

Uvriježena podjela poglavlja ZČ

Naslov (Title)

Autori

Sažetak (Abstract, Summary)

Ključne riječi (Keywords)

Uvod (Introduction)

Materijal(i) i metode (Methods; Materials and methods)

Rezultati (Results)

Prilozi:

Slike (Figures)

Tablice (Tables)

Rasprava (Discussion)

(Zaključak (Conclusion))

(Zahvala (Acknowledgements))

Izvori (References)

Sažetak (Abstract, Summary)

Abstract - sažet prikaz članka (lat. *abstrahere* - izdvojiti)
uključuje sve dijelove članka izuzev rasprave

Treba brzo i izravno prenijeti bitne informacije o sadržaju
članka ne bi li čitatelj brzo razlučio o daljnjem čitanju

Summary - navod glavnih zaključaka

Oko 200-300 riječi (u jednom ulomku)

Sažetak

Što čitatelj traži:

Pitanje kojim se članak bavi
 Pristup rješavanju pitanja (metode)
 Glavni rezultati (zaključci) i njihov kontekst u
 istraživanoj temi

NE:

Trošite riječi na obrazlaganje pozadine problema
 Opisujte postupke detaljno
 Propustite jasno dati do znanja što vaši rezultati znače

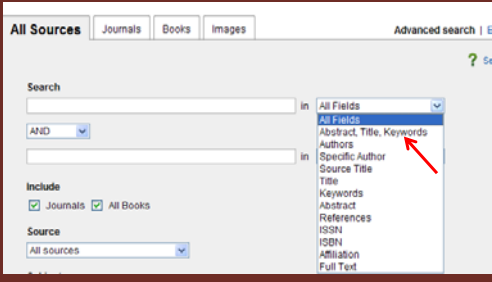
Sažetak (Abstract, Summary)

Indikativan sažetak daje bit sadržaja, ali bez detaljnijih
 informacija o metodi i rezultatima (niti zaključku)

Using light to modulate biochemical agents in living organisms has a significant impact on photodynamic therapy and drug release. We demonstrate that a photoresponsive system can reversibly induce paralysis in nematodes as a model for living organisms when two different wavelengths of light are used to toggle the molecular switch between its two structural forms. This example illustrates how photoswitches offer great potential for advancing biomedical technologies.

Informativan sažetak sadrži svrhu, metode, rezultate i
 zaključke

Hom	<p>Kako učiniti sažetak učinkovitijim</p> <p><i>Teacher – child relationships were examined as predictors of cortisol change in preschool children. ... [methods and results]</i></p> <p><i>... The findings extend earlier work by suggesting that cortisol change across the child-care day is influenced by teacher – child relationship characteristics.</i></p>
Het	<p><i>Based on monitoring of the stress hormone cortisol in children it has been previously found that daycare can be stressful for children. However, exactly which daycare activities are stressful is not known. We examined teacher–child relationships as predictors of cortisol change in preschool children. ... [methods and results]... Certain characteristics of teacher-child relationships are less stressful than others, and educators should consider these factors when designing their learning plans.</i></p>

Ključne riječi	<p>Služe za pretraživanje baza podataka</p> <p>Science direct http://www.sciencedirect.com/ Web of knowledge, Scopus...</p> <p>Dopunjavaju naslov</p> <p>Naslov: <i>Energy resources and feeding guild structure of macroinvertebrate assemblages in the hyporheic zone of calcite depositing lake outlets</i></p> <p>Ključne riječi: <i>Particulate organic matter, Tufa, Detritus, Flow velocity, Predatory pressure, Stable substrate, Karst</i></p> <p>Detalji, sintagme, svojte, lokaliteti (Croatia) ...</p>
	

Ključne riječi

Siltation disturbance in a mountain stream: Aspect of functional composition of the benthic community

Miliša, M. ✉, Živković, V., Kepečija, R.M., Habdija, I. 🌱

Author keywords
Benthos; Croatia; FFG; Fine sediment; Macroinvertebrates; Mining; Quarrying; Stress

Indexed keywords
EMTREE drug terms: oxygen
EMTREE medical terms: acidity; animal experiment; article; benthos; controlled study; Croatia; feeding; food availability; nonhuman; oxygen consumption; sediment species diversity; stream (river); turbidity; water temperature

Uvod (Introduction)

```

graph TD
    A[Opisati opće područje istraživanja] --> B[Opisati dosadašnja (za Vaš članak relevantna!) istraživanja]
    B --> C[Definirati problem ili pitanja čime se otkriva svrha rada. Precizno nabrojati ciljeve. KOJU PRAZNINU POPUNJAVA VAŠE ISTRAŽIVANJE?]
    C --> D[Prema svemu navedenom donijeti hipotezu/e]
  
```

NAČELO: OPĆE → POSEBNO
Mora biti razumljiv nestručnjaku!

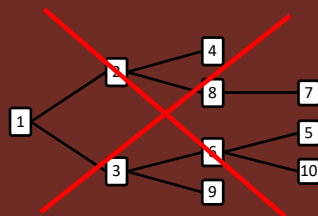
Kako ostvariti logički slijed priče?

Povezujte pravocrtno!

Fraza 1 – fraza 2 – fraza 3...

Pasus A – pasus B – pasus C...

Ne granajte priču i ne miješajte djelove,
ne ostavljajte nepovezane krajeve



Gorski potoci imaju specifična svojstva kao što su brzi tok, krupni sediment i stenotermni uvjeti. Makrozoobentos su zajednice beskraljeznjaka većih od 500 um. Sastav i strukturu makrozoobentosa određuju uvjeti u okolišu. Gorski potoci i organizmi u njima osjetljivi su na promjene odnosno poremećaje u ekološkim svojstvima. Važna vrsta poremećaja je promjena strukture supstrata, a jedno od najčešćih, uz kanaliziranje i slične intervencije u vodnom gospodarstvu (obaloutvrde, pregradnja ustavama i sl.) je zapunjavanje podloge finim sedimentom.

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Gorski potoci su slatkovodna staništa za koja su svojstvena relativno brza strujanja vode, krupniji sedimenti te pretežno visoka kemijska kakvoća vode s visokim količinama otopljenog kisika te niskim organskim i drugim kemijskim opterećenjima i relativno slabim kolebanjem temperature vode. U ovim staništima dominantna je životna zajednica makrozoobentosa. To su beskralježnjaci koji su vidljivi golim okom (najčešće definirani kao organizmi veći od 500 μm). Sastav i strukturu zajednice prvenstveno određuje stanje okoliša u kojem žive. Tako će mnoge vrste nastanjivati isključivo ili bar pretežno staništa s vrlo specifičnim uvjetima – veličina i oblik podloge, raspon temperature i/ili kemijski parametri. U slučaju promjena nekog od ovih svojstava mijenja se i sastav i struktura zajednice i time ukazuje na nepovoljno stanje u staništu. Prema razini promjene zajednice možemo kvantificirati svojstvo i razmjer poremećaja te procijeniti njegovo trajanje. Uzrok poremećaja stanja staništa i sastava zajednice može biti prirodan i antropogen. U prirodne ubrajamo npr. bujične vode, nakon obilnih kiša ili naglog taljenja snijega i leda, koje nose sitne čestice. U antropogene unos sitnih čestica ljudskom djelatnošću. U oba slučaja radi se o promjeni podloge procesom zapunjavanja supstrata.

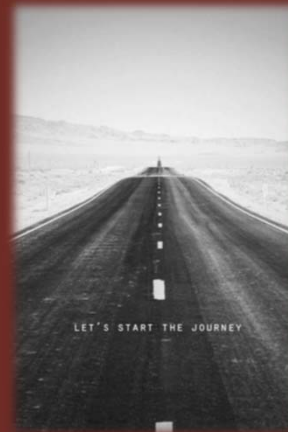
Kako ostvariti logički slijed priče?

Čitanje je putovanje, ne gomila činjenica

Trikovi :

1. Ponavljanje
2. Povezujuće fraze
3. 'Štafeta'

Paziti na doze!



Ponavljanje

A An important socialization process for children is the development of
B “persuasion knowledge,” which is the ability to detect that advertisers “try
E to make you buy things” (Robertson and Rossiter 1974). Understanding the
B onset and extent of persuasion knowledge has been a topic of importance
B for decades. A child’s understanding of persuasion attempts is important
B from a basic social science perspective because it represents a large field of
C social understanding. Persuasion knowledge is also essential to the
B development of healthy skepticism of and resistance to advertising. From a
C public policy perspective, children’s ability to understand persuasion is key in
D understanding their vulnerability and, thus, any needed protection (Ringold
 2005) or educational intervention (Eagle 2007). It should also be central to
D the development of industry self-regulation (Armstrong and Brucks 1988).
 Indeed, the Children’s Advertising Review Unit (2009) specifically invoked
D considerations of “unfairness” in advertising directed at children (under age
B 12) in its most recent self-regulatory guidelines. The goal of the current
E research is to understand how children develop persuasion knowledge by
A considering their individual social development.

CA Rodriguez Writing effectively about your research Workshop

Povezujuće fraze

An important socialization process for children is the development of “persuasion knowledge,” which is the ability to detect that advertisers “try to make you buy things” (Robertson and Rossiter 1974). Understanding the onset and extent of persuasion knowledge has been a topic of importance for decades. A child’s understanding of persuasion attempts is important from a basic social science perspective because it represents a large field of social understanding. Persuasion knowledge is also essential to the development of healthy skepticism of and resistance to advertising. From a public policy perspective, children’s ability to understand persuasion is key in understanding their vulnerability and, thus, any needed protection (Ringold 2005) or educational intervention (Eagle 2007). It should also be central to the development of industry self-regulation (Armstrong and Brucks 1988). Indeed, the Children’s Advertising Review Unit (2009) specifically invoked considerations of “unfairness” in advertising directed at children (under age 12) in its most recent self-regulatory guidelines. The goal of the current research is to understand how children develop persuasion knowledge by considering their individual social development.

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Povezujuće fraze

	Ideja A + Ideja B +	Ideja A + Ideja B –	Ideja A ↔ Ideja B
Good	{ In addition Furthermore Moreover	However Although On the other hand	Since Because Given that
Not so good?	{ Besides Additionally	Meanwhile While	Consequently
	Također Nadalje Osim toga	S druge strane Suprotno Premda Ali No Međutim	Jer Posljedično Radi Slijedi da Ako ≠ ukoliko ukoliko – utoliko

Štafeta

OBJEKT An important socialization process for children is the development of “persuasion knowledge,” which is the ability to detect that advertisers “try to make you buy things” (Robertson and Rossiter 1974). Understanding the onset and extent of persuasion knowledge has been a topic of importance for decades. A child’s understanding of persuasion attempts is important from a basic social science perspective because it represents a large field of social understanding. Persuasion knowledge is also essential to the development of healthy skepticism of and resistance to advertising. From a public policy perspective, children’s ability to understand persuasion is key in understanding their vulnerability and, thus, any needed protection (Ringold 2005) or educational intervention (Eagle 2007). It should also be central to the development of industry self-regulation (Armstrong and Brucks 1988).

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Materijal(i) i metode

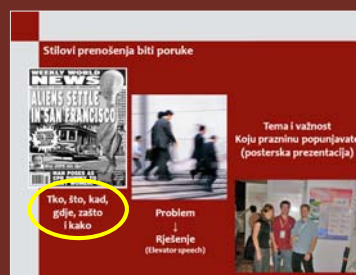
Pojedinosti koje omogućuju PONOVLJIVOST Pisano za stručnjaka!

objasniti koju smo metodu koristili **ZA ŠTO i ZAŠTO!**
(posebno za matematičke metode: Koristili smo ANOVA-u **da utvrdimo razlike** između skupina podataka **jer** su podaci bili normalno raspodijeljeni)

Katkada (u ekologiji i često)
treba točno opisati i mjesto

Dobro napisane MiM svjedoče o
razini Vaše kompetentnosti!

Mogu li ponoviti sav rad na osnovi
napisanog u ovom poglavlju?



Materijal(i) i metode

Tips 'n' tricks

Počnite s pisanjem Materijala i metoda tijekom (i prije) rada/pokusa.

Uskladite **redoslijed** opisa metoda s redoslijedom rezultata dobivenih tim metodama.

Provjerite je li opisana svaka metoda koju ste koristili, čak i kratak navod npr. "Testovi toksina izvedeni su prema (izvor)."

Navedite izvor za objavljene postupke;
Navedite sve preinake objavljenog.

Objasnite upotrebu metoda - posebno statističkih.

Rezultati

*Not everything that counts can be counted,
and not everything that can be counted counts.*

Pažljivo odaberite samo relevantne rezultate



Pažljivo odaberite što i koliko rezultata će ići u priloge


Što je moguće prikazite grafički.

NE opisujte slike doslovno u tekstu - NE PONAVLJAJTE

Priloge citirajte redoslijedno i pravodobno

Rezultati trebaju 'pravocrtno napredovati'

Odvajajte različite rezultate u različite pasuse (čak poglavlja!)
grupirajte slične rezultate u susjedne pasuse

Kako ostvariti logički slijed priče?
Povezujte!
Fraza 1 – fraza 2 – fraza 3...
Pasus A – pasus B – pasus C...
Uvod-rezultati; rezultati-rasprava; rasprava-uvod


Kako ostvariti logički slijed priče?
Povezujte!
<u>Uvod-rezultati-rasprava</u>
<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #800000; color: white; padding: 5px;">Uvod</div> <div style="background-color: #800000; color: white; padding: 5px;"> <p><i>Species</i> occurring in intermittent headwater streams can be very sensitive to natural and anthropogenic alterations that increase aridity and water abstraction</p> </div> </div>
<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #800000; color: white; padding: 5px;">Rezultati</div> <div style="background-color: #800000; color: white; padding: 5px;"> <p>Low flows or isolated pools during summer were generally associated with warmer water, lower dissolved oxygen and slightly higher pH...</p> <p>Streams showed different temporal patterns concerning the presence of invertebrates characteristic of lotic (EPT) and lentic habitats (OCH) and related to extreme conditions (Diptera and Oligochaeta).</p> </div> </div>

Rezultati	<p>Kako ostvariti logički slijed priče?</p> <p>Povezujte!</p> <p><u>Uvod-rezultati-rasprava</u></p> <p><i>Low flows</i> or isolated pools during summer were generally associated with warmer water, lower dissolved oxygen and slightly higher pH. ... Streams showed different temporal patterns concerning the presence of <i>invertebrates</i> characteristic of lotic (EPT) and lentic habitats (OCH) and related to extreme conditions (Diptera and Oligochaeta)</p>
Rasprava	<p>The loss of <i>taxon richness</i> with the incidence of <i>dry periods</i> was as expected (e.g. Williams, 1987). Genus richness in the present study was slightly higher than that found in Alpine streams, although genus composition was somewhat different (Maiolini & Lencioni, 2001).</p>