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BOBLME – MFF
Communications workshop on scientific writing

22-25 August 2011

Phuket, Thailand
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Acronyms used

BOBLME Bay of Bengal Large Marine Ecosystem
MFF Mangroves for the Future
1. Background

The Bay of Bengal Large Marine Ecosystem (BOBLME) Project and the Mangroves for the Future (MFF) initiatives recognize the importance of science communication and in 2011 organised a training programme on Communicating Science Effectively. The programme comprises two 4 day workshops: the first on scientific paper writing and the second on scientific presentation. These training courses are designed exclusively for BOBLME and MFF focal country researchers seeking to improve their delivery of scientific and technical information/advice and to be better equipped with the skills needed to communicate their work clearly and confidently to a wide range of audiences.

The scientific writing workshop was held at the Novotel Resort Hotel, Phuket Patong, Thailand from 22 to 25 August 2011. Twenty (20) participants attended from nine (9) countries (Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Seychelles, Sri Lanka, Thailand) (see Appendix VI for list of participants and contact details). The second workshop, on scientific presentation is scheduled for October 2011 in Maldives.

2. Introduction

The workshop was opened by Dr Chris O’Brien, Regional Coordinator for BOBLME, and Dr Donald Macintosh, Coordinator of Mangroves for the Future. The workshop was designed and conducted by Dr Peter Rothlisberg (Australia) with the assistance of four in-region facilitators: Dr Sevvandi Jayakody (Sri Lanka); Dr Zelina Ibrahim (Malaysia); Dr E. Vivekananadan (India); and Prof TJ Pandian (India).

2.1. Objective

The objective of the workshop was to provide training to enhance effective communication of the results and progress of BOBLME and MFF projects to stakeholders and the broader scientific community through final reports and refereed publications respectively.

2.2. Approach

The course was designed to be an interactive - ‘learn-by-doing’ - workshop. Each day of the four-day workshop was divided into short lectures (25%) and practical exercises (75%) with the ultimate aim to produce a draft scientific manuscript by the end of the workshop (Appendix I.Course outline (agenda)). Participants were paired with a peer - a ‘Buddy’ - to provide feedback on various stages of the development of their manuscript.

Further, participants were assigned to a mentor (one of the four in-region facilitators) for feedback and advice throughout the workshop (See Appendix II Working teams). The student:mentor ratio was 4 to 5:1 which allowed a high degree of interaction.

The workshop was very ably assisted by Ms Sucharat Tong-on and Ms Orawan Klinhual from the BOBLME secretariat.
3. Workshop effectiveness

Participants were very enthusiastic, arriving early each morning and staying beyond the appointed finish time each day. During the workshop the facilitator and mentors met with the Regional Coordinator at end of each day to evaluate progress and effectiveness of the workshop material. Uptake of the workshop material was variable, given the different levels of experience and preparedness of the participants, with the majority gaining a great deal of insight into the publication process.

By the end of the fourth day the mentors felt there were between 10 and 12 scientific manuscripts under development, with a high likelihood of completion. These manuscripts are generally targeted at national and regional journals. The mentors have committed to maintain contact with the participants after the workshop and provide further advice and feedback leading up to submission of the manuscripts.

The participants to this workshop brought a very wide spectrum of experience and expectations. Surprisingly, some were not in the research streams of their home institutions. In spite of that, they gained an appreciation for the structure of any document and a way of thinking that was useful to them when writing and evaluating project proposals, final reports, press releases and articles destined for the popular press.

The command of the English language was also variable. While English has become the ‘universal’ language of science and would have to be the language of papers submitted to the international literature; the workshop’s approach was found useful for authors submitting papers and articles in local and national publications in their native language.

It was agreed that if the focus of future workshops was to remain on writing scientific publications, that more explicit instructions would have to be given to selectors. Further, more detailed instructions to chosen participants, e.g. preliminary data analysis must be undertaken, before the workshop began. This would ensure maximum benefit to participants.

4. Workshop feedback

At the completion of the workshop, participants were presented with a signed certificate of completion and asked to fill in a feedback form to gauge satisfaction with and suitability of elements, along with suggestions for changes to future workshops (Appendix III. Feedback form).

A tabular summary of the feedback is provided in Appendix IV and written comments are in Appendix V. All but two participants (18/20) returned the form.

Overall the feedback was very positive. Most participants ‘strongly agreed’ to all six questions about suitability and organisation of the workshop, and four ‘agreed’ to most components (Appendix IV. Numerical analysis). One respondent (12) ‘disagreed’ with three components – not meeting expectations, organization and time allocation. In spite of any reservations, all respondents would recommend the course to a colleague.

Fifteen of the 18 respondents ranked the workshop elements 1 to 7, with 1 being the most valuable element (Appendix IV). One respondent (16) didn’t rank any; one (10) ranked them all the same; and one (12) ranked three all the same. For the remaining 15, concept planning was the overwhelmingly deemed the most valuable element – eight out of 15 placed it top; four placed it second; and two placed it third. Outline, introduction & discussion and title & abstract, were the next most highly
ranked elements and 13 participants wanted more of these three elements. Figures and authorship were deemed least valuable, but only two respondents wanted a reduction in these elements. Most respondents didn’t offer suggestions about changes in balance and three stated that it was about right. A common comment was the overall need for more time for the workshop (see Appendix V for a transcription of participant comments).

There is always a balance between the duration of a workshop; and how long participants will maintain the energy and enthusiasm; and how much work should be done before and/or after the workshop. In discussing time allocation with the organizers and mentors it was felt more explicit instructions to participants would allow more preparation before the workshop. Equally we emphasised that a polished draft manuscript was not necessarily the expected workshop output. We expect a draft suitable for sharing and discussing with co-authors and supervisors when back at home base. The workshop draft would: demonstrate the organizational principles learned at the workshop; include all the structural elements of a scientific manuscript; and a clear path towards publication, including allocations (e.g. time and co-author contributions) for work to be done.

5. **Future scientific writing workshops**

The in-region facilitators have been provided with course presentation material (a power point presentation and hand-outs provided during the course) with the view that they will be able to modify the material to suit themselves, and conduct this training workshop elsewhere in the region in the future.
Appendix I  Course outline (Agenda)

Scientific writing workshop

22 to 25 August 2011
Novotel Resort Hotel, Phuket, Thailand

Agenda

Day 1 (22 August 2011)
Set up workstations and coffee/tea
Welcome and introduction (PR)
Concept planning and the original contribution (PR)
Individual work on concept plan & 2-minute drill - review by buddy and mentor
Lunch
2-minute drill presentations
Science of scientific writing (PR)
Story board and outlines (PR)
Individual work on story board and outlines

Day 2 (23 August 2011)
Selection of target journal and paper type (PR)
Select journal
Evaluate against critical questions (PR)
Review concept, storyboard and outlines, journal - 5 critical questions - buddy & mentor
Lunch
The introduction (PR)
Figures - their design to enhance the narrative (PR)
Continue fleshing out outline and start building the manuscript with target journal in mind

Day 3 (24 August 2011)
Review of outline, introduction, figures and target journal – buddy and mentor
Discussion and conclusions (PR)
Start drafting discussion and conclusions
Lunch
Tutorial: from written papers to oral presentations (PR)
Individual work on the manuscript
Report of the communications workshop on scientific writing

Review of introduction and conclusions – buddy and mentor
Individual work on the manuscript

Day 4 (25 August 2011)
The title and abstract – the most read part of any paper (PR)
Individual work on the title and abstract
Review title and abstract – mentor
Lunch
Authorship/Acknowledgement (PR)
Individual work on authorship/acknowledgements and a list of outstanding work
What to do with my paper now (PR)
  • managing the editorial process, review and revisions
  • follow up work
Individual work on the manuscript
Review of draft manuscript – mentor
Revision of manuscript
Workshop appraisal and feedback
## Appendix II  Working teams

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<thead>
<tr>
<th>Name</th>
<th>Buddy</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Md Sharif Uddin</td>
<td>Khan</td>
<td>Dr S Jayakody</td>
</tr>
<tr>
<td>Mr Suleman Khan</td>
<td>Uddin</td>
<td>Dr E Vivekananadan</td>
</tr>
<tr>
<td>Mr Ashok S Kadam</td>
<td>Pimwhalan (Oil)</td>
<td>Dr TJ Pandian</td>
</tr>
<tr>
<td>Mr G V A Prasad</td>
<td>Disanayake (Jayanthi)</td>
<td>Dr Z Ibrahim</td>
</tr>
<tr>
<td>Mr Mohamad Natsir</td>
<td>Yakoh (Pui)</td>
<td>Dr S Jayakody</td>
</tr>
<tr>
<td>Mr Sallehedin Jamon</td>
<td>Ismail</td>
<td>Dr E Vivekananadan</td>
</tr>
<tr>
<td>Mr Md Nizam B Ismail</td>
<td>Jamon</td>
<td>Dr TJ Pandian</td>
</tr>
<tr>
<td>Mr Hussain Sinan</td>
<td>Hamdhaan Zuhair</td>
<td>Dr Z Ibrahim</td>
</tr>
<tr>
<td>Mr Md Hamdhaan Zuhair</td>
<td>Sinan</td>
<td>Dr S Jayakody i</td>
</tr>
<tr>
<td>Ms Thida Aung</td>
<td>Moe</td>
<td>Dr E Vivekananadan</td>
</tr>
<tr>
<td>Ms Thida Moe</td>
<td>Aung</td>
<td>Dr TJ Pandian</td>
</tr>
<tr>
<td>Ms D M J K Disanayake (Jayanthi)</td>
<td>Prasad</td>
<td>Dr Z Ibrahim</td>
</tr>
<tr>
<td>Ms Anchalee Yakoh (Pui)</td>
<td>Natsir</td>
<td>Dr S Jayakody</td>
</tr>
<tr>
<td>Ms Pimwhalan Cheupudee (Oil)</td>
<td>Ashok Kadam</td>
<td>Dr E Vivekananadan</td>
</tr>
<tr>
<td>Ms Janalezza Morvenna Esteban (Jana)</td>
<td>d’Souza</td>
<td>Dr TJ Pandian</td>
</tr>
<tr>
<td>Ms Edwina Hollander</td>
<td>Bastienne</td>
<td>Dr Z Ibrahim</td>
</tr>
<tr>
<td>Ms Nisha d’Souza</td>
<td>Esteban (Jana)</td>
<td>Dr S Jayakody</td>
</tr>
<tr>
<td>Ms Kumudini Ekaratne (Kumi)</td>
<td>Goonatilake (Sampath)</td>
<td>Dr E Vivekananadan</td>
</tr>
<tr>
<td>Ms Lyndy Bastienne</td>
<td>Hollander</td>
<td>Dr TJ Pandian</td>
</tr>
<tr>
<td>Mr W L D P T S De Alwis Goonatilake (Sampath)</td>
<td>Ekaratne (Kumi)</td>
<td>Dr Z Ibrahim</td>
</tr>
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</table>
### Appendix III  Course evaluation form

**Scientific writing workshop**

22 to 25 August 2011
Novotel Resort Hotel, Phuket, Thailand

<table>
<thead>
<tr>
<th>Feedback form</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing workshop was well organized.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The writing workshop met my expectations/needs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The writing workshop has assisted me in my writing skills and in the preparation of papers and articles.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Instructions and examples were clear and understandable.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The format of the workshop was relevant and well organized.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The time allocation for the workshop components was appropriate.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Would you recommend this workshop to your colleague?  
Yes ☐  No ☐

Which aspect of the workshop did you find most valuable (please rate in order, with 1 being the most valuable)  

<table>
<thead>
<tr>
<th>Concept planning and the original contribution</th>
</tr>
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<tbody>
<tr>
<td>Outlines and target journal</td>
</tr>
<tr>
<td>Figures – their design to enhance the narrative</td>
</tr>
<tr>
<td>Introduction and conclusions</td>
</tr>
<tr>
<td>Flesh on the bones</td>
</tr>
<tr>
<td>The abstract and title</td>
</tr>
<tr>
<td>Authorship/acknowledgement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Which session would you have liked to have had more time for?</strong></td>
</tr>
<tr>
<td><strong>Which session would you have liked to have had less time for?</strong></td>
</tr>
<tr>
<td><strong>Additional comments or suggestions about this workshop.</strong></td>
</tr>
</tbody>
</table>

Name: (Optional).....................................................................................
## Appendix IV  Tabulation of workshop evaluation results

BOBLME-MFF scientific writing workshop (22-25 August 2011) - evaluation

<table>
<thead>
<tr>
<th>Participant number</th>
<th>Concept planning</th>
<th>Outline &amp; target journal</th>
<th>Figures</th>
<th>Introduction &amp; discussion</th>
<th>Flesh on bones</th>
<th>Title &amp; abstract</th>
<th>Authorship &amp; ack’ment</th>
<th>Satisfaction level</th>
<th>Recommend</th>
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<td>1</td>
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</table>
Appendix V Feedback comments

Participant 6 - A fruitful workshop which was obviously eye opening for me. I hope to have further guidance in developing the paper to the expected standard of the journals. Thank you for the great ‘innovative’ experience and the very good delivery of the facilitator.

Participant 8 - Need to enlarge the time period for 7 days.

Participant 10 - Overall the workshop helped me a lot, especially my mentor Mr Pandian.

Participant 11 - If a little bit more information on selection of a journal could be provided before the training course as preparation it would be very useful and easier to handle the selection of journal.

Participant 13 - The time allocated in the last day was too much for each session – especially the title and abstract. The content of the workshop was very good and organised.

Participant 14 - You need to prolong the workshop at least 1-2 days with more deep explanation about the ?? [word un-readable].

Participant 15 - I think it should....add the following components for future workshops

- How to use references
- Reference management
- Ethics of writing

Participant 17 - Everything went well; we are [going] in the right direction.

Participant 18 - Time bound programme very nicely arranged. All topics covered in a very special and correct way. Taken care of all requirements one should require during unvisited area/country. [Did] a great job by giving opportunity to orient us to the huge scientific community of the world. Thank you.
### Appendix VI  List of participants

<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
<th>Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>Mr Md Sharif Uddin</td>
<td>Assistant Director</td>
<td>Marine Fisheries Office, Chittagong</td>
<td>Department of Fisheries, Bangladesh</td>
<td>Tel: +880312517391, Fax: +880312518149, Email: <a href="mailto:shrifbd64@yahoo.co.uk">shrifbd64@yahoo.co.uk</a></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Mr Suleman Khan</td>
<td>Deputy Secretary</td>
<td>Ministry of Environment, Government of Bangladesh</td>
<td>5/7 Mohanpur, Shamuli, Dhaka, Bangladesh</td>
<td>Tel: 88 02 8122525, 88 01760742724, Email: <a href="mailto:khanasuleman36@yahoo.com">khanasuleman36@yahoo.com</a></td>
</tr>
<tr>
<td>India</td>
<td>Mr Ashok Shridhar Kadam</td>
<td>Jr. Fisheries Scientist</td>
<td>Fishery Survey of India, Government of India</td>
<td>Botawala, Chambers, Sri P.M. Road, Fort, Mumbai – 400 001</td>
<td>Tel: 022 22617144/45, Fax: 022 22702270, Email: <a href="mailto:ashoka_fsi@rediffmail.com">ashoka_fsi@rediffmail.com</a></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Mr Gummadi Venkata Ankineedu Prasad</td>
<td>Sr. Scientific Assistant</td>
<td>Fishery Survey of India</td>
<td>PO Box. 46, Portblair Anoaman and Nicobar Islands</td>
<td>Tel: 03192 232677, 236696, Fax: 03192 236696, Email: <a href="mailto:gva_prasadfsi@yahoo.com">gva_prasadfsi@yahoo.com</a></td>
</tr>
<tr>
<td>India</td>
<td>Ms Nisha D'Souza</td>
<td>Project Assistant</td>
<td>IUCN-MFF</td>
<td>20 Anand Lok (near Anand Lok), New Delhi 110049 India</td>
<td>Tel: 91 9899921837, Email: nisha.d'<a href="mailto:souza@iucn.org">souza@iucn.org</a></td>
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Bangladesh

India
<table>
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<th>Fax</th>
<th>Email</th>
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<tbody>
<tr>
<td>Indonesia</td>
<td>Mr Mohamad Natsir</td>
<td>Fisheries Scientist</td>
<td>Research Institute for Marine Fisheries, Komplek Pelabuhan Samudera, “Nizam Zachman” Jl. Muara Baru Ujung, Jakarta 14440 Indonesia</td>
<td>Tel: 62 21 6602044</td>
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# Report of the communications workshop on scientific writing

### Sri Lanka

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<thead>
<tr>
<th>Name</th>
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<th>Address</th>
<th>Contact Information</th>
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<th>Name</th>
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<th>Organization</th>
<th>Address</th>
<th>Contact Information</th>
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Report of the communications workshop on scientific writing

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<td>IUCN – International Union for</td>
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</tbody>
</table>
Appendix VII  Participants' handout

Scientific paper writing workshop

Peter Rothlisberg
ZZ Ibrahim, B Jayakody, TJ Pandian, E Vivekanandam,
22-25 August 2011 Phuket, Thailand

Agenda

- Concept – Scope
- Story board & Outline
- Target journal
- Figures & Tables
- Introduction
- Discussion & Conclusion
- Title & Abstract
- Authorship & Acknowledgements

Focus

<table>
<thead>
<tr>
<th>Literature</th>
<th>Methods</th>
<th>Data</th>
<th>Results</th>
<th>Relevance</th>
</tr>
</thead>
</table>

Define the Story

- Need
- Approach
- Supporting evidence
- Evaluation
- Conclusion

Define the Story

- 2-minute drill – narrative
  - Too long?
  - Too much?
  - Unfocused?
  - Did they get it?
  - Who’s confused?
- Content tighter & clearer – to you & listener
  - Early exposure – vulnerable & confronting
- Example

The structure of prose

- Interpretation of information is easier if placed where the reader expects to find it
- Subject verb separation
- Locate the action with verbs
- The stress position – new information
- The topic position – old information/context
- Provide context before introducing new ideas/findings
- Emphasis follows structure – meets reader’s expectations – enhances comprehension
Structure of a scientific paper (IMRAD)

- Abstract
- Introduction/Background
- Materials & Methods/Methodology
- Results
- Discussion
- Conclusion
- Acknowledgements
- References
- Tables
- Figures

Roadmap – Story Board

Outline

Set out sections – journal guide
Fill in sub headers
Dump content into sub headers:
  • 2 to 5 dot points → paragraphs
  • Consistency across sections
Drop in mini-references and other prompts
3 to 6 pages – keep building

Target journal

1. Type of paper: journal article; a review paper; a letter; short communication
2. Geographic and scientific scope/impact
3. Who is your readership?
4. Who are you citing – peers & competitors?
5. Where are they publishing?
6. Make a short list of journals
7. Check their impact rating
8. Style guide/template from the journal’s homepage

Impact factors

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Impact Factor</th>
<th>CiteScore</th>
<th>5-Year Impact</th>
<th>SJR</th>
<th>H-index</th>
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<td>Nature</td>
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<td>15.5</td>
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<td>Cell</td>
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<td>21.5</td>
<td>20.5</td>
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<td>Journal</td>
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<td>18.5</td>
<td>17.5</td>
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<td>Other</td>
<td>10.9</td>
<td>10.5</td>
<td>10</td>
<td>10</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>80.9</td>
<td>78.5</td>
<td>76.5</td>
<td>76.5</td>
<td>760</td>
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</table>
Critical Questions

1. Is the paper a self-contained narrative? (a story with the appropriate level of complexity)
2. Is the original contribution clear?
3. Does the paper build on previous key work?
4. Have the current trends in this field been identified and contrasted?
5. Is the target journal and paper type a good choice?

Figures, tables and captions

Figure & Tables enhance narrative
Reduce the number of figures and tables – move extra to appendices or data repositories
Table or figure – not both
Colour does not always enhance clarity, cost?
Text, captions, axes and legends must be clear & consistent
A word on publication vs. presentation

Figures – Publication vs. Presentation

<table>
<thead>
<tr>
<th>Publication</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>Audience – narrow</td>
<td>Audience – broad</td>
</tr>
<tr>
<td>Read</td>
<td>Listen</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Words or phrases (dot points)</td>
</tr>
<tr>
<td>Time – lots (hours)</td>
<td>Time – little (seconds - minutes)</td>
</tr>
<tr>
<td>Distance – arm’s length</td>
<td>Distance – short to vast</td>
</tr>
<tr>
<td>Detail [ ↔ ] Methods</td>
<td>Broad brush [ → ]需</td>
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<tr>
<td>Results</td>
<td>Findings</td>
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<tr>
<td>Tables &amp; Figures</td>
<td>Illustrations</td>
</tr>
<tr>
<td>References</td>
<td>Importance</td>
</tr>
<tr>
<td>Discussion &amp; Conclusion</td>
<td>Take home message</td>
</tr>
<tr>
<td>[“Figure 1 shows…”]</td>
<td>[“I realise you can’t read this…”]</td>
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</tbody>
</table>

Less is More

Introduction/Background

Grabbing statement – First sentence, paragraph – importance / need / scope
State of play – previous work, current work (paradigms, algorithms), gaps, incorrect or inadequate interpretations or conclusions
Scope – geographic, taxonomic, disciplinary, methodology, empirical, modelling
Contribution of this paper – “This paper proposes a new relationship……”

No surprise ending – save it for your novel!
### Structure of a Discussion

<table>
<thead>
<tr>
<th>Not just a reiteration of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong concise statement of main findings</td>
</tr>
<tr>
<td>How is this advancing knowledge in your discipline?</td>
</tr>
<tr>
<td>How does your study compare with other studies?</td>
</tr>
<tr>
<td>How can you synthesize these findings?</td>
</tr>
<tr>
<td>- e.g. a conceptual model, relationship among facts</td>
</tr>
<tr>
<td>Strong concluding paragraph</td>
</tr>
<tr>
<td>What is the significance of your study? – limitations, implications, applications</td>
</tr>
<tr>
<td>Be careful</td>
</tr>
</tbody>
</table>

### Keywords

**Titles & Keywords are indexed by computer**

**Title & Keywords are different** – don’t duplicate

- Cyanobacteria + blue-green algae
- Nutrients + N, P, Si
- Stable isotopes + dN, dC
- Pigment + Chlorophyll a, HPLC

### Abstract

**Two kinds of Abstracts:** informational & indicative

- Must “grab” the reader in the first sentence
- Give a complete & concise summary
- Include reason/importance, findings, implications, take home message
- Seek an independent review of your Abstract by a non-specialist – may increase your citations

### Authorship/acknowledgement

**Authorship**

- "Significant contribution": original thinking; design; analysis; interpretation; and writing
- Inclusion & order of authorship – on the basis of ‘importance’ to research outcome
- Co-authorship – best to be pre-agreed
- ↑ Bridge from Acknowledgements ↑

**Acknowledgements**

- Supervised technical work
- Advice
- Unpublished data offered by third parties
- Reviewers (known and unknown)
- Funding source

### Flesh on the bones

**Journal instructions & Style guides**

- Leave the outline in place
- Delete unnecessary words and paragraphs
- see Robert Day’s Appendix 2 – Words & expressions to avoid
- Don’t get hung up on questions or clarifications – leave questions or notes for later
- Keep track of added/deleted Figures, Tables & References
- Focused writing sessions (days) – divert your attention
Include the photographs to your presentation. Manage the review and revision process

Your manuscript is likely to get four or more reviews.
Consider using internal reviews (total or partial)
Follow the internal and journal process instructions strictly
Suitability of journal – seek advice, write to journal
Suggested reviewers – select carefully & pre-warn
In replying to reviewers’ comments:
  Follow the editors instructions
  Constructive criticism is valuable (feedback from experts)
  Be polite, not argumentative – if they’re confused it’s your fault!
  Provide a response sheet addressing each item of feedback

Marketing your product / self

The publication is just the beginning
Get out and talk about it
Conferences
Workshops
Seminars
Lab visits
Press releases and interviews
Send it to others in your field
Reference it in your next publication

Final comments

Define the message
Pick the messenger
Share the quest with peers
Learn from the setbacks
Share the message & build a network
Establish your legitimacy
Finally, celebrate your achievements

Enjoy the journey!
Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka and Thailand are working together through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project to lay the foundations for a coordinated programme of action designed to better the lives of the coastal populations through improved regional management of the Bay of Bengal environment and its fisheries.

The Food and Agriculture Organization (FAO) is the implementing agency for the BOBLME Project.

The Project is funded principally by the Global Environment Facility (GEF), Norway, the Swedish International Development Cooperation Agency, the FAO, and the National Oceanic and Atmospheric Administration of the USA.

For more information, please visit www.boblme.org