**FW\_ Research Grant writing for STEM (PACE Guest Speaker Series)-20230713\_103436-Meeting Recording**

July 13, 2023, 9:34AM

2h 4m 6s

 **Pascal Matzler** 0:03  
Sharing. Yeah. Perfect.

 **Julia.Molinari** started transcription

 **Pascal Matzler** 0:06  
Kid.

 **Julia.Molinari** 0:06  
So good morning everybody, and welcome to our 10th talk in the pace extra guest speaker series, I'm Julia Molinari, the graduate school's pace lecturer, and I'll be chairing and monitoring today's session. So this series of talks extends the core pace programme and aims to provide alternative perspectives on doctoral communication by drilling deeper into aspects that sometimes get overlooked in core training programmes, things like alternative or more.  
He wants to ways of doing, knowing, feeling and thinking about the nuts and bolts of the doctorate and about our identities as research writers. So our guest speaker today is Doctor Pascal, Patrick Maslow. He's from the Pontificia Universita Cattolica de Valparaiso in Chile, where it's now about 5:30 AM. So, Pascal, you will have to repeat the the, the university, because I will.  
I've definitely got that pronunciation all wrong, but the the key thing is that you are, you know, very early in the morning. So I'm I'm really, really grateful that you've you've made such an effort to share all your knowledge with us today. So Pascal has been teaching EAPESP, which stands for English for academic purposes and English for special purposes in Chile since 2007. And he completed a PhD in applied.

 **Pascal Matzler** 1:10  
Ohh no, that was perfect.

 **Julia.Molinari** 1:38  
Linguistics at the University of Auckland in New Zealand in 2020. His research combines ESP English for special purposes genre analysis with the ethnographic study of situated postgraduate research, writing in particular mentoring and coauthoring practises. The title of his talk today is Research grant writing in STEM. So Pascal a really warm welcome to you. Thank you so much.  
And we now look forward to your talk.

 **Pascal Matzler** 2:13  
All right. Thank you, Julia. Thank you for you, woman introduction. Now, let me see if I can actually get this.  
And she applications showing to it. You should be able to see my first slide now is that working at all?  
Or can you just see my face?

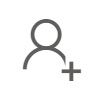
 **Julia.Molinari** 2:36  
No, we can see the slide or at least I can, I don't know. Kaylee, can you see everything?

 **Kayleigh.Smith** 2:43  
Can see everything.

 **Pascal Matzler** 2:44  
Alright.

 **Julia.Molinari** 2:44  
Yet, and I think Sam has has has reacted as well to being able to see. So we're we're good to go, Pascal.

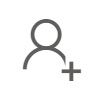
 **Pascal Matzler** 2:45  
Excellent.  
OK, we're good to go. Excellent. So.  
Good. So let's begin yet today. So my talk is about research grant writing for STEM, and I'm very happy to be here today at the Open University. And just as a.  
Except my slides are not forwarding there we go. So Julia has already introduced me, but I had prepared my mum's life for introducing myself too, so I'm just going to repeat a little bit and fill in the gaps too, right? So I'm not actually originally chillian. I'm originally from Switzerland and I grew up in different parts of Europe. I actually ended up in in England for my undergrads. I studied at University College London.  
Back in the 90s.  
And then I kept moving around and ended up going to Brazil and ended up going to Chile and ended up getting married in Chile and just having a a family in the next academic.

 **Nashatar.Sher-Gill** joined the meeting

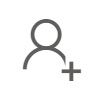
 **Pascal Matzler** 3:54  
Career head and mostly here in South America.  
So since about 2007 I've been teaching English for academic purposes in English for specific purposes at different children universities. I I started off teaching English for medicine, English for engineering those sorts of things.  
And those rather practical classes then sort of Kindle my interest into a research writing because many of the professors on these other courses they started realising that I that I seem to have a fairly good grasp of.  
After of the specific knowledge of their areas of the of the specific needs of their students, and I started.  
And and I started helping out master students, PhD student and even fellow professors with the English writing needs. This then took me back to England for a bit where I did my masters in Diesel and afterwards I went to New Zealand to do a PhD in applied linguistics and this PhD was entirely focused on writing for academic purposes, writing for research publication purposes now.  
And.  
The the last line of the BIOS life, which is a little bit long, but I I I can explain it. I have two interests. One is Jean analysis. What will be talking about mainly today sort of analysing research, writing through the lens of John analysis analysis meaning doing move analysis and so on. And I'll talk a little bit about that in the specific context of ground proposal writing. But I also developed an interest into ethnographic research which is.  
The researching by participating and by observing and I and while I was in New Zealand, I became very interested in how.

 **Nashatar.Sher-Gill** left the meeting

 **Pascal Matzler** 5:59  
And in how a supervisor, how a professor in a stem field would actually teach their PhD student to write research articles, and in that little photo down here that you can see me there holding in my hand, that's actually the book that Routledge published based on my PhD thesis. So that's something I'm very proud of. I'm not going to talk a lot about that today because it's more ethnographic.

 **Nashatar.Sher-Gill** joined the meeting

 **Pascal Matzler** 6:29  
Than anything else. And today we are more practise oriented, but that's my my official university photo with me looking very serious in my book. I'm not always that serious and this is me in a typical family, this situation with wife and kids and dog and this is me. When I'm not working and one of the great things about living in Chile that I get to get to surf, we have a.  
Very long coastline. That's fantastic. Ocean and excellent weight. So that's just so that you know a little bit about.  
OK, who is talking to you today?  
Good. So what we are going to talk to about today is ground proposals and writing grant proposals and specifically also grant proposal abstract and many of the things that I'm going to talk about today come from an article I wrote about two years ago and which was published in Journal of English for Academic.

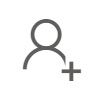
 **Carlo Perrone** joined the meeting

 **Pascal Matzler** 7:37  
Purposes. I'm not just going to talk about the things that I say that article, but the article obviously as part of the the literature review, it takes stock of pretty much the state-of-the-art of what do we actually know? What do writing teachers know about Grant proposal abstract. So I will be talking to just about my small contribution to state-of-the-art about the state-of-the-art.  
As a whole.  
Now here's the OR topic for today. We'll we're going to talk about several aspects of research grants. Writing. First, we need to talk about how this is such a key such a high stakes to genre. Just how scary it is just how horribly important it is.  
And then we need to talk about that. It's also very secretive. There's lots of mysteries surrounding Grant, right, and there's very little little access to it. Then I'll give you some hints about what sort of detective work you can perform to become more empowered to, to have better access, to have better information about what is actually needed here.  
Then we'll look at some typical format, some typical length, particularly of the ground proposal abstract, and then we'll go into the moves structures in it, and then I'll have a little extra topic, which I just mysteriously calling here, name dropping, but you will figure out what I mean by that when we get to that stage.  
Now, what do I mean by this being a key high stakes genre, I mean?  
You you are postgraduate students, you are already painfully aware of the need for funding, right? You many of you probably applied for funding. Many of you received funding to actually do your post credit studies and it was the same for me when I did my PhD. I had to apply to the local chilling research Funding Agency and they actually funded my PhD in New Zealand, which is something I'm.  
Extremely grateful for and now that I came back to challenge one of the first things my university asked me was when are you going to apply for research funding and and the answer was obviously as soon as possible, right? So at the end of last year.

 **Nashatar.Sher-Gill** left the meeting

 **Pascal Matzler** 10:12  
Roundabout the New Year, I received a very good news that I did in fact a win or earn that I was awarded my grant and and so I now have a three-year research crime which has helped me enormously to keep developing that aspect of my work right. But it is a huge pressure and a both me and my colleagues are very aware that.  
That you need a a grand.  
You need a grant in order to have the means and the time to write research articles and in turn.  
And as you will write more research articles, this will then give you a better chance to actually receive further grants. So it is sort of a virtual cycles. More grants lead to more articles which lead to more grants and so on. But the virtual cycle also brings with it a big threat, which is that what if the funding dries up? Then there's no more research and that means there will be normal grants in the future item. So this is the public.  
Parish and the dilemma that we live in as academic right?  
Now and as if this wasn't bad enough.  
We have. Ohh sorry sorry. I have a a I changed my slides around in the order the last minute so so the the bad news will come on the following slide. OK so.  
Here I just wanted to quickly take stock of what sort of grounds I am familiar with what sort of grants did appear in my own region, right?  
So.  
The people whose work I read, they had researched a huge number of different grants, the some of the first research was actually done from Finland, about European Union grants, because those European Union grants were in English and the Finnish researchers were very worried about not being able to win those strands. So. So the first serious research was done from Finland on European Union grants and and then we also have a lot of.  
Research on North American grants from the National Science Foundation. We don't have a lot of research actually about British grunts, and I find that quite interesting. I couldn't find the law there. What I what? What I did what I added to the stock taking was the New Zealand ground because at the time I was in New Zealand when I started to write this article and the chilling runs because the chilling run is the one that I'm most familiar with.  
Because it's it's the one I need to fly to in the one I eventually earned.  
And they're very, very, very similar. If and if you actually go from right to left.  
I would say most countries have special, specific runs for emerging researchers, and these grants have some sort of cut off date which looks quite generous on first sight. You would say up to seven years after the completion of the PhD, you would say, well, that's great, seven years is is no big deal, but.  
Seven years can add up very, very quickly. First of all, the first year after completing your PhD, you will probably not have.  
And a lot of motivation to keep researching it. You might be job hunting, you might be teaching your first courses at the new university. You will probably trying to find your fee and suddenly one or two years have already passed. And then maybe the first or second year. You might not actually get that particular ground. Might get smaller, grants, some kind of post doc around for a year or so to keep you functioning, and suddenly you're in year 4.  
During your five, so it actually makes a lot of sense that they would give you up to seven years.  
And and this is also something that I always, always thoughtful people and don't worry about your first application because there are other smaller runs usually available. And this is the big ground that will open the big doors and it's perfectly reasonable for people to apply twice or even three times. Anyway. Getting into more of the details of the grunt, these grants that are research, they are all three-year grants.  
And they have very similar amounts of money.  
And it my chilling ground has probably been made me be $40,000 is a little bit optimistic. It's probably exchange rate fluctuating and all that. It's probably between 30 and $40,000 per year, but it allows for a lot of things. It allows for software licences, it allows for hiring undergraduate students so they can do interview transcriptions for me. Hallelujah. And it allows for travel to conferences and so on.  
And believe me, that money doesn't get used up rather quickly and you need to keep very good track of that money too. But this is more or less the grounds that I have in mind when I show you the materials today, OK?  
And this is where I would want to ask Julia to briefly add something here, Julia.  
The British Grand you were going to discussing, does that have similar parameters to the ones I'm showing on screen?

 **Julia.Molinari** 16:10  
Yes, so, um, the one that I actually have in mind at the moment is 1 by the UK RI, which is the the British sort of national funding body.

 **Nashatar.Sher-Gill** joined the meeting

 **Julia.Molinari** 16:24  
And there's something called a new investigator grant, which I think maps onto what you're talking about there. Grants for emerging researchers. It's basically to get you from.

 **Pascal Matzler** 16:28  
When?

 **Julia.Molinari** 16:36  
And post PhD to the the next stage of your of your career. So for example, the new researcher Grant is a you can apply for up to from 36 months to so. So from three years to five years it's a three to five year Grant and you can and it's worth up to 300,000 pounds.

 **Pascal Matzler** 16:40  
Yeah.  
Ohh.

 **Julia.Molinari** 17:06  
Um, so that you know, if you were to do it for three years and you got £300,000, that would roughly be about £100,000 a year.

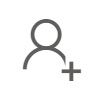
 **Pascal Matzler** 17:06  
Right.  
Ohh.  
Thank you. Ohh yes.

 **Julia.Molinari** 17:17  
So I think everything you've said kind of fits probably onto that new researcher Grant. There are obviously all kinds of other grants for early career researchers.  
But that's the one that comes to mind right now.

 **Pascal Matzler** 17:33  
Perfect. Thank you. Yes, it's you. You actually gave the very important definition that that, that these grants are like the the first sort of independent grants because usually the smaller shorter post dog grants you still depending on one professor or another to support on the right that research this is like the first sort of large independent grant that's that you could possibly get after the PhD. Yes. So that.  
That's the idea. It is. So thank you, Julia and.  
And now we get to the.  
Big problem to the first big problem, a problem that not only you have as people who would like to write grants, it's also a problem for us who research grants and the problem is that these grant proposals tend to be classified as confidential documents. These are secret documents, the research Funding Agency is, and usually all the participants. They do not like to make these documents public, and so they are.  
What's John's wheels calls an occluded John for occluded here, meaning there are a hidden genre. They are a genre that we know they're out there, but as a newcomer, as an outsider, you don't have access to them. Now, this might seem rather cruel, but there is a very good reason for that, which is that a lot of these research is and should be cutting edge research. So if you imagine that you, you send your grant application in for you extremely novel idea.  
And then other people can read that and maybe copy it, or maybe take a ideas from you before you've even received the funding. Now that would not be very nice. So.  
These things have become more and more secret.  
And back in your days, sometimes they will fall between the cracks and I'll show you in a minute how to find out those cracks. But it's become a lot more.

 **Nashatar.Sher-Gill** left the meeting

 **Pascal Matzler** 19:45  
And hermetic like you, it's become really, really hard to find these things. And the problem for.  
For you it SA new researchers is that you are very much used to learning by imitation and this is not a criticism that this is how everyone learns. This is how small children to learn a language and so on and for example.  
You might have gone to quite a few conferences by now, you know, as research students, you will probably go to one or two or three or even more conferences a year, and then the first conferences you'll just sit in the back and you'll just listen.  
And then the second, third conference, you might raise your hand and you might ask a question and then maybe you'll have a poster presentation. And by the time your third or fourth year of the PhD comes around, you will be an expert conference goer and you will have a watch 10/20/30 presentations and you will have quite a good idea of how you would like to present your own research in front of an audience. So this is something that you can actually learn.  
The imitation. You don't need somebody to teach you how to speak at the conference.  
And.  
Similarly, a research article would also work in a similar way.  
That you obviously all of you have to read research articles so you have to read book chapters and so on. So by the time it's you need to write things well, it's still still a good idea to get instruction, but you can learn by imitation. The problem with ground proposals then being secret is that you can not learn by imitation. So.  
What is the solution?  
The solution is that you need to do some kind of detective work, OK? And by the way.  
This might be similar to experience that some of you might might have had had with your provisional year proposal. Not all university systems have a provisional year proposal, but in New Zealand I had.  
Are you arrived at the Phi was accepted in the PhD and when I arrived?  
A I was told in no uncertain terms that this acceptance was actually just for the first year and I will expected to write a proposal and based on that proposal, I would then be accepted into the remainder of the programme. And then I said, well, I'm sure that doesn't. That seems rather reasonable. Can you please give me a set of proposals from previous years so I can see what these things look like?

 **Nashatar.Sher-Gill** joined the meeting

 **Pascal Matzler** 22:26  
And I was told again in no uncertain terms that no, they could not give me a set of proposals because those proposals were secret. So there was a first year PhD student needing to write a document following genre conventions that I did not have access to.  
And the solution in that particular case the the solution is here on the last line and I went back to my PhD room where which I shared with 4-5 other other colleagues.  
And they ask me what was wrong because I was rather downtrodden. I was about to say, and I explained to him the problem I had, and I said well.  
Just have a look at mine and the mine too. I can send you mine and 5 minutes later I had three or four proposals in my inbox because my colleagues were kind enough to actually give me their proposals. Even though the university hadn't thought of that idea.  
So similar things can also happen here okay so. So if you join a university and by the way, this is not just for the British context. I know that many of you study for the PhD in Britain, but many of you are probably on scholarships from other countries. You need to return to another countries or you wish to move on to another country. So wherever you arrive.  
Before you even think of writing a grant proposal, ask your colleagues next door. Ask the colleagues from the same department or people you may have met on the way. People who might be a few years ahead of you, of course.  
Of course, knowledge changes very quickly, especially in in in certain areas, like in the life sciences for example, or in computing. Knowledge changes enormously quickly. But strangely enough, the rhetoric of knowledge does not change that.  
You could look at a ground proposal from the 1970s and the language of it would be perfectly reasonable. Still today, the language of your knowledge area of your discipline changes, I would say maybe over 50 years, maybe over 100 years. I I guess if you were in physics and you go back to the year 900, you might find that the language is a little bit still to the little bit.  
Normal and of course, if you go back to the 16 and 1700s to the proceedings of the Royal Society, you would find that language to be rather peculiar. But if you can lay your hands on the ground, proposals prepared in the last 20 or 30 years, I can promise you that that the.  
That the that the reasoning that the argument structure will not have changed a lot. So anything you can find from from your colleagues will be very useful now.  
Other places you can go and look for a Funding Agency website now obviously they will not plaster them all over their their websites. You will not immediately.  
Find the big flashing sign saying look for the secret ground proposals here. Of course this is not going to happen, but.  
I had quite a bit of experience in with this because I wanted to research proposal, so I needed to find the good number of them. I wanted to find something like 50 grand proposals.  
And So what I did in New Zealand, I went into the Morrison found, which is the.  
We just the main fun for these emerging.  
Researchers and I looked around and they looked around even further and I think I found like one or two examples that they had uploaded and that was already useful if you were a student, but it wasn't useful for me as a researcher who wanted to build a corpus of this.  
And I I kept going. I kept looking around and I came across a Excel spreadsheet, an Excel spreadsheet that had the that had all the proposals that were funded in a certain year. It had obviously there were all assigned a serial number. They it had the authors. It had the title, the university, the department, everything.  
And then if you scroll along the spreadsheet.  
Somewhere on column.  
Each or NRP or whatever. Suddenly it was the abstract.  
The whole abstract had been uploaded in the Excel spreadsheet and this immediately solved all my problems because I had immediate direct public access to 50 or more as many gramme proposals as I might have wanted from New Zealand. And I'm not saying that this was a mistake by the Funding Agency, it was clearly.

 **Nashatar.Sher-Gill** left the meeting

 **Pascal Matzler** 27:37  
Deliberate, but it was it just wasn't widely advertised, but they felt it was necessary. And so it was actually. It was actually available. It was just very, very difficult to find. So I think you could definitely try out that, that strategy actually go to the Funding Agency, dig deep as deep as you can and actually try and find things for the Chilean context. It was a little bit harder, the Funding Agency.  
Did not have the ground proposals of available. In fact they they had many other things, but not the grant proposal.  
Lots of end of project reports and things like that, but not the ground proposal. The way I solve that problem was by finding university yearbooks because the universities were very proud of all the funding they had received so they had. So usually the research department of these universities, they had these big 100 page PDF and organised by department and each project had a nice big picture for research in the lab and.  
Underneath the abstract of their grand proposal, so in Chile I was able to access these yearbooks. Unfortunately these yearbooks sort of dried out about one or two or three years ago. Universities have stopped publishing them I think.  
Due to the pressure.  
Applied by any actual researchers saying you know what, I would rather not my grand proposal to be plastered all over the Internet. So. So again, it's a question of trying to find.  
A way to finding these things. Sometimes you can even find a researchers who are perfectly happy to say I'm doing this project at the moment. This is what I'm doing. I have this grant, so if you are are.  
And if you're handy with the Google search engine, you could probably type in the name of the grand type in proposal and see what comes up, especially within your your discipline, and if not ask, you know, ask people, especially people who have recently completed a grant, they have completed data grant. That proposal is no longer top secret, top important. They've moved on to other things. I'm sure people will be willing to privately share that.  
With you. So that's the detective work you have to do if you want to.  
Find specific information about your grant in your discipline in your country.  
Now another peculiar aspect.  
Sorry, actually, let me go back to Julia because sorry, Julia, but this is very useful.  
Have you had access to?  
To a good number of grand proposals for that specific grant.

 **Julia.Molinari** 30:44  
Yes, yes. So again, just exactly like you say and asking around.  
Um, getting uh, the goodwill of other people on your side. And it's about collegiality. I mean, I think that's the that's the underlying ethos, isn't it? The collegiality that, that, that of of being able to share.  
Insights into these occluded.  
Occluded genres, which I agree. I think there is a lot of secrecy definitely around them. So at least from my experience, what you've just said resonates perfectly. I don't know, I don't know the others who are here. Does anybody have experience or can anybody relate to what Pascal's been saying?

 **Pascal Matzler** 31:13  
Thanks.  
Hmm.  
Excellent.

 **Kayleigh.Smith** 31:35  
I'm assuming that his sort of first year proposal is akin to our upgrade report. Then I know that when I asked my supervisor for examples of upgrade reports, she was like ohh, I don't know if I can get hold of them, but then when I mentioned it in a seminar that I was looking for examples to look at, a lot of students offered to send them to me by e-mail and they were like here's mine. You can see this.

 **Pascal Matzler** 31:36  
The.

 **Kayleigh.Smith** 32:03  
Even if they were in a slightly different subject, I could see the format the length required, the amount of references that they'd used. So.

 **Julia.Molinari** 32:12  
I think just just before you come in that Pascal, because so just to confirm, Kylie, I think Pascal was it, it was talking exactly about that we call it the upgrade report Pascal. But the other thing I wanted to to sort of to to chip in with was the fact that one of the reasons why.

 **Pascal Matzler** 32:13  
Testing.  
You.

 **Julia.Molinari** 32:32  
The university, like an officially may not share these things, is to do with consent.

 **Kayleigh.Smith** 32:39  
Hmm.

 **Julia.Molinari** 32:40  
It's like the basically the university can't share anything that they haven't got consent for. So I guess the the the issue is the university would have to pull together a group of, you know who whoever gives consent to that and then make those available.

 **Pascal Matzler** 32:40  
Hmm.

 **Julia.Molinari** 33:00  
So I think, yeah, I think that's part partly the the issue. Yeah, kadlo, you've got your hand up.

 **Kayleigh.Smith** 33:01  
Yeah.

 **Pascal Matzler** 33:05  
Yep, Yep.

 **Carlo Perrone** 33:08  
Yeah, yeah. I just wanted to say that's exactly what what happened to me the other way round. So we have a postgraduate liaison officer, let's say. And who? Who asked me on behalf of another student if.

 **Pascal Matzler** 33:08  
Ohh Sir.

 **Carlo Perrone** 33:27  
I wish she could provide my my, my upgrade report and I think that I think it's actually probably a, you know, a better strategy because that puts a buffer in between, so if.  
But maybe something for the for the for the universities of anybody listening from that side rather than, you know, having having necessarily a student being put under, maybe they don't want to share it and.  
The fact that the university will close the door and that way, that doesn't give the student the chance to have that buffer and puts it the student in a in a harder position to say no actually.

 **Pascal Matzler** 34:07  
Hmm.  
Interesting. Yeah. Thank you, Julie, for your clarification too, because I agree with with what the way you said like a, now you mention it back that it was explained to me in those terms that that these were documents belonging to a different student. So that why they couldn't share them with with me because you know, it's part of the progress of the different students. So on. So I really like the the suggestion of of of the last speaker that that if if the university can work as intermediaries.  
If they, if they, maybe if they can.  
Collect some of these really well done ones that say, hey, you know, this is really well done. When can't we share this with future generations? And then, you know, they would have a a stock of these to share. It doesn't sound all that difficult. You know, I think it's just a question of realising that this is an occluded genre. And how can we actually resolve this? Because there are other students who, just as the last speaker saying some students might not want to share. But then there are.  
Other students who are maybe afraid to ask as well, you know, and who and and who will just type type away in the in darkness rather than ask people for help. So I know I've been guilty of that sometimes. You know, I've just decided hiding to just depend on my own. And I think in these occluded genres the the message is to no no to actually go out there and ask nicely you know and ask nicely and.  
And then and people will probably be be helpful, yeah.  
Good.  
If Julie, do you want to add anything more here or can we move on to the next topic?

 **Julia.Molinari** 35:59  
And now we can move on Pascal. Go ahead.

 **Pascal Matzler** 36:02  
OK, good. Good. Because I can't see people's hands or anything. So you have to help me with that. OK. I can only see my own screen. OK, so if you.

 **Julia.Molinari** 36:11  
Yet no, I'll definitely I'll shout out.

 **Pascal Matzler** 36:14  
Okay \*\*\*\*. That's fantastic. OK, no then no. The next peculiarity of the research grant proposal is that it's it's a little step back from what you have become used to now, because when you're on your PhD, you prepare this very specialised thing says that is only meant for a few readers. Right. Like, like when I started my PhD, people would always.  
Tell me. No. By the time you're done, you will be the expert in your field and there will only be 20 or 30 people in the world. Who who will know as much as you do about the area. And I was like, surely not, you know, and by the end of the PhD, I was actually convinced that that was so. I know because you you read so deeply into specialist area that is really just you and ten, 20-30 other people who really know exactly what you're talking about.  
And.  
But now?  
You need to write a research grant proposal, and these are you usually fed into local ecosystems.  
A government funded a agencies usually, and they are usually evaluated by what I call the general disciplinary community. So if you work in biology, sure, you're your proposal will be evaluated by a biologist, but there is absolutely no guarantee just how close the specialist area of this person is to your specialist area.  
So that's one thing to keep in mind that you you definitely need to convince a more general public of your of the merits of your proposal. And the other thing also there because its government funded and I will say this a little bit more later.  
Obviously, the government has many needs to attend and they are have kindly agreed to to fund the research to certain extent, but we still need to make it attractive to this particular government. So this is where the name dropping comes in. How can you make your research?  
And.  
Interesting and useful tool or attending local needs and how can you encode that within your proposal? So it's quite different. So the research article had a global audience of very specific readers and now suddenly you have a local audience of more general readers and who are more interested also in local problems, right?  
So this is a little bit of switch you need to perform in your thinking. Now what does the ground proposal usually look like? And here I here I'm just pulling up.  
Three or four different scenarios. The two I'm more familiar with and two others. For comparison, the New Zealand, when I'm very familiar with it, it's very interesting. It has two stages. So first the this emerging researcher, they submit a single page expression of interest, and then if they get the green light to go ahead, then they submit a full proposal, which will probably be about 15 to 20 pages. And this will propose.  
So will include a 200 word abstract. Now I quite like this New Zealand system for two reasons. First.  
They they don't make you right to 20 pages unless they're actually interested, so they make you write a single page, and then if it looks really reasonable, then you get to write the the 30 pages. So it's efficient for everyone. And the other thing I like about it is that they really quite openly say.  
If you can't explain your research in a single page, well then we're not interested.  
And this again may seem quite cruel because you are in the middle of completing 80,000 word thesis and now you're supposed to.  
To.  
And no supposed to distil you proposed work for the next three years into single page, but I think it's a very.  
On this uh assessment of what the interaction between Funding Agency and you actually looks like, everybody will read the first page. Some people might read the rest of your proposal, so it's a little bit cruel, but it's also extremely honest. And today we're focusing mainly mainly about that first page, which then flows into your 200 word abstract.  
The chilling context is a little bit more straight forward. You immediately write a full proposal which includes a slightly longer 300 word abstract. Interestingly enough, because we're talking stamp fields today, they're STEM fields usually need to submit the full proposal in English, and then they need to add a Spanish abstract as well. So mean in English and Spanish abstract, but the full proposal will be written only in English. If you're working in a stem field.  
This has caused considerable backlash from various chilling universities and scholars because the national language in Chile is Spanish and the language in which 99% of university business is conducted is spec.  
So why does the Funding Agency demand that Trump proposed or are written in English well?  
Because of what I said on the previous slides is research articles insides engineering are addressed to global alliance of highly specialised readers and these readers will prefer to read in English. So in a way.  
This ground proposal that you need to write in English is almost like a little pretest. It's like, are you actually capable of writing in English? Will you be able to communicate in English to a global audience?  
Officially, the reason is that they have international and evaluations that they sent these proposals out to people all around the world. But I would say that is just the official explanation. I think the one I'm giving is probably more the more truthful explanation and then just a very similarly. I also had a look at some Japanese grants.  
In Japan, you could either write them entirely in Japanese or in Thailand English and you had to write a 200 word abstract to to go with it, and the last one, the American one. I'm putting it only as a counter example because I want to warn you that maybe the scenario in which you might eventually work and and write your proposal might be quite different. The National Science Foundation in the USA. Yes, they do ask for a.  
The one page summary, but they actually clarify.  
In their call for proposals actually clarify that this is not an abstract, but is it quite different genre which which is suitable for dissemination to the public, so it's more of a public outreach. It's more like if people ask why are we funding this research into spotted Beatles?  
Ohh the granting the grant Funding Agency can pull out this summary and say read this. This is meant for lay people, so lay people can understand what's going on and in fact they describe 3 headings overview to electoral married brother in X and nothing else. So this would be an entirely different writing problem and not one that we are addressing today. OK. But I think most.  
And funding agencies is around the world. They will ask for a this typical abstract.  
And and what is the relationship between the abstract and the full proposal and the this is where we get closer to the text. OK. And I think this part is quite easy for you because I am.  
And most people who work in this area, we we all agree that if you understand the relationship between the research article and it's abstract, then you also understand the relationship between a grant proposal and its abstract. The abstract of a research article basically has two functions. The first function is a very.  
It's it's very straight forward. It's meant to be a summary matter. It's meant to represent the context of the research article. So if you look at the abstract, all the most important things should be there, you know, like the methodology should be there as your main findings should be there, there and so on.  
But.  
The abstract also has a second function which is sometimes overlooked. The attric the aspect. The abstract is also meant to be attractive. It's also it's meant to draw you in. It's meant to want, you know more, so you're so you will obviously highlight certain aspects so often you might find you have probably noticed that not all aspects will, for example, contextualise the research.  
Not all abstracts will talk about the implications of the research and so on, because those authors wanted to highlight different aspects and.  
Even the ground proposals you you have a similar flexibility. You could spend more or less space on certain aspects of your ground proposal of your ground proposal.  
Depending on the complexity or the novelty of that particular aspect.  
So this is fairly straight forward for you. If you are a.  
And if you commonly read a research articles and I'm sure that all of you do completely read, research are good, and now we get into the second part of our presentation, here is how to actually go about writing and here I will show you some examples of gramme proposals that abstracts and we will discuss the merits of those and we will discuss also the different actions you need to.  
Perform in order to write as successful grant proposal and the three sort of loose topics here are.  
And.  
We first, we're going to identify what moves you find in a ground proposal abstract and what sort of sequences and what sort of cycles are possible or desirable, and then we'll look at one very nice aspect, which is not one that I came up with, but I integrated it into my model, which is that sometimes in the ground proposals you talking about the real world and sometimes talking about science. So how do we organise?  
And then we talk about them. That last aspect I just mentioned before about some some ground proposals are very prototypical. They're very straight forward. They look exactly the way you would expect them and some of them introduce variation variation to achieve certain ends. OK and this also depends on your own.  
Identities of writer are you very careful writer or are you more of a risk taker so we can look at those good. So here are my basic ingredients for writing a grant proposal, right? So if you're going to cook or if you're going to bake, if you going to bake some cookies, you'll need some flour. You'll need some butter. You'll need water, sugar, whatever. And if you're going to write a grandpa postal abstract, you also need certain ingredients. Some of you may be familiar with.  
Jean Danelis move analysis for those who are not familiar, I will just give a one sentence introduction in.  
Which is that.  
In these genres, in this writing, products that are fairly established that has that that seem to have recognisable functions, the different sentences seem to have very specific jobs and they seem to appear in a in a reasonably predictable pattern. We give those elements name OK and and we call them moves.  
So a typical grand proposal abstract. It would first start by describing the territory you're like, like like what knowledge already exists, upon which I base my proposal.  
So I I think one of our participants today, she said that she was doing a cancer immunology, so that would be a very good expression to put immediately into the first sentence into the into territory like one 2-3 words cancer, immunology.  
And then people already know. Ohh, this is what we're talking about. OK, the next move then will be the niche.  
Because you need to identify some kind of limitation in this territory or or some kind of opportunity in this.  
Territory, something that hasn't been done yet, but we are now ready to do right. So that's the niche that you need to sort of.  
And that you need to pull off from.  
The territory then is the main, the most important.  
Move of the most important sentence of your entire proposal is what your goal is. What do I actually want to achieve? What is the one thing that I want to achieve? So this is not a long list of things I want to achieve. This is my one main purpose. My one main objective, and this then goes immediately into how into the means of there you can list more specific sum goals. Like. One thing I want to achieve is this. The other one is this.  
Someone then you describe your meet you research methods and your materials and.  
You you try to predict some specific results or some specific achievements, this is quite.  
Complicated. It's so much easier to write a research article when you already have results, but here you promising that you will.  
Have some kind of results and what format those results will take and so on.  
And then you have a last move which.  
Most of the time appears. Sometimes it's not actually part of the proposal, but most of the time people will add to it and it's the benefits move like like, what are the expected benefits of this this project? So so you might identify something or you might discover something, but what's the benefit of having identified and discovered that so and this usually this circles back to the goal.  
Like the gold will provide the benefit and you will usually also and I will talk more about this later. You have options. You can say this is the benefit of science and this is the benefit to society because remember we are government funded so it's good idea to express the benefits of society. So these are the basic ingredients that we as writing teachers we try to look for is every sentence easily identifiable as one of these moves.  
Do they flow well into each other? Are they well proportioned? And so on?  
And here we have a first example. Oops, except it's not working. Here we have our first example, so this this is an abstract I took from New Zealand from the famous Excel spreadsheet. Obviously the abstract wasn't as nicely annotated as it is here, it was just.  
Yeah.  
Unformatted words and then as part of my research I annotated it with the moves that I felt I could identify here and with the signs that made me understand that these are the rules.  
A for the benefit of you, today I've actually added a little bit of colour coding, so let's see if that works.  
Hang on, baby, if I click here. Yes. Perfect. Colour coding is working. So this particular abstract has a first short move of territory and the keyword is recently because this is in engineering. So. So this author talks about these batteries that have recently gained. So they're using the present perfect. These budgets have recently gained much attention due to.  
This high energy density and low cost, so this is something very interesting that has raised recently happened. So you could see it very short territory, but it is their present and then immediately.  
This offer follows up with, however, and this signals to me that we are entering the niche because we can't just say good things about these batteries, we need to talk about a problem that we can identify.  
And here we are immediately identify the problem. This had been severely hindered.  
Now, as a writing teacher and not as an engineer.  
I'm not particularly interested in magnesium rich chargeable batteries, electrolytes, cathode materials I'm interested in, however, and severely hindered because those are the signals that allow me, as the non specialist reader, to understand what is going on. To understand here we are in territory here we are in niche. If you were a super specialist, you probably wouldn't need all this.  
Yeah. Signals, because you would probably know about the state of batteries, but the readers that you will have will be considerably less specialised in your area than you are. So all of these signals are incredibly important so that so that the reader, in their mind can say, OK, I'm in the territory now I'm in the niche now, so.  
Then our good author.  
Goes into all move and then again with this amazingly clear single, this project aims to and then some quite vague language. Open a novel route.  
And then a little bit more specific by investigating this thing here, but this is a a very good length for.  
A goal a clearly articulated, grammatically sound easy to follow two-part sentence.  
And then usually there will be quite a lengthy means move where you explain in detail the different steps or the different aspects of the different.  
Hey, or different stages of your project?  
And here and here this author used the future will future will be conducted, will be systematically stuff added will be developed so very clear. These are the things that we in that I intend to do and then they run round it all off with the benefits move here at the bottom so this project so again let me zoom out you know after.  
In here, with the physical models and whatever. But now let me zoom out again. So this project that you're even naming the the funding body. Nice idea.

 **Carlo Perrone** left the meeting

 **Pascal Matzler** 57:16  
The funny boy will enable me to develop my current.  
Hearing research further establish this New Zealand based global network.  
So as you can see.  
I was very happy when I found this abstract because it's as prototypical as it could possibly get. Everything is here. Maybe the one deviation from the prototypical format that maybe I would have liked to see the territory move a little bit more developed maybe 2 1/2 lines, 3 lines. It's slightly on the short side, but everything else is absolutely correctly developed.  
Here in this abstract.  
No.  
Before we move on to further cook considerations.  
I wont want two things here. One is I actually recommend people that they do the colour coding on their own work, not while you're writing while you're writing. You want to write page to black letters, but when it's time. But then when you finish your abstract, you've gone for a cup of tea, you've come back to the to the computer.  
Don't read it. Just black on white. Actually do the do the colour coding and you will find the interesting things start to happen. You will realise that. Ohh, maybe I've waffled on for too long in their methods and I and the benefits aren't really there. Or maybe I've applied half my abstract is territory. That's a typical problem. I seen my students that they have half an abstract of territory and then there's no space for their own project.  
The colour coding is an excellent idea to diagnose possible problems that you might be having with your writing.  
The other thing I want to highlight here is that and also the colours help with that.  
Remember to Grant proposal.  
And become grumpy proposal abstract. Their purpose is for you, for your research to get funded.  
And you need to convince the funding body of a lot of different things.  
So for example, in each of these moves, yes, stay linked together into Korean hole, but they also have each there have their own job up here in territory you are convincing the funding body that you understand your discipline that you are familiar with the theoretical basis of your discipline and that you are familiar with recent developments in the discipline.  
That's why I said that the Twitter here was maybe a little bit short because this author has clearly signalled that they are aware of recent developments, but maybe they haven't quite sketched out well enough.  
Hey, how these rechargeable batteries fit into the wider concerns of the discipline.  
That might have been used.  
Then in the niche you.  
Demonstrate to your funding body that you are a critical thinker. Did you understand not just what is happening around you, but you understand problems that you are a creative person that you find new angles?  
The goal move is self-explanatory, alright and it's sort of the niche in the gold. Move off the work.  
Together to to give this impression that you are able to identify problems and you are able to propose solutions obviously in the means move here you need to.  
And demonstrate to the funding body that this is feasible, that you will not blow up the lab, that you will not miss spend the money on machines that are not going to work and so on. OK, they that you will not enough.  
Do things that have no purpose in the end, so here you demonstrate that you understand and that you are able to meticulously.  
Describe the difference steps this move, even though lengthy, is usually not not a.  
It's it's usually not very grand. You're always on. It's it's usually very controlled with words like systematically and so on.  
Because you're really trying to demonstrate a that you have this under control, that the experiment will reach a result stage.  
And then in the benefits, this is where you need to become a little bit of a car salesman and you need to explain what possible benefits this might have for for some of you, this can be fairly straight forward. I know that one of the participants.  
And before we started with a bit of small talk and one that participants was talking about, youth who entered the criminal justice system or something similar to that. Well, I'm sure you will have no problem in convincing funding bodies that your research will have important benefits. Yeah, this might be a little bit more difficult for the college who researches the spotted beetle or distant galaxies. And you have to think a little bit more. How can I sell?  
Build this to my funding boyfriend, right? But anyway, this is our first abstract.  
I want to just quickly stop here and ask if there are any questions about this slide and the previous slide and how they relate to to each other. So. So these are the basic moves and in this abstract they just happen to be in this same order and and or organisation. So is there anything here that is unclear?

 **Julia.Molinari** 1:03:36  
There's nothing in the chat. Um, Pascal and there are no no hands raised. But maybe we'll just give it a few. A few moments to see. I mean, I if I can chip in, this is really, really.

 **Pascal Matzler** 1:03:39  
OK.  
Ohh.

 **Julia.Molinari** 1:03:51  
Great, because it really breaks down what's involved in the in the writing.  
Something you know something I teach in the core, in the core programme as well. So it really reinforces that.

 **Pascal Matzler** 1:04:02  
Hmm.

 **Julia.Molinari** 1:04:05  
Um, I'm hoping you'll share your slides.  
Um.

 **Pascal Matzler** 1:04:10  
Absolutely.

 **Julia.Molinari** 1:04:11  
Because I think that then I that, you know, I think when it when it comes to me to teach, teach this, this aspect, I can integrate it.  
With the video as well of of of your of your analysis.

 **Pascal Matzler** 1:04:25  
Don't thank you.

 **Julia.Molinari** 1:04:25  
I don't know what does. What is this familiar to anyone?

 **Kayleigh.Smith** 1:04:32  
It's not familiar to me, but it makes sense it I mean the way he's explained it makes perfect sense.

 **Julia.Molinari** 1:04:34  
No.  
Okay.

 **Pascal Matzler** 1:04:37  
OK.

 **Kayleigh.Smith** 1:04:41  
Um, it's just, you know, you just need to be in the know of how to structure it.  
And I did actually screenshot a snap a couple of the slides to share with a couple of other students who aren't here, so I hope that's alright.

 **Pascal Matzler** 1:04:59  
And you're very welcome to where you're very excellent, Julie. And how are we for tonight?

 **Kayleigh.Smith** 1:05:01  
Is.  
Thank you. Cause I think this one and the previous ones this.

 **Pascal Matzler** 1:05:07  
Perfect.  
Perfect. Excellent. No, no, no, absolutely. I like you know.  
It I will send an entire presentation to you, Julia, and she's very welcome to share it with with everyone. Absolutely yes, Julia. And how are we for time or are we going well with time we are.

 **Julia.Molinari** 1:05:24  
Yeah, it's. Well, we have until 12:30. So it's up. It's up to us. There aren't that many of us here now, cause I think Nash Nash, who's the criminologist? He's just emailed me to say he he's not managing to connect. He's appearing and disappearing. So I don't know what his connection issues are. So it's, you know, we can manage it however you you. You weren't Pascal and also Kaylee. Feel free to jump in with questions that relate to your research.

 **Pascal Matzler** 1:05:29  
Perfect. OK, super.  
Ohh.  
Ohh.  
OK, perfect.  
Up here.  
That's a little.

 **Julia.Molinari** 1:05:55  
Specifically because you know, there's so few of us, we can actually focus on the detail of of you know, specifics.  
Um, so I'm really I'm. I'm sort of. I mean I'm I'm pleased and not pleased Katie cause I'm I'm I'm pleased that this is new to you but obviously it I it I'm sort of also kind of encouraging of of you to sort of attend the the the pay sessions in that sense as well because they they they do a lot of this kind of tech text analysis.

 **Pascal Matzler** 1:06:02  
Exactly.  
You.

 **Julia.Molinari** 1:06:26  
Um, the the words that Pascal is using. They they because I'm just thinking Pascal, you know, you've referred to to to people like swales, who obviously is is established in established the field of of moves.

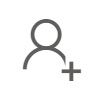
 **Pascal Matzler** 1:06:37  
What?  
Cool.

 **Julia.Molinari** 1:06:41  
Um, but, but these have they can have different names, you know, and sometimes that can be confusing for students. So when you talk about the niche, you talk about the niche. And I've made notes as well because I like to a kind of it's not a synonym. But you talked about opportunities, you know, it's an opportunity that you can see within the established field. Some people call it a gap.

 **Pascal Matzler** 1:06:42  
Of course.  
Yes, that's correct.  
Yeah.

 **Julia.Molinari** 1:07:07  
That's the traditional.

 **Pascal Matzler** 1:07:07  
Yeah, yeah, you just, yeah. Interestingly, yes. Sorry to jump in there actually.  
And I mean, I wasn't planning on talking about this today, but interestingly, the the naming of the moves is quite different in grand proposals than it is in, in, in, in research articles. And I think that's on purpose.  
So, so sort of in order not to sort of.  
And.  
Because yes, absolutely. Because when I teach research article abstracts, I talk about the gap. And here I have to be very careful not to say again, but niche because it's just a different list of and. And this comes back from Maran and Connor and the people who started all all of this. So it's not something that I came up with actually. Yeah, it's quite interesting.

 **Nashatar.Sher-Gill** joined the meeting

 **Julia.Molinari** 1:08:11  
No, it's it's absolutely grace. It's kind of. It's really helpful for me as well. I'm learning a lot. So carry on personal, it's great.

 **Pascal Matzler** 1:08:19  
Okay so so anyway, so so this is the straight forward model and now I don't wanna scare you off because this is the more complicated model okay this is the more complicated model and this is the and this is my little contribution because this.  
And this combines.  
Ohh.  
Like I read quite a lot of articles and and book chapters and so on on ground proposals aspects and they all had really good suggestions. This is how I analyse it is how understanding and at some point I realised that it was actually possible to combine them into a single model and that's what I try to do here and I'm just going to 1st explain this model and then we will see different abstracts that.  
A use different parts of the model and interpret the model in different ways. OK, but basically it goes like this that very often because you're trying to earn funding, you will begin up here on the top left corner.  
And you will talk about some sort of reality, OK.  
So for example, so our student Caitlin, she works in cancer. So we might say cancer is one of the main causes of mortality in Britain today. So you, so that's a real world.  
And.  
Issue rights and you will start with the real.  
World issue and you might even declare some kind of niche here in the real world. You you might say.  
For example, you might start with something positive. You might say you know you know broccoli is a very healthy vegetable. However, it's expensive because it only grows in the summer and I'm I'm I'm.  
Entirely making this up OK. I have no idea what time did your broccoli grow, but I'm just saying you you will start to talk about something.  
That seems important to the real world and some little problem associated with this importance. Or you can jump straight into the problem, like with the mortality, you know, cancer being mentally and then you smoothly slide over to where you actually want to do your work. Because we work in science, we don't work in the real world. We work in science, we work in our labs, in our offices, and so on.  
And you know, in in our ivory tower. So you slide into the ivory tower and then the next thing you need to do, you need need to consolidate what you just did here. You need to translate this into ivory tower rash. You need to translate this into academic speed because you can't just suddenly do research on real world problems. You have to still demonstrate by the way. I am aware that these problems.  
Have been researched.  
I am aware that we know all these things that we have all these.  
And knowledge.  
But there is some slight gap here or there is an opportunity to continue on this research and so on. And then you go down into your your goal. So many well done ground proposals that I see they start in the real world, then they move over into the science and then they go down to the goal. So you might have 1234 moves of this before you reach.  
You your goal and here we have another little arrow that goes back up from the niche to the territory because what I often see in more theoretical proposals, proposals that decide not to use the real world, they have sort of.  
Different lens focus, you know, like they might start with a wide angle issue. They might say again using the cancer example for couple. We know that cancer cells behave in this way however.  
Is is poorly understood. This aspect is poorly understood, and then you go into more recent, more specific resources. Recent research has addressed this problem by.  
Finding this and doing that however, and then you have like second gap, a second more precise gap and now this is the gap that you are going to attack. So this is more like a step by step funnel. You have a general territory, a general academic area that you're describing with the problem how this problem has been addressed recently and now.  
How this problem needs to be even further specified end developed and that's where you come in and then it's straight down then it's your go this short sentence with your goal.  
Two or three lines, no more than that. You develop the means until you almost run out of space in your abstract, and then you give your benefits.  
And what I find quite beautiful in this and is that very often, if you've began, if you begin with a real world orientation at all, you will probably also go back to a real world orientation at the bottom. So you will say for example.  
The benefit of this research is to understand better the immunological response to cancer cells, which could provide treatments in the future. That so you've so you signal the scientific benefits. This is what will make my colleagues go. Ooh.  
And this is what will make the politicians go. Ohh right. So you're writing for the politicians and the journalist and your mom, who all live here, right? And you're writing for the scientists will leave here, right. And obviously this is the privileged area. This is where everything is articulated. But the origin for your work very often comes from the real work. And you end up by.  
Again, by giving a certain sign of respect, maybe, or giving a certain hint of how you work could possibly benefit any in the real world.  
So this is what we're going to try and see in the next examples. I haven't. I have another couple of examples that we can have a look at.  
You're a how this territory niches can be recycled and how can they can be the real world. And in the science world and how you can then go back into the real.  
So that's the.  
That's the more complex model, and here we have one.  
And abstract not entire abstract. I've cut out the methodology because it was rather lengthy and it and we didn't need it on on this slide, but this this is 1 abstract work where I felt that this person and this is actually yes, this is quite similar to the topic of our student here today. Here we have unravelling molecular details of protein interactions that drive.  
Alzheimer's disease. So this is.  
Definitely biomedical sciences.  
And this researcher.  
This.  
Let's look on the right side 1st and see then. Then we can see if you agree with me because my analysis said that.  
1st we have a real world territory that goes into real world niche.  
Then there is a real there's a scientific niche.  
And some additional scientific territory. And this then leads into the call. So let. So let's see if that interpretation makes sense. So the first part of until the comma is the mention, such as Alzheimer's, are one of the leading causes of death worldwide. Perfect. So this is just a statement of affect and probably it's also drawing attention to one of the leading is drawing attention to that. This is like a central problem that we have right now.  
I think this isn't the minor problem. This isn't important problem, but it's stated as a matter of fact.  
And here is the real world is the real world problem.  
And.  
There are still no effective treatment, so the real world problems is that.  
That and, even though it's a leading cause of death, there are no effective problems and there you get to to a full stop and we have discussed the real world aspect now this author.  
Skips over into the right hand column where we have the scientific aspects of this.  
And they continue with a niche. They go from the real world niche straight into scientific niche development of therapies has been hampered by a lack of mechanistic understanding of events. So this is a very clear signalling here is something that we do not know. And this is a problem by using the word hamper. This is a very strong signal and then they give a little bit of extra information which I find is so is so elegant.  
It's it's like a cliffhanger, you know? It's like when you watch a horror movie, you tell people no, don't go into that house. Right. So this little cliffhanger is like 2 hallmarks of the disease are abnormal aggregation of the protein in the lab and inflammation. And we know exactly what's going to happen next. That's why I call it the cliffhanger. But it's just put there and like just ohh. You're 2 hallmarks. It is. Guess what's happening now. And then the goal comes in this.  
Project we aim to link these two key features, broaden our understanding and this is the crescendo and now the orchestra now comes in and and and you go down into your methods and everybody just breaks out in applause right now. No. The applause is done here, but it really, really works well now if you just really. Ohh yeah. This is really good proposal. But once you use this sort of scheme this sort of philtre.  
Is the to tell us? If not, I'm going to give a name to each of these sentences. I'm. I'm I'm going to decide what's the function of this each sentence and then you can.  
Understand the progression of arguments and how they link and emphasise certain aspects.  
And then at the bottom, we have the benefits and as predicted.  
The benefits first are scientific, and the benefits at the end are real world. So once you've done, once you've finished with your methodology.  
This work will establish crucial information on the molecular pathology. Yes, this is something that researchers are registered in.  
So.  
And then providing targets for the development of therapies to block harmful interactions to treat Alzheimer's disease. So here you might argue that maybe the separation I could have put it a little bit later, it's sort of gradually moves from science into the real world treat Alzheimer disease is definitely real world benefits because people will benefit from having their disease treated.  
And then then you have this intermediate stage step that come closer from this very abstract size information on the molecular breath pathology. That's very abstract. And then providing targets are OK development of therapies or OK to block conference direction, OK. And now you have the treatment. So again, the author here seems to give a very clear indication that they understand.  
That you that with information you can't treat Alzheimer's, you need this intermediate stages of development of treatments, so again.  
This entire abstracts gives you a really.  
It gives the impression that this author is very so has a very solid understanding, not just of their part particular sub specialty, but also how this particular subspecialty that's in the middle of the abstract, how to lead into that specialty and how to lead out again of the special.  
Does that make sense or are you going too fast or too slow?

 **Julia.Molinari** 1:22:04  
Any thoughts on Pascal's analysis?  
Nash's here again. Pascal's managed to join the comment the criminologist has has arrived.

 **Pascal Matzler** 1:22:15  
Excellent.  
OK.

 **Nashatar.Sher-Gill** 1:22:19  
This this analogy of ivory tower is quite interested in a very helpful for for any researcher. I think it says it's incredible because I'm doing criminology. It's.

 **Pascal Matzler** 1:22:20  
OK.

 **Nashatar.Sher-Gill** 1:22:35  
Play through to grant funds and to grant access, and I thought it is really interesting analogy to to to look at from criminology Cal perspectives. Either the politicians that are media channels and then the middle of that are and the the agents of the the, the young people and researchers. And this is really interesting.

 **Pascal Matzler** 1:22:39  
Hmm.

 **Nashatar.Sher-Gill** 1:23:02  
Yeah, I'm. I'm missed quite a lot of it today and I've novel certainly and view this later on, but but this is really interesting. I made a few notes. Thank you.

 **Pascal Matzler** 1:23:12  
3.  
Thank you. Thank you.

 **Julia.Molinari** 1:23:13  
Yeah, it's fine. Nash, it's all recorded. So you can you can go back to it.

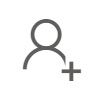
 **Pascal Matzler** 1:23:16  
Exact.

 **Julia.Molinari** 1:23:18  
Am I at my from my perspective, as I was listening to your analysis, Pascal, I was just reminded of the importance of knowing your audience. And when you're, you know, in just in academic writing generally. And I think what you're really bringing out here is the fact that this moving from the real world to the scientific world is moving. It's a kind of dialectic. You're constantly moving in and out.

 **Nashatar.Sher-Gill** 1:23:18  
Yeah.

 **Pascal Matzler** 1:23:20  
No worries.  
Hmm.  
Hmm.

 **Julia.Molinari** 1:23:49  
Because your audience for the grant is is public money as well, isn't it? And and making it relevant.

 **Felicia.Boateng** joined the meeting

 **Pascal Matzler** 1:23:55  
Yeah.

 **Julia.Molinari** 1:23:56  
Um and benefit, you know, highlighting the benefits of your research to to to real people and real world issues.  
And I think I I'm finding that really, you know interesting. It's giving me a lot to to to reflect on. Hence the reason why you don't call it a gap but you call it a niche because you're trying to.

 **Pascal Matzler** 1:24:12  
Yeah.  
Yeah, I.  
Please.

 **Julia.Molinari** 1:24:19  
Yeah.

 **Pascal Matzler** 1:24:20  
Yeah, yeah, you can. Absolutely. Yeah. I would even say Anna and I hadn't thought of it.  
In in this way before, but I I would even say you're probably right thing. Different sentences for different people. Yeah. So it's you'll probably writing the central part of your abstract. You're probably write writing it for your peers, you know, for the you, your methodology, you you've writing it for the few people who will understand it and there will probably be one person on on the committee who says, yeah, I work in this area. Yeah, that part is well done. And the rest will believe them on that aspect.

 **Julia.Molinari** 1:24:32  
Yeah.

 **Pascal Matzler** 1:24:57  
But the other people in the community who are not that specialised, they will judge the beginning of your abstract and the end of the abstract and said well. But what is this good for? Why should we fund this? Yeah, the methodology looks nice, but I still don't understand any of it. So you need to give them something to, you know.  
So so it does have this really a varied audience that and that makes it a very difficult piece to write, yes.  
Absolutely.  
Good, good. Thank you. Now, here's another one. Here's another one. I believe this is the love last one that we're going to look at together, and then we'll have some exercises that we can do together. But this is the last ones that I show you already fully annotated. OK. And and and this one has now in my.

 **Julia.Molinari** 1:25:28  
Yeah.

 **Felicia.Boateng** left the meeting

 **Pascal Matzler** 1:25:52  
I'm in my full research articles. I discussed quite a lot of different combinations that you can do quite a lot of different variations, but I thought that wasn't really adequate for a relatively brief introduction.  
To this so I.  
So I brought the the one I showed before about the real world and the science world and the other.  
And variation I want to talk about is focused on the goal.  
As you can see in this abstract here, the goal which was supposed to be down here somewhere. I'm not sure if you can see my little arrow actually on the screen.  
But the ohh you can. OK OK. The goal was supposed to be down here somewhere between the north and the means. But now the goal goal has moved up to the beginning of the abstract. I'm sure this is something that you have seen in research article abstracts as well. Because even though a research article will always begin with an introduction, the the main body of the article will begin with the introduction.

 **Julia.Molinari** 1:26:40  
Yes, yes we can.

 **Pascal Matzler** 1:27:10  
Often.  
An abstract in your of a research articles will begin with this sort of grandiose and declaration of intent, right? We aim to rethink. We aim to rethink, and for me, me, who I'm not an engineer is. It's a very strange expression. We aim to rethink electric motor design. So it's it's kind of.  
So it it's not the sort of thing I tend to rethink, you know, but of course engineers, they do they rethink electric motor design so. So this is an immediate, grandiose expression of their.  
Ohh dear. Ohh yes I do have correspondent. So we aim to rethink electric motor design, mimicking biological muscle muscle to drastically improve motor performance. So what do you achieve by then is that you immediately called the attention of your reader.  
Because if you started with the territory, if this sentence wasn't there, so let's say it's 11:00 o'clock at night, the committee members have read 59 proposals of already uses proposals 60 and the proposal does robots that are intended to augment human capability by working do it with a regular.  
But by the time you get to the second comma.  
Your reviewer is fast asleep, right? So so one way to avoid that is to do what this author did to actually put the goal, move right on top. Say this is what I'm doing, right? And then there is a little disconnect here, but most readers, especially the people who read these things all the time.  
They are perfectly aware that that this is what you're doing. You've you've fronted the gap, you've put the gap at the front at the gap. You've put the goal at the front and now you are going to.  
Take a step back and now you're going to explain the basis of your search. And now here they are, explaining how these robots work, how they sort of bionic robots work that interact with your body, supplement you your to body and so on.  
So here you have 3-4 lines. Quite a lengthy.  
Territory, certainly long within the first, we thought, and now we go into the niche. However, today's motors cannot match.  
And what is required and approach is needed to enable these robots to become fully useful?  
And you can see that there is already something interesting going on because we aim to rethink and a new approach is needed. There's some kind of resonance there, right? So we seem to have come full circle. We seem to this writer is almost signalling now we've arrived at that bit that I've already said earlier.  
Then they they they dive straight into the means into the methodology. We will take three main paths to improve. So first we will do this. Second, we will do this and finally we'll do that and then they go down into the benefits.  
And this this new approach and again the benefit is global not of the last step not of the second step, the benefit of is of the entire goal. This new design will enable robots to do this and open a new paragraph in that.  
Now as you can see this author has no problem in self promoting. There's some quite strong self promotional language here. This is also something you might want to take away from here. It's surprising how promotional some of these abstracts are like. I really had to force myself to include that kind of language because it's because you you wouldn't write open. I'm going to open a new paradigm in your research.  
Article you probably wouldn't say that you would be much more careful. You know, this smile might lead to and things like that. You would be much more polite in your in your gap making gap filling, but in this.  
Grant proposals. Apparently you can be quite more a little bit more expressive now. There is one more thing though. I want to highlight and I want you to guess why I'm highlighting this.  
It's a little quiz for you, a little quiz in the middle of my presentation.  
Why my high? Why have I put those two red boxes where I put them?

 **Julia.Molinari** 1:32:24  
Any thoughts?

 **Pascal Matzler** 1:32:28  
Sorry.

 **Julia.Molinari** 1:32:30  
I'm just asking if there if there are any thoughts.

 **Pascal Matzler** 1:32:30  
Ohh.

 **Julia.Molinari** 1:32:34  
Before I jump in.

 **Pascal Matzler** 1:32:34  
OK.

 **Julia.Molinari** 1:32:45  
One reason might be Pascal that it in it ensures there's a certain cohesion to the text because you're.

 **Pascal Matzler** 1:32:46  
What?  
Hmm.

 **Julia.Molinari** 1:32:53  
Repeating.  
The.

 **Pascal Matzler** 1:32:57  
And you.

 **Julia.Molinari** 1:32:58  
The aim? Essentially you're repeating the goal.

 **Pascal Matzler** 1:33:02  
Now, there you've, you've you've pretty much.  
And you.  
You've pretty much arrived at work at at what I was intending it, except that I would even go a little tiny step further. I would say it's not just cohesion, it's a little bit more there, but it definitely the first thing that we notice is that here we had drastically improved motor performance and here we repeat improvement. So yes, it it's very helpful to use the same keywords throughout, but what it actually.  
Both sodas and you've just mentioned it at the end you said because it repeats the goal. So what happens is that in our minds.  
People who read a lot of these grant proposals, we expect the sequence we expect territory niche goal means we expect the goal roundabout here. You can't just go from the niche in.

 **Nashatar.Sher-Gill** left the meeting

 **Pascal Matzler** 1:34:07  
To the means, because the means relate back to the goal. So you need some kind of placeholder. So I'm calling this goal echoing there. There's like a little echo of the goal, like by the way. Remember, my goal was to improve, OK? Now let me tell you about the three paths.  
So when I started seeing these abstracts where the goal had been put at the beginning, I realised that they always left a little trail here. They always left a little imprint here, so the the people wouldn't miss out on that step in the development.  
Does that make sense?

 **Julia.Molinari** 1:34:57  
Yeah, I I was thinking of another term as well to sort of, um.  
Another metaphor um for that goal echo cause you this. You're using lots of metaphors, which is the only way you can do it really, because if you're trying to understand what is the function of making these linguistic decisions, you end up in the territory of metaphors. But the other metaphor I had in mind was the the narrative thread. It ensures that that narrative thread is being.

 **Pascal Matzler** 1:35:04  
Yeah.  
Yeah.  
And.  
Hmm.  
Hmm.

 **Julia.Molinari** 1:35:29  
Is being maintained throughout the whole text. It's like an echo or a thread.

 **Pascal Matzler** 1:35:30  
Yeah.  
Exact.  
Yeah, absolutely.  
Yeah.

 **Julia.Molinari** 1:35:36  
A trail. You called it as well. Says all this collection of metaphors to help to help you think about your.

 **Pascal Matzler** 1:35:39  
Yeah.

 **Julia.Molinari** 1:35:43  
Your grant writing.  
Yeah, really good. Any have you any thoughts from from anyone?

 **Pascal Matzler** 1:35:48  
I'm feeling good.

 **Julia.Molinari** 1:35:54  
I'm just wondering again, Kayleigh, cause you you said you're kind of a bit, this is all a bit new to you just.

 **Pascal Matzler** 1:35:54  
Lying in the.  
Good.

 **Kayleigh.Smith** 1:36:02  
Hmm.

 **Julia.Molinari** 1:36:03  
Do you want?  
Do you want a bit more or do you have any questions or or does that make? Does that make sense to you?

 **Kayleigh.Smith** 1:36:10  
It makes sense to me. I think it was explained really well. Thank you.

 **Julia.Molinari** 1:36:14  
Alright, thank you.

 **Pascal Matzler** 1:36:14  
Alright, excellent. Super. So just to round off, they say, yeah, I like the thread, so it maintained it maintains that thread sort of even though you've moved the goal to the top, you do maintain that thread. Yeah, like that metaphor too, yes, yes. And and I've been told before that I like to use a lot of mad metaphors in my explanation. So yes, that seems to be the case. So. So what, that last abstract.  
Help me and those like it because all these gold fronted abstract they made me think about just how important the goal is. Because when you look at it, it just in the in the regular sequence. Of course the goal is in the middle and then.  
But very often in a piece of text, like if you write a paragraph, you wouldn't expect the middle part to be the most important one. You know, we we we've always been told that the topic sentence is the most important. Maybe the concluding sentence. And in the middle of that you have to supporting elements in the middle of it. But in the ground proposal abstract really the goal move wherever it is, wherever you place it, the goal move is like.  
Again another metaphor. It's like the head of the octopus, you know, the and and all the other movies that I like, the tentacles of the octopus. So. So you you have a territory and the niche. And I've put those quite close together because those two are related to they're like, you know, brothers and sisters, you know, like those two are related, but but they're not related to the means or to the benefits in in such a direct way they need to pass through the goal move in.  
Order to for the benefits to make sense later, and the means move again. The means is you your methodology is the precise results you might find and so on.  
The means of very much depending on the goal move, because all they do is they simply expand on the goal and they explain how you gonna reach that goal. But somehow everything links back to this one thing, which is the goal. And I think that is.  
Why? Very often this ground proposed feels so unsatisfactory to ourselves when we writing it, because the research article is just it's just a much more balanced and distributed affair. You know, you can you write a beautiful literature review and you say, OK, now I've demonstrated that that I understand my field and that is good in itself, you know? And then you write a methodology and you say no, I've shown.  
That that I'm a really careful and knowledgeable research.  
And then you write your results and your discussion. And here's my contribution. But all of these bits can kind of stand for themselves in a way. Like often I will read a research article, but I'm only interested in them in their methodology. Or maybe I'm only interested in the literature review because I'm working in a similar field, but I don't really care about that their results. So you can sort of write a research article, say, well.  
Here's a bit of everything for everyone, right, but the problem is because you don't have results yet, because you're only promising results. It's all a bit up in the air, and really the only thing the ties it all together is this goal move and that's why and I think that's why certain authors try to sort of multiply the government, sort of.  
Who did at the beginning? Because it is the most important one. But we don't want it to lose.  
Its place here and we want to connect it with as many movies as possible and that's why we have. And if that's why we make this explicit connections three main path to improvements is a connection between the means and the gold move. A new approach is needed is a connection between the niche and the golden move. So you try to verbalise this this possible.  
Connections and it's really really hard because this graphic graphically I have two dimensions and I can put everything around the gold move but.  
Human text is linear, so there's only so many slots that can sit right next to the gold move.  
And all the other elements that either only an implicit connection or you have to start making these sort of.  
And repetitions and echoing and and sort of coherence elements to try and connect everything back together, but that's your main challenge when you're writing a grant proposal in my.  
Good. Ohh, I thought we were ready for the exercises, but we have one.  
Last tiny slide, I promise, this is the last flight before the exercises and it's almost self-explanatory.  
Hey I've mentioned it this earlier because you're not just writing for specialist audience, you've writing for the general discipline and you're writing for the journalists and the politicians and and so on. You should try and emphasise.  
The local interest that your research has.  
So some of them are.  
Are quite obvious. For example, here we have a Chilean abstract a that from theology I believe, yes, it's from geology and it talks about certain types of rocks and how those types of rocks are not well understood. And then they just briefly mention that the rocks they're gonna study are the rocks off the Chilean coast. Now this might seem like a very minor comment. Ohh, I'm just gonna use these drugs. They're not saying that these rocks are better rocks or worse.  
Oxford, or special rocks? They just happened to be the rocks that are, you know, lying more or less outside my office now.  
But it is very desirable for funding agents to see the name of the country or features of the country being discussed and being added to the international literature, especially if if you live on work in a slightly more peripheral location in a location that may be doesn't get all the same attention as maybe North America does.  
You know.  
Then then this becomes of it, and actually reasonable argument. The abstract we saw earlier with this one researcher. I need me to develop my pioneering research establishing New Zealand based global research. So this person is V.  
Explore licitly saying I want to establish a network from here. From this location it's going to be global, but it's going to be based here. So this is again is a promise to the Funding Agency that there will be lasting effects and it's and it's basically just name dropping but it's extremely effective name dropping just like name dropping is effective in social interactions it's also effective.  
In Grant proposal writing and the last example here I I want to show up here. This is also from New Zealand and it's a lot more subtle and that's why I like it because I like more subtle effects sometimes and and this one begins in back in up in the territory. In the first sentence, it says increasingly energetic swell. In the southern Arctic oceans can no longer be ignored. From Earth's systems, models, climate predictions.  
So this person has found a A has found this global earth systems models.  
And lacking or not putting enough emphasis on this.  
AM.  
On this energy that's coming up in this waves from the Arctic and from the southern oceans.  
Now you might say, what does that have to do with New Zealand? Well.  
Well, New Zealand happens to be in the Southern Ocean. The southern tip of New Zealand, and comes fairly close to Antarctica, and that's where you get the Southern Ocean. And that's where you get all the energetic swells that are like 2, sort of. So obviously some committee member from New Zealand will obviously.  
There.  
Yes, of course. This global models do not consider us as much as they should and their patriotic.  
Fervour will be raised, but even though it doesn't say New Zealand, it just mentions the ocean that happens to be here. So and I've seen this stunning wildlife by naming certain species, you can do it in pretty much any area you know like we have.  
Um, we.  
We have a student here from from crew criminology. You you might name drop.  
In inner city neighbourhoods in England or something like that, as as as long as it makes sense.  
And as long as he shows your affiliation with this context, it will have a positive effect.  
Okay and this is just a tiny thing that I did 112 and that it is important to try and find it included somehow.  
Now for the last few minutes, we have about 10 more more minutes or so than our plans, so that's great.  
I think we should choose one of the grand proposal at abstracts. Julia. I sent you 3 ground proposal abstracts that we could have looked at.  
Together.

 **Julia.Molinari** 1:46:52  
Yeah. Which one would you like me to to share?

 **Pascal Matzler** 1:46:57  
Well, I I think let me just have I stopped sharing my school.

 **Julia.Molinari** 1:47:02  
While the biology one, the biology one, might be very relevant right now of Kayleigh, if you're still here.

 **Kayleigh.Smith** 1:47:11  
Yep, I'm still here.

 **Julia.Molinari** 1:47:11  
Yeah.  
So, um, we've got Kaylee cause some the the there seem to be lots of problems with connecting today. So shall I share the biology one cause we'll help. We won't have time. We'll be to do more than one Pascal.

 **Pascal Matzler** 1:47:14  
Perfect.  
Person.  
Ohh, when? Absolutely we'll do one. Yeah. So let's open the biology one. Yes, absolutely yes.

 **Julia.Molinari** 1:47:30  
Okay let me.

 **Pascal Matzler** 1:47:32  
And if you can do that from your end, that would be great.

 **Julia.Molinari** 1:47:34  
Yet.  
So I'm going to paste the link in the chat and.  
But I'm also.

 **Pascal Matzler** 1:47:43  
That's great, super.

 **Julia.Molinari** 1:47:45  
I'm also going to attach the actual.  
Um document so um.

 **Pascal Matzler** 1:47:51  
Explain you the link would be great because if we use the link.

 **Julia.Molinari** 1:47:56  
Okay.

 **Pascal Matzler** 1:47:58  
Because if.  
If we use a link then we can all be inside the same.

 **Julia.Molinari** 1:48:03  
Together.

 **Pascal Matzler** 1:48:04  
Google Doc and that's very very useful.

 **Julia.Molinari** 1:48:05  
Yeah. So.  
So I've managed to access it. I don't know if you've managed.

 **Pascal Matzler** 1:48:09  
So let.

 **Julia.Molinari** 1:48:15  
As well, yeah, I think we all seem to be we all seem to be there.

 **Kayleigh.Smith** 1:48:15  
Yep.

 **Pascal Matzler** 1:48:16  
Yes, yes, yes.  
Yeah, we're all in. Perfect. Exactly. We're all in.

 **Julia.Molinari** 1:48:20  
Great.

 **Pascal Matzler** 1:48:22  
By the way, this is an activity I often do with my students. I love Google Docs for for these purposes I shared this Google talks with like 20 students and we all get to work on various abstracts and we highlight things and so on. It's it's it's incredibly powerful for these kinds of collaborative writing and analysis and so on is it's it's really great.

 **Julia.Molinari** 1:48:48  
Definitely.  
Pascal, is it OK? I'm going to stop the recording, actually, because, um, this this part won't come out on the recording, I don't think. But it means that then we we can just talk and we can, you know, wrap up together. So is that OK? Or would you would you rather I continued with the recording?

 **Pascal Matzler** 1:49:00  
You.  
OK. Perfect. Yes, that's.  
A.  
I guess if.  
I guess if one of us shared the screen, then it would come out. I guess I'm not sure, but no, but it's fine. It's fine. It's.

 **Julia.Molinari** 1:49:25  
Yeah, I can. I can do that. I can share the screen. OK, we'll, we'll do that. I'll. I'll share the screen. Right. OK, see if that works.

 **Pascal Matzler** 1:49:30  
OK.  
Perfect.  
If that works, then because then you can leave it in the recording and then.

 **Julia.Molinari** 1:49:40  
That's right. That's a good idea.

 **Pascal Matzler** 1:49:43  
Super okay.  
And he will let a Kaylee and and Julia, too, take the lead. What I always tell people is that I like to use that little pain to roll roller tool out there. But you can also just try and and approximate the colour, you know. But the idea is that we want to paint the abstract in the collars that I've given up here. So we want to, like, identify the parts where they talk about the temperature and.  
And paint them in this reddish colour and so on.  
So the entire restrict should end up being painted.  
And in the mean time, we can keep talking and we can keep discussing.

 **Kayleigh.Smith** 1:50:38  
Sorry about that. I just had an alarm go off.

 **Julia.Molinari** 1:50:38  
Okays.  
Let the. That's OK. OK. OK. So maybe we'll just take up a moment to, to, to read it. I'm the non non biologist in the room. So it'll take me a bit longer to get my head around it.

 **Kayleigh.Smith** 1:50:43  
No.

 **Pascal Matzler** 1:51:45  
Perfect. Yeah. Yeah. It's starting to come together. Yeah.  
I totally agree with the blue bit, absolutely.  
So far so good.  
The.

 **Julia.Molinari** 1:52:37  
My cat hello.  
Ohh.

 **Pascal Matzler** 1:52:50  
Ohh yeah, the the that happens to me all the time that I think I'm doing the highlighting of actually changing the.  
Like she changing the colour of the actual thing. Perfect. Perfect. OK, so can I just stop you there for a SEC? Caitlin. There with you, right? Doing all the colouring? Or was it Julia?

 **Julia.Molinari** 1:53:09  
No, it was Kayleigh.

 **Kayleigh.Smith** 1:53:11  
The last one was Julia, but the rest was me.

 **Julia.Molinari** 1:53:15  
Yeah. The last one was me, yes.

 **Pascal Matzler** 1:53:15  
Okay excellent, excellent.  
OK, excellent. Now I wanna say two things. First of all, can you the expert here, right? OK, we just the writing people, but you're the expert here. And very often it's your interpretation is going to be more important than our interpretation. OK. But but first, I want to say that I.  
I agree with pretty much everything you guys have done so.  
Just.  
A.  
First, you identified up here you saw that there was like a fairly brief, a fairly brief, but a fairly obvious territory, right? So parasites dominant, influential life forms on Earth. My fantastic. There is nothing. There is no problems yet, right. The world is a happy place. The parasites are happy. Right. So it's they're they're they're doing well, right? The person says are doing well. So it's all good. And then you get the bath and then we get the poop. The.  
Then we get a body as a. So I'm just gonna underline the bath and then we get the poorly understood. So, and. And this science are the science that Kelly used to identify that this was the niche, right?

 **Kayleigh.Smith** 1:54:32  
Umm yeah.

 **Pascal Matzler** 1:54:33  
So so.  
So up to there I I, I I would say that we're pretty convinced that we have it right, right, so.

 **Kayleigh.Smith** 1:54:43  
Ohh yeah.

 **Pascal Matzler** 1:54:45  
Then then we get into slightly more like the middle part seems to be a little bit more complex, right?

 **Kayleigh.Smith** 1:54:52  
Hmm.

 **Pascal Matzler** 1:54:53  
I.  
I mean, you do get, we will investigate and that seems to be the aim, right?  
But there is another sentence that could all also be the aim, right Kelly?

 **Kayleigh.Smith** 1:55:05  
Yeah, yeah, this is all a bit more subjective as to what the main aim is and then what the the lesser aims are I guess. Ohh right, yeah. Ohh research.

 **Pascal Matzler** 1:55:19  
Yeah. Yeah, yeah, yeah. It's interesting. I struggle with the same words. It's like it's just.

 **Julia.Molinari** 1:55:21  
Yeah.

 **Pascal Matzler** 1:55:26  
Like.  
This is like the more I I think what these authors did that they sort of split the they split the goal, so sort of in two and Hannah sort of.  
The head of a first formulation we, which is more careful sort of we will investigate like you know this is the thing we want to have a look at.  
Of different ages and so on.  
But then really specific about it. And then once they've given a lot of information, once they did it, is this sort of gone into more?  
Um.  
Mythological issues like where are they going to sample? Why this is possible? Then they sort of hits with the more specific aim. Like what are we really trying to achieve is is here OK and then once they've hit us with the second aim.  
Then they go down into even more specific methodology so they kind of interrupt the methodology to to recast their aim in more specific terms, right. And I'm really impressed that this is what you I identified like even on a first reading, you know, you immediately identified that. And then at the end fairly clear, you know, may explain you got some models there, you know like some.

 **Julia.Molinari** 1:56:56  
Yeah.

 **Pascal Matzler** 1:56:58  
Some possibilities and then it will contribute so.  
And shedding light and so on there, the vocabulary changes to more like the benefits of it.

 **Kayleigh.Smith** 1:57:12  
Ohh.

 **Pascal Matzler** 1:57:12  
A Kelly.  
You as the expert.  
Do you like the way this middle part is written, or would you actually tell this author to maybe reformulate a few things because it might be a bit confusing? Or is it is within within your expectations?

 **Kayleigh.Smith** 1:57:33  
Um, I think it's.  
Fine. I think there's a lot. I guess it depends on what the word count is, because to me, the territory and the niche look very, very brief to me. But if they are constrained by a very tight word count and they need to get their goal in and their means in, then they may have to be very brief with the territory and the niche.

 **Pascal Matzler** 1:57:48  
And.

 **Kayleigh.Smith** 1:58:01  
So I would perhaps have a tiny bit more for territory and niche to balance it out with the benefits, but it depends on the word count I suppose.

 **Pascal Matzler** 1:58:12  
The.  
Right. Yeah. Yeah, that that makes a lot of sense to me. Yeah. Yeah. And it's interesting because like most my.  
Crew criticism is is is the same as yours, but I will focus more. Microsoft would focus more that.  
That I find there is a little bit too much discourse in the middle bits. It's like I always expect them to sort of calm down and just simply tell me what you're going to do and they keep sort of talk about the strong focus and.

 **Kayleigh.Smith** 1:58:47  
Hmm.

 **Pascal Matzler** 1:58:52  
And for the first time, and I was like, it's like, that's just eat. If they cut out all those bits a little bit, then could spend more time, like, more space appear to to what you were were asking about. I feel that only the last bit down there it really becomes solid and in that sense it's kind of.

 **Kayleigh.Smith** 1:59:06  
Uh huh.  
Yeah.  
Thy it talks about parasites being dominant and influential, but it doesn't tell me enough that makes me care about parasites like they're they're dominant and influential. That's great. Why are they dominant and influential?

 **Pascal Matzler** 1:59:25  
Hmm.  
Yeah. And I and you're right there are, there must be extremely good reasons to research parasites. Obviously you know for for different human animal or plant diseases or whatever. Yeah, absolutely. And that just.

 **Kayleigh.Smith** 1:59:44  
Hmm.

 **Pascal Matzler** 1:59:52  
They they just didn't have the space for that. Yeah, absolutely, Julia.

 **Kayleigh.Smith** 1:59:54  
Hmm.

 **Julia.Molinari** 1:59:55  
Which is a thing. Well, but I think, Caleb, that what that reminds me actually, because what you've just said is points to what Pascal was talking about when he was discussing the real world and niche and the.  
Scientific niche. So it's like what you're saying about, well, why are they, you know, why are they so important to understand? Well, that would be the move that would allow you to link it to maybe the less specialist grant reader.

 **Kayleigh.Smith** 2:00:14  
Hmm.

 **Julia.Molinari** 2:00:30  
Um, who maybe needs a bit a bit more kind of padding about what the real world, the real world implications of this are.

 **Kayleigh.Smith** 2:00:30  
Yeah.  
Yeah, like, I don't know from this what they're referring to in terms of parasites. They're talking about parasites. Later on, it goes into parasitic red algae and and about and about Flora. So I'm assuming that it's to do with some sort of conservation thing, but from the beginning part, it doesn't set out what sort of parasites are they? Parasites in animals? Are they parasites in humans? Are they what? What? You know, it really doesn't set out the.

 **Pascal Matzler** 2:00:40  
Hmm. Absolute.

 **Julia.Molinari** 2:01:04  
Hmm.

 **Pascal Matzler** 2:01:04  
Hmm.

 **Julia.Molinari** 2:01:06  
Yeah.

 **Kayleigh.Smith** 2:01:11  
The territory very well at the beginning, because it's just like parasites, great. But parasites is a very big field.

 **Julia.Molinari** 2:01:18  
Yeah.

 **Pascal Matzler** 2:01:19  
Yeah.  
Yeah. Yeah and.  
Yeah.  
Hmm.  
Hmm.

 **Julia.Molinari** 2:01:38  
Thing, but all the other bits we will.

 **Pascal Matzler** 2:01:39  
Yeah.

 **Julia.Molinari** 2:01:43  
Allows us to achieve this. These are all the means to that.

 **Pascal Matzler** 2:01:45  
Hmm.

 **Julia.Molinari** 2:01:50  
Octopus head. So there's a lot of tentacles.

 **Pascal Matzler** 2:01:52  
Yeah.

 **Julia.Molinari** 2:01:55  
And not enough of the actual head.

 **Pascal Matzler** 2:01:59  
Yeah, yeah, yeah. The titles of getting the way of the hair. Yeah. Yeah.

 **Julia.Molinari** 2:02:03  
The tentacles getting the. That's what I feel. I feel like okay. If I if I was to edit if I had to read, you know, in terms of an editing exercise.  
And that's why the colour coding is so useful, because you can see.

 **Pascal Matzler** 2:02:13  
Yeah.

 **Julia.Molinari** 2:02:17  
All the bits that go together.  
And you can sort of make a decision as a writer to say, right? I'm going to just cut all of those and then just stick them all close together and then you can fiddle about with language and using the right words and adding the right adjectives and all the rest of it.

 **Pascal Matzler** 2:02:20  
Yeah.  
You.  
Yeah.

 **Julia.Molinari** 2:02:34  
Um.

 **Pascal Matzler** 2:02:34  
Exactly.

 **Julia.Molinari** 2:02:36  
But that would be my sort of analysis from a, you know non non sort of content person.

 **Pascal Matzler** 2:02:44  
Fantastic.

 **Julia.Molinari** 2:02:44  
I'm just conscious of time, Pascal. We're we're now. Yeah. It's what, half 20 to 8. And I'm sure you need your coffee now.

 **Pascal Matzler** 2:02:47  
Stupid.  
It.  
Yeah.

 **Kayleigh.Smith** 2:02:54  
And.

 **Pascal Matzler** 2:02:55  
No, it's all good. In fact, I was gonna. Yeah. Yeah. In fact, I I was gonna say the same thing to you. Like like that. This the with this last reflections of yours, about, about, about the tentacles of the of the octopus getting in the way of seeing their head. I think that's that's a fantastic metaphor and I'm very happy to close with her. I think we've we've covered a lot of ground.

 **Julia.Molinari** 2:02:55  
I'm just gonna stop sharing that for now.  
It's.  
Yeah. No, I think it's a fabulous metaphor. Yeah. I mean, that was your your metaphor. I think that it's really, really helpful.  
Um, Pascal. I'm just gonna close it off with a few words. Thank you so, so much. I've I've definitely learned a lot from this today. I know a lot of people will watch the recording and I will upload it as soon as I can to the main Open University. Open, learn site. So that that means it's open to the whole world if they want to listen to it.  
Um and I just. Yeah, thank you so much for, for sharing everything that you know, which I'm sure has been really useful to everyone who's been able to participate. Pate today. So I'm just gonna stop the recording and then we can just say a couple of final goodbyes.

 **Pascal Matzler** 2:03:47  
Yeah.  
Ohh.  
Perfect.

 **Julia.Molinari** stopped transcription