

Moving towards HIGHER EDUCATION



Hampshire & Isle of Wight
Lifelong Learning Network

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Originally a scientist by training, Helen also studied Art & Design before focusing on widening participation.

Celia Harris began teaching in Higher Education in the early 80s, drawing on her specialist knowledge of cartography and graphic presentation. She became involved with IT as a result of the computerisation of cartography and this, along with her background in education, led her to postgraduate studies in Computer Based Learning and Teaching.

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Welcome to this workbook

The purpose of this workbook is to begin to prepare you for Higher Education (HE). As you work through it you will find your current workplace knowledge and expertise will be invaluable.

Work at your own pace to complete the activities that are in each section. Everyone approaches learning in different ways

- there's no right or wrong way. If you get stuck, move on: you can always go back to something later. If you meet a word that you don't understand, look it up in a dictionary, make a note of it and build your own list of words (a glossary).

Useful items to have at hand:

Pen/pencil

Dictionary and Thesaurus

Note pad/scrap paper

Post it notes

Highlighter pens

Page tags/markers



University of Southampton, Mobile University (2003) not published

Welcome to this workbook

The workbook is divided into 4 main sections.

1

Thinking,
writing, reflecting

2

A longer look
at writing

3

Searching for
information, reading

4

Using other
people's information

You will find that each section is laid out in a similar way to this:



IT tips

To help you develop your IT skills



Activity

⋮



Resource

To help you to complete an activity

⋮



Further ideas

Links to more information



Reflection

On the activity

The 4 sections are followed by:

Review of
activities

Additional
material

Glossary

(explanation of words and
terms)

Bibliography

(list of all sources of
information cited and
consulted)

When you have completed all the activities you will have had the opportunity to explore:

- Your plans and ambitions
- How successful learning takes place
- Your own strengths and areas for development
- Different types of writing and when they are used
- Where to find reliable information
- Reading techniques
- Different note-making techniques
- How to use other people's information
- How to make judgments about other people's information
- How to present your writing
- Terms and types of assessment used in Higher Education

You could also use this workbook to develop the following IT skills:

- Creating and saving a Word document
- Use formatting and layout techniques to improve the appearance of your writing
- Writing an e-mail, attaching a Word document and sending an e-mail
- Accessing the Internet and searching for reliable information

SECTION 1 Thinking, writing, reflecting



IT tips

If you have some IT experience but would like help to improve your skills, open up an Internet browser (eg Internet Explorer) and type this address in the box at the top of the screen: <http://fd.port.ac.uk/it/main/msmenu07.html>

If you are not certain how to do this go to page 64 for some help.

If you do not have any IT experience, the BBC's Computer Tutor could be a useful place to start: <http://www.bbc.co.uk/computertutor/computertutorone/index.shtml>



Activity 1.1a

Write down what sort of work you would like to be doing in five years' time. Write as if you were speaking to a friend over a cup of coffee. Include some detail but don't go overboard.



Activity 1.1b

Now you have started to write. Read through what you have written and add any new thoughts that occur.



Activity 1.1c

Take a few minutes to think about how it felt to put into words your hopes or plans. Consider the following questions and jot down some notes:

Did you enjoy thinking about your future?

Did anything that you wrote down surprise you?

Was it easy to think about what you would like to be doing in the future?

If not, what was difficult about it?



Reflection on Activity 1.1a, 1.1b and 1.1c

Just writing your thoughts down has probably helped you to focus on your personal goals and identify the steps you need to take in order to achieve them. Finding someone to discuss them with is also helpful – talking over things with a friend or colleague can help you to sort out your ideas and discuss any concerns that you might have.

For your own use



Thinking, writing, reflecting



Activity 1.2

Read the question in each box and write down your thoughts.

Thinking about learning

1. Think of something that you do well, something you know you are good at. How did you become good at it?

2. Think of something that you enjoy doing, something that gives you a sense of satisfaction. Why do you feel good about whatever it is?

3. Now think of something that you would like to be able to do or wish you had learned. What stopped you doing this?

4. Think of something that you did learn successfully, but at the time you didn't want to learn. What kept you going?

Based on Race (1999)



Reflection on Activity 1.2

This activity has asked you to reflect upon the different ways and the different situations in which learning takes place: at home, in school, at college, at work, during courses, on the Internet etc.

It is usual to have to practise new things and to enjoy being good at things other people praise you for. You might struggle sometimes when you are not enjoying learning, but having a particular goal can keep you going.

For your own use



Thinking, writing, reflecting



Activity 1.3

Read through the reasons (1-9) for why we may not learn successfully. If you recognise any from your previous experiences of learning, tick the box or jot down a comment or example.

Typical reasons for unsuccessful learning

Things that have interfered with my learning	Often interferes with my learning	Sometimes interferes with my learning	Seldom or never interferes with my learning
1 Lack of confidence			
2 Not enough feedback			
3 Breakdown in communication: not being able to understand what is expected of me			
4 Couldn't make sense of the topic – couldn't understand it			
5 Couldn't see why I was learning the topic			
6 Couldn't see where it was leading			
7 Wasn't able to show that I had understood it			
8 Seemed to learn too many of the wrong things and not enough of the right ones			
9 Didn't like the subject			

Based on Race (1999)



For your own use



Thinking, writing, reflecting



Activity 1.4

Now think about ways in which you have overcome any challenges in your college or working life. Jot these down.

Based on Race (1999)



Reflection on Activity 1.3 and 1.4

Most of us learn best when we want to learn, or need to achieve something. We generally need to practise to become good at it and receive constructive, honest feedback. Most importantly, we need to be able to make sense of what we are doing to really understand it.

This is often called active learning, which you probably engage in throughout your work and everyday life. This workbook is designed to help you to understand how to become more aware of this process and how to build your confidence as a learner.

But almost all the skills that you are being introduced to will need to be practised over and over again in order to improve. Some skills, such as writing and selecting information from other people's work to add to your own (which you are introduced to in **Section 3**) require a great deal of practice.

For your own use



Thinking, writing, reflecting



Activity 1.5a

Now think about where you have strengths in your work and areas where you would like to improve. You may like to think of some of the following:

- Interpersonal skills such as making relationships, empathising, using different forms of communication, supporting others
- Practical skills such as writing reports, taking minutes, organising activities, organising rotas
- Your breadth of knowledge and understanding of, for example, your own practice, relevant policies and legislation, children's development/social care
- Thinking skills such as reflecting upon events, making decisions

You could discuss your thoughts with a colleague who might be able to help you by pointing out aspects of your work which you had not considered.

Write some short notes about three of your strengths which you think may be helpful when studying. Also write down three things that you would like to improve. Again, you may like to talk this through with a friend or colleague.

Strengths and hindrances

Three strengths that will be useful when studying

- 1
- 2
- 3

Three things that I would like to improve

- 1
- 2
- 3

Based on Race (1999) and Cottrell (2008)



IT tip

Go to page 64 for a guide to accessing the Internet



Resource

If you would like help thinking about some of the skills that will be useful, have a look at the Foundation Direct website which identifies the skills you may need to polish up before starting your course: <http://fd.port.ac.uk/fdpreentry/> The University of Surrey also lists a range of skills at this address: <http://www.surrey.ac.uk/Skills/pack/audit.html>

For your own use



Thinking, writing, reflecting



Activity 1.5b

Now think about other things that could interfere with your studies and jot down some thoughts about how you may manage them.



Reflection on Activity 1.5a and 1.5b

Being aware of your strengths and areas where you would like to improve should help you to be successful in your studies. Many people find that there are other things such as family issues which can distract them from their studies, but being aware of these issues can help in managing them and finding ways of coping.

It's not unusual to discover something about yourself by talking to other people. Although we don't always like what we hear, receiving and using feedback is a very important part of learning.



Further ideas

You might like to complete the skills questionnaire on the University of Surrey's website which you were directed to in the resource accompanying **Activity 1.5a**, page 16: <http://www.surrey.ac.uk/Skills/pack/audit.html>.

It may help to identify any skills that you need to develop before, or during your course. As you progress through your studies and you develop your skills, this might prove to be useful, both as a record of how your skills have improved and a reminder of any that still need development.

If you didn't refer to the Foundation Direct website in the resource accompanying **Activity 1.5a**, you may like to do so now: <http://fd.port.ac.uk/fdpreentry/>.

This site contains a great deal of information that will be useful for your planned course, from help with basic skills, (including IT skills) to information about studying in HE and advice on buying a computer.

For your own use



Thinking, writing, reflecting

Summary

The activities in this section have explored:

- Features of successful and unsuccessful learning
- Reflecting and drawing on personal experiences, knowledge and skills
- Some hindrances that could interfere with your planned course and areas where you may like to improve
- Writing from a personal point of view

What to expect in Higher Education

In HE, apart from timetabled elements such as lectures, you are expected to spend time studying on your own. This is often referred to as independent learning.

You will be primarily responsible for your own success, so you need to be in control of your learning to help you to develop. '*Effective learning happens by being active*' (Race, 1999, page 24): wanting to learn, (motivation within yourself) needing to learn (to get a better job), having a go and learning from experience. You will be given written and verbal feedback and will be expected to use this feedback to reflect on your own learning.

Writing at HE level, sometimes referred to as academic writing, involves many different forms or styles of writing. The writing you have been doing in this section is known as **reflective writing**. Your writing will have been **subjective** and will almost certainly have included something about how you feel about things. Sometimes you will be asked to use this style.

In **Section 2** some of the other styles that you will meet will be explored in more detail.



Further ideas

You may like to explore the information about reflective writing on the Foundation Direct website. This can be found at: <http://fd.port.ac.uk/fdpreentry/reflective.htm>

For your own use



SECTION 2 A longer look at writing



Activity 2.1a

In about 200 words and using complete sentences, describe the sorts of things you liked doing during your childhood.



IT tip

Go to page 64 for a guide to accessing the Internet



Resource

Refer to this BBC site for some easy to follow guidance on grammar:
<http://www.bbc.co.uk/skillswise/words/grammar>



Resource

Have a look at this example, to get the idea: *'Jo was a very serious child. A lot of her time was spent reading about animals and she longed to have a pet of her own. She saved her pocket money and every Christmas she wrote several letters to Father Christmas asking for a pony...'*



Activity 2.1b

Now, using your response to **Activity 2.1a** and in about the same number of words, write about the sorts of things you liked doing during your childhood as if you were talking about someone else. This time don't use I, use he or she (3rd person).



Activity 2.1c

Continuing in the 3rd person, select only the key points and in about 50 words, summarise the writing you completed for **Activity 2.1b**

For your own use



A longer look at writing



Activity 2.1d

It is likely that you are already writing in several different ways. Think about the writing that you do now: at home, college and in the workplace. Perhaps you keep a diary, write letters to friends or family, write reports, minutes or formal letters in your work. Quickly list them, saying whether they are informal or formal and then do the same for the writing you did in **Activities 2.1a, 2.1b and 2.1c** on page 22.

Type of writing (your own examples)

Activity 2.1a: describing the things you did during your childhood
Activity 2.1b: writing about yourself in the third person
Activity 2.1c: writing a summary

Formal

Informal



Reflection on Activity 2.1a, 2.1b, 2.1c and 2.1d

These activities were intended to help you to think about the styles of writing you use. Different ways of writing are needed for different situations: writing in HE is not always formal and informal writing is still a valid part of learning.

In everyday life we normally write in the 1st person but in HE studies, convention usually requires writing in the more formal 3rd person (he or she, they, it etc, rather than I or you). You will also have used what is called the **passive voice** as in the example in the resource box accompanying **Activity 2.1b** on page 22: '*A lot of her time was spent reading about animals and she longed to have a pet of her own*' (rather than I or we spend ...). A number of people find writing in the 3rd person more difficult, particularly when the subject involves themselves.

From time to time you will be asked to summarise or highlight key points. This could be from your own writing or from somebody else's work.

These different ways of writing can seem strange to begin with but you will soon get used to what is needed.

For your own use



A longer look at writing



Activity 2.2a

Quickly write notes on as many things that you can think of relating to Families. You can do this however you like. Take a look at the suggestions in the resource boxes on this page and on page 28.

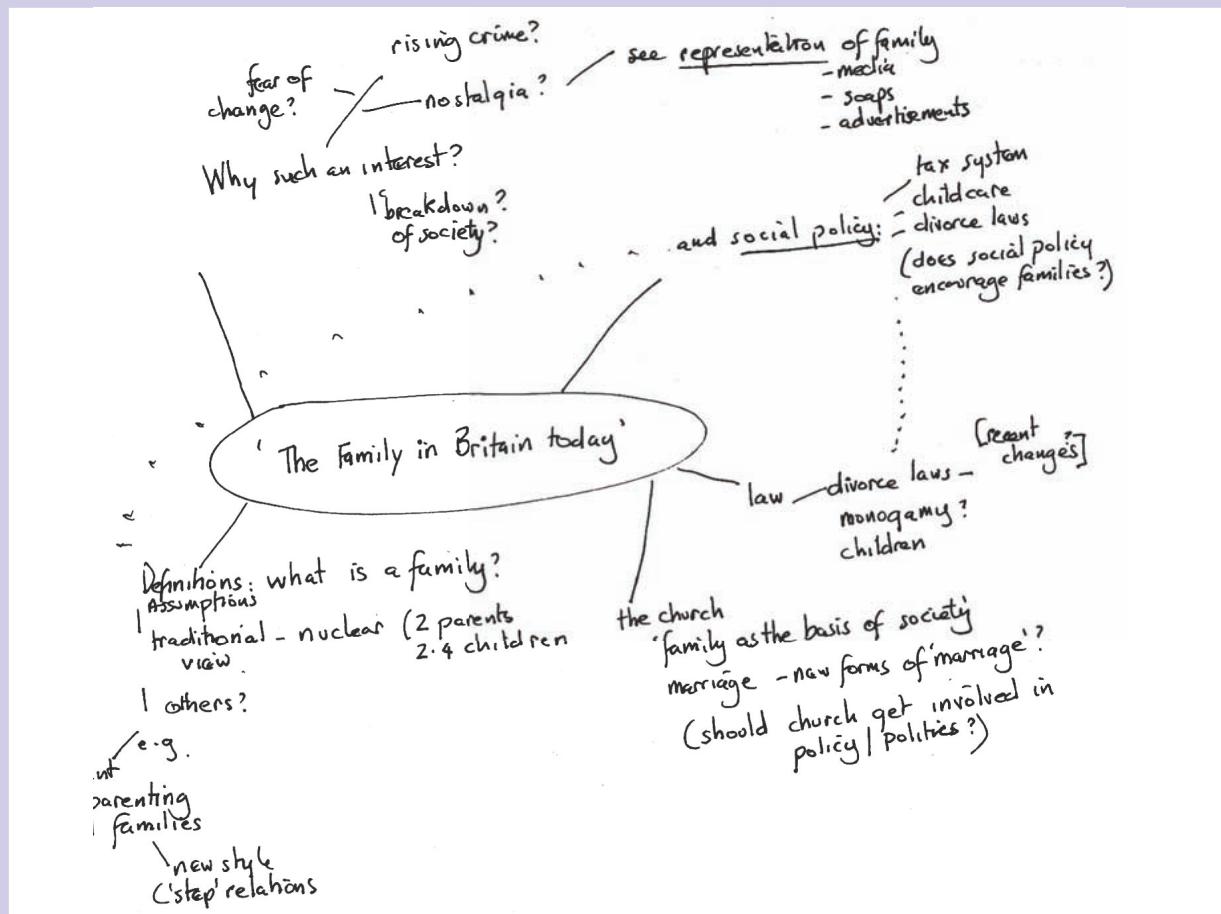


Resource: different ways of making notes

Brainstorm the topic

Look at the topic and write down anything that pops into your head – don't try to get things right, just record your thoughts. You could use a blank sheet of paper, write Families in the centre and then write your thoughts down in the form of spider or pattern notes.

This is an example of spider or pattern notes on the topic of '*The Family in Britain Today*'



Crème and Lea, (2003, page 21).

For your own use



A longer look at writing



You may prefer to write linear notes and in some situations these can be better suited to the task.

This is an example of linear notes made in a lecture. These preserve the order of the lecture and help you to recollect what was said.

5 cm
margin
A4 paper

NUMBERED
LIST =
OF
MAIN
POINTS

SPACE
IN NOTES
AND
IN
MARGINS
FOR
ADDITIONS
LATER
IN
LECTURE
OR
AFTER-
WARDS

Moyes, R.B. Making the most of Lectures

1. Why have lectures?

Convey information. Define syllabus
Selected. YOUR starting point

2. Take good notes: your record.

Help you to listen and learn.

Lecture in logical steps

∴ capture these steps

Either write at time and review later

Or Make rough notes & rewrite later

For both methods early review needed

Use CAPITALS Leave spaces

Underline Box

3. Difficulties

Misunderstandings}

Fading memory

Fatigue

Value of preliminary reading

Making notes helps

4. Lecturer responds: two way process

Make use of handouts: add notes

Consider slides and films

as part of lecture: make notes

2.5 cm MARGIN

For your own use



A longer look at writing



Resource:

Meaning of the question title

Describe = give a detailed account of.

Useful linking or connecting words and phrases (signposts)

Indicating: contrast

But	However
On the other hand	On the contrary
Nevertheless	Yet
In contrast	Although
Despite	

Indicating: illustration

For example	That is
For instance	In this case

Indicating: the next step

Similarly	Moreover
Furthermore	In addition
Because	Also
As a result	Secondly
Then	After that
Subsequently	Thus

Indicating: conclusion

Finally	Consequently
Ultimately	Therefore
In summary	As a result
Then	

Based on Payne and Whittaker (2000)
and Crème and Lea (2003)



Activity 2.2b

Now develop a piece of writing from the notes you have made. Call this '*A Description of the Family in Britain Today*'. Write about 350 words.

Start by grouping relevant ideas in your notes together (each group will be a separate paragraph) and try and link one idea to another.

Write complete sentences (formal, written English, rather than casual - avoids the use of colloquialisms, slang and abbreviations). Leave a blank line between paragraphs and write as if you are talking about a '*Family*' that doesn't belong to you, avoiding the use of I or my. This time also avoid expressing your own opinions.

Don't worry too much about how what you have written sounds. This is a first draft and you will be able to develop it later on.

Note: if you are writing this by hand it might be an idea to leave some gaps in your writing so that you can add more information later on.

Based on Crème and Lea (2003)



Resource:

Example of casual, spoken and more formal written language

Casual, spoken	Formal, written
<p><i>"I don't read newspapers very often. When I do, the sections that I read first are the bits on sport and TV. Most of the time, I hear the news on the radio or see it on TV so there's not much point in reading the same stuff in the newspaper. By the time it's in the paper anyhow it's old news. Anyway I'm not that interested in the news – it's all doom and gloom."</i></p>	<p>"Some people appear to have little interest in the news as it is presented to them in newspapers. Evidence suggests that sports and television features attract attention. However, there is a perception that newspaper items are superseded by television and radio broadcasts. This may also be the case for websites. One criticism of news items is that they tend to focus on depressing topics."</p>

Taken from Kirton, and McMillan (2007, pages 134-135)

For your own use



A longer look at writing



Reflection on Activity 2.2a and 2.2b

These activities were about building a written piece of work (a first draft) – starting with ideas and notes and developing them into a more formal, impersonal (objective) piece of work.

Notes are very useful when you are developing your ideas about a subject and note-making is a very useful skill to develop. It is part of an active learning strategy and a good note-making system will help you to record, understand, remember and use key information.

People learn in many different ways and you may prefer to write notes using a **linear** method or use **spider** or **pattern diagrams** – there is no right way. But you will also find that it is helpful to use different methods of note-making in different situations. This will depend on the purpose of your notes and the way that material is presented: you will need to make notes from other people's work and to take notes in lectures and other learning situations. You will also need to develop a system for filing them.

The term '*Family*' has a very wide range of meanings and associations and what you have written will probably reflect your own experiences, your personal and social background and any relevant work experience.

As you learn to write in a particular way for a particular subject it will help you to make sense of that subject and you will find that you will need to use different writing styles when completing different types of assignments during your course.

For your own use



A longer look at writing



Resource: checklist

Check that your writing:

- consists of complete sentences (a sentence contains a subject eg. children and a verb eg. playing)
- doesn't have any sentences that need shortening
- doesn't include 'I' or 'my'
- avoids casual words like 'stuff', phrases like 'sort of', 'a bit', 'like'
- avoids abbreviations such as 'etc', 'i.e.', 'can't' and 'won't'
- avoids the use of slang (guy)
- avoids colloquial words (a squat)
- is made up of separate paragraphs consisting of sentences related to the same topic (if you haven't already grouped sentences, move them around)
- flows logically, linking from one paragraph to another
- doesn't have any obvious errors in spelling and grammar (reading it aloud will help to pick up some errors or use a dictionary if you are unsure of a spelling)
- contains the correct number of words

Based on the University of Portsmouth's online Study Skills, written by Martin Hampton.

See also the BBC web site: <http://www.bbc.co.uk/skillswise/words/grammar>



Activity 2.2c

Carefully read through your writing on '*A Description of the Family in Britain Today*' and using the checklist, amend this first draft.



Reflection on Activity 2.2c

Writing and checking a first draft is a key process in the development of a piece of writing.

Sometimes you will find it necessary to write a number of drafts before you are satisfied.



For your own use



A longer look at writing



Activity 2.3a

Like any other activity, writing requires you to plan and make decisions. Think about an activity that you have been involved in recently that required these steps. You could have planned a holiday, an outing with friends, arranged a meeting or organised a party. You could think about how you chose to study your proposed course.

Write down a description of exactly what you did from start to finish.



Activity 2.3b

Read through the list in **Table 1** and try and identify the stages you went through to complete the activity you chose to describe in **Activity 2.3a**.

Put a tick against all those that apply.

Table 1: The six stages involved in an activity

- 1 Deciding in general what to do
- 2 Collecting relevant information or materials
- 3 Planning the order to do things
- 4 Carrying out this plan
- 5 Checking that you were going about the task in the right way
- 6 Reflecting on how you could have done it better

Based on Cottrell (2008)



Reflection on Activity 2.3a and 2.3b

When you are writing for your studies (academic writing) you will follow a similar pattern of planning and decision making. You might not know very much about the topic you are asked to write about but the way that you approach each task will be similar to the way in which you approached the activity that you described in **Activity 2.3a**.

For your own use



A longer look at writing



Activity 2.4

IT development opportunity

If you have access to a computer, type up your writing on '*A Description of the Family in Britain Today*', using a word processing programme such as Word (refer to the IT tips if you don't know how to do this).

Save the file as family.doc

Or, if you have been using a computer to develop your writing, just use the IT tips to help you to improve the presentation and accuracy of your writing.



IT tips

Creating and saving a document using Word

If you don't know how to create and save a document using Word, type this address into an Internet Browser and press the enter or return key in order to access material which will guide you through the steps:
http://fd.port.ac.uk/it/word07/2.Creating_and_saving_a_document_in_Word_2007.pdf

Improving the layout, look and accuracy of your writing

- Use Arial 12pt for the main body of your writing and Arial 14pt for any headings.
- Create two spaces following each full stop.
- Make sure that all your paragraphs are lined up against the left margin and you have pressed the enter key once between paragraphs to leave a line space.
- Highlight the text and use the spelling and grammar checker* to check for any errors that you might have missed: Tools/Spelling and Grammar....

* Treat the spellchecker with caution: provided you have typed a legitimate word it *will* be accepted eg '*The were 5 bear wires in the appliance*'. This should read: '*There were 5 bare wires in the appliance*'. Words with similar sounds but different spelling (homophones) will be accepted. A common error: *their and there*.

- Use the Thesaurus to look for alternative words: Tools/Language/Thesaurus
- Add page numbers to the bottom right hand of each page: Insert/Page Numbers
- Check the number of words you have used:



Highlight your writing (except for your Reference List), click on Word Count... and a dialogue box will open that tells you how many words you have used in your document.

Fonts or typefaces:

Font type Arial is easy to read

Times New Roman is used in many academic books and journals

Font size 10, 11 or 12 are good readable font sizes

UPPER CASE is sometimes used for headings, a mixture of both Upper and Lower, or text is **emboldened**

For your own use



A longer look at writing



Reflection on Activity 2.4

Word processing can help to improve your writing as you can use the tools to check and amend your work. You can also improve the presentation of your assignments using the formatting tools, and can save different versions for your records.

You will usually be asked to write an assignment of a certain length and the Word Count tool can help you to keep a check on the number of words you have written.

For your own use



A longer look at writing

Summary

The activities in this section have explored:

- using a wider range of writing styles such as writing objectively

They have also introduced:

- summary writing
- formal/informal writing
- different ways of making notes to help capture ideas
- the process of developing a draft
- planning your writing

The final Activity (2.4) has given you the opportunity to develop some IT skills:

- creating and saving a word document
- using formatting and layout techniques to improve the appearance of your writing
- using Word's tools to check spelling and grammar and the number of words

What to expect in Higher Education

Most of the writing that you will be asked do at HE level will be formal academic writing (**objective writing**). This style of writing uses standard English: the checklist in the Resource box accompanying **Activity 2.2c**, page 34 gives you some guidance on what this should look like. It usually uses the **passive**, rather than the **active** voice (in other words you should write '*it was decided that*' rather than '*we decided that*'). You can see another example of this in the resource box accompanying **Activity 2.1b**, page 22.

From time-to-time though, you may be asked to write **reflectively**, from a personal, **subjective** point of view.

Some of the various ways or styles of writing you will come across during your course are listed in **Table 2** (you might have written some of these down in **Activity 2.1d**, page 24). They can be informal or formal, but some types of writing can be both, according to the requirements of the course.

Table 2:

Type of writing	formal	informal
Note-making		✓
Note-taking		✓
Posters	✓	✓
Presentations	✓	✓
Essays	✓	
Reports	✓	
Reflective diary	✓	
Letter writing	✓	
Case studies	✓	

Kirton and McMillan (2007) and Crème and Lea (2003)

For your own use



SECTION 3 Searching for information, reading



Activity 3.1

Annotate (make notes on) the diagram below (or use the facing page if you prefer), giving examples of any of the sources of information which you have used or encountered.



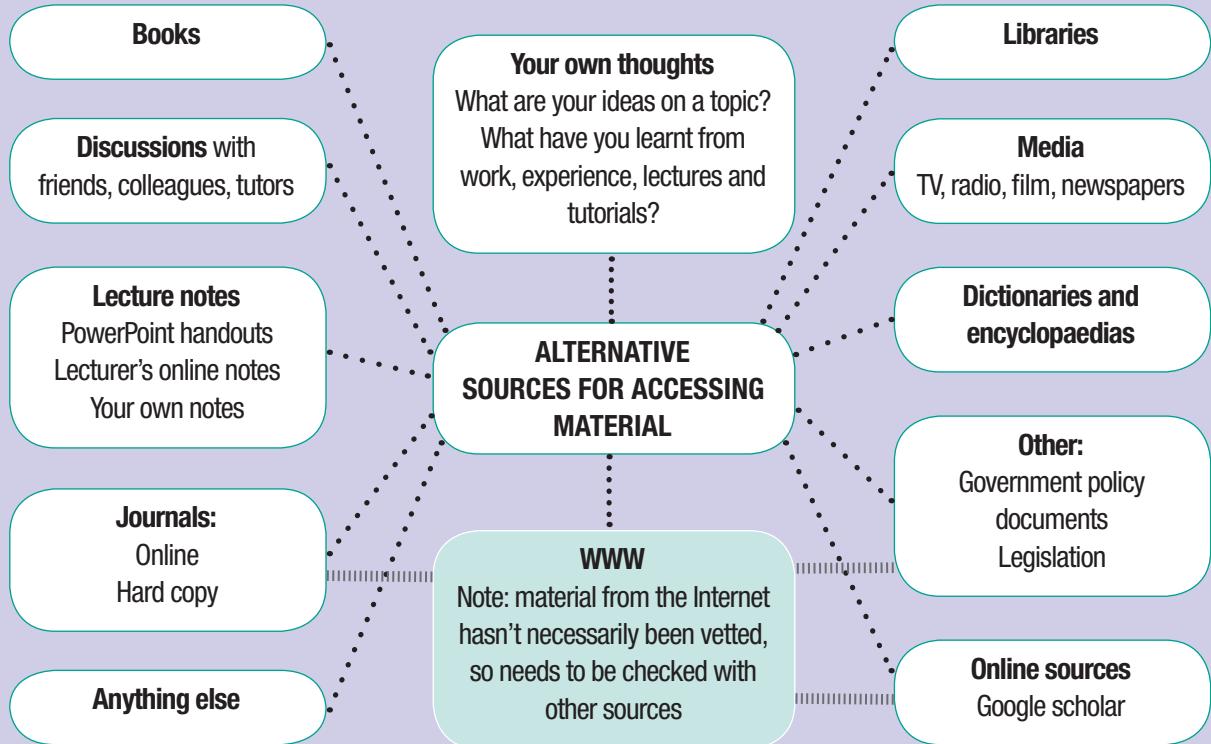
Resource: gathering new ideas and information

In your studies you will need to build on your existing knowledge and experience by gathering new ideas and information (researching). It is important that you know how to:

- find new ideas and information
- record them
- organise them
- make sense of them
- remember them
- use them

Based on Burns and Sinfield (2003)

This diagram identifies various ways to find new ideas and information:



Based on Kirton and McMillan (2007)

For your own use



Searching for information, reading



Reflection on Activity 3.1

Normally, academic writing also includes what others have previously done and thought about a subject. This means reading and thinking about what others – practitioners and theorists – have written, and using their ideas in your writing, allowing you to build and expand your own thoughts and knowledge. Your ideas should be based not only on what you know and think but also on what others have thought and done.

Once you start searching for information, you will find it is endless. You will need to be selective because you can't read or use everything.

Based on the University of Portsmouth's online Study Skills, written by Martin Hampton



Activity 3.2a

If you are able to find a copy of *Advanced Early Years* (2008) in your college or public library use that. If not, use the information provided in the resource boxes on pages 48 and 50.

Make a note of the:

- Title and the author(s)
- Date it was published, the name of the publisher and the place it was published
- International Standard Book Number (ISBN) (in case you want to buy it)
Note: this is a unique number which is assigned to each edition and variation of a book
- Dewey number, which you will find on the spine of the book
- Location (in case you want to find it again)



For your own use



Searching for information, reading



Resource: finding a book

You will need to find the part of the library that houses the books for your subject. You could ask a librarian for help, use the library catalogue (this will be online) or find the correct section and browse along the shelves.

Each book has a unique number or a combination of letters which represent the subject. This is used to arrange books on the shelves.

The Dewey Classification System is the most widely used.

General heading with the Dewey Classification System for two relevant disciplines

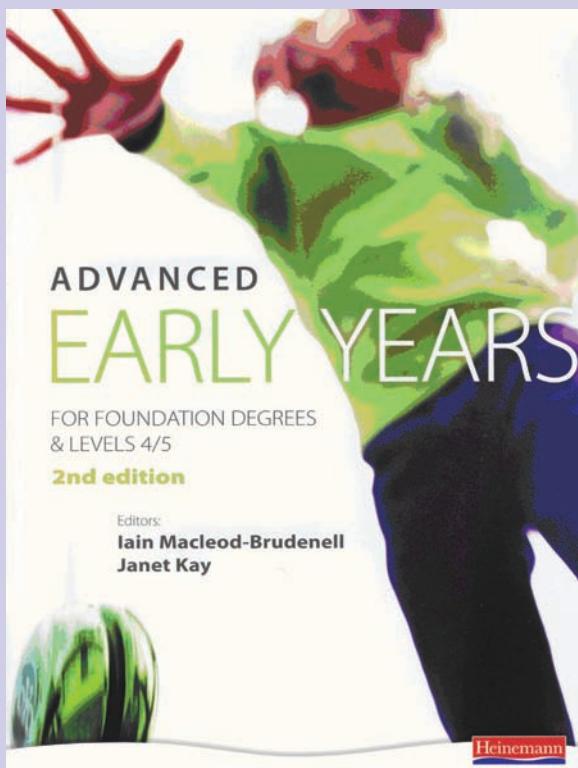
300	Social Sciences	Statistics, economics, public administration, social welfare and education
600	Applied Sciences	Books on medicine, agriculture and business management

Books relating to child care belong to the Applied Sciences class (**600**) and would be found in **649.1**; Early Years: **649.123**.

*Note: the Library of Congress cataloguing system is used by the University of Southampton. Material is catalogued using a series of letters eg Social Sciences: **H**.*

Advanced Early Years

The editors are Ian Macleod-Brudenell and Janet Kay and you can see that it was published in 2008 by Heinemann in Harlow, Essex.



Heinemann is an imprint of Pearson Education Limited, a company incorporated in England and Wales, having its registered office in Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828

www.heinemann.co.uk

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For your own use



Searching for information, reading



Resource: Dewey Classification System



The Dewey Classification number is found on the spine of a book. The number is often followed by the first three letters of the author's surname.

Material within the same classification is grouped together on the library shelves, usually arranged in alphabetical order of author's name.

For your own use



Searching for information, reading



Reflection on Activity 3.2a

It is very important that you think carefully about where to look for information and you must question the information you find.

Some useful questions to ask are:

1. Which publications should I look at?
2. Where will I find them?
3. Is this a reliable source of information?
 - a. Who has it been written by and for what purpose?
 - b. How up-to-date is it?
4. How does the information relate to the topic I'm interested in?

Recording full details of any book which could prove useful will save you a lot of time, because if you use any of this information in your own writing you would need to provide details of where it came from.

By noting down the Dewey Classification number (**372.216 MAC**) the title, author and date: ***Advanced Early Years, Macleod-Brudenell and Kay, (2008)***, you should easily be able to find this book again. Knowing the Dewey number will also help you search for this book in a different library or for another book in the same subject area.

For your own use



Searching for information, reading



Activity 3.2b

Read the extract from the author's details in *Advanced Early Years* (2008). Ian Macleod-Brudenell, as well as being one of the editors, is also one of the authors. Do you think this author is an expert in his subject or field and could you trust the information in this book? Give your reasons.

Now read the information that the publisher has written about this book (usually found on the back). How helpful is this information?



Resource:

Details about one of the authors:

Iain MacLeod-Brudenell has had teaching, advisory, inspection, teacher training and professional development (Inset and research supervision) experience in Early Years education. Prior to this his experience was very varied, having been a Head of an Art Department in secondary education, a curriculum and professional development teacher in multicultural education and involved in anti-racist teaching in nursery, primary and secondary schools and a design and technology adviser. Iain was involved in initiating and developing HND and multidisciplinary BA and Foundation Degree courses in Early Childhood Studies at the University of Derby. Recent experience includes senior management posts in Further and Higher Education.

Publisher's information:

2nd edition

Editors: Iain Macleod-Brudenell & Janet Kay

Advanced Early Years is an ideal course companion for Foundation Degrees in Early Years and NVQ/SVQ Level 4 in Children's Care, Learning and Development. It is also a useful reference source for Degrees in Early Childhood Studies, where it acts as a springboard for further research.

Extensively revised to reflect the latest developments in the sector – such as the Early Years Foundation Stage – this second edition has been expanded to provide greater depth and criticality for advanced level study, while retaining the accessible writing style and use of case studies that made the first edition so popular.

Also new to this edition:

- a chapter on leading and working in multi-professional teams
- a chapter on study skills, designed to maximise the efficiency of your study time
- end-of-chapter references supplemented with 'How to move on in your research' sections, providing guided references to key information sources to help focus your wider reading
- extended coverage of child development to 16 years – essential if you are working towards the Level 4 NVQ/SVQ.



Reflection on Activity 3.2b

Although people are experts in a particular field not everyone may agree with their ideas. Reading more widely will help you to form a broader view.

This book was published in 2008 by a publisher of educational books but some things change quite rapidly eg legislation, so it might be worth checking with another source to make sure that sections relating to legislation are up-to-date.

For your own use



Searching for information, reading



Activity 3.2c

Begin this activity by following the worked example below.

The worked example shows you how to search for information on current policy issues surrounding Early Years using the contents page and the index from *Advanced Early Years* (2008).

Finding relevant information can be speeded up by:

1. Reading articles/journals referred to in recommended books (texts)
2. Making sure that the publication is up to date
3. Using contents and indexes to find information quickly
4. Concentrating on chapters/passages related to your topic
5. Looking at diagrams, charts and other visual material



Resource: worked example

Contents

- iv About the authors
- v Acknowledgements
- vi Introduction
- 1 Chapter 1 Study skills *Vicky Cortvriend*
- 15 Chapter 2 Traditions and trends in Early Years education and care *Iain MacLeod-Brudenell*
- 41 Chapter 3 The reflective practitioner *Elaine Hallet*
- 68 Chapter 4 Physical development from birth to 16 years *Vicky Cortvriend*
- 92 Chapter 5 Emotional and social well-being *Vivienne Walkup*
- 132 Chapter 6 Learning and cognitive development *Vivienne Walkup*
- 164 Chapter 7 Communication and language development *Iain MacLeod-Brudenell*

- 191 Chapter 8 Playing *Elaine Hallet and Vicky Cortvriend with Caron Carter*
- 222 Chapter 9 Supporting children's healthy development *Vicky Cortvriend*
- 264 Chapter 10 Parenting and parent partnership *Janet Kay*
- 299 Chapter 11 Developing strategies for supporting learning: Early Years Foundation Stage and Key Stage 1 *Melanie Henshaw*
- 327 Chapter 12 Observation *Vicky Cortvriend and Iain MacLeod-Brudenell*
- 348 Chapter 13 Evaluating Early Years policy and legislation *Janet Kay and Iain MacLeod-Brudenell with Candida Brudenell*
- 392 Chapter 14 Safeguarding children *Janet Kay*
- 431 Chapter 15 Leading and working in multi-professional teams *Janet Kay*
- 453 Chapter 16 Research methods *Iain MacLeod-Brudenell*
- 480 Index

An extract from the index:

- policy and legislation 378–87
- critical issues 354–7
- current issues 364
- health policy 371–6
- key influences on 350–1
- major initiatives 364–87
- political agenda 356
- as social construct 350, 354
- stakeholders 355–6

Chapter 13 looks at Early Years policy and legislation and the index helps you to focus in on detailed information on current issues.

For your own use



Searching for information, reading



Activity 3.2d

Imagine you are studying **current policy issues** in six months time. Using either your copy of *Advanced Early Years* or the worked example accompanying **Activity 3.2c**, page 56, think of ways in which you could record where the information came from.



Resource: recording details of sources of information

Make a note of the:

- chapter and page number(s).
- full details of the book (including the Dewey Classification number and location) as you did in **Activity 3.2a**, page 46.

If you think that you will use any quotations, copy them out carefully, noting the page number. Be selective (don't copy out large chunks of text) and use a different coloured pen to help avoid plagiarism.

Winnicott, D. W. (1971)

Playing and Reality

London: Tavistock Publications

on play and creativity.

NB.

Ch. 1 'Transitional objects--?

Ch. 3 'Playing - a theoretical statement?

Ch. 6 'The use of an object--?

‘Playing is doing’ (4)

‘Playing implies trust-- (5)

Record cards are useful for jotting down details of the book and any relevant chapters and topics. This example shows one completed by a learner.

Crème and Lea (2003, page 67)

For your own use



Searching for information, reading



Activity 3.3a

Now using the same techniques outlined in **Activity 3.2c**, page 56 find sources of information on some other topics such as:

- Current trends in obesity
- Definitions of the vulnerable adult

Write down the chapter and page number and the full details of the source.



Resource: speeding up information searching

You may notice that some information in indexes is in bold. This is where important information will be found.

If you find some information which you think might be relevant, read the 1st sentence of each paragraph (known as the topic sentence) to get an overview.

Ask yourself:

- What is the main idea?
- What is the author's argument (line of reasoning, claim)?
- What might have informed the author's thinking?

The bibliography at the back of any book that you use may help you in your search for more information by identifying other suitable texts. The bibliography is a list of all the sources of information the author has consulted during the course of writing the particular book.

For your own use



Searching for information, reading



Activity 3.3b

Get hold of a newspaper and look for an article related to your subject area.

Make some notes and write down the name of the paper, the author, page number and title of the article and the date.



Resource: ways of making notes from other people's information

If the newspaper is your own you could annotate the text:

- underline or highlight the key points
- use the margins or post it notes to note down the key points – add a question mark if you need to find out more; a tick or cross if you agree or disagree

Alternatively, you could read the article through and summarise essential facts and ideas in your own words, only copying out complete sentences if you think that you may want to use them as a quotation.



Reflection on Activity 3.3b

If you need to return to an article at a later date, highlighting can speed up the reviewing process, but this technique needs practice in identifying what to highlight, or you could find that you have highlighted most of the article.

If you adopt a more active reading strategy: think about what you are reading, about whether it is relevant and then summarise the key points in your own words, you should have a better understanding of the material. This process should also help you to focus on the information you are looking for, reducing the temptation to take too many notes.



Activity 3.3c

If you have access to the Internet, investigate Google scholar (provides a simple way to broadly search for more scholarly literature). Use some of your key words from the notes you made in **Activity 2.2a**, page 26 to search for articles relating to '*The Family in Britain Today*'. Type them into the Google scholar search box. A step by step guide to accessing Google scholar can be found in the IT tips on page 64.



For your own use



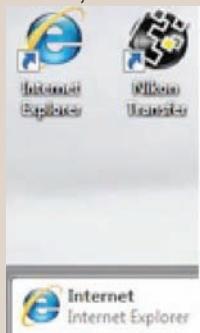
Searching for information, reading



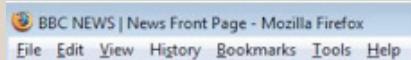
IT tip: accessing and searching the Internet

If you are not familiar with accessing and searching the Internet, follow the steps below.

- 1 Switch on a Personal Computer (PC) which is connected to the Internet (use one at your workplace or local library if you don't have one at home).
- 2 Click on the start button and then click on the Internet Explorer* icon (it might already appear somewhere on the screen, like the one in the image).



Mozilla Firefox is used quite widely:



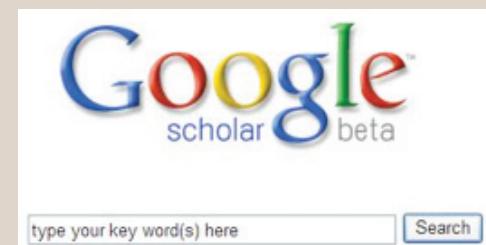
You should now see the host page of the Internet. This will look different according to which Internet Provider (BT, Tiscali, AOL etc) is being used.

- 3 At this point you can use the mouse to click in the Search box and type in any Internet address or search word(s) Type Google scholar into the search box and press the Enter key (the large key with an arrow, usually placed on the right of the keyboard).



You will be offered a link to Google scholar.

- 4 Double click on that link and Google scholar's home page should appear:



*This is known as a browser but some PCs use a different browser to access the Internet so you may have to ask someone to help you.

For your own use



Searching for information, reading



IT tip

If you are working on your own computer you could bookmark any useful sites to ensure that you can find them again. Internet Explorer provides a function called Favorites. When the site is on your screen, select the Favorites plus menu and choose the 'Add to Favorites' option.



To revisit the site you will need to select the Favorites menu and click on the name of the page from the displayed list.



Activity 3.3d

Type the same key words that you used in **Activity 3.3c**, page 62 into the search boxes on different websites and follow some of the links. Some suggestions are given in the resource box, but use any others that you think may be useful and compare the quality of the information you find.



Resource: websites

British Broadcasting Corporation: <http://www.bbc.co.uk>

Some sites which may have some useful information for your discipline:

Children's Workforce Development Council: www.cwdcouncil.org.uk

Department for Children, Schools and Families: www.dfes.gov.uk

Directgov: <http://www.directgov.uk/en/HealthAndWellBeing/index.htm>

The Care Quality Commission: <http://www.cqc.org.uk/>

The Joseph Rowntree Foundation: <http://www.jrf.org.uk/>



Reflection on Activity 3.3a, 3.3c, and 3.3d

If you couldn't find what you were looking for after a few minutes, it might mean that you needed to change your key words or move to another source.

It's important to question what you read. If possible also check the information using another source. Making a balanced judgement about information is an essential aspect of developing skills in questioning the reliability and relevance of information (critical thinking).

- Books written by experts in their field can provide a great deal of reliable information (but some text books can be very hard going, so find another)
- The reliability of information published in newspapers varies
- Information on the web can be written by anybody and it is important to check its accuracy



Further ideas

If you want to find out more about how to evaluate the quality of web sites have a look at the Internet detective: <http://www.vts.intute.ac.uk/detective/>

For your own use



Searching for information, reading



Activity 3.4a

Use the table below to list anything you have read over the last few months: newspapers, books (any kind), magazines, instruction manuals, good practice or policy documents from work, Government legislation or anything else.

Write down why you read each one.

List of the things you have read in the last few months

Payne and Whittaker (2000) and Kirton and McMillan (2007)



Reflection on Activity 3.4a

We read for a variety of reasons and the way that we read changes depending on the purpose: glancing or scanning through a newspaper to pick out the main news items is quicker than and different from reading for study. You may just choose to read the headlines.

Reading for study purposes requires an active approach, deciding whether to read something, which parts to read and how to read: questioning, repeating, summarising, recalling information and making notes.



Further ideas: tips for active reading

<http://www.goodstudyguide.co.uk/downloads/good-study-guide-c5-p117.pdf>

For your own use



Searching for information, reading



Activity 3.4b

Read the following text and make notes of the key points as if you were a prospective homebuyer.

The two teenagers ran until they came to the driveway. '*See, I told you today was a good day*' said Mark. '*No one is ever home on a Thursday*' he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped garden. '*I never knew your place was so big*' said Pete. '*Yeah, but it's better now than it used to be since Dad fitted out the loft and built the workshop*'.

There were front and back doors and a side door which led to the garage which was empty except for two mountain bikes and a lawnmower. They went to the side door, Mark explaining that it was always open in case his younger sisters arrived home early.



Activity 3.4c

Now read it again and this time, make notes as if you were a burglar.

Based on the University of Southampton, Reading Skills booklet, date unknown



Reflection on Activity 3.4b and 3.4c

It's easier to read and extract information if you are clear about your purpose. If you concentrate on this you can increase your reading speed and understanding (comprehension).

For your own use



Searching for information, reading



Activity 3.5

An extract taken from an article in *Advanced Early Years*, relating to current legislation (The *Every Child Matters* policy strategy) appears below. Before you read it:

- 1 Think about what you already know about this legislation.
- 2 Think about what you could find out from this article?

Skim read, (run your eyes down the text very quickly) look for headings, key words and ideas and jot down your general impression of what it is about.

The Every Child Matters policy strategy

Factors influencing policy change

'The Laming Report (2003) into the death of Victoria Climbié at the hands of her carers highlighted serious flaws in the ways in which agencies worked together to support vulnerable children. Particularly, the report stated that poor communication and information sharing between agencies were key factors in the failure to protect Victoria. Despite the Children Act 1989 provisions, child protection strategies and services mainly stayed within the remit of social services and the levels of communication

and cooperation between these and other services in health and education particularly continued to be variable and in some areas ineffective in terms of protecting children. Laming made a number of recommendations, some of which were enshrined in the Every Child Matters (ECM) Green Paper (DfES, 2003). The Green Paper and the subsequent passing of the Children Act 2004 precipitated wide-ranging changes to the structure and delivery of services to children and their families, based on key underpinning principles ...'

Extract taken from Macleod-Brudenall, I and Kay, J, Editors (2008, pages 364-365), 2nd Edn, Advanced Early Years, Essex: Heinemann, Pearson Education Ltd:

Now read it again more carefully, and ask yourself some questions:

- What are the key points?
- Does it tell me anything that I should take notice of?
- Do I agree with everything it tells me?
- Do I need to find out more about anything in this article?

Then write some more detailed notes and include details about the source eg book title, author etc



Resource

As there is a lot of reading to be done in HE it makes sense to read efficiently. Efficient readers do not always read every word; to save time they use techniques like skimming, scanning and searching:

READING

Careful reading

Quick reading

Skimming (to get an overall impression)

Scanning/searching (for particular information)

Diagram taken from Wallace (2004, page 11)

Efficient readers are active readers: constantly asking questions and making notes of key points.

For your own use



Searching for information, reading



Activity 3.6

Go back to the **Activity 3.4a** page 68 where you listed the things that you had read over the last few months. Look at each one and note down what method of reading you used eg skimming, scanning or detailed reading.



Reflection on Activity 3.5 and 3.6

All the different techniques you have developed for reading (skimming, scanning and searching - detailed reading) will be useful at some stage in your course. You can't hope to read more than a fraction of the information that you will find and that will be available to you during your course. So, it is not practical to read every word, particularly when you are searching for information.

If you practise **SMART** reading you will save yourself a great deal of time and become an efficient reader:

Skimming large sections of texts: should always be used before reading any article or any text book in detail

Managing your reading: select your reading matter carefully, reading with a purpose and leaving plenty of time for researching a topic

Asking questions when you read: helps you make sense of your reading and gives you further ideas

Reading the relevant information: saves time and helps you in your studies

Thinking about what you have read: helps you to be critical of the information and to remember what you read



Based on Payne and Whittaker, (2000, page 137) University of Southampton, Mobile University (2003) and Cottrell (2008)

For your own use



Searching for information, reading

Summary

The activities in this section have explored:

- different ways of finding information

And they have introduced you to:

- skills in questioning the reliability and relevance of information - critical thinking
- some efficient reading techniques and being an **active reader**
- some more academic concepts and language

The activities in this section have developed:

- note-making techniques

There has also been an opportunity to develop some IT skills

- accessing and searching for reliable information on the Internet
- bookmarking a useful website

What to expect in Higher Education

Reading will play a key role during your studies. You will be given a list of essential and recommended reading at the start of your course.

There are a number of different reasons for reading in HE.

You will read to:

- get an overview of a topic that is new to you
- discover different points of view
- find information for your assignments
- broaden your knowledge

Accessing information is one thing; using it is another. You will have to make decisions about the quality of the information that you intend to use in your work: be critical and make your own judgments, well supported by information from your reading. This is part of the process of becoming a critical thinker.

Any information which you use that has been created by others has to be acknowledged as their work. All the details need to be provided so that your reader(s) could look up the source. This is known as referencing your work and this will be explored in **Section 4**.



Further ideas

If you want to find out more about finding information follow this link: <http://fd.port.ac.uk/it/findinginfo/finding1.html>

For your own use



SECTION 4 Using other people's information



Activity 4.1a

Read through the following paragraph a number of times, making sure that you understand everything. Look away and have a go at putting the main points of the text in your own words (called paraphrasing). An example is provided in the resource box.

It is necessary to use an accessible style of speech, plain words, simple sentences, and, where possible at the start of the encounter, some open-ended questions to give the person an opportunity to say how she or he is feeling. The details associated with how to ask questions would fill this chapter. Sometimes a less experienced interviewer will become nervous and prompt the person being interviewed to try to speed up the process of gaining information. One obvious prompt is a 'leading question'. For example, you might say: 'I expect you're very upset at having to leave your home and go into residential care'. This comment is loaded towards one response rather than another.

This extract is taken from chapter 41, page 383 of a book called *Foundations of Health and Social Care*, written by Robert Adams and published in 2007 by Palgrave Macmillan in Basingstoke.

You might start with: According to Adams (2007)... or Adams (2007) states that, believes that, considers that, holds the view that or suggests that...



Resource: different ways of including other people's work in your own writing

1. Copying words exactly as you find them (quotation)
2. Putting something in your own words; summarising the key points (paraphrasing)

The following is a direct quote:

Students often find that there is little relationship between what they are learning in the theory of their courses and the practice they will meet when they are employed. However, this theoretical foundation provides them with a base from which to address problems that they may encounter as graduates employed within their professional fields.

This extract has been taken from a book called *The Student Writing Guide*. The authors are Michael Kirton and Kathleen McMillan and it was published in 2007 in Dundee by Tayforth Press.

Put into your own words (paraphrased) it might read something like this:

Kirton and McMillan (2007) state that while students perceive there to be little correlation (relationship or association) between theory and practice, once in employment they will find that their theoretical knowledge does, in fact, underpin the way they work.

Extract from Kirton and McMillan, (2007, page 33)

For your own use



Using other people's information



Activity 4.1b

If you want to use what you have paraphrased in your own work, you need to let the reader know that this is what you are doing. You do this by acknowledging (correctly referencing) the source of the information you have paraphrased.

Using the information supplied in **Activity 4.1a**, page 78 make a note of the source (reference) to accompany your writing. Follow the example in the resource box.



Resource: referencing a book with one author

Cottrell, S (2008) *The Study Skills Handbook*, 3rd Edn, Basingstoke: Palgrave MacMillan:

Acknowledging information from different types of sources (books, journals, web etc) is done in slightly different ways: a format known as Harvard has been used in this example and is the one that you are most likely to use in HE.

But you will find that references in leading medical journals such as the British Medical Journal (BMJ) are written using the Vancouver referencing system. Information about the Vancouver referencing system can be found at this address:
<http://www.soton.ac.uk/library/infoskills/references/index.html#vancouver>



Activity 4.1c

Go back to the piece of text supplied for Activity 4.1a, page 78 and this time extract a direct quotation.



Resource

Quotations should only be used when you find that you can't say something in a more concise way. The words that you copy must be placed in '.....' followed by brackets containing the author's surname(s), page number and date of publication. They must not be used too often in a piece of writing and must not be very long. Kirton and McMillan point out that '*Writing is more than just cutting and pasting*' (2007, page 39). Quotations, ideas, statistics etc need to be linked to information from other sources.

If you do use a quotation that contains 20-40 words or more (this varies in different institutions), there is no need to use quotation marks and it should be in single spaced type. It should be separated from the body of the work by indenting it on both sides and leaving a line space before and after (see page 78).

For your own use



Using other people's information



Reflection on Activity 4.1a, 4.1b and 4.1c

It can be quite difficult to paraphrase. You should find the task easier if, when you have read the text, you put it down, think about what you have read and then make notes of the key points.

'There are times when it's necessary to use the actual words of your source', a quotation, 'but there are many others when a summary of the ideas would be just as effective.'

(Kirton and McMillan, 2007, page 71)

Paraphrasing and appropriate use of quotations are a key part of academic writing but they are used only to support your own points. Therefore it is important to think about the underlying ideas and meaning of all the information you find: think critically.

When you use someone's thoughts and ideas in your own work, (including anything from electronic sources eg the Internet) you must, at the end of each piece of work, include a list of all the sources of information you have used (books, Internet, journals, newspapers etc). If you fail to do this you will be presenting other people's work as if it is your own. This is known as plagiarising and is regarded as a form of cheating and as such it is treated very seriously within HE. Software is now being widely used by HE to identify plagiarism.

So, it is important to keep detailed records of all the sources you use at the time of using them, as it is a waste of your time to have to find them again at a later date. Getting into the habit of writing down book references in the same way as the example in the resource box for Activity 4.1b, page 80 will make your task much easier.



Further ideas

If you want to find out more about Harvard referencing and have access to the Internet, type in the following address and click on the Harvard link: <http://www.soton.ac.uk/library/infoskills/references/index.html#harvard>

Alternatively, you might prefer this web site: http://library.tvu.ac.uk/find/subject/harvard_reference.html

If you want to know more about plagiarism visit this web site:
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

Or either of these sites which include a quiz: <http://www.uea.ac.uk/menu/admin/dos/quiz/>
<http://www-old.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/Plagiarism-Pretest-QUIZ.htm>

For your own use



Using other people's information



Activity 4.2a

1. Read the article titled '*Defining the Family?*' using the techniques introduced in **Section 3**.

(This has been taken from pages 265-266 in Macleod-Brudenell I and Kay, J, (2008), *Advanced Early Years*, Essex: Heinemann, Pearson Education Ltd)

Defining the family?

"In British culture, children are usually raised within families, but in the early 21st century asking the question 'what is a family?' poses some difficulties. For a start, we may have difficulty defining 'family', as diversification over the last 30 years or more has led to a much broader range of family types than were previously common. For example, families may consist of children and parents who are biologically connected; those who are connected by sharing parents but not all sharing genes (stepfamilies); those who are legally family but not all biologically connected (adoptive families, children born through donor eggs or sperm). Families may have one parent, two parents of different sexes, or two parents of the same sex: children may be in families where parenting is done by aunts, uncles, grandparents, foster carers or older siblings. A child may have two biological parents and one or more step-parents who may or may not also be legal parents and this may change throughout the child's early life.

Expansion in the range and complexity of family types has rendered most traditional definitions of the family redundant. As such, the family may be more fruitfully thought of as a social construct, in that defining a family realistically may be dependent on self-definition. For example, 'we are a family because we think of ourselves as a family'. This type of definition gets us away from the idea of listing characteristics of families in order to define them, and acknowledges that families are very diverse in both structure and functions.

Legally, a parent is someone who has 'parental responsibility' for a child as defined in the Children Act 1989. Parental responsibility means that the parent has the right to be involved in all major decisions about the child including education, religion, medical treatment and where the child lives. It also confers responsibility for the child's welfare and upbringing on the parent. Parental responsibility is automatically conferred on birth mothers and fathers who are married to birth mothers. Since 2003, unmarried fathers have parental responsibility if they and the birth mother register the birth together. Otherwise, unmarried fathers have to sign a legal agreement with the mother or go to court and have parental responsibility conferred on them through a court order. Other parental figures such as step-parents do not automatically have parental responsibility but can obtain it:

- by being appointed as a guardian to care for the child if those with parental responsibility for the child have died.
- by obtaining a residence order from the court which requires that the child lives with that person
- by becoming the child's special guardian
- by adopting the child.

If those with existing parental responsibility agree, a step-parent can make a legal agreement and gain parental responsibility for a child in addition (not instead of) those who already have it. For example' a child may have a mother, father and stepfather who all have parental responsibility for her."

Children's Legal Center (2007)

2. Read through your own writing on '*A Description of the Family in Britain Today*' that you completed in **Section 2**
3. Use some of the information in the article above to add to your writing (if you created a Word document simply open the file and insert the additional text).

You could:

- a) paraphrase
- b) use a quotation from the text.

Note: you will be given the opportunity to add further information to your writing (or essay), and you will be asked to complete a final draft that is between 750-800 words in length.

For your own use



Using other people's information



Further ideas

You may like to refer to page 112 in Additional material to see a typical layout of an academic essay. This should help you to structure your writing.



Activity 4.2b

Now that you have used some of the information from the article from *Advanced Early Years* in your own writing, add a page at the end headed **References** and write down the details of the authors, date title etc. Follow the example on how to reference a book using the Harvard format, which accompanied **Activity 4.1b** page 80.



Reflection on Activity 4.2a and 4.2b

It is not easy to paraphrase and stay faithful to the author's ideas whilst keeping our own ideas and opinions separate, but it is a skill that develops with practice.

It is important that you record complete details of all the sources you use and add them to your Reference List as you go along, placing them alphabetically in order of the author's last name. If you fail to reference your sources you will be plagiarising.

For your own use



Using other people's information



Activity 4.2c

Skim read the following extract to see if you could use any of the content as an additional resource to add to your existing writing on '*A Description of the Family in Britain Today*'.

This is an extract from an article titled: '*Why it's all about the family*', taken from the Guardian newspaper's web site: <http://www.guardian.co.uk/politics/2007/jul/08/conservatives.children>

The former Conservative Leader, Iain Duncan Smith had established a Social Justice Commission and its findings, the results of months of hearings across the world, were about to be published.

Why it's all about the family

Nicholas Watt and Jo Revill, The Observer, Sunday 8 July 2007

The article cites Duncan Smith as saying that 'There are some postal districts in Glasgow where the average life expectancy is 55, which is lower than the bloody Gaza Strip for God's sake . . . How can we have that in Britain?'

... the publication of his report is one of the main items on the Downing Street 'grid' for Tuesday. Ed Balls, the new Schools and Families Secretary, who will make his first statement to the Commons, is the other main name making an announcement on the day. The unlikely pairing of Duncan Smith and Balls shows how the family has become one of the key issues for both main parties. Gordon Brown, who made 'families in all parts of Britain' the main theme of his speech on the day he became Labour leader, believes that championing the family is the perfect way to show he cares about people's concerns and is not a dull technocrat.

Cameron, who is sufficiently young not to be tainted by the 'back to basics' campaign of the Major government, believes that championing the family illustrates his guiding theme of 'bottom-up social responsibility'. He warned last week that 'social breakdown', with broken families and neighbourhoods, is the greatest challenge facing Britain. ... 'Family breakdown is at record levels,' he said. 'If you look at the figures they give us a good indication that there is something peculiarly wrong with Britain.'

'For example, we have the highest level of single

parenting pretty much in western Europe. That is not to say that others do not have children born to single parents. But they move into much more stable structures much more quickly. Almost everywhere in Europe they value the concept of [family] structure. We are almost alone in Europe in having no sense of that.'

Smith said that ... 'We have looked at five areas of breakdown that we consider are most likely to reduce you into poverty. They are family breakdown; addiction to alcohol, drugs and gambling; failed education; worklessness and associated dependency culture; and debt. The reason I have put these five areas together is because they are each linked to each other. Debt and alcohol are the biggest causes of family breakdown.'

Brown is showing a particularly keen interest in the Duncan Smith report because he believes the family will be a crucial area in the next election.

Brown believes that two elements will provide rich pickings for Labour: the determination of Cameron to recognise marriage in the tax system and whether the Tories will back up their interest in deprived communities with cash.

'How can the Tories say it is not right to give tax allowances to a single parent on the weekend that Lewis Hamilton [brought up by his father from the age of nine] is racing at Silverstone?' one source

continued over ...

For your own use



Using other people's information



asked. 'His father had three to four jobs to give his son the opportunities to take him to where he is now. Rather than helping out the likes of Lewis Hamilton's father the Tories want to give tax breaks to a father on his fourth marriage who has eight children.'

But the new political focus on the family has left campaigners with mixed feelings. Camila Batmanghelidjh, founder of the Kids' Company charity, said both sides have a flawed analysis. 'Most of the social problems [in families] are happening at the point where the parent can't function. This isn't because they lack parenting classes, it is because they have a personal crisis that prevents them from paying attention to their child's needs.'

'Politicians are zooming their lenses on the parent who could be strengthened because that bears quick fruit with shallower intervention - like parenting classes, a bit of education and support. That is the easy end of the market. But the challenge rests where the parent has a significant emotional impairment which can lead to drug addiction, mental health problems, domestic violence.'

Clare Tickell, chief executive of the National Children's Home charity, said: 'The really important issue is ensuring that people understand what constitutes a 21st-century family. The reality for lots of children is a fairly elastic definition of family. What children and young people need is stability, grown-ups who know them and love them and care for them. Sometimes that is uncles and aunts and grandparents.'

'If family is about ensuring that kids are loved and cared for and allowed to be vulnerable and make mistakes, fantastic. If family is a reductive thing which talks about concepts that will alienate families, that is not helpful.'

As a traditional Tory, Duncan Smith would once have winced at such a description of the family. But after four years travelling Britain on his one-man tour, he has learnt that life is not simple.

He commented that... 'We have now a more unfair society than at any time since the Second World War - ironically after 10 years of Labour.'



Resource

The article was accompanied by some facts taken from National Statistics: <http://www.statistics.gov.uk/> Date unknown.

- About 25 per cent of UK children are being raised in single-parent families
- Some 327,000 children were born to unmarried parents last year, nearly half of all births
- 70 per cent of young criminals have lone parents and 25 per cent of single parents have no qualifications
- The number of weddings in Britain is at its lowest since records were first kept in 1862
- A typical cohabitation lasts three years, while marriages average 11 years

For your own use



Using other people's information



Reflection on Activity 4.2c

Should you believe everything that was written in this article: what evidence was offered; how does the content change what you have already read or heard?

The Government statistics which accompanied this article supported some of the writers' points, but were not dated. It is quite possible that they might now be out of date as the article was published in July 2007, so it would be a good idea to check them yourself.

For your own use



Using other people's information



Activity 4.2d

If you have used any of the information from *The Observer* article in your writing, add the reference to your Reference List.



Resource

A reference to a web site is laid out in a slightly different way from a reference to a book and should look like this:

Watt, N and Revill J, Why it's all about the family. (2007) *The Observer* 8 July, available from:

<http://www.guardian.co.uk/politics/2007/jul/08/conservatives.children> (Accessed 6 May 2009) *

* Add date you access the site.



Activity 4.2e

Use some of the ideas and methods for finding information suggested in **Section 3**, to search for more information to add to your writing.



Resource

The Observer article was found using the key words typed into Google Scholar: "social problems in families". The words were placed in "....." so that the search would include the complete phrase.



Activity 4.2f

Add the details to your Reference List, in alphabetical order by author's surname, of all the additional sources you have used in your writing, using the correct layout for the particular source eg book, Internet. To chart your own progress, why not add the date to your work?



For your own use



Using other people's information



Activity 4.3a

When you feel that you have added all the relevant information that you can find to your writing, add a brief introduction.



Activity 4.3b

Now add a conclusion.



Resource: introduction and conclusion

An introduction introduces your reader(s) to your writing.

It could include:

- an explanation of your understanding and interpretation of the terms in the question title: '*A Description of the Family in Britain Today*'
- an outline of how you have tackled this topic (a statement of intent)

A conclusion draws all the ideas together.

It should:

- briefly capture the main ideas, following naturally from the preceding paragraph
- link back to your introduction, summarising how you have achieved what you set out to do
- not include any new information



Reflection on Activity 4.3a and 4.3b

A well written introduction leads the reader into your writing, telling her or him how you are going to address the question.

A good conclusion provides a clear reminder of the main points and how you have interpreted the question.

For your own use



Using other people's information



Activity 4.4

Read through your writing to check:

- if any paragraphs need expanding or reducing
- that quotations are linked to your writing and correctly referenced (followed by author, date and page number)
- if there are any unsupported personal views and opinions

Then use the checklist to improve the standard and accuracy of your writing.

Finally proof-read your final version, looking for mistakes: grammatical errors or tense problems, spelling mistakes or typographical errors.



Resource: checklist

Check that your writing:

- consists of complete sentences (a sentence contains a subject and a verb)
- doesn't have any sentences that need shortening
- doesn't include 'I' or 'my'
- avoids casual words like 'stuff', phrases like 'sort of', 'a bit', 'like'
- avoids abbreviations such as 'etc', 'i.e.', 'can't' and 'won't'
- avoids the use of slang (guy)
- avoids colloquial words (a squat)
- is made up of separate paragraphs consisting of sentences related to the same topic (if you haven't already grouped sentences, move them around)
- flows logically, linking from one paragraph to another
- doesn't have any obvious errors in spelling and grammar (reading it aloud will help to pick up some errors or use a dictionary if you are unsure of a spelling)
- contains the correct number of words (750-800)

Based on the University of Portsmouth's online Study Skills. Written by Martin Hampton.



Reflection on Activity 4.4

Reading aloud or asking someone else to read your work can be useful ways of picking up errors in your writing. If you have time, putting your writing aside for a couple of days and coming back to it should give you a fresh view, and this should also help you to spot mistakes more easily.

Sometimes you may not be entirely satisfied with the final draft of the work that you submit but there still comes a time to stop and move on to your next task. Writing is a learning process and if you take careful note of any feedback you receive, this can be used to improve your next piece of work.

For your own use



Using other people's information



Activity 4.5

IT development opportunity

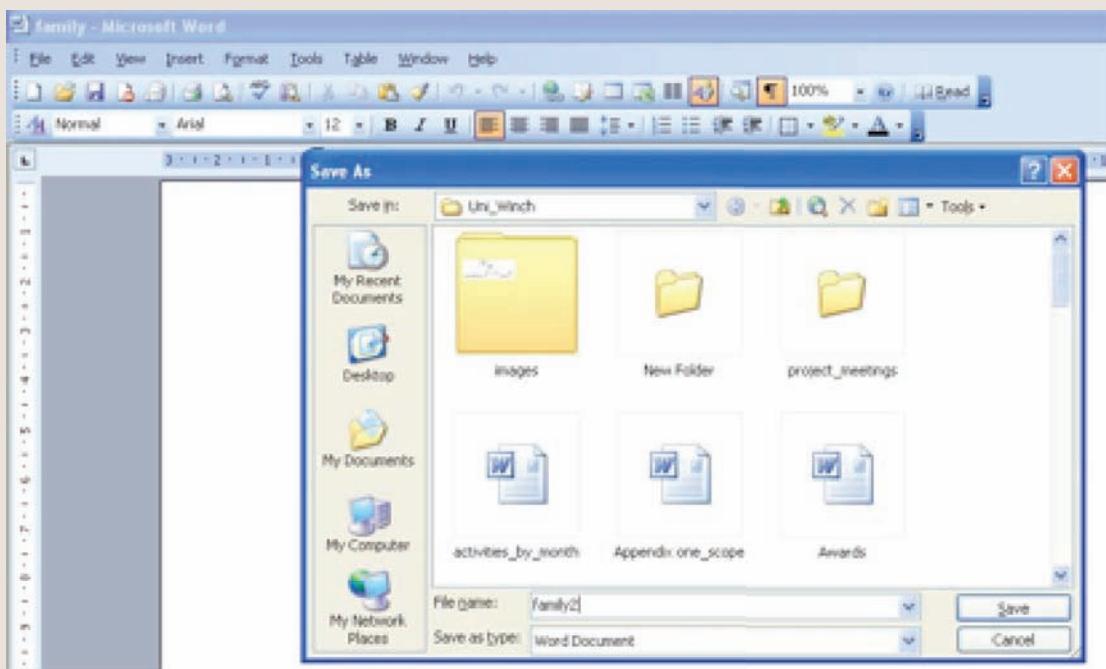
If you have created a Word document, refer to the IT tips accompanying **Activity 2.4**, page 38 to improve the layout, look and accuracy of your document.

Save your document as **family2.doc**, retaining the original file. Follow the IT tips if you don't know how to do this.

If your work is hand written make sure that the pages are not overcrowded.



IT tip: saving a different version of a file



- 1 With the file **family.doc** open
- 2 Click on **File/Save As...**
- 3 Delete the File name and type in **family2**
- 4 Click on the **Save** button.

Note: if this has been successful the new file name will appear at the top of the screen. The original file will still exist.

For your own use



Using other people's information



Activity 4.6

Ask a friend or colleague to read your work.

Send an e-mail to a friend or colleague, attaching the file (**family2.doc**) and asking him or her to read your work and e-mail some comments to you (follow the IT tips if you don't know how to do this).

Or, if you have produced this writing by hand, ask a friend or colleague to read your work and write some comments, or give you some verbal feedback.



IT tips: creating and sending an e-mail with an attached file

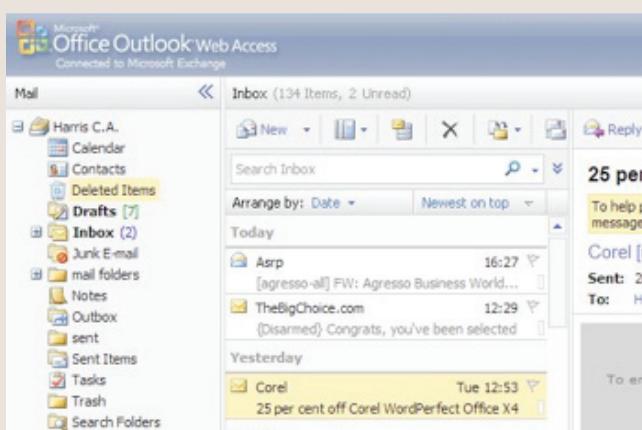
The computer you are using must be connected to the Internet.

1 Click on an e-mail icon to access the mail box:



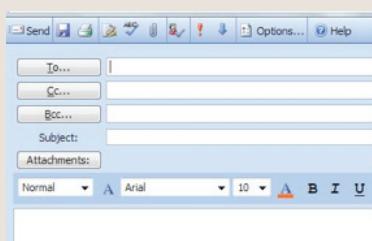
Note: alternatives might be available such as Outlook Express

2 A window similar to this should appear:



3 Click on New and a blank template should appear.

Note: you might need to click on Create Mail according to which system is being used



continued over ...

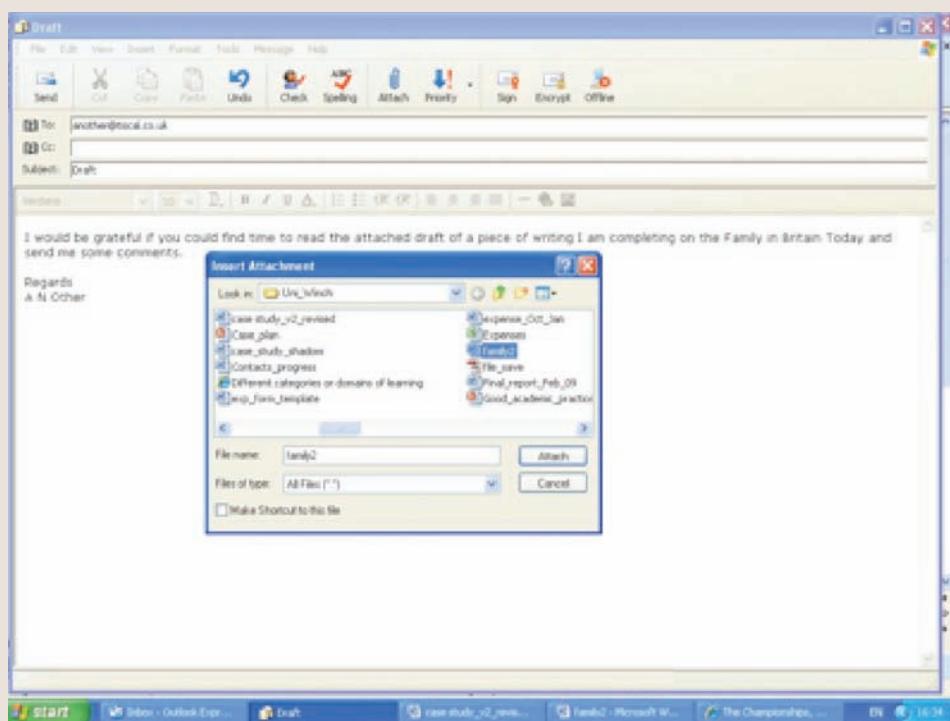
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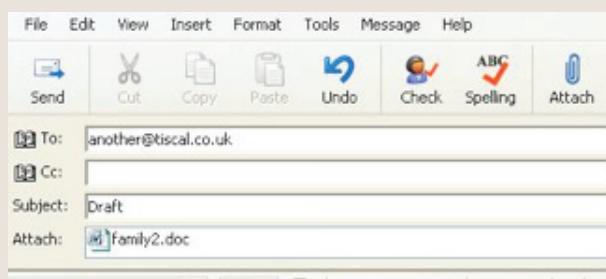
Using other people's information



- 4 Click the mouse in the blank row next to To.... and type in a colleague or friend's e-mail address
- 5 Move to the Subject row, click the mouse and type in Draft
- 6 Click in the large white box and type in a short message asking the colleague or friend to read the attached draft on the Family in Britain Today and send you some comments. Add an appropriate greeting and your name to the end of the message.
- 7 Click on the paper clip to attach your file (an Attachment Dialog box will appear)
- 8 Locate the file and select by double clicking on it (the file name should appear in the box alongside the File name).



- 9 Click on the Attach button and an additional box should appear with the file included.



Note: some systems may require you to close the Attachment Dialog box and the attached file may be displayed in a slightly different way.

- 10 Click on Send

For your own use



Using other people's information



Reflection on Activity 4.5 and 4.6

When you use a word processing programme to produce your assignments it is easier to develop a draft and to improve the presentation of your work. You are writing to learn and part of the writing process involves creating draft versions of your work.

Keeping earlier versions of your work is useful for looking back. Any feedback which is received should be noted (strengths and areas to develop) and when you do your next piece of writing these comments can help in improving your work.

You will usually be asked to write an assignment of a certain length and you will be able to quickly check the number of words that you have used.

You will find that you will be using e-mail for a variety of purposes during your course and it will be one of the main forms of communication with your lecturers/tutors.

Using other people's information

Summary

The activities in this section have explored some academic conventions:

- ways of using other people's information
- the need to reference other people's information
- Reference Lists and the Harvard referencing system

The activities have developed:

- reading techniques
- formal, objective writing
- further skills in questioning the reliability and relevance of information – a part of critical thinking

There have also been opportunities to develop some IT skills:

- opening an existing Word file, and saving a different version of a file
- e-mail skills: sending a file to a friend or colleague as an attachment

What to expect in Higher Education

WRITING IS REALLY IMPORTANT.....!

Your written assignments will be one of the main ways in which your work and progress is assessed in HE. The way in which you use and acknowledge other people's ideas and work demonstrates the development of your own understanding and knowledge.

Each piece of writing must be accompanied by a Reference List, laid out in a standardised format such as Harvard. The main purpose of this is to enable others to look up the materials you have used and read further if they want to do so. One of the most important study skills that you require to be a successful learner is time management. In HE you are expected to be an independent and active learner and you will need to organise your own learning.

USING E-MAIL IS ESSENTIAL.....!

You will need to communicate effectively both with your lecturers/tutors and fellow learners and access and send material. This was explored in **Section 4**.

Review of activities

When thinking about what you have read and the activities that you have engaged in. You will find that you will have:

SECTION 1

- Thought about what sort of work you would like to be doing in five years' time and perhaps this has helped you plan the things that you need to do
- Explored some steps that you might take to improve your own self confidence
- Considered the processes of learning
- Understood that successful learning is an active process
- Considered the role of personal motivation with respect to successful learning
- Undertaken some reflective, subjective writing
- Identified your strengths and areas needing improvement
- Been introduced to aspects of academic study

SECTION 2

- Undertaken a wider range of writing styles such as writing objectively
- Practised summary writing
- Considered different types of writing: formal/informal
- Explored different ways of making notes to help capture ideas
- Been introduced to what is involved in planning a piece of work
- Undertaken the process of writing and developing a draft
- Been introduced to further aspects of academic study and language
- Developed some IT skills: creating, formatting, checking and saving a Word document

SECTION 3

- Developed skills in acquiring information from different sources
- Gained an understanding of how to search for information (research)
- Gained an understanding of the purpose of searching for information (research)
- Developed skills in questioning the reliability and relevance of information (critical thinking)
- Developed efficient reading techniques
- Developed note-making techniques
- Been introduced to some more aspects of academic study and language
- Developed some IT skills: accessing and searching for information

Review of activities

SECTION 4

- Explored the need to reference other people's information
- Been introduced to Reference Lists and the Harvard referencing system
- Practised efficient reading techniques
- Further developed skills in questioning the reliability and relevance of information (critical thinking)
- Practised different ways of using other people's information while developing a piece of formal objective writing
- Explored ways of improving the presentation and accuracy of a piece of writing
- Been introduced to some more academic concepts and language
- Developed some more IT skills: opening an existing Word file and resaving using a different name; sending an e-mail to a friend or colleague and attaching a Word document

What to expect in Higher Education

You should now be aware that there is no one way of academic writing: courses may ask for a variety of ways of writing. You may need to be prepared to write and think in different ways for different assignments and for different parts of your course. You will need to make sure that you understand exactly what the tutor or lecturer is looking for in your written work.

You will be expected to write about a range of different topics, some of which you may know very little about. Remember that a good way to start your thought processes for any piece of writing is to brainstorm what you know using linear or pattern notes (see pages 26 and 28).

Each of the bullet points in this Review of activities represents something you now know, understand, or can do as a result of completing the activities i.e. a learning outcome. If you have completed each Activity you should have achieved, or be on the way towards achieving all the learning outcomes.

Each unit of work you do during your HE course will list a number of learning outcomes which you will be made aware of and assessed upon.

Additional material

Types of assessment in HE

Different types of assessment will be used throughout your course and each has its own structure and function. You will find that you will prefer some assessments more than others as they will be more suited to your individual skills and strengths.

AN ESSAY	Consists of ideas around a topic or the development of an argument. You must find out as much relevant information as you can and add this to your own ideas to address the topic. Usually written in the 3rd person and the past tense and must include references to the sources of the information.
A REFLECTIVE ESSAY	Designed to get you to make links between theory and practice.
REPORT WRITING	Reports investigate a particular problem and work out solutions or may describe a specific project. Business reports are written in the 3rd person and the past tense and should include headings and sub-headings to guide the reader.
INDIVIDUAL and GROUP PRESENTATIONS	Very similar in structure to an essay. The purpose is usually to demonstrate the level of knowledge you have about a topic and your oral presentation skills. They usually involve a question and answer session which gives you a chance to show what you know.
ANNOTATED BIBLIOGRAPHY	A detailed list of references along with comment on the strengths and weaknesses of each text cited (a list of materials giving full bibliographical details) which includes a paragraph outlining the contents and main points of the item listed.
PROJECT and GROUP WORK	You will be required to work with other learners as part of a team. It is an opportunity to develop your skills of working with others whilst drawing on each other's skills to complete a task.
PORTFOLIO	Is a collection of a learner's work completed over a period of time. A portfolio encourages self-directed learning and is used for evaluation by demonstrating progress and achievements in one or more areas of the curriculum.
E-PORTFOLIO	An electronic (E) portfolio simply means that the portfolio is technology (rather than paper) based.
PERSONAL DEVELOPMENT PLANNING (PDP)	Is a structured and supported process undertaken by an individual to reflect upon his or her own learning, performance and/or achievement and to plan for their personal, educational and career development.

For your own use



Additional material

Typical layout of an academic essay

Structuring an essay can cause anxiety. Here is an example of a structure that works:

Introduction should include:

- *an explanation of your understanding and interpretation of the terms: eg 'Describe the Family in Britain Today'*
- *an outline of how you have tackled this topic (a statement of intent)*

1st idea/topic/argument

A paragraph

Each paragraph should contain one main idea or topic (an argument) and link to one other.

Note: paragraphs do not have to be equal in length and will vary in number according to the nature of the question.

2nd idea/topic/argument

A paragraph

3rd idea/topic/argument

A paragraph

4th idea/topic/argument

A paragraph

Conclusion

A conclusion draws all the ideas together.

It should:

- *briefly capture the main ideas, following naturally from the preceding paragraph*
- *link back to your introduction, summarising how you have answered the question*
- *not include any new information*

There can also be an interim conclusion as well as a main one.

Reference List or Bibliography

A Reference List should contain full details of any information that you have used that has been written by others (ie sources that have been cited or quoted).

A bibliography would also list any sources consulted during the writing process.

An essay or report can also include an appendix where additional information can be included eg official documents and additional data.

Main body: this is where you would bring in the work of others - usually 4 to 6 paragraphs long.

Additional material

An example of an academic essay

The topic: Justify* the benefits of home education

*give reasons for a point of view, decisions or conclusions, and mention any main objections or arguments against.

Introduction

This essay will outline the benefits of home education both for the child and for the family.

1st idea/topic/argument

In terms of learning in home education the child is being monitored closely across all subjects by the same person and the teaching materials can be selected to suit both the learning style and the interests of the child.

2nd idea/topic/argument

For children with siblings they can also benefit from working alongside older and younger children in some respects.

3rd idea/topic/argument

At the same time, levels of work can be tailored appropriately to meet the needs of the individual child.

Interim Conclusion

This suggests that there is much to commend home education as providing a close 'fit' to the development needs of children as individuals.

Main Conclusion

It seems therefore that there is a strong case for suggesting that it is better for children to be educated at home.

Reference List

Mason, C M (1989) *Home Education: Training and Educating Children Under Nine*, Homeschooler Series Tyndale House Publishers

Thomas, A (1998) *Educating Children at Home*, Cassell Education Series, Continuum International Publishing

Kirton and McMillan (2007, page 163)

Additional material

Words often used in assignment instructions

All assignment questions have key words or phrases that indicate how and what you should write, so your first task is to work out what the question means - what are you being asked to do?

In order to successfully answer the question you will need to highlight and interpret these keywords, targeting your writing accordingly. There are two types of key words to be aware of:

- 'Content words' tell you what topic(s) you need to focus on eg the **Family in Britain today**
- 'Process words' tell you what you need to do with your content eg **Describe the Family in Britain Today**

Examples of process words	Meaning
Analyse	Resolve into its component parts, examine critically or minutely
Assess	Determine the value of, weigh up – see also Evaluate
Compare	Look for and show the similarities and differences between examples, perhaps reach a conclusion about which is preferable and justify this
Compare and contrast	Find some points of common ground between two or more items and show where or how they are different
Contrast	Set in opposition in order to bring out the differences – you may also note that there are similarities
Criticise	Use your judgement backed by a reasoned discussion of the evidence involved, describe the merit of theories or opinions or the truth of assertions
Define	Give the exact meaning of a word or phrase; perhaps examine different possible or often-used definitions
Describe	Give a detailed account of
Discuss	Explain, then give two sides of the issue and any implications
Distinguish/differentiate between	Look for differences between
Evaluate	Make an appraisal of the worth, validity or effectiveness of something (but not so that it is your personal opinion and give evidence from course materials: see also Assess)
Examine the argument	Look in detail at this line of argument
Explain	Give details about how and why something is so
Give an account of/ account for	Explain the reasons for, clarify or give reasons for
How far/to what extent	Look at evidence or arguments for and against and weigh them up in terms of their value
Illustrate	Make clear and explicit, and give carefully chosen examples

Additional material

Justify	Give reasons for a point of view, decisions or conclusions, and mention any main objections or arguments for or against
Outline	Give the main features or general principles of a subject, omitting minor details and emphasising structure and arrangement
State	Present in a brief, clear way
Summarise	Give a clear, short description, explanation or account, presenting the chief factors and omitting minor details and examples (see also Outline)

Glossary

Words or terms which might not be familiar

Abstract	A brief summary of a research article
Academic integrity	The attitude of approaching your academic work honestly, by completing your own original work, attributing and acknowledging your sources when necessary and not relying on dishonest means to gain advantage
Active learning	Engaging with other people and with knowledge claims in an active and interactive way: being in a position to question and challenge information
Annotate	Make notes on
Argument	Line of reasoning, claim
Attribution	Formal acknowledgement of source used to support your arguments, backed up with an accurate reference
Bibliography	Detailed list of books etc cited and consulted when completing a piece of writing
Brainstorming	Quickly writing down everything you can think of relating to a topic
Citation	Information you've taken from another source but which you've paraphrased in your own words
Cohort	Group of people (eg a year group of learners)
Concepts	Ideas
Construct	A complex psychological concept eg intelligence - an idea, a part of what makes us human, that is made up of lots of smaller ideas.
Contact hours	The times that a tutor/lecturer is available to see learners
Content words	Tell you what topics you need to focus on
Course	Also referred to as a programme
Critical reading	Slower reading to make judgements about information and to evaluate its quality
Critique	Assessment, analysis, evaluation, review
Curriculum	Syllabus/programme/course content
Dewey Decimal Classification or Dewey Decimal System	A system of library classification which organises books on library shelves in a specific order that makes it easy to find any book
Directed study	Study of a particular topic or subject that is necessary for your course/programme of study but is not taught in formal sessions. It is usually supervised and controlled by a tutor or lecturer.
Downloading	Transferring a file from a website to a computer
Draft	An outline, plan, rough copy or early version of a final piece of writing
E-learning	Learning activities supported by, or accessed through electronic channels

Glossary

Evidence	Using other people's ideas/proven facts to support an argument or claim
Field	Subject, areas of study that are the basis of HE study (discipline)
Formative assessment	Measures progress at different intervals during the progress of a course/programme and doesn't count towards the final mark
Independent learning or study	Studying on your own or self-directed study: pursuing/researching a subject in more depth and in a more independent manner
ISBN	International Standard Book Number: unique, numeric commercial book number
Jargon	Terminology, language specific to a certain subject
Learning outcome	What learners should know or be able to do upon successful completion of a particular activity or task
Lecture	Talk given to a large group on a particular topic which usually takes place in a lecture theatre. The purpose of a lecture is to give shortcuts to information, though never ' <i>all you need to know on a subject</i> ' (Burns and Sinfield, 2008, page 27). You will be expected to do further reading to develop your knowledge and understanding of the topic.
Linear or sequential notes	Notes made in the same sequence when listening or reading
Marking criteria	A detailed breakdown of the way in which marks will be awarded for a particular activity or task
Moderation	A system of checking marks to maintain consistency and standards
Module	Also referred to as a unit. A discrete standalone element/part of a course/programme.
Module descriptor	A description of the module content and the learning outcomes
Netiquette	Rules of behaviour for online environments
Paraphrasing	Putting other people's information into your own words. This does not need to be placed in quotation marks but it must be correctly referenced.
Plagiarism	Passing someone else's information off as your own
Process words	Tell you what you need to do with your content
Programme	Also referred to as course but may consist of several courses
Proof-reading	Checking work for mistakes, grammatical problems, tense problems, spelling mistakes and grammatical errors
Quotation	Words that are copied directly from the original text
Reference List	List of all sources cited and quoted
Reflective writing	Subjective writing reflecting on a particular experience or course of action: helps relate theory to practice
Scanning	Rapid search for particular information
Search engine	An application that allows users to locate web pages across the World Wide Web (WWW)

Glossary

Seminar	A meeting at scheduled intervals, usually weekly, where a group of learners under the guidance of a tutor discuss concepts (ideas) and theories. You will sometimes be asked to give presentations and discuss information researched since the previous meeting.
Skim reading	Quick overview to find parts of the content that are of interest
Spider/pattern notes	Words, phrases or images quickly jotted down and linked to a central idea or theme
Summative assessment	Usually occurs at the end of a course/programme of study. Counts towards final mark.
Syllabus	Outline of the whole course/programme
Syntax	Grammar, sentence structure, language rules
Thesaurus	Gives words with the same or similar meaning (synonyms)
Turnitin	Plagiarism detection software which is a text-matching software. Submitted work is matched against a database of previously submitted work, current and archived Internet pages and databases of journals and periodicals.
Tutorial	Individual or small group meetings with a tutor/lecturer, often dealing with a topic that will require advance preparation
Unit	Also referred to as a module. A discrete standalone element/part of a course/programme.
Virtual Learning Network (VLE)	Institutional based web system – access to library catalogues, course materials etc. Can be used for online discussion groups.
Web browser	Software application for retrieving, presenting, and navigating information resources on the World Wide Web
WIKI	A web site where users can add to and edit material on the site
Workshop	A session where learners meet as a study group to undertake exercises and other practical tasks as directed by the tutor/lecturer.
Writing in the 3rd person	Using he, she, they or it
Zip	To compress a file to reduce its size

For your own use



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This is a detailed list of the sources that have been cited or referred to during the writing of this workbook. You might find some of these useful during your studies.

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