

E-portfolio

Part 1

Noradahl, K. and Johannesson, I. (2014) believe that in Iceland, it is paramount for children to play outdoors throughout their lives. They believe this as they state that a government study demonstrates how valuable outdoor learning is for children. Noradahl, K. and Johannesson, I. (2014) continue to state that in the curriculum framework, the importance of outdoor learning is emphasized hugely to encourage children to learn about nature and to support a healthy lifestyle with exercise. As stated by Noradahl, K. and Johannesson, I. (2014) Iceland valued the idea on outdoor learning and have highlighted it for many years for children from the age of 1 years old up to 6 years old, they continue to state that during this learning stage, children experience outdoor learning every day. According to Noradahl, K. and Johannesson, I. (2014), children from 6 to 16 have their outdoor learning during break and lunch. Noradahl, K. and Johannesson, I. (2014) express that each school and teacher adapt their own framework for outdoor learning for children, in fact, in the capital of Iceland Reykjavik, 70% of schools use outdoor learning frequently.

Reference list:

Noradahl, K. and Johannesson, I. (2014) '*Icelandic teachers' views of using the outdoors*' Education 3-13: International Journal of Primary, Elementary and Early Years Education. Vol 44, No. 4, September 2014, 391-406

Part 2a

O'Brien and Murray (2006) begin by stating 'Forest School Network' describe Forest Schools as "an inspirational process that offers children, young people and adult's regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences in woodland environment's". E. O'Brien and R. Murray (2006) believe there is a growing concern surrounding children spending time outdoors, this being due to caregivers becoming anxious that their child will have a negative experience. E. O'Brien and R. Murray (2006) state that the community believes that although children do not spend time outdoors as they did, the indoor area is sufficient for learning as there is much to do. Furthermore, Thompson et al. (2004) believe that if children do not experience crucial outdoor learning that this would continue to

affect them into adulthood, since adult's who did not experience nature in their childhood do not utilize outdoor areas as adults. Thompson, W. Et all (2004) state that this will have a negative effect on the individual's physical and emotional well-being. In another case, the Welsh Assembly Government (2009) state that this is due to the outdoor learning experience benefitting a child differently to an indoor classroom environment. Due to this, the Welsh Assembly Government (2009) have expressed the importance of outdoor learning to schools, especially foundation aged children.

Reference List:

O'Brien, E. and Murray, R. (2006). *A marvelous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales*. Farnham: Forest Research.

Thompson, W. et al. (2004). *Open space and social inclusion: Local woodland use in central Scotland*. Edinburgh: Report to the Forestry Commission.

Welsh assembly government. (2009). *Outdoor Learning Handbook*: Cardiff.

Part 2b

1. If you fail to acknowledge the source of your information in academic writing, you could be accused of plagiarism.

It is important for students to avoid plagiarism as if a student is to commit plagiarism, they are at risk of being immediately withdrawn from their studies at university. According to University of Wales Trinity St David (n.d.), every student will sign a plagiarism agreement when beginning their studies to provide consent and agreement to use of own work with use references to credit assignment materials and sources. Cite them right - Harvard (n,d.) states that plagiarism is when an individual attempts to use another piece of work written by others as their own. This is unacceptable as it is against university policy to attempt this, whether intentional or accidental. Cite them right - Harvard (n,d.) emphasizes the importance of correct referencing to avoid plagiarizing an individual's work.

2. You only have to reference when you use a direct quotation. Is this True or False? Explain your answer.

This statement appears to be false. As stated by Cite them right - Harvard (n.d.), you must ensure to reference all materials that you have used, these do include direct quotations but also include books, journal articles, websites, e-books, newspaper articles, television, media and more. Therefore, you must ensure that you reference all sources to provide credit for the original piece of work.

3. Wikipedia is a good place to search for information for your academic assignments. Explain, with reasons and supporting literature, whether you believe this statement is true or false.

I believe that this statement is false. As stated by Hough (2011), any individual can upload information to Wikipedia as well as edit other's articles with no hierarchy on an individual's education level to do this. Coomer (2013) agrees with this as he continues to state that there is much false and misleading information on Wikipedia. Therefore, if Wikipedia is a resource which enables anyone to upload and edit information, this is not credible and should not be used in academic assignments as there is a risk of the information being untrue.

4. Write a set of instructions which could be included in a referencing guide which explains how to present a very long quotation.

A long quotation is where there are 30 words or more used from a direct source which measures as being over 2 lines. For the format of this quotation begin by entering a new paragraph. Secondly, slightly bring in the start of the quotation to the page. Thirdly, remember there is no need for quotation marks. Finally, enter in the writer's surname, the publication year including the page number and the website link in brackets.

5. Explain how you can begin to conduct research for an academic assignment. Identify five sources which would be acceptable for academic study. Ensure you write in academic English and include references to support your answers

To begin researching an academic assignment, I would begin by utilizing the university library website and gathering credible sources relating to my academic assignment topic. If such materials were not available for online use, I would then utilize the onsite library and look for appropriate credible sources. I would identify credible sources by referring to the Cite them right - Harvard (n.d.) and identifying appropriate materials. I believe it would also be beneficial to research online using google to determine credible online sources. The five sources I would believe would be acceptable for the academic assignment would be the following:

- Books/E-books

- Journal Articles
- Media/Online Videos
- Governmental Publications
- Digital Internet Websites

These sources appear acceptable for an academic assignment as they would be read from a credible source and correctly referenced. Cite them right - Harvard (n.d.) explains how to use these sources appropriately to achieve the correct use of referencing and enable the source to be credited.

Part 3

The article in discussion has been written by Smith (2005). The title of the article is 'Schooled to Fail? Since the 1980's, Smith (2005) states that it has been suggested that Welsh students have been schooled to fail. The article's discussion focuses on a Welsh viewpoint in the underachievement debate of the contrary curriculum between Wales and England. Smith (2005) addresses the examination results of Welsh students and attempts to indicate that Welsh students may not be failed by schools.

I believe Smith's (2005) key argument throughout the text suggests it is an unfair and unreliable debate on the comparison between Wales and England's education achievements. This is as Smith (2005) states that the population size difference between the two is incomparable and that the economic status of both countries differ completely. I believe that the author's intentions throughout the journal is to suggest that students in Wales are not being schooled to fail, but in fact are achieving as well as, if not better than England.

The article's structure seems to be organised to persuade the reader to believe that students in Wales are no longer being schooled to fail. The amount of linking words are limited, with little range. According to Library and Learning Services (2022), it is vital to use a vast range of linking words to demonstrate good direction in the text. Furthermore, with an introduction like in Smith (2005), the text is too long, making it less effective as Tetzner (2022) stated. On the contrary, Tetzner (2022) continues to state that paragraphs that are neither too long nor too short are the most effective, such as the paragraphs in the main body of text in Smith (2005). The importance of using simple statistics and numbers is highlighted by Kwak, *et al* (2021), who stated that using these may help the reader better understand the key information relating to the text. Smith (2005) appears to do this well as the statistics are simple and relate back to what I have said makes the statistic graphs are useful. In addition, Ancker (2003) believes that using clear headings with known terms allows for an easier read, as Smith (2005) used.

The language style used in the article by Smith (2005) is a formal style. This language style is appropriate for the intended audience. When writing a journal article, the writer should write to an audience at an expert level which results in a difficult read with complex language, according to Microsoft 365 (2022). The Library of Technological University of the Shannon (2022) suggests that to determine the accuracy of an article, the writer must use a range of reliable facts and figures from other credible sources, in which Smith (2005) has done. The use of

persuasive language is evident by Smith (2005), as throughout the article Smith (2005) continues to use supported facts to explain the text's logic in support of Wales, according to Taylor (2022), this is the use of persuasive language. The University of Adelaide (2014) states that while using objective language, the writer must remain fair while being respectful of other writers. I do not believe that Smith (2005) did this well, for instance, Smith (2005) states how the comparison of Wales and England's education level has no value. Furthermore, Smith (2005) refers to the underachievement debate as "the so called" debate, thus implying little respect for others' opinions. Smith (2005) also refers to Welsh students as "our" students, which may suggest bias. Smith (2005) appears to not have written subjectively as they have used credible evidence over writing on personal beliefs. (The University of Adelaide 2014)

Focusing on the evidence of the article, Smith (2005) does seem to have a clear hypothesis. It suggests that the prediction on the research will show that Wales are no longer being failed to school. Although Smith (2005) does clearly make the statement that the comparison between Wales and England is unfair, I believe that there is no clear statement being made throughout the article as Smith (2005) jumps between arguments which at times, may lead the reader to become lost. The claims made by Smith (2005) are that this debate between the two countries is unfair due to economic status, population, and gender. Following OxbridgeEssay (2021) guide on how to compose a consistent argument, overall, Smith (2005) does not seem to do this. There is not a concise introduction to the article as many key points are made but are then not later expanded on, for example, Smith (2005) mentioned that students from black Caribbean backgrounds are far more probable to be excluded than those from white ethnic background. Smith (2005) then continues to state that a teachers union reported on being overworked leading to unfair practices for Welsh students. Without a doubt that statement is a bold statement to claim without further research. Smith (2005) fails to mention any gender gap debate in the introduction but focuses on it during most of the main body. Next, the main body lacks clarity as the paragraphs are not sectioned appropriately, according to OxbridgeEssay (2021) This is as Smith (2005) will end a paragraph by introducing the next topic of discussion, rather than introducing the new topic in a new paragraph. The conclusion appears to focus on the gender gap solely rather than relating back to all main discussion points in the article to bring the discussion to an end. Indeed, the evidence used throughout the article was of a good range, being books, articles, and national statistics, nevertheless I believe that they are outdated. I may suggest that the conclusions drawn from the article did not mirror the evidence Smith (2005) attempts to argue that there was no difference in examination results regardless of the gender of the student, although there is a clear difference in the statistics. However, Smith (2005) concluded that the student's economic status would influence their achievements as supported by in the main body.

In conclusion, my overall opinion of the article is that I believe it to be an appropriate academic article. As Cite them right - Harvard (n.d.) state, using the range of credible sources that Smith (2005) has used, allows the article to be a reliable source for the intended audience. However, I would suggest that referring to Tetzner (2022), perhaps it would have benefited the article to set out clearer paragraphs with the topic of discussion set out at the start of the paragraph and to draw back the attention of all the key findings to conclude.

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