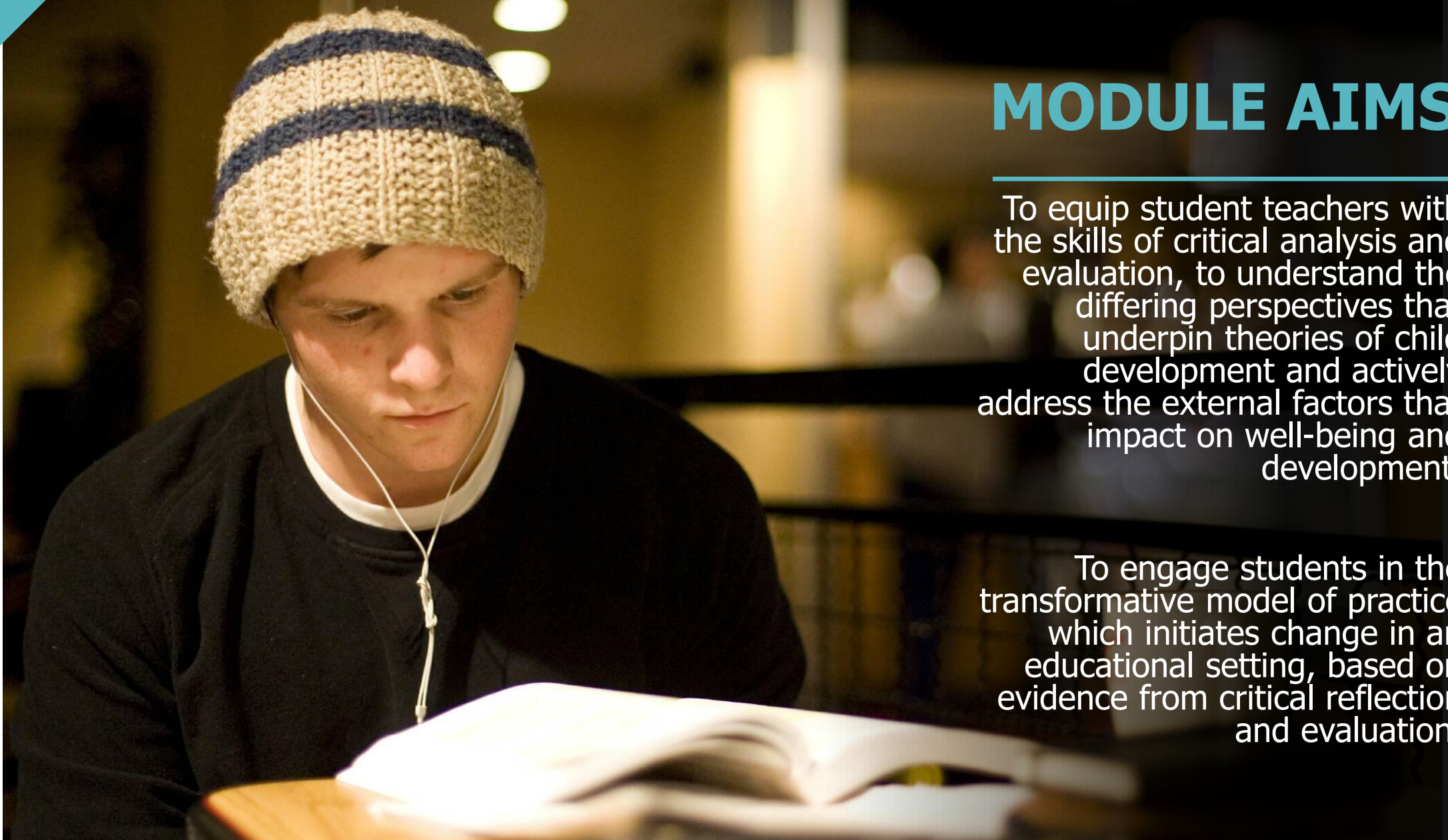


ECAD6007
**The learner: who
am I teaching?**

ASSIGNMENT
WORKSHOP

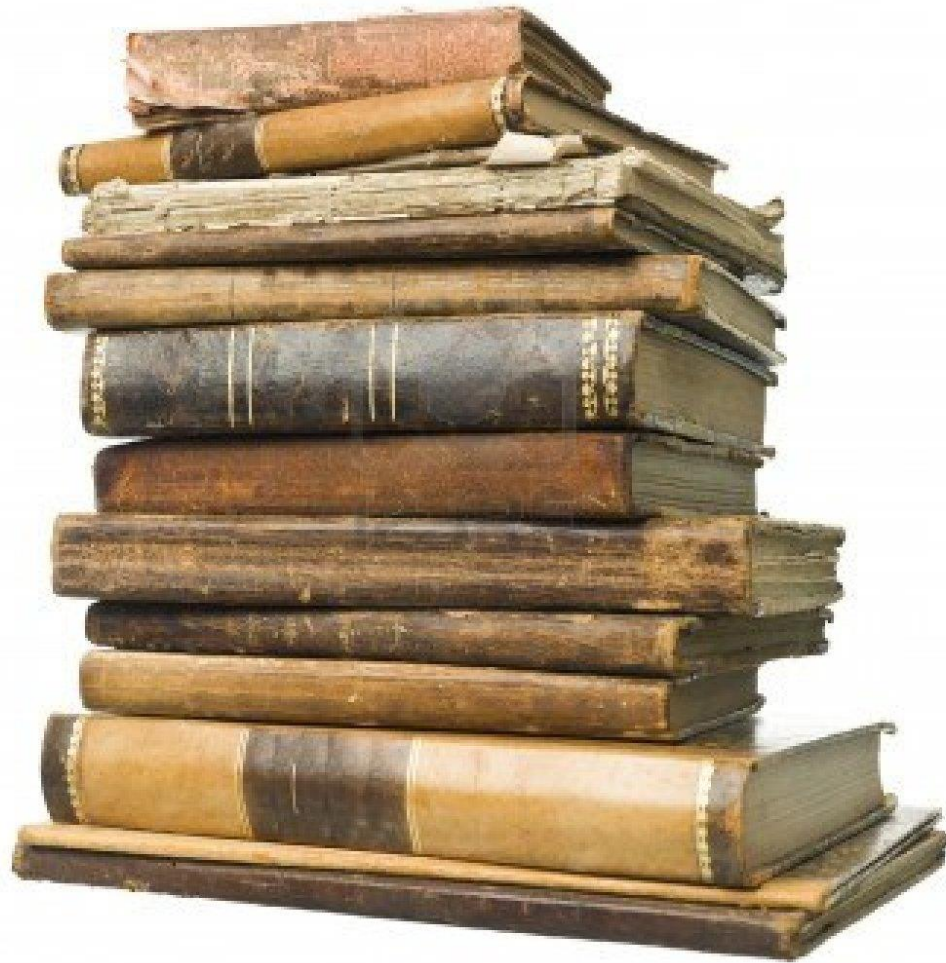
SIÂN BROOKS, ISHMAEL
LEWIS & IWAN ELLIS-
WILLIAMS



MODULE AIMS

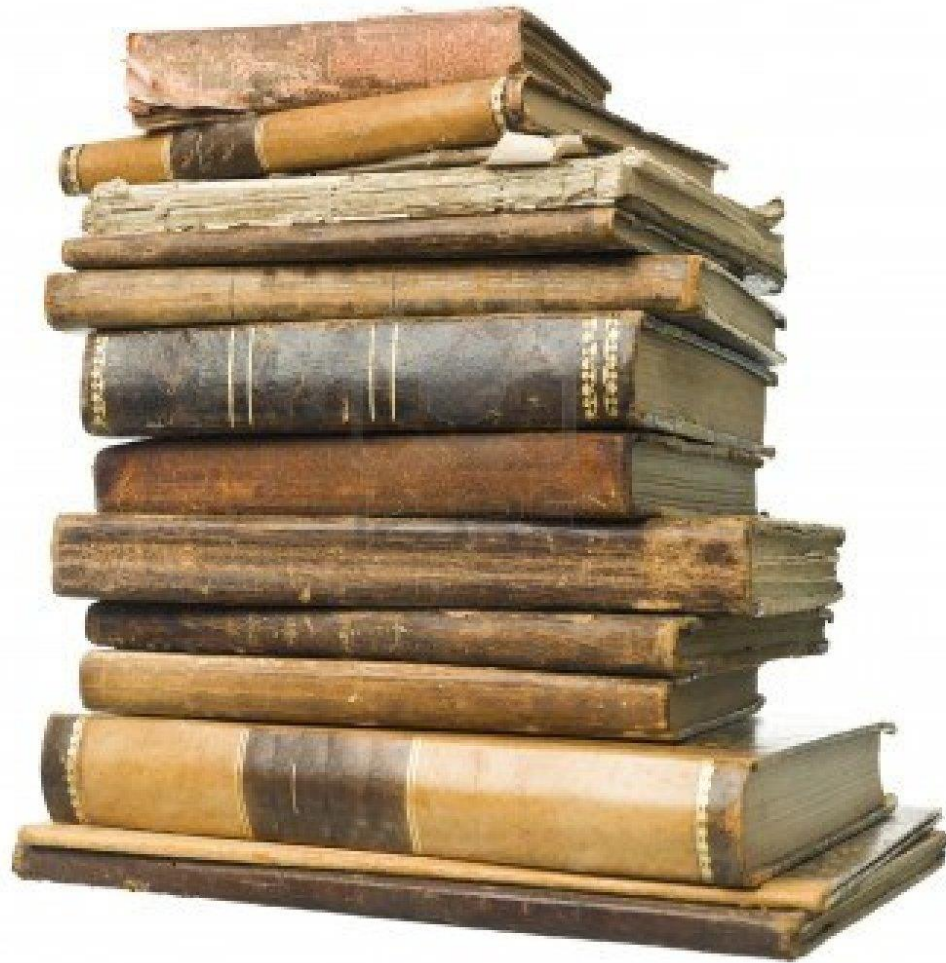
To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.

To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.



REFERENCES

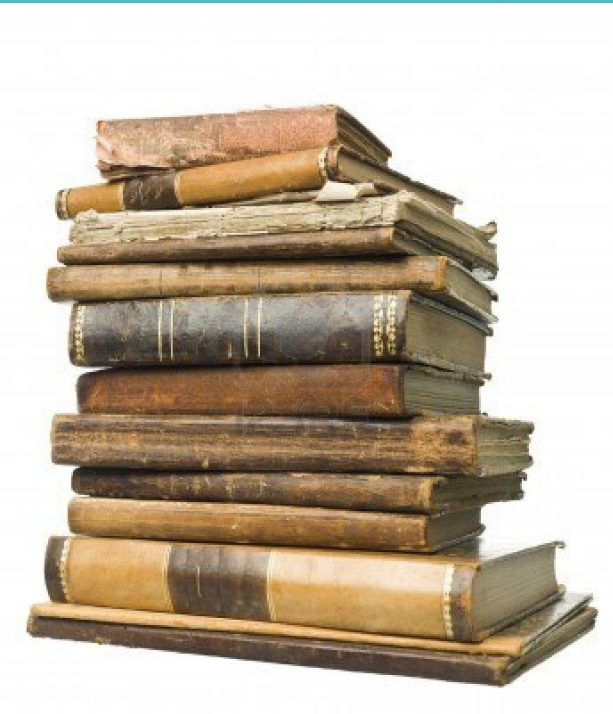
Why?
What?
How?



LITERATURE REVIEW

Why?
How?

ASSIGNMENT Queries



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

**Submission: 29/10/19
(deadline 23:59)**

Workshop Overview

- How can we develop our writing in order to write more academically?
- What is 'analytical' thinking and writing, and how can we evidence this?
- How can we prepare for our assignment submission effectively?

Critical, analytical thinking

- ❑ Examine in detail from different angles eg from different author viewpoints
- ❑ Consider why these may differ eg historical, political reasons
- ❑ Examine parts and relate these to the whole idea
- ❑ Check accuracy
- ❑ Look for flaws in reasoning, evidence or conclusions
- ❑ Argue why one argument is preferable to another's

Reading: using suitable material

What makes the information that you find reliable?

- ☐ Reputable sources:
- ☐ Reputable series, peer-reviewed journal or academic publisher? Number and quality of references they cite.
- ☐ Up-to-date? Evidence-based? Transparent?

Reading actively - tips

- ❑ Sum up what has been read eg in a sentence; a headline; using PMI (plus, minus, interesting)
- ❑ Set specific questions before reading and find the answers
- ❑ Re-read and read aloud
- ❑ Highlight key words and phrases, or colour code emerging themes
- ❑ Recall and review
- ❑ Identify a line of reasoning in the text and examine this

Writing Academically Discussion Point

- What do you find hard about writing in general?
- What do you find hard about writing for an assignment?
- What do you think about yourself as a writer?
- Are you aware of the way you write – your own writing process?
- Do you have any strategies which help you write?

Analytical Writing: a synthesis

A good analysis:

- identifies the key parts of a topic and discusses their meaning, qualities and inter-relationships in order to be able to discuss the topic as a whole;
- presents a reasoned response or argument;
- compares and contrasts, presents arguments and makes judgments;
- Is detached and objective, but able to demonstrate a personal response;
- explains and elaborates arguments;
- justifies them with textual evidence through quotation or paraphrase;
- is clear, well-balanced and carefully-evidenced.

Avoid plagiarising

- ☐ Use quotations sparingly
- ☐ Keep these brief
- ☐ Write all notes in your own words
- ☐ Note exactly where you found information and cite sources of ideas that are not your own original ones

THE BIG PICTURE: Coherence and Organisation



The Golden Thread

- The whole assignment is the development of an argument;
- You need to keep your big picture argument at the forefront of your thinking *throughout*;
- It is your golden thread uniting each section;
- Sewing a golden thread through your writing requires thinking skills and writing skills.

Signposting at Paragraph Level

- ❑ Topic sentences are *usually* the first sentence in a paragraph, but this is a tendency not a rule. Sophisticated writing sometimes has the topic sentence second, or even later.
- ❑ Topic sentences are critical in signposting to the reader the developing argument.
- ❑ Topic sentences make clear what ideas are about to be developed in the paragraph.
- ❑ Topic sentences are highly relevant to signposting in analytical writing.
- ❑ (if you know this is a weakness, make all your first sentences in each paragraph red and then review whether they are topic sentences).



POINT

What is the topic of this paragraph? The key idea or argument?

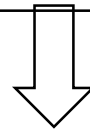
SUPPORTING EVIDENCE

How can you help your reader understand your argument?

Supporting evidence; explanations and elaborations; counterpointing evidence; statements;

SUMMARY/COMMENT

End with a summary of the key point in paraphrase' an analytical comment on the topic, or a forward-pointing statement



Signposting vocabulary

ADDING in addition; also; moreover; indeed; furthermore; additionally;	CONTRASTING on the contrary; yet; whereas; alternatively; instead of; otherwise; unlike; on the other hand; nevertheless; however; even so; nonetheless	COMPARING similarly; equally; likewise; in the same way;	EXPLAINING for example; for instance; in other words; that is to say	SUMMING UP in conclusion; to sum up;
INDICATING RESULT therefore; as a result; consequently; hence; thus; so; accordingly	LISTING to begin with; next; firstly; secondly; finally	EMPHASISING besides; after all; above all; notably; in fact	INDICATING TIME meanwhile; finally; lastly; next; initially; subsequently; eventually; in the end; afterwards	? notwithstanding

Be a critical friend!

Task

- Download 2x assignments from Moodle
- You CANNOT use any parts of these assignments in your own work!
- Download marking criteria
- Decide on a grade for each assignment within your groups

Personal Reflection

Thinking about your own academic writing, and reflecting on the input in this workshop, what aspects of your own academic writing might need more attention?

Are there aspects of academic writing about which you now need to find out more?

REFERENCES

Materials derived from:

Cottrell, S. (2013) The Study Skills Handbook London: Palgrave MacMillan

Professor Debra Myhill, Exeter University, presentation JURE 2017

