

ACADEMIC STUDY SKILLS FOR STUDENTS

RESEARCH SKILLS



IDENTIFYING ARGUMENTS IN A PIECE OF WRITING

- **TASK** – read the piece of writing given and answer the questions that follow



POSSIBLE ANSWERS

FOR

- Can help teachers to be more aware of learners that may need additional support
- Can help teachers to teach more effectively

AGAINST

- Can influence the way a teacher might respond to, or treat, a child
- Can influence their future perceptions (and perhaps expectations of a child)
- Children may become aware of these labels and be impacted negatively by them

PARAPHRASING

- 'The process of summarising and paraphrasing the writing will demonstrate to your lecturer your ability to read, synthesise, summarise and use sources to develop your arguments.' (Barrow 2019, p.28)

PARAPHRASING ACTIVITY

- **TASK** – read the excerpts provided and then write one paragraph (no more than 10 lines) summarising the topic in your own words. Remember to reference correctly and include a reference list at the end



CRITICAL THINKING IN WRITTEN WORK

- **TASK** - Read through the handout provided and consider the questions following it



Source 1: Crowley, C., Hallam, S., Harre, R. a attraction': in Nind, M., Sheehy, K. and Simmo Contexts. London: David Fulton Publishers.

Useful comment upon characteristics of the research in terms of sample size and date

with same-sex and Learning

This chapter recounts the findings of research carried out with a small number of 15 to 16 year old pupils in the late 1990s in Manchester- hence it is fair to say this is now a somewhat dated perspective. Through interviews with the young people, researchers found that insults, isolation, fear and prejudice were all common experiences which caused a great deal of distress and pressure throughout schooling. Consequently, all agreed that there had been a severe impact upon their education as they were inclined to attend less, and there were difficult times communicating with the school and trying to get support – some even moved schools. The research then looked at their experiences of a Peer Support Project and found that their involvements with this had been positive, creating a safe space for them to access study support and helping them to cope at school.

Source 2: Rivers, I and Cowie, H. (2006) factors affecting resilience and recovery

This comment indicates the writer has thought about the authors' rationale for their research

ools: A perspective on Education, Vol. 3, NO. 4, p11-43

This journal article reports on the findings of a three-year study with people who were victimized in their school days due to their sexuality. Early on in the article, the authors review what has already been written in this area and refer to a number of studies that have previously identified homophobic bullying in the UK, so it is clear that this is not a new problem. By gathering data through two questionnaires and interviews, the researchers found that individuals had consistently experienced bullying over many years throughout their education, most frequently name calling, but also physical abuse, fear, isolation and even sexual assault. They also concluded that the kind of social support offered at school (if any) had been important and 'acted as a buffer' (Rivers and Cowie, 2006, p.33)

A key claim by the writer, evidenced by the overview of each source

These two... discrimination... small scale but in-depth nature... Highlights strengths and limitations (balanced) which gathered qualitative data (interviews) occurred relatively recently for the participants. In contrast, Rivers and Cowie (2006) should be taken into account as social attitudes and awareness towards sexuality are ever-changing. It was also a much larger scale study, with 190 participants.

people who... What's missing here is an explanation as to why this might be significant. It's not clear whether this is being presented as a positive or negative aspect of the research

Clear identification of commonality, evidenced by the two examples in this paragraph

Both studies identified some common negative experiences of bullying, verbal and physical, as a result of having a different sexuality. Insults, name calling, fear of walking home alone and being beaten up were all experienced by one pupil in Crowley et al's study who said that 'All the grief I get is sexually oriented' (2003, p.117). Participants in Rivers and Cowie's study also identified these experiences, but added that they had also been subjected to having their belongings stolen and even sexual assault.

Show logic in the discussion ; a 'problem' has been established, some evidence has been presented, examining the consequences is the next step

The **consequences** of such victimization at school were found to have a lasting impact in both studies. Rivers and Cowie found that fifty-three per cent of pupils said they had self-harmed as a result of the bullying (2006, p.25), and that seventeen per cent displayed symptoms of Post-Traumatic Stress Disorder, a psychological condition that according to De Bellis (2001) can have a significant impact upon linguistic, social, behavioural and cognitive skills. This is demonstrated through the experience of Mark, a participant in Crowley et al's study, who recalls being in class once when the teacher left, and other pupils quickly starting to taunt him. As a result of this he says, '...totally switched off and went into my own little world and didn't come out of it again till 3.30 when the bell rang' (2003, p.180). This lack of engagement at school then progressed to him truanting and missing nearly half of school across one term.

Evidence again from each study to support the claim in the first sentence

A comment that recognises the complexity of this issue

Bit of a disappointing throwaway line here: what have schools been doing with regards to racism?

Discrimination on the grounds of sexuality is illegal under the Equality Act (2010). However **legislation cannot govern behaviour**. This means schools must consider what they can do to try and tackle this, **just as they have been trying to do with regard to racism since the 1990s**.

Fairly logical to then consider the legal/policy perspective here. Reference to recent legislation
