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Conference presentation vs. presentation at a conference: Evaluating the role of elements within a complex linguistic unit

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Introduction
 Language often combines single words (e.g. 'cat') with other words to create complex structures (e.g. 'cat sat on the mat'). While this is a very common phenomenon across languages, there is no consensus on whether the complex structures are processed and perceived by language users. Linguists do not agree on whether the brain used processes such as single structures as one holistic unit, or whether they are processed in terms of the elements they consist of.

Methodology
 • native speakers of English and German
 • materials: compound (e.g. 'cat sat on the mat') and phrase (e.g. 'presentation at a conference') for the English group; compound for the German group
 • The participants are given a list of 12 compounds or 12 phrases (e.g. 'cat sat on the mat', 'cat sat on the mat', 'cat sat on the mat'). They have a limited time to answer them.
 • Determine task: The participants are given simple instructions (e.g. 'cat sat on the mat') to answer the question (e.g. 'cat sat on the mat').
 • The participants are given a new list with 12 words. Half of them are associated with the whole meaning of the first list (e.g. 'cat sat on the mat'). The other half are associated with other elements (e.g. 'cat sat on the mat', 'cat sat on the mat', 'cat sat on the mat').
 • The participants are given a new list with 12 words. Half of them are associated with the whole meaning of the first list (e.g. 'cat sat on the mat'). The other half are associated with other elements (e.g. 'cat sat on the mat', 'cat sat on the mat', 'cat sat on the mat').

Results
 English
 100%
 75%
 50%
 25%
 0%
 Compound Phrase
 German
 100%
 75%
 50%
 25%
 0%
 Compound Phrase

Conclusions and future work
 • Both English and German speakers recall more associated with the meaning of the first element of a compound (e.g. 'cat sat on the mat') than with the second element (e.g. 'cat sat on the mat').
 • Contrary to what has commonly been claimed in the linguistic literature, the first element of a compound is more salient than the second element or the whole word.
 • Future work will focus on languages in which the order of the elements is the opposite of that of English.

Why Do Teachers Assign Student-Selected Presentations?

- Get inspired**
 Choosing a presentation topic inspires students to look inside themselves and find a topic of interest.
- Learn to do research**
 By gathering the information for the presentation, the student learns to do research and take notes.
- Learn to prioritize**
 Organizing the research teaches the student to create an outline and choose what is pertinent information and what is not.
- Fuel creative thinking**
 Creating the presentation slides opens up the student's creative performance.
- Improve public speaking skills**
 Presenting the slides to the class prepares the student for public speaking in front of an audience.

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Time to diagnosis in symptomatic cancer – does it have an effect on clinical outcomes? Systematic review and meta-analysis

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Background
 It is generally assumed that timely diagnosis of cancer leads to earlier stage diagnosis and improved survival. Whilst there is good evidence of this in breast and colorectal cancers, observational studies in many other cancers appear to report no association or an inverse relationship between longer diagnostic times and better outcomes.

Aim
 To undertake a systematic review to determine the association between diagnostic time (from first symptom to initiation of treatment) in symptomatic cancers and clinically relevant outcomes. We covered all cancers except breast and colorectal.

Methods
 This review was conducted adhering to principles of good practice for systematic reviews. Cancer-specific search strategies were adapted for multiple databases which were searched from inception.
INCLUSION CRITERIA:
 • Studies that examined symptomatic patients presenting with primary cancers.
 • Studies which explored the impact of some part of the diagnostic time on any health-related outcome (mortality, diagnostic stage, treatment assignment after diagnosis, quality of life and psychological outcomes).
 • Any type of study design was considered.
 Meta-analysis was undertaken in cases where there were three or more studies reporting a similar outcome for a particular cancer site.

Results
 There was huge diversity in the definitions of time points and intervals in the diagnostic process. Many of the studies were of poor quality, with multiple sources of bias and confounding. The design and analysis of almost all of the included studies did not account for the mortality of patients with aggressive disease who present quickly, yet do badly.
 Sparse presents full reporting here, so only brief headlines. Findings are reported for melanoma, and gynaecological and upper gastrointestinal cancers.

Melanoma
 15 studies were included, of which 3 reported the effect of symptom duration on tumour thickness; the findings from these were ambiguous, 3 of these were entered into a meta-analysis; the pooled estimate showed no evidence of a meaningful association.

Gynaecological
 For cervical, 6 studies were included; 4 reported no association, and 2 reported a positive association between 'patient delay' and advanced stage. For ovarian, 8 studies were included; no evidence of associations were reported. For endometrial, 3 studies were included; 1 showed longer symptom duration was associated with advanced disease, and one population-based study suggested an inverse association between post-presentation interval and survival.

Upper gastrointestinal cancers
 22 studies were included. There was some evidence in gastric cancer that longer symptom duration was associated with better survival, although overall the findings were ambiguous; there were no convincing data that shorter symptom durations were associated with better outcomes. No meta-analysis were possible.

PRISMA Flow Chart

Discussion
 The differences between different cancers probably reflects the effect of their growth and anatomical location on symptoms. For example, where the precise tumour location is more predictable, the growth rate is more predictable, and the tumour is more accessible, then diagnostic time may be more proportional to symptom experience, and shorter diagnostic time may be more likely to be associated with better outcomes (e.g. testicular, pharynx, larynx), and vice versa (e.g. brain, stomach).
 However, as the overall quality of many of the studies was poor, care must be taken with implications.
 There is the need for more high quality research, informed by the findings from this review, and from other initiatives, for example the Aarbus Statement (Støer et al., & J. Casan; 2022), in order to inform the targeted development of interventions to improve cancer outcomes.

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Here is an example of an infographic I helped a physics student with Tutorial This tutorial uses Adobe Spark: From the Adobe Spark homepage, click "Start Now" and select "Log in with Adobe ID" Your email address log in is: unid@utah.edu (example: u0123456@utah.edu) Click "Continue" Sign in using your CIS password and you will redirected to the Adobe Spark Browse page Click through until you can use the search bar and type in "infographic" to see all the templates available to you Select a template you like, then click "Create" Once you've started a project, you can edit it as much as you would like to! Give yourself at least an hour to really click around, play with colors, fonts and icons, make mistakes, and maybe even trash it and start over! That's okay.

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