Guidelines for developing your abstract for the 2024 PVAMU Research Conference

Prairie View A&M University
RESEARCH & INNOVATION

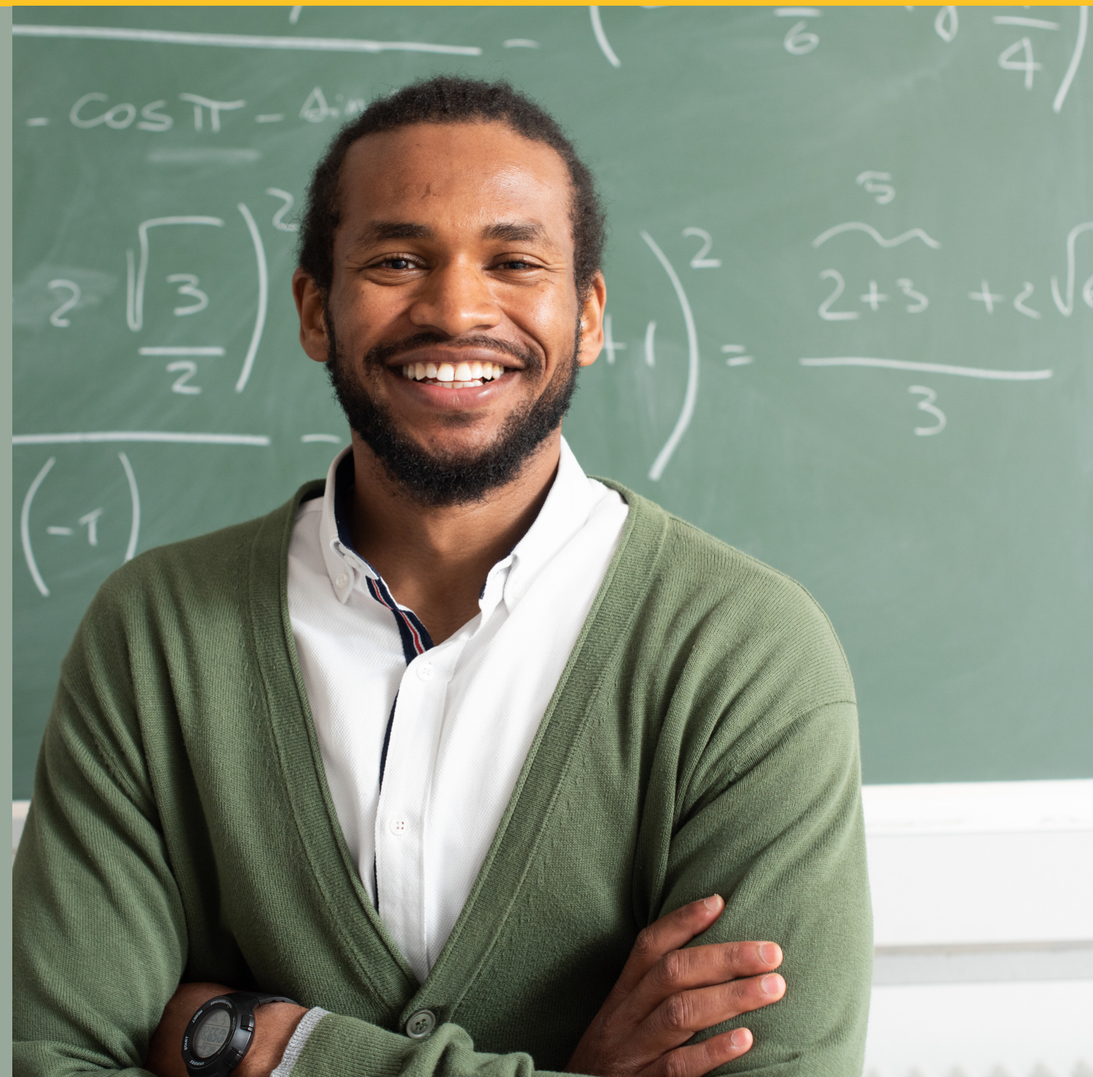
CISR
CONFERENCE FOR INTERDISCIPLINARY STUDENT RESEARCH
STUDENTS AT THE CUTTING EDGE OF RESEARCH

What is an abstract?

"A brief, comprehensive summary of the contents of the paper"

GOOD abstracts have these qualities:

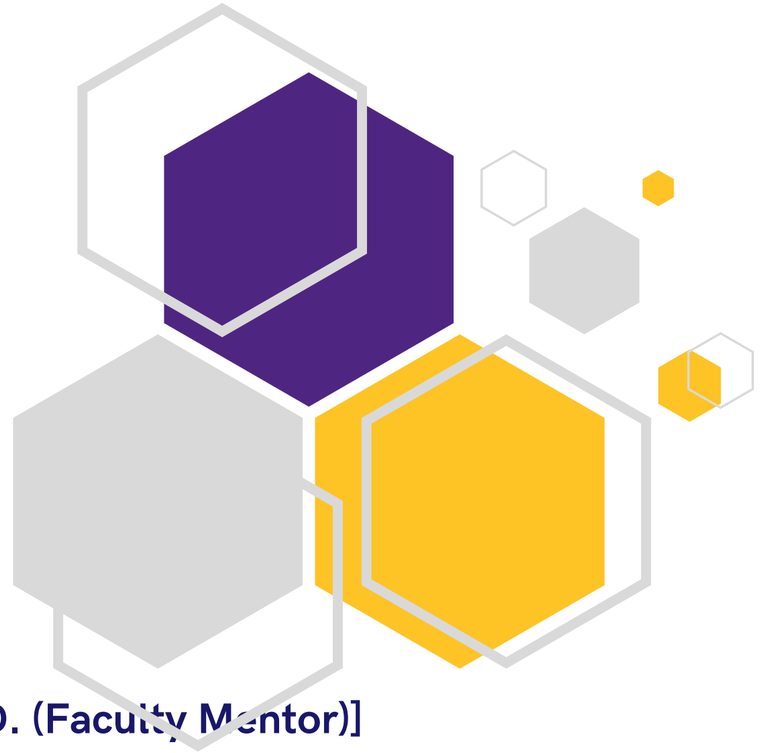
- **Accurate – "…reflects the purpose and content of the paper."**
- **Nonevaluative – Not an "opinion paper;" reports on the data**
- **Coherent and Readable – Specific, clear, active, and deliberative writing**
- **Concise – Includes the top 4-6 important "concepts, findings, or implications"**



Abstracts should be:

- Complete
  - Covers the major parts of the project
- Concise
  - Avoid excess wordiness, unnecessary information, and narration
  - Meets the maximum word count – 300 words
- Clear
  - Readable
  - Well organized
  - Avoid jargon/slang – overly technical language
  - NO spelling or grammatical errors
  - Download the free program called Grammarly (https://www.grammarly.com/)
- Cohesive
- Flows smoothly

Abstract Formatting Instructions



- Use either Times New Roman or Arial font
- 12 pt. font, Single-Spaced
- Center and bold the title
- Add space below title, and then list authors' information
- Underline the primary author
- Put "(Faculty Mentor)" after faculty mentor's name [e.g., Grace Abolaji, Ph.D. (Faculty Mentor)]
- Left-justify the body of the abstract
- Within the abstract, add section terms in bold (e.g., Background, Aims or Objectives, Methods and Materials, Results, Conclusion)
- Add space below abstract
- List approximately five "Keywords"

Format: Quantitative Data (1 of 3)

(Publication Manual of the APA, 7th Ed., 2020, pp 77-78)

- Abstracts detailing **QUANTITATIVE DATA** should meet the following format:
  - **Background, Objectives/Aims:**
    - State the problem under investigation, including main hypotheses.
  - **Participants:**
    - Describe subjects or participants.
    - Specify pertinent characteristics for the study
    - Animal Research: Include genus and species
    - Describe participants in greater detail in the BODY of the paper – not the abstract

Format: Quantitative Data (2 of 3)

(Publication Manual of the APA, 7th Ed., 2020, pp 77-78)

- **QUANTITATIVE DATA Abstracts**
  - **Study Methods and Materials:**
    - Research design (e.g., experiment, observational study, etc.)
    - Sample size (*n=XX)*
    - Materials used (e.g., instruments, apparatus, etc.)
    - Outcome measures
    - Data-gathering procedures, including source of secondary data. Indicate if study is secondary data analysis.

Format: Quantitative Data (3 of 3)

(Publication Manual of the APA, 7th Ed., 2020, pp 77-78)

- **QUANTITATIVE DATA Abstracts**
  - **Findings/Results**
    - Report findings.
    - Include effect sizes, confidence intervals, or statistical significance levels
  - **Conclusion**
    - State conclusion – beyond just the results
    - Report implications or applications
  - **Identify five keywords**

Quantitative Data Abstract Example

Student presentation at the 2019 14th Annual PVAMU Research Symposium

(Modified for this training)

The Evaluation of Vegetable Amaranth in Southeast Texas

Kolade Adelaja, Eric Obeng, Aruna Weerasooriya, Godson Osuji
Peter A.Y. Ampim, Ph.D. (Faculty Advisor)

College of Agriculture and Human Sciences, Prairie View A&M University

Background: Vegetable amaranth (*Amaranthus* spp.) is a leafy vegetable with high nutritive value, and has the ability to thrive under drought conditions. It is also a niche crop with tremendous potential as an alternative crop for small-scale producers in Texas. **Objective:** The objective of this study was to evaluate five varieties of vegetable amaranth and to identify suitable varieties for cultivation in Texas. **Materials and Methods:** Amaranth varieties including Red Leaf, White Leaf, Red Beauty, Red Garnet, and All Red were planted in spring 2018 in a completely randomized design with three replications. The amaranth was broadcast seed at 1g per $1m^2$ plots carved out in plastic mulch covered beds supplied with drip irrigation. Harvesting was done every other week, 4 weeks after planting. Data collected including SPAD meter readings, insect damage score, and yield per plant was subjected to ANOVA at 5% significance level using JMP software. **Results:** Leaf chlorophyll content for Red Beauty was significantly greater than the other varieties. Red Leaf was significantly less susceptible to insect damage compared to All Red and White Leaf, and produced significantly more yield. Red Beauty and Red Garnet were intermediate in their susceptibility to insect damage and yield among the amaranth varieties evaluated. There was a significant negative correlation between insect damage score and yield per plant (p=0.0099) indicating that the higher the variety is susceptible to insect attack the lower the yield potential. **Conclusion:** These results suggest that Red Leaf amaranth could be the variety most suited for the humid and hot southwest Region of Texas.

Keywords: Amaranth, Red Leaf Amaranth, Southeast Texas, Small-Scale Farmers, JMP software

Format: Qualitative Data

(Publication Manual of the APA, 7th Ed., 2020, p. 95)

- Abstracts detailing **QUALITATIVE DATA** should meet the following format
  - **Objectives:**
    - State the problem/question/objectives under investigation
  - **Indicate**
    - Study design (e.g., interview, focus groups, observation, etc.)
    - Theoretical approach (unless this is too complex to explain in the allotted word count)
    - Types of participants or data sources
    - Analytic strategy – How will you analyze the data
    - Main results/findings
    - Main implications or significance
  - **Identify five keywords**

Qualitative Data Abstract Example

Kaveh, O., & Peyrovi, H. (2019). Exploring Iranian obese women's perceptions of barriers to and facilitators of self-management of obesity: A qualitative study. *Journal of Family Medicine and Primary Care, 8*(11), 3538-3543

Exploring Iranian obese women's perceptions of barriers to and facilitators of self-management of obesity: A qualitative study

Omolhoda Kaveh[1], Hamid Peyrovi[2]
[1] International Campus, Department of Medical-Surgical Nursing, Iran University of Medical Sciences, [2] Nursing Care Research Centre, Iran University of Medical Sciences, Tehran, Iran

Abstract

Background: Despite the clinical importance of self-management for obesity, poor compliance or noncompliance with the treatment regimen is a prevalent and persistent problem concerning people with obesity. **Aims**: The aim of this study was to explore Iranian obese women's perceptions regarding the barriers to and facilitators of self-management of obesity. **Materials and Methods:** In this qualitative study, the participants were selected through purposeful sampling and the data were collected using semistructured interviews and focus groups between July 2017 and September 2018. Nineteen participants between the age range of 28–50 years and mean age of 38.56 years were interviewed. A focus group with seven participants was conducted to reach data saturation. All the interviews and the focus group were transcribed verbatim and the data were analyzed using constant comparative method. **Results**: The perceived barriers to obese women's self-management for obesity were identified and classified into four main categories: (I) restrictions, (II) the pressures of being in the group, (III (temptation, (IV) resonators. In addition, seven main categories emerged as facilitators of obese women's self-management for obesity: (I) achieving self-awareness, (II) positive consequences for weight loss success, (III) positive outcomes of exercise and physical activity, (IV) peers experience, (V) correct and logical program, (VI) autonomy and empowerment, and (VII) having supporting umbrella. **Conclusion**: This qualitative research provided a range of facilitators and barriers to self-management of obesity perceived by an obese woman to improve our understanding of the complex nature of self-management of obesity. Healthcare providers may consider this issue while designing and implementing appropriate interventions to upgrades woman's ability for self-management of obesity.

Keywords: Obesity, obesity self-management, qualitative research, women

Format: Mixed Methods (1 of 2)

(Publication Manual of the APA, 7th Ed., 2020, p. 106)

- Abstracts detailing **Mixed Methods** should meet the following format:
  - **Design**
    - Mixed Methods design (e.g., Triangulation, Embedded, Explanatory, Exploratory, etc. design; Creswell, 2006, Chapter 4)
  - **Objectives**
    - Describe the problem addressed
    - Describe the purpose for using Mixed Methods
  - **Participants**
    - Types of participants or sources of data

Format: Mixed Methods (2 of 2)

(Publication Manual of the APA, 7th Ed., 2020, p. 106)

- **Mixed Methods (cont'd)**
  - **Study Methods**
    - Analytic strategy: Describe your approach(es) to the inquiry
    - Describe how the intersecting approaches were combined
  - **Results**
    - Main results/findings
  - **Conclusion**
    - Report major implications and significance
  - **Identify five keywords**

Mixed Methods Abstract Example

Roelofs, S., Edwards, N., Viehbeck, S., & Anderson, C. (2019). Formative, embedded evaluation to strengthen interdisciplinary team science: Results of a 4-year, mixed methods, multi-county case study. *Research Evaluation, 28*(1), 37-50.

(Modified for this training)

Formative, embedded evaluation to strengthen interdisciplinary team science: Results of a 4-year, mixed methods, multi-country case study

Susan Roelofs[1], Nancy Edwards[1], Sarah Viehbeck[2,3] and Cody Anderson[4]

[1] School of Nursing, University of Ottawa, 1 Stewart St., Room 212, Ottawa, ON K1N 6N5, Canada, [2] School of Public Health and Health Systems, University of Waterloo, 200 University Ave W, Waterloo, ON N2L 3G1, Canada, [3] Interdisciplinary School of Health Sciences, University of Ottawa, 1 Stewart St., Room 212, Ottawa, ON K1N 6N5, Canada; and [4] Research Advisor, Public Safety Canada, 269 Laurier Avenue West, Ottawa, ON K1A 0P8, Canada

Design and Objectives: Evaluation of interdisciplinary, team science research initiatives is an evolving and challenging field. This descriptive, longitudinal, mixed methods case study examined how an embedded, formative evaluation approach contributed to team science in the interdisciplinary Research into Policy to Enhance Physical Activity (REPOPA) project, which focused on physical activity policymaking in six European countries with divergent policy systems and researcher–policymaker networks. We assessed internal project collaboration, communication, and networking in four annual data collection cycles with REPOPA team members. **Methods:** Data were collected using work package team and individual interviews, and quantitative collaboration and social network questionnaires. Interviews were content analyzed; social networks among team members and with external stakeholder were examined; collaboration scores were compared across 4 years using analysis of variance (ANOVA). Annual monitoring reports with action recommendations were prepared and discussed with consortium members. **Results:** Results revealed consistently high response rates. Collaboration and communication scores, high at baseline, improved slightly, but ANOVA results were nonsignificant. Internal network changes tracked closely with implementation progress. External stakeholders were primarily governmental, with a marked shift from local/provincial level to national/international during the project. Diversity (disciplinary, organizational, and geopolitical) was a project asset influencing and also challenging collaboration, implementation, and knowledge translation strategies. **Conclusion:** In conclusion, formative evaluation using an embedded, participatory approach demonstrated utility, acceptability, and researcher engagement. A trusting relationship between evaluators and other project members built on joint identification of team science objectives for the evaluation at project outset, codeveloping guiding principles, and encouraging team reflexivity throughout the evaluation.

Keywords: formative evaluation; embedded evaluation; team science; interdisciplinary research; collaboration; diversity

Before submitting your abstract

- Make sure it is no more than 300 words.
- Provide just the essential information
- Use language understandable by a non-specialist
- Avoid writing for an audience that includes only you and your professor
- Your faculty mentor work MUST approve the abstract before submitting it online
- Only one abstract per person is allowed

questions?

First, speak with your research mentor.
Remember, they MUST approve your abstract before you submit it.

If you have other questions about the conference, feel free to contact:
Dr. Susan Frazier-Kouassi, sfkouassi@pvamu.edu
Dr. Sally-Ann Ashton, saashton@pvamu.edu