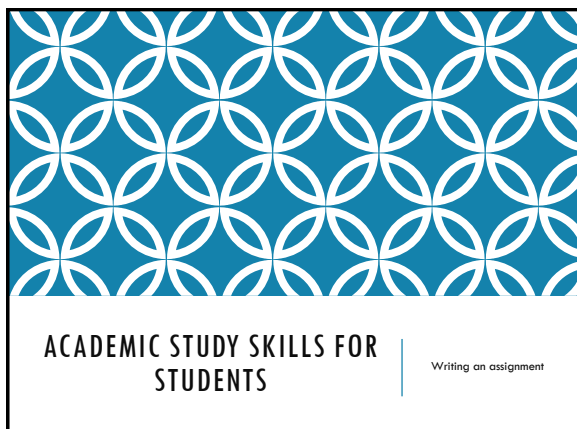
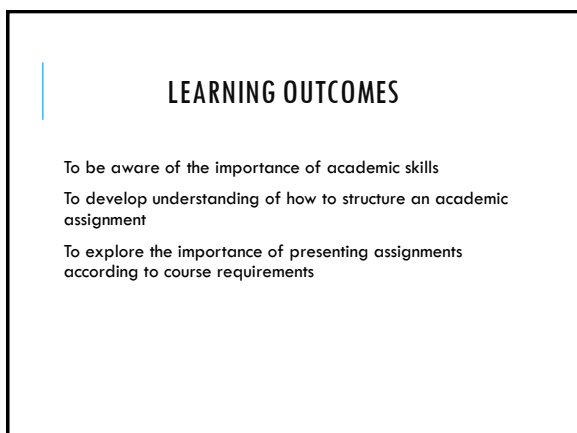
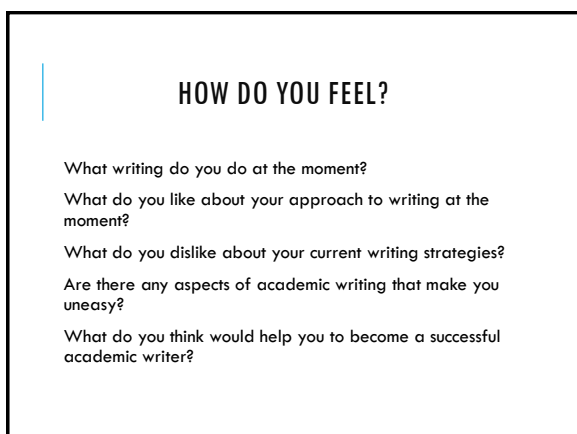








ACADEMIC SKILLS

Basic research skills

Thinking skills

Understanding academic conventions

Written and other communication skills

21ST CENTURY LEARNING — LEVEL 4

Demonstrate knowledge of a range of learning theories and understand how they relate to current education practice.

Demonstrate an understanding of the importance of different perspectives on learning theory.

Discuss and evaluate how learning contexts facilitate the development and enhancement of knowledge and skills

DEVELOPMENT OF THE INDIVIDUAL — LEVEL 5

Discuss the key challenges and milestones faced by individuals across the lifespan.

Demonstrate a critical understanding of the theories and concepts that determine physiological and psychological development of an individual across the lifespan.

Consider the importance of this development for practitioners working with individuals and the role of policy/legislation

RADICAL EDUCATION – LEVEL 6

- ▶ Offer a broad critique of traditional educational structures (including schooling, curriculum, assessment, pedagogy)
- ▶ Demonstrate critical understanding of key radical and critical education theory
- ▶ Critically assess radical theories, conceptualisations and visions of education (in particular critical pedagogy)
- ▶ Develop imaginative and innovative approaches to schooling, curriculum, assessment, the classroom and other learning and teaching materials

ANALYSE THE TITLE

All assignment titles contain a central question which must be answered

You need to *apply* what you know

You should not show *all that you know* – if you do not apply it to the question you will not get good marks

ANALYSE THE TITLE

Read it carefully.

Highlight key words – approach to take, subject matter

How many sections to it are there?

Put it into your own words – what is it looking for?

ACADEMIC KEY WORDS USED IN TITLES

Account for	Explain
Analyse	Examine
Compare	Illustrate
Contrast	Outline
Critically evaluate	Summarise
Define	To what extent
Discuss	Justify
Evaluate	

- ▶ Explain the development of attachment in young children and critically evaluate the effects of a secure attachment on a child's social and emotional development.
- ▶ Critically evaluate the role of friendship in social development. Compare and contrast important aspects for different age groups.

MAKE NOTES ON

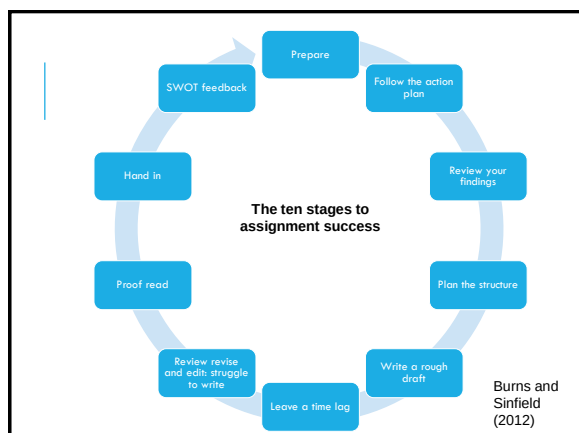
What you already know
 What you need to find out
 Your reflections/opinions on the title

Keep referring back to the title when writing - it is easy to go off on a tangent.

REFER TO THE TITLE....

In your introduction - Say how you interpret it.

In your conclusion – use some of the words in the title in your final sentences to show that you are still concentrating on answering it.



8 STEP PLAN FOR ESSAY WRITING (BARROW 2019)

1. Read and reread the information about the assignment task
2. What is the question asking?
3. Create a plan
4. Research, read and do more research
5. Check your plan – think about the structure and ask yourself 'Am I answering the question?'
6. Do more reading
7. Draft
8. Take a break then come back to proofread and edit as necessary

ORGANISING INFORMATION

Divide the work into topics

Make notes on the topics

Re-arrange your notes

Look at the notes you've written and group according to topics

Arrange in best order for the assignment

ORGANISING INFORMATION

Write an outline plan – before you start – this will focus your reading and helps shape your ideas. You can adapt it as you go along.

STRUCTURING YOUR ASSIGNMENT

Introduction

1. show how you interpret the title
2. identify the issues you will deal
3. give brief outline of each issue
4. indicate the order in which you will deal with the issues

STRUCTURING YOUR ASSIGNMENT

Develop your argument or line of reasoning

1. use paragraphs
2. introduce the main idea of the paragraph in the first sentence
3. Further develop throughout the paragraph
4. Final sentence leads up to next paragraph

STRUCTURING YOUR ASSIGNMENT

Conclusion

1. Summarise your argument and main themes
2. State your conclusions
3. Why are those conclusions significant?
4. Sum up briefly, linking to title

STRUCTURING YOUR ASSIGNMENT

Reference list

List all books, articles and other materials you have referred to within the text (using Harvard referencing system)

EDITING YOUR ASSIGNMENT

Does it make sense? Read it aloud

Is structure appropriate? Is connected information grouped together in best order?

Do you have sufficient evidence, research, examples to back up your argument?

Have you referenced correctly?

EDITING YOUR ASSIGNMENT

Is text legible? Is it neat and well presented?

Check for punctuation, spelling and grammar.

ASSIGNMENT PRESENTATION: GENERAL RULES

- ▶ All assignments should be word processed unless otherwise stated by module tutor.
- ▶ Type assignments on good quality A4 paper and use only one side of the paper.
- ▶ Allow a reasonable margin on each side of the paper.
- ▶ Ensure that assignments are securely held together in a binder – DO NOT use individual sheets in A4 wallets.
- ▶ The printer's output should be of good quality and assignments should be printed in black ink.

WORD PROCESSING

- ▶ Use a font size of 12 in either Calibri or Arial print.
- ▶ Use 1.5 spacing.
- ▶ Left justify all paragraphs but do not also right justify. Exceptions to this rule are when extensive direct quotations are used and when producing a reference list.
- ▶ Long, direct quotations (30 words or more) should be indented and single spaced and reference lists should be left justified, but single spaced.
- ▶ Headings should be consistent in terms of size and font.
- ▶ There should be a page number on each page – use the footer function to insert this.

OTHER GENERAL RULES

- Do not overuse bullet points.
- Do not overuse underlining.
- Do not use abbreviations or contractions for example; *don't*.
- Do not randomly use bold or coloured print.
- Do not rely on the use of appendices and ensure that key points are made in the text.
- Do not cut and paste from the internet – retype and remember to acknowledge where you got it from.

HOW TO GET HIGH MARKS

- ▶ Refer to Programme of Study Handbook to find information about writing at level 4,5 and 6.
- ▶ Check the specific assessment criteria given with each assignment title.

EFFICIENT READING STRATEGIES

SQ3R

Survey – get the gist; is the text relevant to read in detail?

Question – what questions do you expect the text to answer

Read the text carefully

Recall the main points

Reverse the text to check your recall

EFFICIENT READING STRATEGIES – MORE TIPS

Read manageable chunks to ensure understanding

Annotate texts if you have your own copy

- Key words in margin
- Highlighter pens
- Post-it stickers in books

Linear or pattern notes – show how main ideas and subsidiary points fit together.

Note down your own comments in a different colour

CRITICAL READING

What is the author's main point/argument? What does the author want you the reader to accept?

What conclusions does the author reach?

What evidence does the author put forward to support his/her arguments and conclusions?

Is the evidence adequate, i.e. relevant and wide reaching enough?

Does the author make any assumptions about shared beliefs with the reader?

Can these assumptions be challenged?

WHY DO YOU TAKE NOTES?

- To identify the main points of a text
- To help organise your thoughts
- To help you understand
- To remember
- To avoid plagiarism
- To make connections: with other sources; with what you already know
- To help you synthesise ideas from different sources

GOOD NOTES

- Are easy to understand at a later date
- Contain the most important points
- Show the organisation of ideas: linear and pattern notes; headings and subheadings
- Use key words and abbreviations
- Use your OWN words

EFFICIENT ORGANISATION OF YOUR SOURCE MATERIAL AND NOTES

- Keep a record of all the key word searches that you do and in which catalogues
- On useful source texts, make a note of how you found them
- Keep a record of all the bibliographical details that you will need for your list of references (Use EndNote, note cards, a Word file RefME)
- Develop a filing system of hard copies of texts; staple notes to source texts. Categorise and create folders

WIDER READING

Burns T & Sinfield S (2012) *Essential Study Skills* 3rd edn.
London: Sage.

Cottrell, S. (2013) *The Study Skills Handbook* 4th edn.
Basingstoke: Palgrave MacMillan
