



Study and Research Skills – Level 4

*Module Introduction
&
*Effective Study Skills

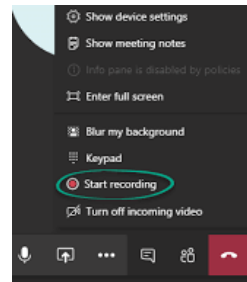
Lecture 1

Lecturer: Kathryn Flynn

Before We Start – Participation is Key!

In order to get the most out of our classes, there are some expectations around your commitment and participation during class time.

- Cameras on, with the required background
- Microphone muted unless speaking
- Active participation (we will remove students who do not respond when asked a question)
- All classes will be recorded



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University Absence Policy

- Expects full-time students to attend all lectures and placement on a regular basis.
- The University does not sanction students taking holidays during term time.
- All absences must be reported in the first instance to their individual module tutor where possible at least 24 hours in advance, or in emergency circumstances prior to the start of the planned lecture.
- Students are expected to obtain medical evidence if absence is due to ill-health and to submit that evidence to the Module Tutor, copying in the Programme Manager.
- Any student who claims absence due to circumstances beyond their control **MUST** apply to the University by completing an ECP form (available on the Hwb). The decision as to whether an absence can be condoned will be made by the University **not** the module tutor nor the Programme Manager.
- Students who do not engage in lectures or miss the attendance register will be marked as absent.
- If students leave before the end of any timetabled session the module tutor will note that fact on the attendance register and the student will be deemed as not having attended that session.



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Today's AIM is to...

- Get to know each other
- Learn about this module
- Learn about assessments
- Set expectations



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Let me introduce myself.....

- ***Kathryn Flynn** (CONTACT INFO: kathryn.flynn@uwtsd.ac.uk)



Kathryn Flynn MPhil, BA (Hons) PGCE, PG Cert FHEA

Senior Lecturer / Uwch Ddarlithydd

- Kathryn started out working in the areas of sports and arts, covering various roles. She then went on to work in the tourism and hospitality sector, acting as a project officer on commercial based projects. This role involved working with a number of local / regional hotels and attractions. Kathryn then moved into Higher Education teaching and has since gained over 20 years of lecturing experience at UWTSD. Areas of teaching have included; Tourism, Business and Hospitality, covering a wide range of modules at under-graduate and post-graduate levels of study. To date, most of her teaching has been in the areas of Tourism and Business Management, which has given her great experiences - working with industry and travelling overseas as part of 'vocational' visits. During her time in education, Kathryn has also enjoyed research and over the years has published some articles, book chapters, and resource documents. Her particular passions are in the areas of global tourism management and cultural heritage. Kathryn is currently teaching on Levels 4 , 5 + 6 programmes across the University.*



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➤ Qualifications:

BA(hons) – Leisure Management.

PGCE/FE

MPhil – Cultural Heritage (Industrial Heritage Tourism)

Misc : Industry Certs.



➤ Industry Experience:

Sports – Sports/Leisure Centres,

Arts+Culture – Museums / Theatres,

Tourism – Hotels /Activity Centres /Attractions....



➤ Roles / Teaching :

Previous Roles – Programme Manager / Level Lead / Placement Coordinator.

Over 20 years Experience –**Tourism / Events** / Business / Hospitality.



➤ Academic Research :

Articles / Book Chapters / Resource Documents.



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Introduction of Students

About you...



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Tell me about yourself in 1 minute.

- Who are you?
- Where are you from?
- Do you currently work? - Any Engineering Experience?
- Your journey so far.....
- Expectations of module.



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Accessing Module Information

There are two main ways that you are going to be able access information...

Microsoft Teams

Moodle



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Any Module Questions - Get in Touch

REMINDER: It is important that when you contact anyone inside the University such as, either your Module Lecturer, your Year Leader or wider Support Team, that you use your **university email address**, this makes sure that we will be able to identify you properly, and you will have a prompt response!

Module Lead

Kathryn Flynn

kathryn.flynn@uwtsd.ac.uk



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Module Introduction

Welcome to the Module

ACMA4021

"Study and Research Skills"

Module Aims / Objectives:

AIM(S)

To provide the students with the essential skills to study, undertake research and communicate for effective learning.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify, adapt and use suitable methods that can support learning through a reflective, active, positive approach to learning, and take responsibility for self learning;
- Evaluate the research and development approaches used in logistics and supply chains.



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Indicative Content

Study Skills: Understanding the learning process and identifying the appropriate skills, such as self-evaluation, skills needed for higher education, transferable skills, and action plans for personal development. Organising study, including effective time management and the organising of space and resources. Effective note-taking, use of the library and the internet, and implementation of referencing standards.

Research Skills: Identifying and evaluating the academic literature. Critical and creative thinking, and reviewing of existing literature. Understanding the fundamentals of research methods.

Presentation Skills: Communicating and presenting information (presentation techniques, styles, the appropriate use of graphs, charts, measures of central tendency). Developing the academic writing style (planning and structuring reports, linking ideas together, using facts, opinions or arguments, analytical thinking, etc.)



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KSB Links

- Ks (Knowledge): K3, K4, K5, K15,
- Bs (Behavior): B1, B3, B4, B5
- This is an integrate degree apprenticeship. It is distinguished by the blend of employer defined knowledge, skills, and behavior outcomes that are integrated and assessed as part of the degree with recognition by a relevant professional body

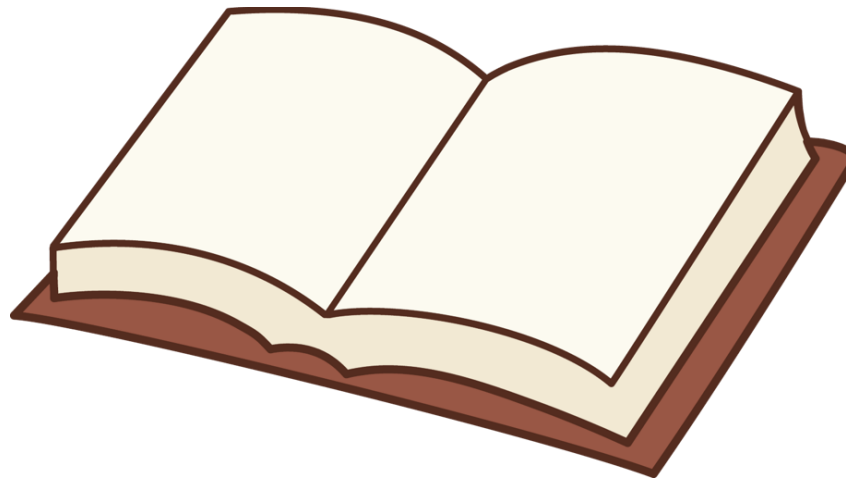


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Module Assignments & Deadlines



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REMINDER!

Assignment Submission



Assignments must be submitted to Moodle via the **correct** Turnitin portal by the deadlines set.

If you submit your assignment 7 days late you **will be capped at 40%**. If you submit your assignment more than 7 days late you will receive 0.



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Assessment 1 (100%)

Due: 2nd December 2026



- You are required to produce a report presenting research into a logistics / supply chain management subject related area relevant to your workplace and/or career aspirations. The subject area should be focused on a contemporary consideration, challenge or opportunity within the logistics and supply chain sector. You should draw on relevant academic and industry sources.
- To help you, some suggested topics will be provided for you to choose from. You are also able to select your own topic area, but this must be approved prior to commencing your research.
- The report should be professional in style and format. 1500 words (+/-10%)



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Suggested Assignment Topics

- 1. The use of automation to improve logistics and supply chain efficiency
- 2. Health and safety in logistics and supply chain operations
- 3. The benefits and challenges of digital transformation within logistics and supply chain systems
- 4. The role of Artificial Intelligence in enhancing supply chain management
- 5. The value of training and apprenticeships in developing the future logistics and supply chain workforce
- 6. The impact of climate change on logistics and supply chain planning and operations
- 7. The role of robotics in the future of logistics and supply chain operations
- 8. The role of supplier relationships and collaboration in improving logistics and supply chain performance
- 9. The role of risk management in developing resilient supply chains
- 10. The role of demand forecasting in effective sector planning



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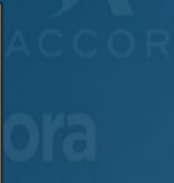


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Indicative Content

- Intro To Study Skills
- Havard Referencing
- Academic Writing
- Report Preparation
- Presentations
- Examination Revision
- Teamwork
- Critiquing and Evaluating Text
-

ANY Questions so far.....??



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Module Discussion Questions:

Class Task

**What is Study Skills?*

**What are Research Skills?*

**What are the differences between the two?*

**What do you hope to get out of the module?*



Effective Study Skills

What is meant by effective study skills?

*Adapted based on
Dr. Mark Matthews
Student Learning Development,
Trinity College Dublin
<http://student-learning.tcd.ie>*



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Effective Study Skills

**I'm just going to the library for 4 hours....
(I'll work out what I'll study when I get there)**

'Good or Bad' use of your time?!



Active studying means:

1. Working with the material to try to build understanding
2. Find a way process the information in a deep and meaningful way

How?

Have a framework:

- Think about the purpose of the study task
- Consider the best way to approach it
- Reflect and review

PSR

- Purpose – why?
- Strategy – how?
- Review – check!

Active Learning



Hands-on Learning

Set up a Study Group

See your subject everywhere

Engage in Seminars

Get to Know Staff

Active Note-taking

Discussion (5 mins)

1. How do you study (reading/taking notes) ?
2. How do you read – style and approach?
3. How do you take notes - - linear / pictorial?



Reading





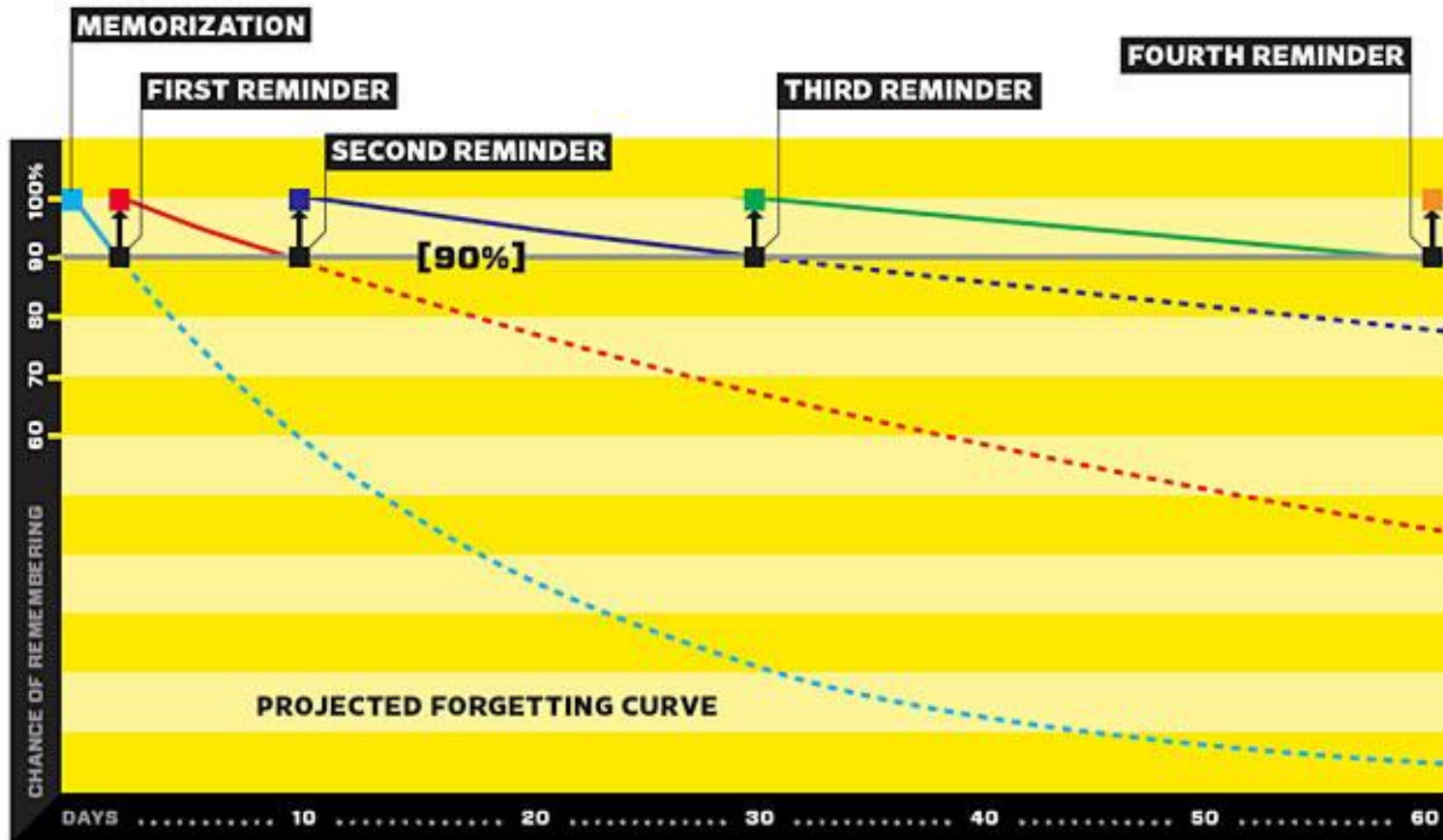
Good Reading is like Interrogation

Get reading – actively!

Purpose

- Strategies to suit:
 - Scanning
 - SQ3R
 - Note making
- Review

Ebbinghaus Forgetting Curve



Schedule Time for Reviews

Get Thinking when Reading

1. Critique / Analyse *what you have read*

1. Asking questions
2. What is the point of view of author?
3. Evaluate evidence
4. Forming opinions

2. Being Selective

- Ask lectures/tutors what is most relevant
- Be alert for hints and clues
- Ask fellow students
- Ask students in years ahead
- Share reading
- Preview or skim before in-depth reading
- Seek out 'wider' Reading Lists / Bibliographies.

2

Reading List:

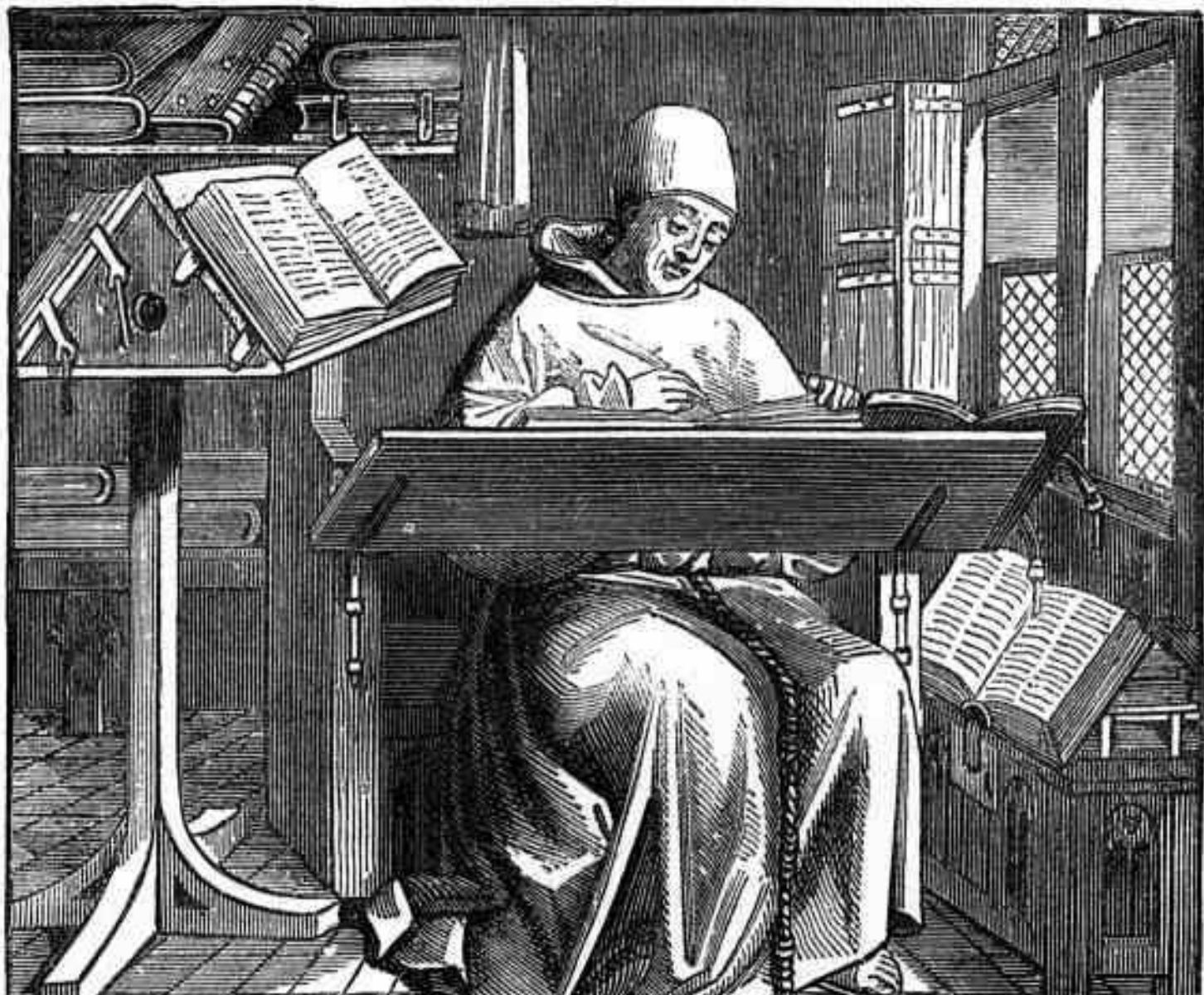
- Judd, C., Smith, E. and Kidder, L. 1991 *
Research Methods in Social Relations. 6th ed. London.
300.Jud (1 copy)
- Moser, C. A. and Kalton, G. 1971
Survey Methods in Social Investigation. London.
300.723 Mos (10 copies)
- Oppenheim, A. N. 1966, 1973
Questionnaire Design and Attitude Measurement. London.*
011.422 Opp (3 copies)
- Hoinville, G. Jowell, R. and associates. 1978
Survey Research Practice. London.
300.723 Hoi (1 copy)
- Rose, G. 1982
Deciphering Sociological Research. London.
301.072 Ros (4 copies)
- Kurtz, N. R. 1983
Introduction to social statistics. London etc.*
300.72 Kur (4 copies)
- Blalock, H. M. 1960
Social Statistics. London.*
301.072 Bla (2 copies)
- ESRI Reports : Read at least one of these research reports based on a social survey.

Checking
out
Reading
Lists.



Taking Notes –

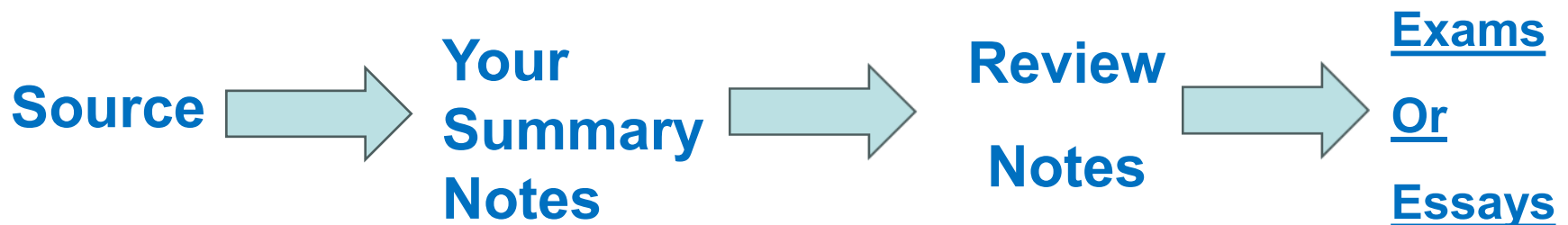
NB: Limit what you highlight!



Perfect Copy - *Word for Word*
— Avoid this approach!

Effective Note-Taking

Consider the below approach





You want to be looking at questions

Who, Why, What, Where, When and How?????

Types of Notes

1. Prose or Summary
2. Outline or Skeleton
3. Mind or Concept Maps
4. Columns

How do you take notes?

Different techniques suit different people!

Summary

Be careful with $\tan^{-1}$

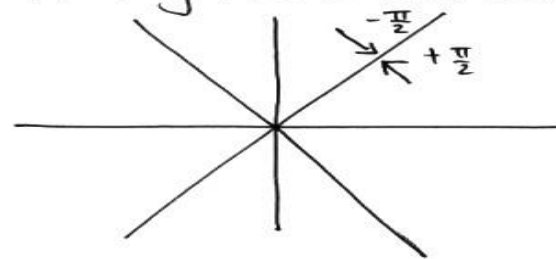
Because $\tan^{-1}$ returns values between $-\frac{\pi}{2}$ and $\frac{\pi}{2}$, the formula $\arg(x+iy) = \tan^{-1}(y/x)$ only works if $x > 0$. This can cause problems in e.g. Qs 2vi and 10 of Complex Methods sheet 1.

2vi Where is $u = \tan^{-1}\left(\frac{2xy}{x^2-y^2}\right)$ harmonic and find an analytic function whose real part is u .

First we determine where it is definitely not harmonic. Consider the lines $y = \pm x$.

As (x,y) approaches the line $y=x$ from below ($x,y > 0$) (see picture), we have

$$\frac{2xy}{x^2-y^2} \rightarrow \infty, \text{ so } u \rightarrow +\frac{\pi}{2}.$$



If we approach from above, $u \rightarrow -\frac{\pi}{2}$, so u is discontinuous. Similarly in the other quadrants.

So we assume $x^2 \neq y^2$. If $x = r \cos \theta$, $y = r \sin \theta$ then $u = \tan^{-1} \tan 2\theta$, which equals 2θ

provided $-\frac{\pi}{4} < \theta < \frac{\pi}{4}$. In this case, we can take $f(z) = -2i \log z$, where

$\log z = \log |z| + i \arg(z)$, $-\pi < \arg(z) < \pi$ is the principal branch. Then $f(z) = -2i \log r + 2\theta$, so $\operatorname{Re} f(z) = u$. u is harmonic for $-\frac{\pi}{4} < \theta < \frac{\pi}{4}$.

If $\frac{\pi}{4} < \theta < \frac{3\pi}{4}$ then $u = 2\theta - \pi$, so consider $f(z) = -2i \log z - \pi$.

If $\frac{3\pi}{4} < \theta < \frac{5\pi}{4}$ then since $u(x,y) = u(-x,-y)$, we can consider $f(z) = -2i \log(-z) = -2i \log r + \underbrace{2(\theta - \pi)}_{=u}$

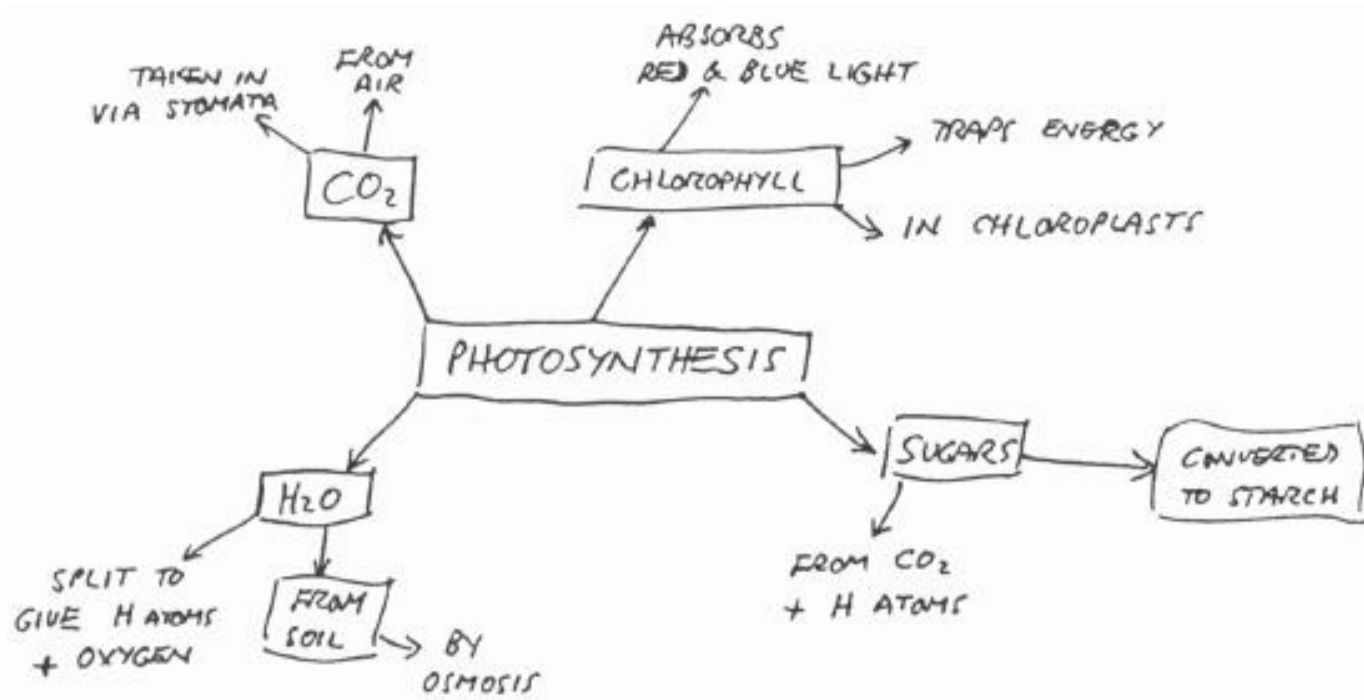
The case $\frac{5\pi}{4} < \theta < \frac{7\pi}{4}$ can be treated similarly.

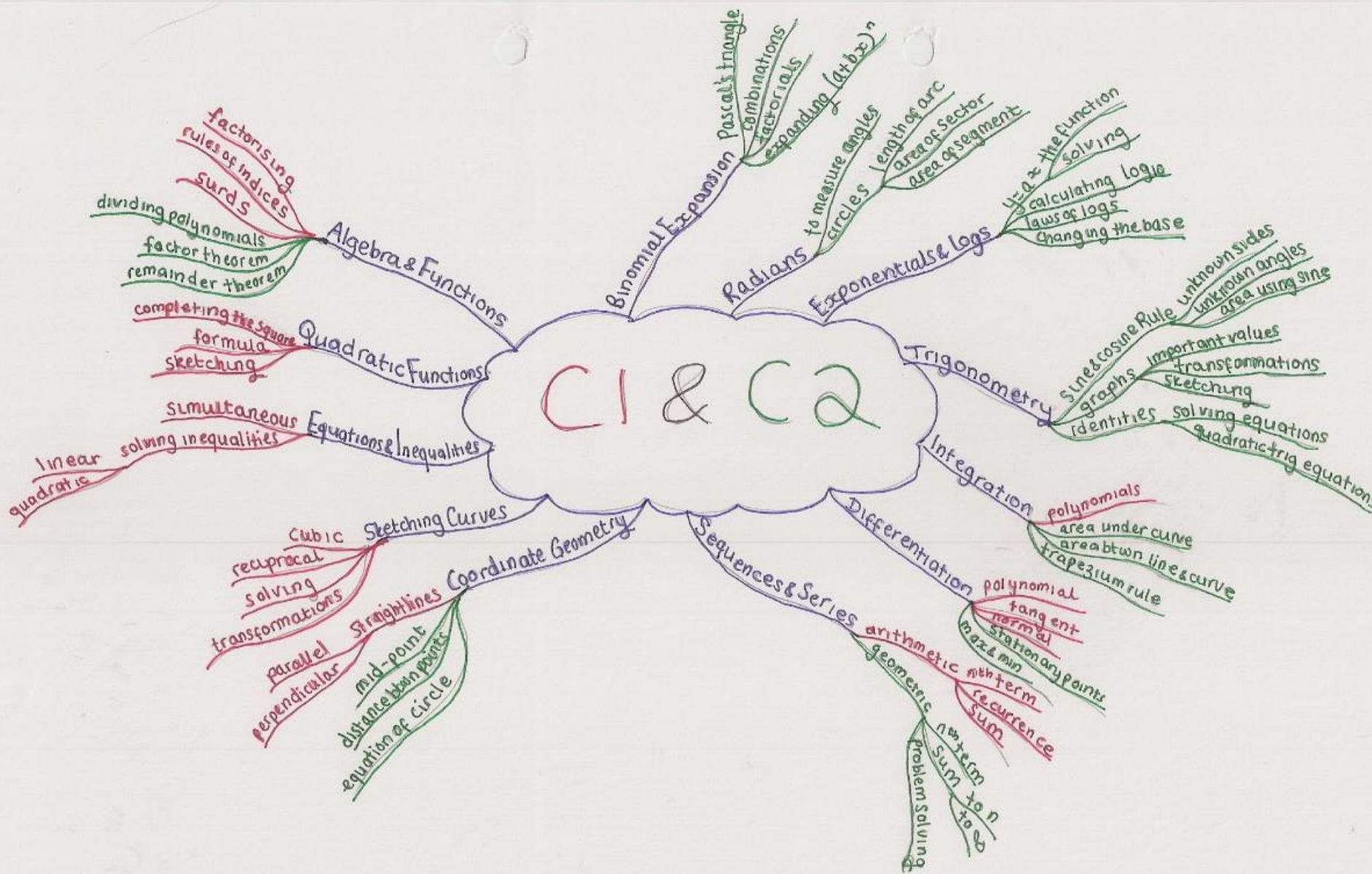
Outline

The Art of Reading Actively

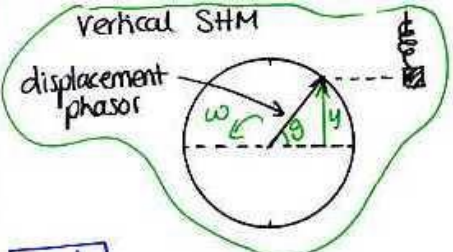
- A. Active = purposeful, critical, questioning.
- B. Look for Main Ideas
 - 1. Survey (SQ3R) for general ones (Ch 5)
 - 2. Read paragraphs for more specific ones
 - a) Each para usually has one main idea.
 - b) Usually in topic sentence (1st or last?)
- C. Look for Important Details
 - 1. e.g. proof, example, support for main idea
 - 2. Usually at least one per main idea
 - 3. Which do I consider important?
- D. In hunt for main idea and important details:
 - 1. Watch for signposts
 - a) Visual (layout, etc)
 - b) Verbal (clue words)
 - 2. Study diagrams, etc.
 - 3. Don't ignore difficulties
- E. Evaluate the text
 - 1. Be sceptical (Expect the author to prove)
 - 2. Compare with my own experience
 - 3. What do I get from it?
 - 4. Discuss with other students
- F. Make Notes:
 - 1. If I need them (for my purposes)
 - 2. At Recall stage (of SQ3R)
 - 3. Compare with other students'.
- G. Concentrate:
 - 1. By seeking understanding (not memorisation)
 - 2. and see Chapter 4 hints.
- H. Vary reading speed:
 - 1. according to purpose
 - 2. but not at expense of understanding.

Concept Maps





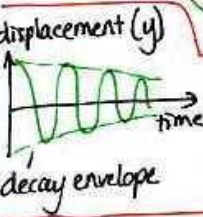
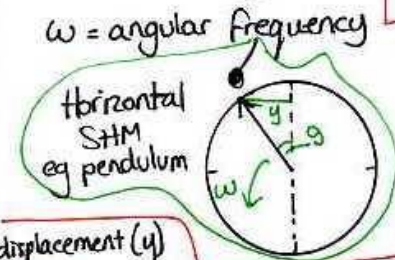
Mind Maps



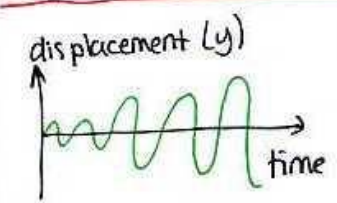
$$f = \frac{1}{T}$$

$$\omega = 2\pi f$$

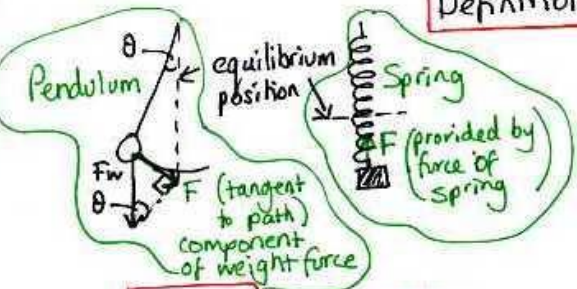
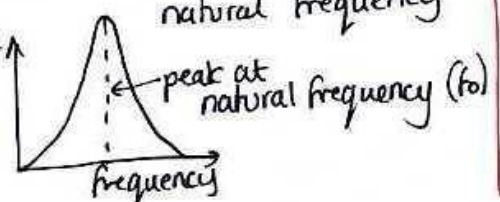
$$\omega = \frac{\Delta\theta}{\Delta t}$$



Damping
Due to energy being converted to heat, because of friction & air resistance.



Energy is added by applying a force. Gives large amplitude if it is in time with natural frequency



Vectors
For F, v, a, y opposite direction to y

Definitions

Motion repeats
force is proportional to displacement, and in the opposite direction (as $F=ma$ this is also true for acceleration)

$$a = -\omega^2 y$$

and as $F=ma$ also $F = -\omega^2 y \times m$

NOT SHM if the force is not changing
eg only force acting is gravity

These can be proved by using the reference circle.

Equations

Starting at the equilibrium position, y increasing

$$y = A \sin \omega t$$

$$v = A \omega \cos \omega t$$

$$a = -A \omega^2 \sin \omega t$$

Starting at maximum displacement

$$y = A \cos \omega t$$

$$v = -A \omega \sin \omega t$$

$$a = -A \omega^2 \cos \omega t$$

Period = time for one oscillation
(left to right and back again OR up, down and back up)

$$T = 2\pi \sqrt{\frac{L}{g}}$$

pendulum

$$T = 2\pi \sqrt{\frac{m}{k}}$$

spring

Know what affects the period of each eg. pendulum T not affected by mass

SHM

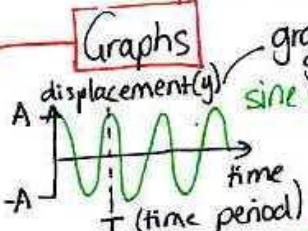
Maximums
from equations max when $\cos \omega t$ or $\sin \omega t = 1$

$$y = A$$

$$v = A \omega$$

$$a = A \omega^2$$

Graphs

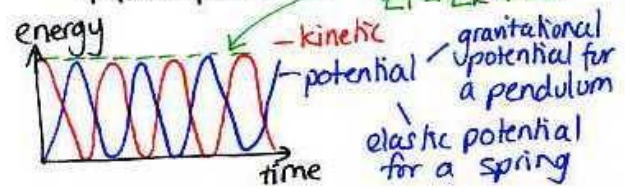


$$E_p = \frac{1}{2} k y^2$$

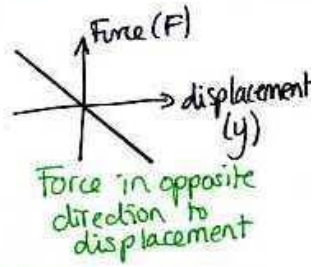
$$E_k (LIN) = \frac{1}{2} m v^2$$

$$\Delta E_p = m g \Delta h$$

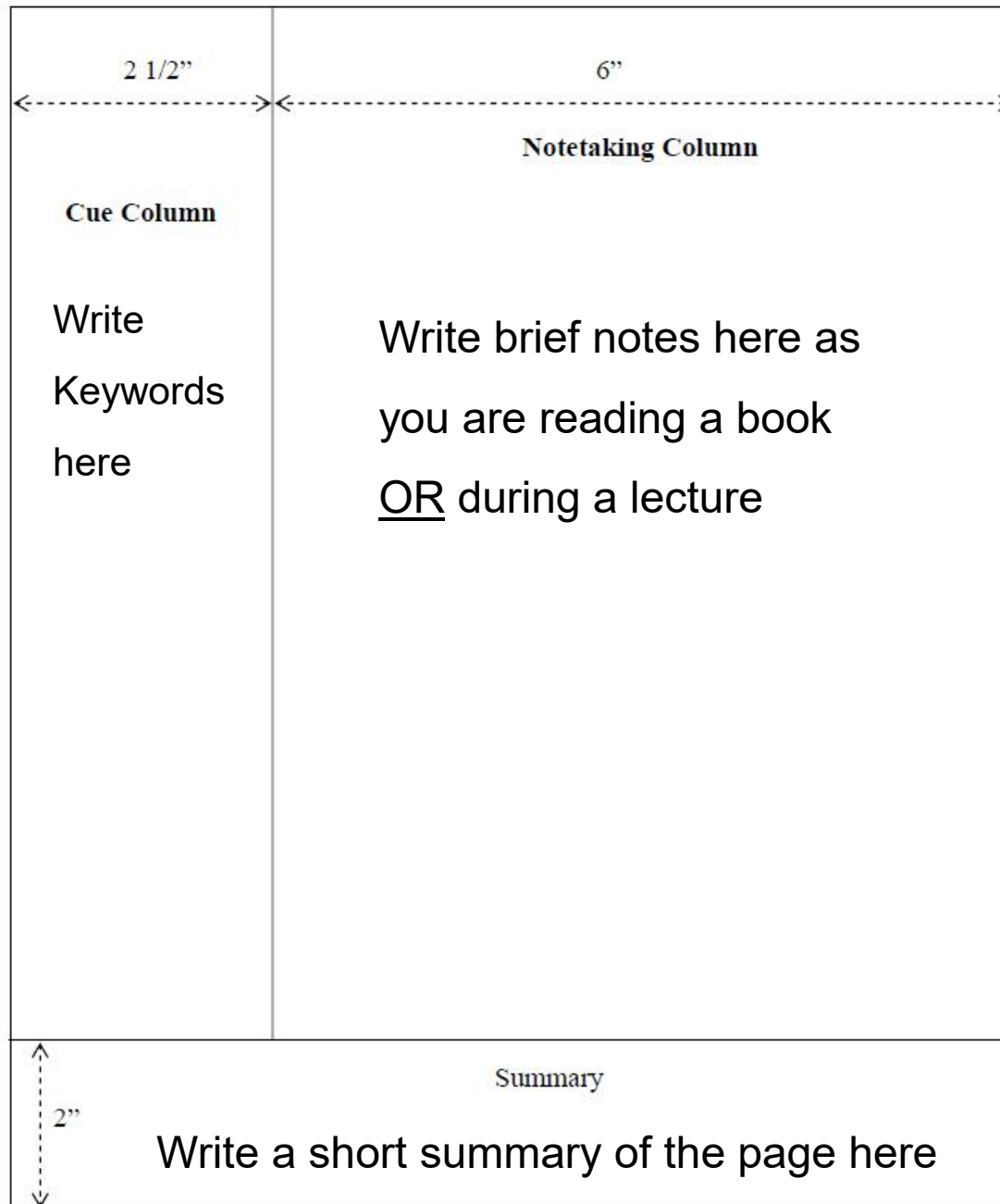
Total energy is constant
 $E_t = E_k + E_p$



Total energy = max kinetic energy = max potential energy



The Cornell Note-taking System



The Cornell Note-taking System

← 2 1/2" → Cue Column Solids Liquids ?	← 6" → Notetaking Column Types of Matter 1. Solids -have a definite shape -have a defiinte volume 2. Liquids -Do not have a shape - Have a volume
↑ 2" ↓ Summary Write a short summary of the page here	



Executive Summary

A

Short summary (paragraph)
How convincing did you find
the author's argument?

B

What are the 4 honest signals?
Briefly describe them.
Mood Style- (+ve / -ve Persuasion)??

More information

Cottrell, S. (2003). The study skills handbook,
2nd ed. Basingstoke: Palgrave Macmillan.

Fairburn, G.J. & Fairburn, S.A. (2001).
Reading at university: a guide for students.
Maidenhead: Open University Press.

Student Learning Development

REF:

Visit our website at:

<http://student-learning.tcd.ie>

The screenshot shows the homepage of the Student Learning Development (SLD) website. At the top, there is a navigation bar with links for Home, Undergraduate, Postgraduate, Staff, and About. Below this, a banner features the SLD logo and a photograph of a library study area. The main content area includes a central message about the services offered, a list of upcoming events, and three columns of resources for Undergraduates, Postgraduates, and Staff. A sidebar on the right contains a 'What do you most need help with?' poll and a 'Vote' button. The footer includes links to a Sitemap and an email subscription, along with a note that the page was last updated on 22 January 2010.

SLD
Student Learning Development

Home Undergraduate Postgraduate Staff About

You are here: Home

Search this site Go

Student Learning Development
offers advice, resources, individual consultations, workshops and much more to help you improve your academic performance and reach your potential.

Upcoming Events

- Monday, February 22
4:00pm Presentation Skills
- Thursday, February 25
1:00pm Critical Writing (Repe
- Thursday, March 4
4:00pm Thesis Writing

Google Calendar

Undergraduates

- » [Subjects](#)
- » [Attend Workshops](#)
- » [Individual Help](#)

[more »](#)

Postgraduates

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- » [Attend Workshops](#)
- » [Individual Help](#)

[more »](#)

Staff

- » [Refer a Student](#)
- » [Learning Resources](#)
- » [Request a Workshop](#)

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Last updated 22 January 2010

ANY FINAL QUESTIONS?



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NEXT WEEK



- ACADEMIC WRITING
- ASSESSMENT STYLES.



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