PG Academic Literacy and Language (ALL) Program
Workshop 1
Semester 2, 2020
Workshop 1
1. Introduction
2. Expectations and skills audit
3. Managing your study
4. Reading and notetaking
5. Finding information
6. Library searching
**ALL Program**

**Workshop 1:** Introduction, skills audit, expectations, managing my study, reading and notetaking, finding information and library searching

**Workshop 2:** Structuring your writing, paraphrasing and synthesis, APA referencing workshop

**Workshop 3:** Nursing assessments and academic style, managing information, introduction to Endnote

**Workshop 4:** Nursing assessments, academic integrity, reflection on the program

**TIMETABLE**

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<tr>
<th>Week</th>
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<th>Location</th>
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Postgraduate Academic Literacy and Language Workshops (Online)

This is a series of four two-hour workshops to help SNM postgraduate coursework students to develop their English language and academic writing skills. The workshops are designed for students for whom English is not their first language; however, all postgraduate coursework students are welcome and might find it beneficial.

You don’t need to book; just join via Blackboard Collaborate. Workshops will also be recorded for students unable to attend.

For Blackboard Collaborate workshops, please use Google Chrome or Firefox browsers and join online here and click on ‘SNM Postgraduate Academic Literacy and Language Workshops’ to join the session. Please note: you may need to go to page 2 to find the workshop link.

https://blackboard.ecu.edu.au/bbcswebdav/pid-947816-dt-announcement-rid-13728145_1/xid-13728145_1
Recommended

PRISM - Postgraduate Research & Inquiry Skills Modules

- PRISM - Postgraduate Research & Inquiry Skills Modules
- PRISM - Module 1: Academic Skills
- PRISM - Module 2: Foundations of Research Knowledge
Academic writing process

Following the academic writing process

review the Academic Skills Online Modules

Module 1: Getting Started at Uni
Module 2: The Academic Writing Process
Module 3: Information... Everywhere!
Module 4: Finding and Evaluating Credible Information
Module 5: Get Critical... Before Writing
Module 6: Putting it all together... Writing your Assignment
Module 7: Academic Integrity and Avoiding Plagiarism
Module 8: Assignment Types
Where are learning advisers located?

JOONDALUP CAMPUS
34.240
10:00-16:00

MT LAWLEY CAMPUS
3.170
10:00–16:00

SOUTH WEST CAMPUS
3.101C
By appt

ONLINE
OFFCAMPUS
ASC BB Site
‘Contact a Learning Adviser’
What can we help you with?

• academic literacy
• language
• numeracy
• study skills
• and much more
How can we support you?

**Lock it in** by making a 30 minute appointment with a learning adviser (EAL, academic skills, numeracy)

**Pop in** to an ASC with a quick question or email learningadviser@ecu.edu.au

**Drop in** to an assignment and referencing drop in session for 10 minutes with the Senior Learning Adviser, Librarian and Numeracy Adviser
Recommended Academic Skills Workshops

- Starting assignments
- English Language
- Write Better Sentences
- Perfect Your Punctuation
- Make Your Writing Flow
- Writing Essays
- Proofread for Grammar
- Editing and Proofreading
- Researching
- Reading and notetaking
Foundation Writing Course

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure, grammar and word use. The course can be completed online.

Click on the link above which will take you to the site with completion instructions. Work through all modules and quizzes to complete the course.

The resources and PowerPoints from the course are on this page.

Foundation Writing Course Resources: Read this first

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure.
LEARNING SUPPORT DROP-INS
JOONDALUP

School Learning Support Drop-In sessions are offered throughout the semester. In these sessions, a Learning Adviser and Librarian will be able to assist you with your academic skills, assignments, researching and referencing. You are encouraged to attend your school’s sessions, but general support will also be available in all sessions. Learning Advisers may spend around 10 minutes with you, depending on student numbers, focusing on a certain question or aspect of your assignment. Please bring a copy of your assignment instructions and draft. There is no need to book; just come along any time within the allocated timeslots.

Learning Support Drop-In sessions do not run during Mid-Semester Break.

Edith Cowan University
Academic Skills Centre

Drop-Ins

### Business and Law Focus

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### Education Focus

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<td>Thursdays</td>
<td>3.30 - 4.30 pm</td>
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### Medical & Health Sciences Focus

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### Nursing & Midwifery Focus

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### Science Focus

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### UniPrep Focus

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<td>Mondays</td>
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<td>JOO 31.106</td>
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# Drop-Ins

**LEARNING SUPPORT DROP-INS**

**JOONDALUP**

Nursing and Midwifery Focus

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<td>SKILLS AREA</td>
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<td>RESEARCH SKILLS</td>
<td>I can't do this</td>
<td>I feel confident I can do this well</td>
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<tr>
<td>I can access and use electronic resources (on-line databases)</td>
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<td>I feel confident I can do this well</td>
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<tr>
<td>I use the WWW and search engines effectively for research</td>
<td>I can't do this</td>
<td>I feel confident I can do this well</td>
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<tr>
<td>I am able to evaluate the sources I use</td>
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<td>I feel confident I can do this well</td>
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<td>NOTE-TAKING</td>
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<td>I take effective notes in lectures or listening areas</td>
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<td>I feel confident I can do this well</td>
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<tr>
<td>I take effective notes when reading for research</td>
<td>I can't do this</td>
<td>I feel confident I can do this well</td>
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<tr>
<td>My notes are able to be used effectively for exam study</td>
<td>I can't do this</td>
<td>I feel confident I can do this well</td>
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<tr>
<td>I use a system to record where I find information (title, author, date, page numbers etc)</td>
<td>I can't do this</td>
<td>I feel confident I can do this well</td>
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| LITERACY SKILLS | I can't do this | I feel confident I can do this well |
| I can breakdown questions so I know what is expected of me | I can't do this | I feel confident I can do this well |
| I utilise the required assessment format correctly | I can't do this | I feel confident I can do this well |
| I can write using correct and effective paragraph structure | I can't do this | I feel confident I can do this well |
| I can support my opinion with valid references | I can't do this | I feel confident I can do this well |
| I can paraphrase and synthesise ideas to avoid plagiarism | I can't do this | I feel confident I can do this well |
| I use correct academic style to meet required purposes | I can't do this | I feel confident I can do this well |
| I draft my work effectively | I can't do this | I feel confident I can do this well |
| I edit my work effectively | I can't do this | I feel confident I can do this well |
| I understand and can use correct referencing | I can't do this | I feel confident I can do this well |
Post Entry Language Assessment (PELA) Writing Task

- Part of your NNI5101 Short Summaries assessment will include an assessment of your writing:
  - sentence structure, grammar, punctuation and communication of ideas.
- You will receive a result of
  - 1 (proficient)
  - 2 (may need some support) or
  - 3 (must seek support).
- If you get a PELA 3, the Senior Learning Adviser will contact you to explain how we can help you to work on any areas that need some improvement.
- The aim is early feedback about your written communication skills to help you to improve your academic writing so you can do well in your course of study.
Recommended prior to completing Ass 1
Module 1: Academic Writing

WELCOME TO MODULE 1
Academic writing process

review the **Academic Skills Online Modules**

Following the academic writing process

- Module 1: Getting Started at Uni
- Module 2: The Academic Writing Process
- Module 3: Information... Everywhere!
- Module 4: Finding and Evaluating Credible Information
- Module 5: Get Critical... Before Writing
- Module 6: Putting it all together... Writing your Assignment
- Module 7: Academic Integrity and Avoiding Plagiarism
- Module 8: Assignment Types
Managing your study

Time Management

Managing time will help you to:

• Achieve deadlines
• Get more done
• Feel more in control
• Lead to some sense of balance
• Reduce stress
### Try Weekly and Semester Planners

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Try setting SMART Goals

Make short and long term goals:

S – Specific
M – Measurable
A – Achievable
R – Recordable
T – Timely

What study goals will you set for yourself this semester and this year?
<table>
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<tr>
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**Mid Semester Break**

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**Study Week**

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ICT – Blackboard (BB) and Community sites

Make sure you can locate:

• Announcements
• Learning Materials
• Unit plan
• Discussion Board
• FAQs
• Blackboard Collaborate
• Assessment information
• Academic Skills Tab

Go to your Postgraduate and J88/J46 Master of Nursing Community sites:
to find general resources and support throughout your study.
Virtual Peer Support for online learning

Ask us:

• How to access and use Blackboard or Blackboard Collaborate to attend lectures and engage in tutorials.

• How to watch, make, edit or share a video using Panopto.

• How to access and navigate PebblePad

• How do I submit an assignment using Turnitin

• How to use Microsoft Office (Word, Excel, PowerPoint, Teams)
More academic support

https://ecu.au.libguides.com/academic-skills-essentials
By the end of this workshop, you should be able to:

• Recognise the different types of reading and understand their purpose
• Apply strategies for reading more efficiently at university
• Develop and utilise different note-taking techniques for lectures and reading for research
Learning to use different reading techniques will help you to become a more effective reader.

There are four types of reading:

- **Scanning** – searching for specific information
- **Skimming** – gaining an overview of the text
- **Analytical reading** – reading in detail
- **Critical reading** – reading while questioning

Choose the technique that best suits the purpose of your reading.
You’ll need to use all these techniques at university.
Aoccdrnig to rscheearch at an Elingsh uinervtisy, it deosn’t mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer is in the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae we do not raed ervey lteter by it slef but the wrod as a wlohe.

(Davies, 2011, p. 45)
| Only a | weak reader | reads | this slowly.
| Their | eyes | fixate | too regularly.

| A stronger reader extends | the length of their | eye fixations as much as | possible.

(Davies, 2011, p. 44)
• **Analytical reading** means reading closely in order to understand the concepts and argument in the text.

• **Critical reading** means reading with an inquiring mind that questions the information that is presented by the author.
Read with the following questions in mind:

- Who or what does the author agree/disagree with and why?
- What are possible problems with the author’s position?
- Is the argument coherent, logical and valid?
Critical Reading – the SQR3 Method

- **SURVEY** – before you read survey the chapter, use headings, subheadings, summaries etc.
- **QUESTION** – while you are surveying ask yourself questions, turn headings into questions, ask questions about your prior knowledge on the topic
- **READ** – look for the answers to the questions you have just asked, study graphics, ensure you understand what you are reading, take notes using your chosen strategy
- **RECITE** – say aloud what you have just learnt, remember the more learning methods you use, the more likely you will retain the information (see, hear, say, write)
- **REVIEW** – ongoing process to ensure that you continue to make links to future information (think of using colour to link this source to where the topic is found in other sources)
Academic Genre – journal articles

• Main genre used for research and to support your writing
• Online searches will mainly provide journal articles
• Use the abstract effectively
• Use the headings and end reference list
• Read the implications and limitations
Reading journal articles: shortcuts

When sifting through the multiple possibilities for relevance to your topic:

1. Read the **Abstract first** – basics of the article (check **Keywords**)
2. Read the **Introduction** – the main argument
3. Read the **Background** – purpose statement
4. Read first few paragraphs of the **Discussion/Conclusion** – glimpse of findings
5. Scan the **Method** section for data sources and design – e.g. qualitative/quantitative
6. Review tables and charts in the **Analysis/Results** – details
7. Re-read entire article – make notes in the margins as you go

(SUNY College at Brockport, 2017)
Reading for research

- Read **selectively** and **purposefully** with your research/assignment question in mind.
- Read with an enquiring mind – **question** the author’s approach, methodology, conclusions etc. (note your questions in the margins as you go).
- **Highlight** key ideas, **annotate** the text, use sticky notes etc. to leave a trail for the next time you read.

What sections will you find in a journal article?
Abstract

The major purpose of this study was to test how preliterate learners use illustrations in storybooks to understand a story. Subjects were 23 five-year-old low-SES children learning Dutch as a second language. Each child was seated in a dark room and presented with a digital picture storybook. Five books were used and counterbalanced over children and repetitions. During book exposure, eye movements were registered using a remote eye tracking system. To test whether eye fixations matched the text we scored how often and how long children fixated visual elements in the illustrations that the story text highlighted. We also scored how often human and non-human objects were fixated. In line with the hypothesis that eye fixations are time locked to referential expressions in the text, visual elements that the text highlighted were fixated more often and longer than elements in illustrations not highlighted in the story text. We also found evidence that, at times, inspection of illustrations followed an autonomous pattern. We discuss how both types of visual behaviour can add to vocabulary development and story comprehension.

Keywords: book reading, eye-tracking, preliterate second language learners, storybook illustrations as source of information.
The purpose of this qualitative research was to examine how graduate students at one institution used personal iPads to support their educational needs. This study specifically addressed the questions: What do graduate students describe as the important educational benefits of their iPads? In what ways are graduate students using iPads to study course material, complete assignments, and conduct research? The researchers chose a qualitative case study design in order to examine the use of this technology in authentic learning situations. The data were drawn from interviews with the students, classroom observations, and selected artifacts. The study took place at a mid-sized university in the western United States. Each participant was a graduate student in the university’s college of education who owned an iPad that he/she used in classes or other educational settings. During the course of the study (15 weeks), 12 graduate students that fit the criteria were identified and participated in the research. The qualitative data for the 12 participants resulted in four shared themes. They were: 1) Affordances, 2) Access to Written Materials, 3) Access to Internet Resources and Services, and 4) Creation of Educational Materials. Each theme is described in detail with supporting data and related literature.
Notetaking

• Notetaking is an important academic skill – it assists you to study *actively* rather than *passively*.

• You may need to take notes when:
  – Listening to a lecture
  – Reading a text book
  – Researching for an assignment
  – Preparing for a test
  – Revising for an exam
What is note taking?

- The active process of translating information to demonstrate your own understanding and research.
- Note-taking or note-making is an important part of academic life.
Why do we take notes?

Notes

• help us see the structure in what we are learning
• identify the useful, puzzling and/or interesting content
• help us remember and retain
• are used for later reference
• help you concentrate and understand what you read
Note taking in the academic writing process

- **Question/Assessment task**
- **Work out genre (how to write) and content (what to write)**
- **Draft and edit work**
- **Research – this is where note taking is important**
- **Brainstorm (physical or mental) all you know about the topic**
What are we looking for in our notes?

- Key points of the audio or written source
- Author’s purpose
- Theoretical framework and assumptions
- Points of argument or persuasion
- Key theorists
- Research aim, design, methodology and findings
- Key phrases or sentences
- Statistics and images
Types of note taking structures

- Linear – bullet points written consecutively
- Mind maps – visual representation of information
- Columns/tables – using a pre-set template to structure notes
Note taking style – mind maps

• Lots of variation here, some are quite structured while others are very free flowing.

• Can also be called brainstorms and explosion charts.

• The key term is in the centre of the page and then all the related ideas branch out from here.

• Important to show connections between the ideas.

• New information can easily be added to this note-taking style.
Mind mapping tools

**Mindmeister**

- An online, collaborative mind-mapping tool
- available now for all students at ECU

Note taking styles – columns and tables

- Divide the page into as many columns as you feel you will need.
- Normally there is a small column on the left for keywords or headings.
- A large central column is used for explanations, definitions, detail etc.
- A small right hand column is for the items that will need to be followed up – questions, new words etc.
## Template for column/table method

<table>
<thead>
<tr>
<th>Reference of source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page no.</th>
<th>Main ideas</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
</table>
Note taking styles – linear notes

- Start at the top left-hand corner of the page and write from left to right until they reach the bottom right hand corner.
- Use bullet points.
- Leave margins so notes can be added at a later time.
- Use headings and subheadings to break up the solid block of text.
- Highlight key words.
- Use numbering to show importance of points.
- Use different colours to categorise information.
## Linear note taking template

<table>
<thead>
<tr>
<th>Reference of source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior knowledge/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary/Future actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
If a key term/idea is repeated throughout the text – follow them through to see what the author is elaborating.

Use colour.

Pay attention to the opening sentences of each paragraph as this where the author(s) often state the main point of their paragraph.

Rewrite the points in your own words.

Compare your version to the original to make main point has been covered.

Edit your work to ensure it is as clear and succinct as possible.
**Common symbols**

& or + and, plus

– minus, without

= equals, is the same as, results in

≠ does not equal, is not the same as, does not result in

≈ is approximately equal to, is similar to

< is less than, is smaller than

> is greater than, is larger than

↑ increase, rise, growth

↑↑ rapid increase

↓ decrease, fall, shrinkage

↓↓ rapid decrease

⇒ or ∴ therefore, thus

→ leads on to, produces, causes

(Hampton, 2015)
University study requires lots of reading! Techniques include:

- Scanning
- Skimming
- Analytical reading
- Critical reading

You’ll need to develop note-taking techniques for:

- Listening to lectures
- Reading articles;
- Researching for assignments
- Preparing and revising for tests and exams
Thank you. Questions?