PSYC 217 – RESEARCH METHODS (CHEUNG – WINTER TERM 1)

WELCOME TO THE COURSE!

Traditional, ancestral, and unceded x̱̓ə̓l̓̓q̓ə̓m (Musqueam) territory
University of British Columbia
PSYC 217 – Research Methods
Winter 2020/Term 1
Section 003: MWF 12:00–1:00 pm
Section 004: MWF 1:00–2:00 pm
Note: All times on this syllabus are PST

Instructor: Benjamin Cheung (the Term)
Office: Collaborative Ultra
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Email: bcheung AT psyc.ubc.ca

Teaching fellows:

Carmen Salas (the Term)
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Tutorials: Tues
Email: csalas AT psyc.ubc.ca

Gabriel Smith (the Term)
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Tutorials: Thurs
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Nigel Bruns
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Office hours: Wed 2:00–3:00 pm
Tutorials: Fri
Email: nbruns AT psyc.ubc.ca

Frances Yuan (the Term)
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Office hours: Fri 2:00 pm–3:00 pm
Tutorials: Thurs
Email: fyu AT psyc.ubc.ca

Password for Tutorials for assessments in this course is research217.

Syllabus at a glance. You can access other parts of the syllabus using the menu at the top. Some parts may be of particular interest to you:

Full course calendar (The Google Calendar below only has partial information. Course Calendar)
Information about Multidisciplinary Studies
Exams and Assignments: Assessments

PSYC 217

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<thead>
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<th>Date</th>
<th>Week</th>
<th>Sept</th>
<th>2020</th>
<th>5</th>
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- class
WHAT IS THIS ABOUT?

9 out of 10 dentists prefer Oral B toothbrushes over that of other competitors. Also, 1 out of 10 dentists wish that they hadn’t accepted Colgate’s sponsorship money because now they look like such outcasts.

If these claims sound ridiculous, they are – I made them up; but they are just like the messages we see on a daily basis. You may have found yourself asking:

- How did the researchers get these numbers?
- What do the numbers really mean?
- How can I test if this is actually true?
- Does League of Legends really have a more toxic community than Fortnite?

If you didn’t ask these questions, no problem! Because by the end of this course, you will. You will be that friend on Facebook who questions every “scientific fact” and “statistic” that your friends post. Let’s face it – 94.78% of those are wrong or made-up anyway.

The purpose of this course is to help you develop the skills to be a critical thinker – both as a consumer of, and contributor to, research. You will gain the knowledge/tools to critically evaluate research and ask the appropriate questions, create new ideas and design ways to test your ideas, analyse your data, and communicate your results to others. To facilitate this process, lab sessions are integrated into the course where you will work with your team to apply what you have learned in the classroom to a research project.

When the course ends, students successfully meeting the course requirements will be able to:

- Identify and explain sound scientific principles and practises in research
- Think critically about everyday pseudoscientific claims
- Create and implement research designs based on scientific principles and practises
- Perform simple forms of data analysis
- Communicate your research findings to a community of your peers
- Write papers in proper APA format
- Use the school’s library resources to locate empirical journal articles
MATERIALS

Required materials (textbooks, assigned readings):

Corbella, L. (July 21, 2013). Corbella: Vancouver’s easy drug access may have helped kill Monteith. Calgary Herald. Retrieved from https://windsorstar.com/life/vancouver-easy-drug-access-may-have-helped-kill-monteith-calgary-columnist *Note that this was originally published by the Calgary Herald, which subsequently deleted the article.


If you would like some additional resources from the publisher regarding the text, please go to Canvas page for this course and examine the Connect platform.

Directly from the publisher with multiple product options
From the UBC bookstore (just access the course list on the UBC Bookstore here)
On Indigo/Chapters

Please also go to http://canvas.ubc.ca to find all lecture slides, lecture videos, assignment information, peer evaluations, and discussion forums! Your lab groups, lab assignments, and MukBenCh groups will also be posted onto Canvas!
ASSESSMENTS

Assessments of learning:

Final Exam (40%): One key goal of the course is to help you develop into sharper researchers and more critical consumers of research. Details about these assignments will be posted on Canvas and are due at the beginning of class on Oct 14 and Nov 20.

Exams (2 x 10%): There will be two non-cumulative exams: Exam 5 (Ch. 1, 2, 4, 6, 7, 8, 12, 13-14) and Exam 9 (Ch. 3, 5, 11-12)

Lab component (20%): A lab component is integrated into the course to facilitate a collaborative group project. There will be 1 lab session during which you will meet with your group, guided by your assigned Teaching Assistant. All labs are mandatory. You will have a lower lab component grade if you miss any of the labs. In the mandatory practice lab, this will take the form of completing online lab quizzes – which your lab TA will track. More information can be found once the lab modules become operational on Canvas.

Over the course of these sessions, you and your group will come up with ideas, and empirically test, a hypothesis. As the end of the year, your group will present the results at a poster session attended by other faculty and university administrators.

Your lab component grade breaks down as follows:

- Participation (Non Cooperative) (5%): To ensure for contribution across all group members, please complete a peer evaluation, due on Dec 13. This is a reflection of each group member’s participation with each other’s contributions throughout the term, and will count towards the marks for the person being evaluated.
- Poster session (10%): Your poster submission will be due at 5:00 pm on December 6. An online poster session will then take place between 4:00 pm on December 5 and 7:30 pm on December 6. You and your group will have prepared a presentation of your research project and findings, while also evaluating several other groups’ presentations.
- Lab submission progress (5%): Each lab module you have has a final deadline date. Please be mindful of each one.
- Final research report (20%): This is due Nov 20 at 11:59 pm on Canvas and Canvas. Late papers will receive a 10% deduction per day that it is late. You can find your TA’s Twitter and Class ID on their personal syllabus. The password is on the front page as well.

This is a lab-style paper where you communicate to us your research logic, your study design, your results, and your interpretation of those results. There are many resources available to you, including Appendix A of your Costley, Mc, and Bacon text, the APA Publication Manual (6th ed.), and the Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/1, and so on.

Research Experiece (10%): Given the research-focused nature of this course, we ask that you participate 4 hours of work from the Human Subject Review (HSIR) at the Psychology Department. You can access studies at http://psyc.msu.edu/systems/login. You need an active HSIR account for this; if you do not have one, the website will let you know. More information about the HSIR can be found here. Your last hour of participation: 16, so 4 hours: 46.

You also obtain 16 for completing the IRB-Conflict of Interest (COI) ethics tutorial - mandatory for anyone involved in research that uses human subjects including you. You can access the tutorial here: http://rcb.msu.edu/GetCOITutorWelcome. It is due Oct 16.

Instead of lab studies, Students may select 100-200 page summaries of empirical articles from the Journal Psychological Science published after 2010, each summary counts for 1%, and should include the introduction, methods, results, and discussion sections of the article. If you opt to write those summaries instead, you may still receive an 10% lab component and register it under your course section. You must submit a copy of your summary to your TA for the final term. For more details on the exam schedule please check the student Services website for more details on the exam schedule has been released.

Early Start (3%): Students who are interested in preparing, financial, housing, etc. may not miss the necessary sessions for help for various reasons, including lacking knowledge of appropriate services. This URC initiative provides all these students as easy as possible by allowing me to better connect these students to the relevant resources. Students can, thus, get the support they need before problems become severe. As a supporter of this initiative, I ask that you watch this brief video about it on the course’s Canvas website by Oct 2, and put your name down to acknowledge that you have read it which will give you the 12%. This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understand what it is. If you have any questions or concerns, please do not hesitate to talk to me.

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POLICIES

Special Pandemic Statement from UBC:
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are considered or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representation government, deformation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student being monitored, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take proactive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit here for an explanation of the value of the University conveyed in the Senior Statement on Academic Freedom). Thus, we recognize that students will have legitimate reasons to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit here.

Inside the classroom:

End of class time: I will be ready to go when class starts, and will make good use of the 50 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts, and wait until dismissal — it’s quite disruptive to others.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be odd, but they are intended to facilitate your learning. Just have fun.

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. I take this role very seriously. It is up to individuals whether they will make use of the learning environment. It is not acceptable, however, that one’s personal choice of not using the learning environment detracts from others’ learning experience. Please refrain from activities that may be distracting to students around you.

Outside the classroom:

Knowledge: Please allow me a 2-4 hour window to respond to email requests, and please make sure to check the syllabus first (you can easily use the search function at the bottom).

Academic: Concerns and Other Grading Concerns:
During the term, students may experience medical, psychological, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me before the exam time, assignment due dates, or lab times. Documentation is not necessary. Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighting of each learning assessment cannot be changed, with exigent circumstances as exceptions.

Academic and Non-Academic Misconduct:

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what constitutes academic misconduct. http://www.campus.ubc.ca/academic/index.php?name=5,223,117,398. Evidence of academic misconduct may result in a "F" grade for the exam or assignment in question, and may prompt more severe punishment at the University's discretion.

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and it is also subject to punishment by the University. UBC has clear policies about what constitutes non-academic misconduct. If you have concerns or questions about non-academic misconduct, reach out to http://www.ubc.ubc.ca/campus.ubc/index.php?name=5,223,117,398. Punishments for both academic and non-academic misconduct may include, but is not limited to, non-renewable probation on the transcript, or suspension from the university.

Department of Psychology’s Grading Policies:
To prevents equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology’s grading policy for all PSY courses. For PSY217, the average final grade across all sections must fall within the range of 97-77% with a standard deviation of 14%. Scaling may be done to bring the class average in accordance with this policy. This scaling may be done by the instructor, or by the Department. Thus, a student’s grade is not official until it appears on a student’s transcript.

Withdrawal dates:
If you wish to drop this course without a "W" (or "Withdrew") on your transcript, the deadline to do so is Sept 21. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Oct 30.

Unnecessary syllabus policy:
UBC provides resources to support student learning and to maintain high-quality classes, but recognizes that sometimes crises arise and so there are additional resources to access including those for summaries of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated in any expression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here.
RESOURCES

Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 50-170 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning, just have fun.

Get questions?: You can send me a chat message privately on Collaborate during the lecture; or you can email me message me whenever you'd like to post questions about materials that you find to be unclear.

Outside the classroom

Emails: Please allow me a 24-hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom).

Academic Concessions and Other Grading Concerns

During the term, students may experience medical, psychological, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me before the exam time, assignment due dates, or lab times. Documentation is not necessary. Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighing of each learning assessment cannot be changed, with exigent circumstances as exceptions.

Academic and Non-Academic Misconduct

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=5.3,4,113,835. Evidence of academic misconduct may result in a "F" grade for the exam or assignment in question, and may prompt more severe punishment at the University deemed appropriate.

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct, found here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=5.3,4,750,6. Punishments for both academic and non-academic misconduct may include, but may not be limited to, a non-removable notation on the transcript, or suspension from the University. More information about these issues, including annual reports of student discipline cases at UBC, can be found here: http://universitycoun-
selubc.ca/discipline/

Department of Psychology's Grading Policies:

To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSY courses. For PSYC217, the average final grades across all sections must fall within the range of 67-71%, with a standard deviation of 14%. Scaling may be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student’s grade is not official until it appears on a student’s transcript.

Withdrawal dates

If you wish to drop this course without a "W" (for Withdrawal) on your transcript, the last class before you must do so is May 3. If you wish to drop this course with a "W" on your transcript, the last class before you must do so is May 27.

University sabbatical policy

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for victims of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here.
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MUKBENCH

Due WEDNESDAY for being in an environment that’s staffed and overly academic. Probably only see, and that’s rare since this place often gets too crowded to handle many people. But this week, I’ve noticed a lot of new people. It’s been a relief to have some new faces around. Sometimes, when the lab is quiet, it can feel like you’re the only one there. But this week, I’ve noticed a lot of new people. It’s been a relief to have some new faces around.

Here are a few others:

**Cheering another mukbench session this past week! We talked about food and delivery deals these pandemic days, stuffed animals popped all over, and even a cat made an appearance for all students (as in, they join in).**

**During this post!**

**@BenjaminCheung**

*made a TikTok* 2 weeks. **After 2-week hiatus, mukbench back at another version. We talked about all sorts of things the latest in ETHB’s [DEP Plans], what to do if you get a cheeks [decor], spinning, party, and effects of the new national security law.*

**@BenjaminCheung**

*made another TikTok* 2 weeks. **Another mukbench! We talked about. [TikTok’s] amazing COVID-response, dogs suffering this heatwave, 90-day [ Deferred Action], is a common practice in the US. Fun chitchatting [Supposedly] if anything or just before pajama time.**

**@BenjaminCheung**

*made another TikTok* 2 weeks. **Another mukbench! We talked about. [TikTok’s] amazing COVID-response, dogs suffering this heatwave, 90-day [ Deferred Action], is a common practice in the US. Fun chitchatting if anything or just before pajama time.**

Search
**SOCIAL MEDIA CHALLENGE**

Apply what you've learned, and recognize it in your lives.

I want students to take some mental math out of the classroom – see how psychology lies and breathes in their daily lives. To accomplish this, I encourage everyone to write down the number 217 to test how often you are research methods happening in real life. I will occasionally compile notes from members of the class and discuss them in class, here are some examples from previous years:

1. **Shane:**
   - Struggling to find a way to explain what婆was science is to my parents. Their friends bought me a 'stabilizer' that's supposed to fix all health problems. #ubcpysc217 #I'm crying please read this!
   - 11:13 PM Jan 20, 2013

2. **Shane:**
   - Seriously? A homemade contraption with non-FDA approved equipment that's supposed to increase oxygen content in your blood through a piece of plastic on your face? There's literally no evidence. No studies have been replicated with same results. This is infuriating #ubcpysc217
   - 11:13 PM Jan 20, 2013

3. **Vee:**
   - Oh man! I guess I defined "psychology" because a lot of my 7+ years of friendship no longer exist. #ubcpysc217 #UBCDiBenCh
   - 6:08 PM Oct 2, 2016

4. **Add Engineer:**
   - Really should believe everything you read on the Internet 😐 #ubcpysc217
   - 10:54 AM Sep 16, 2016

**A psychological study found that intelligent people are more likely to remain faithful while in a relationship.**

*ThePsychGuy.com*
# COURSE CALENDAR

*Dates are subject to change, but announcements will be made.*

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<th>Topics</th>
<th>Readings</th>
<th>Important events</th>
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<td>W Sept 9</td>
<td>Welcome and introduction</td>
<td>Syllabus</td>
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<tr>
<td>2</td>
<td>F Sept 11</td>
<td>Principles of science</td>
<td>Chapter 1</td>
<td>Critique of memory</td>
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<td>3</td>
<td>M Sept 14</td>
<td>Hypotheses and reading research articles</td>
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<td>4</td>
<td>W Sept 16</td>
<td>Corbetta</td>
<td>Chapter 4</td>
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<tr>
<td>5</td>
<td>F Sept 18</td>
<td>Basics of research designs</td>
<td>Chapter 4</td>
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<td>6</td>
<td>M Sept 21</td>
<td></td>
<td>Chapter 4</td>
<td>Final class to withdraw w/o W</td>
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<td>7</td>
<td>F Sept 23</td>
<td>Conducting experiments</td>
<td>Chapter 9</td>
<td>TIME: Midterm Ch 2 due (G2)</td>
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<tr>
<td>8</td>
<td>M Sept 26</td>
<td>Experimental designs</td>
<td>Chapter 8</td>
<td>Lab 1: Research design</td>
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<td>9</td>
<td>W Sept 30</td>
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<td>Chapter 7 (p. 125-130 only)</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>10</td>
<td>F Oct 2</td>
<td></td>
<td>Chapter 7</td>
<td>Lab 2: Proposal presentation</td>
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<td>11</td>
<td>M Oct 5</td>
<td>Special research designs</td>
<td>Chapter 10</td>
<td>Early Alert due</td>
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<td>12</td>
<td>W Oct 7</td>
<td></td>
<td>Chapter 10</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<tr>
<td>13</td>
<td>F Oct 9</td>
<td></td>
<td>Chapter 10</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<tr>
<td>14</td>
<td>M Oct 12</td>
<td>Thanksgiving - University closed</td>
<td>Chapter 11</td>
<td>Thanksgiving - University closed</td>
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<tr>
<td>15</td>
<td>W Oct 14</td>
<td>Complex research designs</td>
<td>Chapter 11</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<tr>
<td>16</td>
<td>F Oct 16</td>
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<td>Chapter 11</td>
<td>Final Day Assignment 1 due</td>
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<td>17</td>
<td>M Oct 19</td>
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<td>Chapter 11</td>
<td>Lab 5: Proposal presentation</td>
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<tr>
<td>18</td>
<td>W Oct 21</td>
<td>Ethics in research</td>
<td>Chapter 12</td>
<td>Early Alert due</td>
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<tr>
<td>19</td>
<td>F Oct 23</td>
<td>Types of measurements</td>
<td>Chapter 5</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>20</td>
<td>M Oct 28</td>
<td></td>
<td>Chapter 12</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>21</td>
<td>W Oct 30</td>
<td>Describe statistics</td>
<td>Chapter 12</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>Chapter 12</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>23</td>
<td>M Nov 4</td>
<td>Inferential statistics</td>
<td>Chapter 13</td>
<td>TIME: Midterm Ch 2 due (G4)</td>
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<td>F Nov 6</td>
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<td>M Nov 9</td>
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<td>Chapter 13</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>Chapter 13</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>Chapter 13</td>
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<td>Chapter 13</td>
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<td>F Nov 20</td>
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<td>Chapter 13</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>31</td>
<td>M Nov 23</td>
<td>To measure and recruit</td>
<td>Chapter 14</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>Chapter 14</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>F Nov 27</td>
<td>Generalizability</td>
<td>Chapter 14</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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<td>34</td>
<td>M Dec 2</td>
<td>Extra and Wrap-up</td>
<td>Chapter 14</td>
<td>Research report due</td>
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<tr>
<td>35</td>
<td>W Dec 2</td>
<td>Extra and Wrap-up</td>
<td>Chapter 14</td>
<td>TIME: Midterm Ch 2 due (G5)</td>
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