Class Activities

# Chapter #13: Results and Discussion

1. Select a peer-reviewed article from a database like PubMed and distribute to students to read in class, with the discussion section removed. In small groups, ask students to review the paper and identify the most salient findings they would choose to highlight in the discussion section of a peer-reviewed journal article.
2. In this exercise, students simulate sending a manuscript they have produced, based on their research to an academic peer-reviewed journal. The journal reviewers respond to the students and point out several key limitations as listed in the table below. In small groups, ask students to discuss and complete the table below. The discussion should focus on:

* Why the reviewer raised this as a limitation?
* How you would respond to this limitation? Students can answer this question in a few ways, by (a) discussing how they might address this limitation in future research, (b) by downplaying this as a limitation, or (c) by portraying the limitation as a strength.

|  |  |  |
| --- | --- | --- |
| **Study limitation** | **Why is this a limitation?** | **How would you respond to this limitation?** |
| The number of individuals included in your study is too small. |  |  |
| The data is self-reported. |  |  |
| This is a cross-sectional design. |  |  |
| The primary outcome is not measured as a valid and reliable measurement instrument. |  |  |

1. Identify and copy several tables and figures from various peer-reviewed research articles and distribute to students. Divide students into small groups and ask them to summarize, in words, takeaway from each table and figure.