample of 224 postprimary students (years 7, 9, and 12) in Australia. In particular, it sought to determine whether there were any significant changes between years 7 and 12 and, if so, whether these changes were gender specific. **The results indicated that the girls had consistently low levels of self-esteem. The boys showed a significant decrease in both anxiety and fear by year 12. For the coping strategies, a three-factor solution accounted for 64.2% of the variance. Finally, the findings suggested that, by year 12, boys and girls were using different coping strategies, with boys more successfully reducing both fear and anxiety.**

Co by nemělo chybět...

- Diskuse a implikace.
- Může být užitečné pro specifickou skupinu čtenářů (záleží i na zaměření časopisu).
  - Např. praktické implikace (a pro koho), nebo možný přínos v dané oblasti.
- Často mnohem více problémů než u uvádění výsledků – implikace bývají rozsáhlé, jsou napojeny na více výsledků studie, jsou velmi obecné (nebo naopak velmi specifické, a pak je tendence je neuvádět)
- Může vést k poměrně vágním tvrzením
  - (…"includes discussion of the new results and suggestions for future conceptual and empirical work.").

Co by nemělo chybět...

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- This study examined factors that increase or decrease the support a bystander offered to a victim of cyberbullying. Possible determinants of supportive behaviour were analyzed using a four-step hierarchical regression analysis on data from 156 Czech children (12–18 years old; M = 15.1; 54% females) who witnessed their schoolmates being victims of cyberbullying. Among individual characteristics, only a general tendency toward prosocial behaviour was a positive predictor of supportive behaviour. Other factors such as age, gender, self-esteem, and problematic relationships with peers had no effect. Among contextual factors, existing relationships with the victim, upset feelings evoked by witnessing victimization, and direct requests for help from the victim triggered supportive behaviour, while strong relationships with the bully inhibited it. Fear of intervening played no role. **The practical implications of the findings are discussed with regard to the roles of the emotional response of the bystander and direct requests for help from the victim in cyberbullying interventions.**

A PAK SAMOZŘEJMĚ DALŠÍ:

- Data z konkrétního projektu (např. sekundární analýza, součást významného intervenčního programu, teoretického proudu, teoretické diskuse atd.).
- Návaznost na dřívější studii/teorii.
- Kontext: téma, oblasti, čas sběru (např. po 9/11).

- Záleží na charakteru konkrétní studie. Vždy zvažte, co čtenář opravdu potřebuje vědět, aby mohl s článkem pracovat.

CO DO ABSTRAKTU NEPATŘÍ?

- Nevkládejte do abstraktu reference, nejsou-li opravdu nutné (např. přímá návaznost na konkrétní studii)
- Limity studie – jsou v článku; plus každý očekává, že článek není dokonalý
  - Existují výjimky – viz ukázkový příklad („Three-wave longitudinal data (age 11, 15, and 17) from 1,116 Czech adolescents (of which 346 participated at least in the first and the last wave)…"
- Příliš obecná až samozřejmá tvrzení
- Cokoli, co není obsaženo v článku.
- Neměl by opakovat název článku (některé abstrakty naopak na název přímo navazují – to ale také není úplně dobře).

CO DO ABSTRAKTU NEPATŘÍ?

- Nepoužívejte méně známé termíny/koncepty. Pokud musíte, přímo je v abstraktu definujte.
- Také nepoužívejte zkratky (nejsou-li opravdu obecně známé); a pokud musíte, opět je definujte.
- Vyhněte se slangu, hovorovým výrazům.
- Nepoužívejte vágní označení („certain part", „quite a lot", „some of")

A JAK JEJ NAPSAT?

- „Dobrá zpráva" - na promyšlené stylistice většinou až tak nezáleží – není na ni místo a nikdo ji většinou ani nečeká.

- Stačí dodržet základní pravidla.

- Komplikovanější jazyk je spíše překážkou.

A JAK JEJ NAPSAT?

- Šetřete se slovy – pozor na „vycpávky".
  - V našem výzkumu jsme zjistili, že…"
  - Navzdory našim očekáváním…"
  - Naše studie, která byla zaměřena na…"
- V abstraktu mluvíte o článku, ne o Vás – nepoužívejte první osobu (minimálně podle APA).
  - „Study focuses on" namísto „I focus on"
  - „It was found" namísto „I found"
- Ale! Nepoužívejte pasivní jazyk ve vztahu k zkoumaným objektům či subjektům
  - Např. „rodiče děti vychovávali" namísto „děti byly rodiči vychovávány"

- *Příklad: Cognitive coping strategies and symptoms of depression and anxiety: a comparison between adolescents and adults*

- The present study focused on comparability of adolescents and adults in the reporting of cognitive coping strategies and their relationship to symptoms of depression and anxiety. Two samples were included: 487 adolescents attending a secondary school and 630 adults from a general practitioners practice. Data were obtained on symptoms of depression and anxiety and the use of nine cognitive coping strategies: acceptance, catastrophizing, other-blame, positive reappraisal, putting into perspective, refocus on planning, positive refocusing, rumination and self-blame. The results showed that all cognitive coping strategies were reported by adolescents to a significantly lesser extent than by adults. Further, it was shown that both in adolescents and adults a **considerable percentage** of the variance in symptomatology was explained by the use of cognitive coping strategies. Although adolescents and adults differed in **relative strength** of the relationships, generally speaking, conclusions were the same: in both groups, the cognitive coping strategies self-blame, rumination, catastrophizing and positive reappraisal were shown to play the most important role in the reporting of symptoms of psychopathology, showing the importance of introducing prevention and intervention programmes at an early stage.

- Journal of Adolescence, 2002, 183 slov

- The present study focused on comparability of adolescents and adults in the reporting of cognitive coping strategies and their relationship to symptoms of depression and anxiety.

    X

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- The results showed that all cognitive coping strategies were reported by adolescents to a significantly lesser extent than by adults.

    X

- All cognitive coping strategies were reported to a lesser extent by adolescents.

- Further, it was shown that both in adolescents and adults a **considerable percentage** of the variance in symptomatology was explained by the use of cognitive coping strategies.

  X

- Both in adolescents and adults a **XY%** of the variance in symptomatology was explained by the use of cognitive coping strategies.

- Although adolescents and adults differed in **relative strength** of the relationships, generally speaking, conclusions were the same: in both groups, the cognitive coping strategies self-blame, rumination, catastrophizing and positive reappraisal were shown to play the most important role in the reporting of symptoms of psychopathology, showing the importance of introducing prevention and intervention programmes at an early stage.

  X

- Despite differences in strength of the relationships, conclusions were the same for both groups: self-blame, rumination, catastrophizing and positive reappraisal had the most important role in the reporting of measured symptoms, showing the importance of introducing prevention and intervention programmes at an early stage.

- The study focused on comparability of adolescents´ and adults´ reports of cognitive coping strategies and their relationship to symptoms of depression and anxiety. Two samples included 487 secondary school adolescents and 630 adult general practitioners. Data were obtained on symptoms of depression and anxiety and the use of nine cognitive coping strategies: acceptance, catastrophizing, other-blame, positive reappraisal, putting into perspective, refocus on planning, positive refocusing, rumination and self-blame. All cognitive coping strategies were reported to a lesser extent by adolescents. Both in adolescents and adults a XY% of the variance in symptomatology was explained by the use of cognitive coping strategies. Despite differences in strength of the relationships, conclusions were the same for both groups: self-blame, rumination, catastrophizing and positive reappraisal had the most important role in the reporting of measured symptoms, showing the importance of introducing prevention and intervention programmes at an early stage.
- 145 slov

Příklad pro Vás:

- Tato studie shrnuje zjištění základních dimenzí, kterými lze popsat některé možné způsoby uvažování občana při formování jeho dojmů o politicích. Jako výzkumná metoda je v ní použita modifikace techniky repertoárové mřížky (REP-test). Dosažené výsledky mj. hovoří o významu dimenze populismu a politicko-ideologických dimenzí pro celkový dojem o politikovi, o vztahu mezi vnímáním politikovy upřímnosti a populismu a o vazbě mezi vnímáním politikovy viditelnosti a vůdcovských schopností. Součástí diskuze je rovněž reflexe zkušeností autorů s aplikací techniky repertoárové mřížky na oblast zkoumání dojmů o politicích, přičemž se tato technika ukazuje jako přínosná a využitelná v dané oblasti.
- Československá psychologie

PŘÍKLAD PRO VÁS:

- This article examines the ways in which individuals use MP3 players to shape their experiences of the London commute. To investigate MP3 listening practices, I conducted semi-structured qualitative interviews with eight DJs and 'listeners' living in London. I argue that MP3 players enable individuals to use music to precisely shape their experiences of space, place, others and themselves while moving through the city. In doing so, individuals experience great control as they transform urban journeys into private and pleasurable spaces. While experienced effects of MP3 player listening were similar among respondents, pre-existing relationships to music appear to relate to motivations for use. This article draws on a variety of social theorists ranging from Simmel and Adorno to Lefebvre to interrogate the experience of control MP3 users describe, and to understand the implications for the autonomy of urban inhabitants.

- New media & Society