Library and Academic Skills: Courses for Professionals Orientation Program

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By the end of this session you will have:

- Considered your existing academic and research skills to enable you to plan and personalise your future learning
- Developed strategies for study approaches based on the research to writing process
- Developed an awareness of core services and resources, including the independent learning resources developed for education students
1. Go to www.menti.com

2. Use the code shown on the presenter screen to open the survey
Tips for new library users
New users’ library guide

http://unimelb.libguides.com/userguide

✓ Where are our libraries?
✓ How do I borrow?
✓ How can I book a project room?
✓ Where can I print?
✓ How do I set up wifi?
Your Library guide – pathway to the most relevant resources

Library guides for courses and specialisations

Here are a few of the 33 guides for Education students

Applied Positive Psychology
Master of Education
Maths Education
Second Language Teaching

Browse the list [http://unimelb.libguides.com/educ](http://unimelb.libguides.com/educ)

• Use the **Library Toolkit** link in your subjects in LMS to access your recommended guide
Accessing resources from the library

UniMelb username & password
✓ view your Borrowing Record
✓ access online databases
✓ book study rooms and computers
✓ log on to University computers

UniMelb student ID card
✓ borrow
✓ access after hours study zones
✓ print, photocopy, scan
✓ Recharge print credit:
https://studentit.unimelb.edu.au/study/print-and-scan
Using a process to produce work

Understanding the task requirements and question

Planning
A 6-point writing process

1. Determine the task type
   What type of writing is it?

2. Carefully analyse the task
   Highlight key information

★ TIP: Make sure this highlighted language appears in your response
Discuss the principles of strengths-based education with an examination of the advantages and possible disadvantages, if any, of such an approach. How might implementing a strengths-based approach promote, or limit, positive student outcomes and learning? Consider the case of a school using SBE.

An examination of strengths-based education (SBE) shows that there are five key principles underpinning this approach. The first of these is…

Having considered the advantages of strengths-based education, it is illustrative to consider some of the disadvantages that have been raised. One of these is … which points to a need for … illustrates that… reminds us of the importance of…

One important way in which SBE promotes positive student outcomes and learning is that it … This is well illustrated by a case study of the program at… which highlights…

TIP: Combine content language with functional (cohesive and interpretive)
A 6-point writing process

3. Plan / organise ideas

Generate a ‘sectioned plan’
On your computer
Allocate word counts

4. Research

Find info and read it
As you read, put bullet points in your plan

TIP: description less words than analysis
Planning a search approach
Planning a search

• Using natural language, such as “what is strength based education?” won’t work in a literature database.

• You need to use targeted keywords

Want a demonstration? Watch this 3min video to learn how to design a search: https://vimeo.com/151737941
**Topic:** Discuss the principles of strengths-based education with an examination of the advantages and possible disadvantages, if any, of such an approach. How might implementing a strengths-based approach promote, or limit, positive student outcomes and learning?

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>“strengths-based”</td>
<td>student outcomes</td>
<td>learning</td>
</tr>
<tr>
<td>“strength-based”</td>
<td>student achievement</td>
<td>student learning goals</td>
</tr>
<tr>
<td>individual</td>
<td>social and emotional development</td>
<td></td>
</tr>
<tr>
<td>intentional</td>
<td></td>
<td></td>
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<tr>
<td>development</td>
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</tbody>
</table>
Planning a search

AND
Narrow/refine using AND

OR
Broaden /increase your results using OR

NOT
Exclude words from your search using NOT
Putting it all together & creating a search statement

Simple statement (using 1 operator)
"strengths-based“ AND student outcomes AND learning

Start with a simple search

Some databases, like Discovery, require operators to be in CAPS

More complex search statement (using 2 or more operators)
("strength-based" OR "strengths-based") AND (student achievement OR "social and emotional learning") AND learning

Brackets are essential
They create order in the search
Searching
You can access databases using many pathways (including using a google search)

**Step 1**
Select your preferred database
Step 2

Use the link to open the database
Step 3  Start searching!
Demonstration topic:
("strength-based" OR "strengths-based") AND (student achievement OR "social and emotional learning") AND learning

Key database features
1. Peer review filter
2. Date range
3. Saving articles to read later
4. Auto-generating citations formatted in APA style

Independent learning : complete the Discovery search module
[https://goo.gl/g7VsVg](https://goo.gl/g7VsVg) (10 min activity)
Searching: Full text short cut

You can accessing full text articles via the library by adding the bookmarklet to your browser bookmarks toolbar (in Chrome and Firefox) or Favourites bar (in Safari and Edge).

Use this whenever you hit a paywall to access the full-text via the library.

Go to https://library.unimelb.edu.au/search-tools in your preferred browser and follow the instructions to install.
Evaluating sources

selecting appropriate sources, reading critically and taking notes
Selecting appropriate sources, reading critically and taking notes

Need to develop your skills in this area?

Resources available in the Evaluating section of Research skills resources for Education

- Evaluating sources: article types, selecting web sources and grey literature (5-10 min online tutorial)
- Evaluation criteria for selecting sources (5min online tutorial)
- Reading critically (2-page flyer)
- Reading effectively (2-page flyer)
- Taking notes from texts (2-page flyer)
Producing written work and submitting
A 6-point writing process

5. Draft – start writing
Start anywhere in the body
Intro / Conclusion last (5% of words)

6. Finalise *then* submit

*Always* final check on hard copy
Read out loud
Know how to submit - Turnitin
TIP: use a wall planner

Work backwards: Submit – Finalise – Write – Read / Note – Plan
Writing – considerations

Task focus – answer the question (relevance)

Informed by research

Description vs analysis (interpretation)

Voice – informal vs formal

Quantity vs quality (depth)

Cohesion – flow – sequence

Paragraph based – map the writing

Sentence length – accessibility of message

Referencing (APA) – get on top of this early
Cohesion - linking

2 types of language in writing:

**Content** – topical (e.g. *policy, classroom, formative*)

**Functional** – cohesive-linking-highlighting

*Therefore, however, first, next, for example, though, and, which*

*This is important because ... This shows that... This tells us ...*


[http://www.phrasebank.manchester.ac.uk/](http://www.phrasebank.manchester.ac.uk/)
Importance marking – interpretive language

This is important / significant because ... This tells us ...
This shows* that ... (*suggests / implies / gives the impression that ...) This is worth noting as / because it ...
This calls attention to ...
This can be illustrated by ...
What this means* is ... (*shows / tells us / reveals / highlights / points to / implies) ... tells us that ...
... importantly* suggests that ... (*crucially, significantly)
... which points to / suggests the need for ...
... which is vital / crucial as it ...
... which shows / illustrates that ...
... which is significant as it ...
... is illustrative because it ...
... meaning that ...
... illustrating / pointing to the need for ...
In doing so, it points to ... / In so doing, tells us that ...

Use this language! It moves your writing from descriptive to interpretive and gives you a voice
Acknowledging Sources - citing and referencing
APA 6th style

2 elements:

• In-text: author-date citations in the text of your paper for each reference

• Reference List: list of all cited works at the end of the paper

A high level of technical proficiency is expected by MGSE
In-text: incorporating sources

What are the options?

• Direct quote
• Paraphrase
“Direct quotations” – do not overuse Author’s exact words

Jones and Wills (2004) note that, “for teachers, the policy is clear and unmistakeable in its intent” (p. 4).

Page number must be included if you are using a direct quote

Also acceptable - alternative formats for constructing in-text citations
• (Jones & Wills 2004, p. 20)
• Jones and Wills (2004, p. 20)
Paraphrase (Indirect quoting) or summarising – present the idea *in your words* – still need to cite

The important point for educators is that there is clarity in the intention of the policy (Jones & Wills, 2004).

Idea focus: author(s) in brackets

**Tip:** use mix of author & idea focus
Avoid starting or finishing a paragraph with a citation – try to **start and finish on your words**

**Always comment** on direct quotes

**Secondary citations** – ‘*as cited in*’

King (as cited in Webber, 2013) argued that ...

**Keep secondaries to a minimum** (locate original)

Note on ‘**self-plagiarism**’ – using your own work again is a no-no

**Academic Integrity Module COM_01686**
Style requirements for the reference list

• A Reference List contains details of all references cited in your paper

• Position at the end of the assignment on a separate page

• Order the reference list alphabetically by the first author surname
Style requirements for the reference list

- Entries in the reference list should have a hanging indent (the 2nd and subsequent lines of the reference must be indented 5 spaces)


- Reference list - double-spaced

More general style notes
https://library.unimelb.edu.au/recite/apa/journal#general-style-notes
Tools to help you cite
Option 1: Auto generate references and clean up
Recap: auto generating citations in databases for articles

Select article(s) then click on the "cite" button to generate a citation. Cross check with a style guide.
You can also auto generate a citation when you use an ebook.
Use the Referencing page of your library guide

Use Re:Cite (style guide) to clean up your references
https://library.unimelb.edu.au/recite/apa
Option 2: Use a reference management program
What do reference management programs offer?

- Gather, store and organise references
- Share references with others
- Work with a word processor to ensure consistently formatted citations and reference list
Getting started with reference management:
http://unimelb.libguides.com/managing_references

This guide helps you with:
• Choosing a reference manager
• Installing the software
• Getting started with using the tool
Independent learning resources for referencing

Acknowledging (Referring and Citing)

*Using a referencing system & acknowledging sources, avoiding plagiarism.*

Hover over the title of each resource to see a description.

- Academic integrity, copyright and using images in your work (5-20 min online tutorial)
- Academic Integrity Module (LMS-based set of Modules)
- APA Referencing (<4-min video)
- Getting Started With Managing References guide (library guide for ongoing use)
- Learn how to use reference management software (webinar recordings)
- re:cite (UoM Library referencing guide)
- Reference and Reference management tools (for ongoing reference)
- Referencing for Education Students (10 min online tutorial)
Independent learning resources
& accessing our services
Research Skills Resources for Education:

independent learning resources

Use the Research Skills Resources link in your LMS subject sites – to access https://unimelb.libguides.com/ed-research-skills
Develop your skills – research to writing process

Review the learning resources in the relevant section the Research Skills Resources

✓ Setting up for success
✓ Searching
✓ Planning
✓ Evaluating
✓ Producing (Writing and Speaking)
✓ Acknowledging (Referring and Citing)
✓ Editing and Submitting
More help (how to book appointments and access services)

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Questions?