

ECGE4001- Portfolio of Study Skills

Part 1

In part one I am going to rewrite the paragraph to demonstrate a clear understanding of formal, standard English. I am going to demonstrate this as this is expected as part of an academic style. Whilst doing this I will also use accurate spelling and a correct use of punctuation which will include commas, apostrophes and full stops as well as making sure my sentences are well written and make grammatical sense.

The paragraph I am going to be rewriting is:

In Iceland and other countries like that they think it's really important that kids are playing outdoors in their life. Some people wrote about government papers which says that outdoors is good for kids. In the curriculum guidelines, they put a big thing on outside as learning environments as a place for making kids think good about the natural world, and as a place where you can do things like exercising and healthy living cos that's what Norodahl and Johannesson (2013) say. This emphasising on outdoors has happened for a long time in Iceland for kids age 1 to six and they play outside everyday in schools for kids six to 16 then they only get to play out with their mates when it's playtime. We don't know much about what teachers do outside to help learning but I think it is probably gonna be really really different depending on what teacher you get and school. But there are signs in Iceland that teachers are using outside more than they used to and in Reykjavik the capital seventy % of schools say that they do outside education quite a bit (Olafottir, 2008). Adapted from: Norodahl, 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.

My rewritten paragraph:

In Iceland, like many other countries, they think children in education benefit greatly from outdoor learning. Iceland feels so passionately about this that it has been put in the curriculum guidelines by the government. As a result of this, schools in Iceland all have outdoor learning areas so children can learn in an outdoor environment. Iceland's emphasis on outdoor learning has been the same for many years which has resulted in children aged from one to six having outdoor learning time everyday in school until they reach sixteen when they have more of a curriculum that we are used to, being learning in the classroom and having breaks outside. Having an outdoor learning environment in schools also gives the children and teachers an opportunity to exercise more and live healthier lives. (Norodahl & Johannesson. 2013). It's not certain which teaching approaches teachers in Iceland take, but every teaching style is different so it is expected that it's different depending on the teacher as long as they follow the curriculum.

We know the outdoor learning approach must be working, as in Reykjavik, The capital of Iceland, 70% of schools say they do outdoor learning and feel it benefits the students. (Oladottir, 2008.)

Adapted from: 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

The text below also contains many errors, which includes incorrect use of Harvard referencing conventions. Re-write both the paragraph and the reference list to demonstrate your understanding of: Use of formal, standard English which is expected as part of academic style; Accurate spelling; Correct use of punctuation including commas, apostrophes and full stops; Well written sentences which make grammatical sense; Careful, accurate use of Harvard referencing conventions.

This essay will be about forest schools. A definition of Forest School has been made by the Forest School Network it says that 'it is an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence and self esteem through hands on learning experiences in a woodland environment". Murray and O'Brien 2006. People are a bit worried that little ones in school now don't get to go to woodlands and green places like there parents did because they are to worried that something will happen about them and kids can do loads indoors now and that's what O'Brien and Murray think. There is also research that tells us that if they don't go when they are young then they wont go when they are grown up either and we will miss out on physical and emotional benefits of access to nature. Ward Thompson and Aspinall and Bell and others 2004. That's because learning outdoors is very different to learning in a classroom environment and the welsh government are encouraging teachers to do forest school in they're own schools now, especially in foundation phase. Reference List: welsh assembly government. Outdoor Learning Handbook. Cardiff: 2009. WAG. Ward Thompson, C., Aspinall, P., Bell, S., Findlay, C., Wherrett, J. and Travlou, P. Open space and social inclusion: Local woodland use in central Scotland. Report to the Forestry Commission, Edinburgh, 2004. 2006. E. O'Brien and R. Murray, A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales, Farnham: Forest Research.

My rewritten paragraph:

In this essay, I will be talking about Forest Schools.

What is a Forest School?

A definition of 'Forest School' has been made by The Forest School Network and it states:

'It is an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.' (Murray & O'Brian. 2006)

Schools in the present day are using less resources from outside the classroom as with technology constantly improving there is less of a need. This is becoming increasingly worrying as there is research that suggests if children do not use the outdoors in their adolescence they will be less likely to go outdoors when they are older and miss out on the physical and emotional benefits. (W. Thompson et al. 2004)

There have been many tests carried out over numerous years in detail proving that an outdoor learning environment is very different to an indoor classroom and children will be able to learn and experience very different things. The Welsh Government has noticed the benefits an outdoor learning environment has on children in other countries and are encouraging teachers and schools, especially in the foundation phase.

Reference List:

WAG. (2009). Outdoor learning handbook [Book]. Cardiff. Welsh Assembly Government

W.Thompson et al, (2004). Open space and Social inclusion: Report to the Forestry commission [Report]. Edinburgh

E. O'Brein & R. Murray (2006), A marvellous opportunity for children to learn: A participatory of Forest School in England and Wales. [Research]. Farnham

Part 2b

Answer all questions below as fully as possible.

If you fail to acknowledge the source of your information in academic writing, you could be accused of _____.? Why is it important that students avoid this?

If you fail to acknowledge the source of your information in academic writing you could be accused of plagiarism and academic misconduct. It is important to avoid plagiarism o prove to your teacher you have a clear understanding of the task and that your teacher is giving you a legitimate mark to prove your knowledge and ability, and not anybody else's. Along with making sure you have a clear understanding it is also important you don't plagiarize as all your past and future assessments will have their legitimacy questioned, furthermore, your teachers and peers will lose trust in you.

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

It is false information that you only have to reference when using a direct quotation. This is because when a student writes a piece of work it is necessary to reference all information to credit the author and also show your teacher you have not copied another person's work.

In UWTSD, it is important to reference every piece of information you find as it goes through a system called 'TurnItIn', which shows when you have correctly referenced your work. This has a big impact on the mark of your work. However, when you reference a direct quote you must always use quotation marks and include the page number or website,

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

Although Wikipedia is one of the most popular websites in the world, it is not a good place to gather information on the website as it is unreliable as anyone can edit the information.

Furthermore, the information added is not monitored to check if it is reliable.

Wikipedia has written a statement cautioning people not to use it as a reliable source, quoting, "caution: it is often a bad idea to cite an encyclopedia in academic research papers".

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

Explain how you can begin to conduct research for an academic assignment. Identify five sources which would be acceptable for academic study

To gather information for personal university assignments i have used:

-Journals

-Government Documents

-Websites

-Newspapers & Magazines

-Conference Proceedings

These are all acceptable to gather information for academic study as they can be clearly referenced and every article would source a different piece of information from a different point of view.

Journals are a good source to find information as they should include referencing from the main source which enriches your work with facts from a different perspective.

Government documents and websites are a good source of information as all the information is a credible source of information and considered a credible source.

Websites can be very reliable to gather a mass amount of information, when the right ones are used. The internet is full of reliable websites with credible sources, but you must be sure to

check the reliability of the website before using the information. For example, websites ending with '.edu' are very reliable websites.

Like websites, Magazines and Newspapers can also be reliable sources when gathering information, but only when used correctly. Newspapers and Magazines are a very important supplement when gathering information as they are constantly updated.

Conference proceedings are a good place to source information as the results of the conference are published and available fast which makes the information reliable and up to date.

Part 3

In this part of the assignment I am going to write a critical response to an article.

In this assignment i am going to be critically responding to an article called: 'But i dont want to be a teacher: Work based learning in Education Studies.' written by a student from Bath University named Catherin Simon in 2017.

The topic of Cathrin's article is the impact placement experiences have on student professional identity formation and its intersection with career identity within the university context of learning- the article catherin wrote focuses on Education Studies Undergraduates conceptualisation of their experiences whilst on placements throughout the course and perceptions of their professional identity. Catherin asked second year Education Studies students from The University of South England to gather her information, although the course did not offer qualified teacher status, so this could not be seen as a teacher training programme. The aim of text is to show undergraduate education programmes in the UK show an interesting juxtaposition between those undergraduates wishing to follow the traditional career path for students of education, which is entry level into the teaching profession and those who seek professional education roles other than those directly associated with formal classroom or school based teaching. She goes into depth into telling us the directions you could go in whilst studying this course by explaining all avenues. She explains that undergraduate Education Studies programmes do not usually provide qualified teacher training. Furthermore, this paper focuses on undergraduate education studies students' conceptualisation on their work-based placement experiences and their professional identity information.

The main findings and key arguments being used by writer in the text show that the study is set out to establish the answers to two questions shes researched, these being, how do students use the placement experiences to navigate the complex boundaries between university and work as sites of learning and professional identity and to what extent does the placement experience contribute to student personal, professional and career choice or development. After setting out to gain information, she got responses from the students and found from the 2 groups of students, those who identified themselves as prospective teachers and those looking for other forms of professional education careers suggested that they used the placement opportunity in a number ways to enhance their theoretical and practical knowledge, as well as to

test and explore their career preferences and professional identities. The role of social interactions, both within the university and amongst networks of professionals was a contributing factor.

The key argument in this paper is that whilst the benefits of classroom experience for teacher training is well charted, there are growing numbers of students taking the education studies course who do not wish to seek employment as classroom teachers.

I think Cathrins main purpose of this text is to show students who have taken education studies as a degree or who wish to do so have a good understanding of what job prospects they have after finishing the degree as her objective was to explore undergraduate education studies students conceptualisation of their work based placement experiences and perceptions of their professional identity formation, in particular drawing a comparison between the placement experiences of students in school based and non-school based settings. After finding the purpose, i think Cathrins intention throughout the text is to make students aware of the boundaries between university and the workplace. She made readers aware there was a sense of these boundaries shifting over time as students looked for new challenges or set goals in terms of confidence building , trying on new identities or alligening workplace and personal values and expectations.

Catherine structured the article to make the reader think about their thoughts and potentially change our way of thinking about what we want to do after the course. Her paragraphs or short and straight to the point and full of information from students who have first hand experiences this, so for someone starting the course like me, this can be eye-opening to what i would like to do after the course. The length of the paragraphs are very important in this assignment as it is important to keep the reader focused until the end of the paper so they have been told all the information to have a wider understanding of what career opportunities the course can offer.

The way Cathrine linked the paragraphs always kept the reader wanting to read more by using 'cliffhanger' ending and openers to keep you reading. The number of statistics and how many times Cathrin referenced throughout the paper showed me she has gathered information from other reliable sources which made me feel like what I was reading was reliable information.

I also feel like this paper is a reliable source as she has thought about what style of writing she has used, which is formal and easy to read, which for the reader makes you trust the writing.

Cathrins accuracy for her information gathering seems from the readers perspective to be accurate as she has gathered information from her own university study she has carried out, and information she has gathered herself from other authors she has referenced well which makes this paper very reliable.

To conclude, Cathrins paper objective was to explore undergraduate education studies students conceptualisation of their work-based placement experiences and perceptions of their professional identity formation, in particular drawing a comparison between the placement experiences and perceptions of their professional identity formation, in particular drawing a comparison between the placement experiences of students in school based and non-school based settings.

Reference List

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