**Workshop 1: Terms of Reference (ToR)**

1. **Learning Objectives**

**By the end of this workshop, learners should be able to:**

1. Write effectively in paragraphs;
2. Write and edit a technical and a lay abstract in English;
3. Conduct a journal club in English;
4. Write the Introduction section of manuscripts.
5. Apply correctly the PICO-T or PICO-D acronyms for key words and titles of the abstract
6. **Activities**

* **Day 1: Practicing Brainstorming and Paragraphing in English**
* Reviewing paragraphs with proper referencing on your own research
* Review of abstracts (Types, Format and Content)
* Choosing key words and title of the abstract (PICO-T, PICO-D acronyms)
* **Day 2: Writing and Presenting Abstracts in English**
* Writing and editing a structured technical abstract from their own research data
* Presenting technical abstracts using PowerPoint
* Turning a structured to an unstructured technical abstract
* Writing and editing a lay abstract
* Introduction to Hemingway editor and the first readability
* Presenting lay abstracts using PowerPoint
* Review of SQ3R method of Reading a Research Article
* **Day 3: Practicing Research Article Presentation and Initiation to Literature Review in English**
* Describing and Interpreting tables, figures and graphs
* Presenting Research Articles using PowerPoint in a Journal Club
* Feedback on Presentations
* Review of the Format and Content of the Introduction
* Review of Research Hypotheses and Research Questions
* Initiation to quick literature review1 and “The Funnel” Analogy1-3
* Self-reflection on the learning from workshop 1
* **Assignment after Workshop 1 before English Course 2**

1. Produce or edit the first draft of the introduction (the known, the unknown and what you are addressing in the unknown) of your manuscript based on the Funnel Analogy in a word document and submit it to the instructor at [mouadib@gwu.edu](mailto:mouadib@gwu.edu) . Title your document as “Full Name-Assignment for English Course 2-date”.
2. Each learner choose one research article related to his/her research interests or not for the journal clubs.

**References**

# Newcastle University. Structuring a Literature Review: Explore different methods on how to structure your literature review. Available at <https://www.ncl.ac.uk/academic-skills-kit/assessment/dissertations-and-theses/structuring-a-literature-review/> consulted on June 9, 2023.

1. Griffith University. The Funnel Analogy. Available at <https://www.griffith.edu.au/__data/assets/pdf_file/0033/459672/Funnel-Analogy-Model.pdf> published in 2013 and consulted on June 9, 2023.
2. Subramanian S, Hegde Arun. Writing Manuscripts Better: Part I (The introduction, methods, results, and discussion format). Indian Journal of Rheumatology. 2022;17:S292-S297. DO - 10.4103/0973-3698.364670

**Instructions for Facilitators**

Workshop 1 comes after English course 1 (if nonnative English speakers) or first (if native English speakers). The focus is the introduction of their own manuscript. Please, remind the trainees about the three parts of the introduction (1. The known 2. The Unknown, 3. The Research question or hypothesis and/or the study Aim ).

Introduce them first in quick literature review and reporting the information in hamburger paragraphs with proper referencing (alphabetical and numerical).

Introduce trainees to paragraphing (the hamburger paragraph first, then the MEAL paragraph, and finally the MEAT paragraph). Have small groups pick the manuscript of one group member, apply hamburger paragraph and present for the entire class for discussion. Do the same for the MEAL paragraph (1-3 paragraphs for the known). Do 1-2 MEAT paragraphs for the unknown. Conduct a journal with a paper with PICO and FINER if many clinicians among the trainees to evaluate their own research questions. Have them present the entire introduction section.

Introduce them to the funnel analogy and have them move sentences and paragraphs around to respect the “general to specific” information approach for a better understanding of the research question. Ask each group about the gap (s) in the unknown they are addressing, or they have addressed in their research.

Have different small groups proofread the introduction sections from others (sentence structure, paragraphing, funnel analogy, research question).

Announce what will be covered in English course 2 and urge them to read and evaluate introduction sections of published papers in their fields of research.