

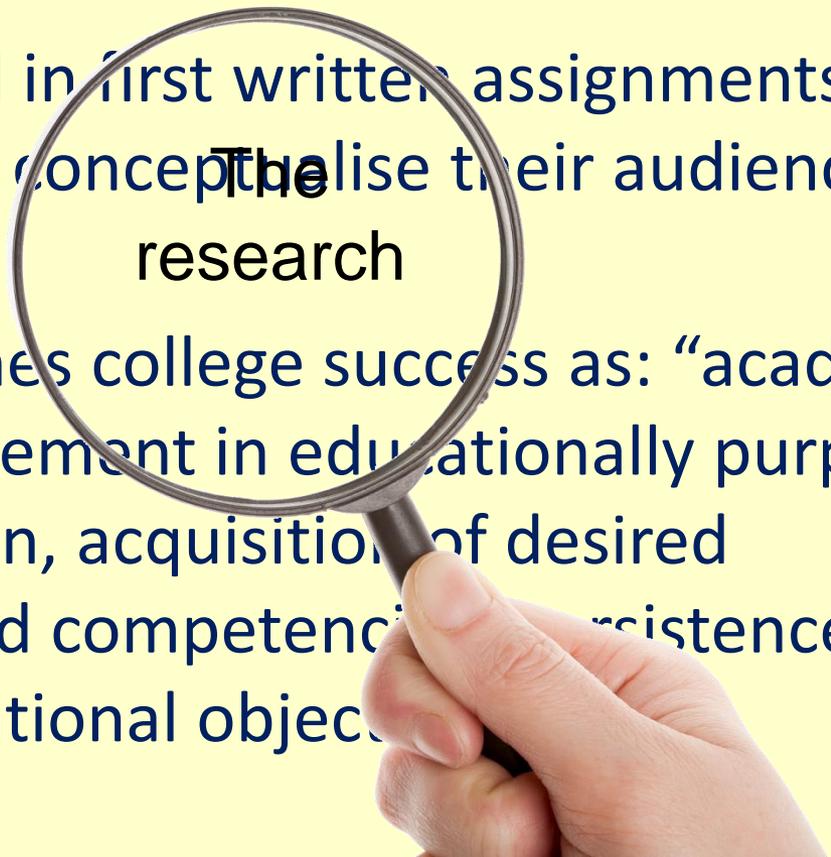
Stepping up to year 2



Second year slump . . .

- Furr and Gannaway (1982: 340) “sophomore slump . . . period of confusion and uncertainty that occurs during sophomore year”
- Krause (2001) found in first written assignments students struggle to conceptualise their audience and their demands.
- Kuh (2008: 68) defines college success as: “academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence and attainment of educational objectives”

The
research

A hand holding a magnifying glass over the text 'The research'. The magnifying glass is positioned over the words 'The research' in the second bullet point, making them larger and more prominent. The hand is visible at the bottom right, holding the handle of the magnifying glass.

Expectations – your view?

Now it counts?



Expectations – the University perspective

What is expected by your lecturers and course in your second year that is different from year 1?

- Greater depth of criticality
- More engaged and active in learning
- More confident academic voice
- Wider research (more reading!)
- More writing – bigger word counts (?)
- Greater commitment (maybe ideas on specialising)



Can you meet these expectations?



Making time

(1= Strongly disagree 5 = Strongly agree)

I am good at prioritising my tasks	1	2	3	4	5
I break tasks down into small, easy to achieve tasks	1	2	3	4	5
I turn off technology when I don't want to be distracted	1	2	3	4	5
I build breaks in to my study plan	1	2	3	4	5

Academic skills

I am an active reader (thinking about why I'm reading, asking questions and making notes)	1	2	3	4	5
I am confident in reading primary and secondary sources	1	2	3	4	5
I am confident in finding and using secondary sources	1	2	3	4	5
I use a wide range of sources in my research	1	2	3	4	5
I am confident when approaching written work	1	2	3	4	5
I receive good feedback on my critical analysis	1	2	3	4	5
I respond actively to feedback	1	2	3	4	5

Motivation

I enjoy studying	1	2	3	4	5
My learning is directed – visualise my future, journey and progression	1	2	3	4	5
I care about my course	1	2	3	4	5
I am motivated in my learning	1	2	3	4	5

Focus . . .

Three areas we can highlight:

1. Time Management
2. Criticality
3. Motivation

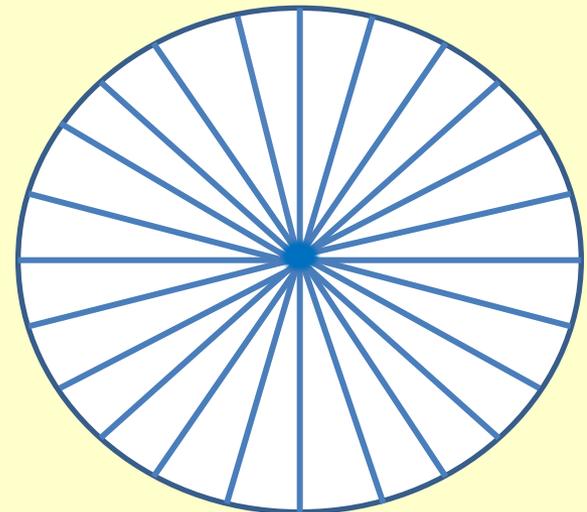


Time Management

- 1 credit = 10 hours of study
- Do you know when your deadlines are?
 - Breaking stuff into chunks
 - Working backwards from a deadline



- How do you use your time?
 - Personal / Study / Sleep
 - Time Robbers



Criticality

What does the marking criteria say about “being critical”?

CHAPTER 2: ASSESSMENT AND OTHER SUPPORTING REGULATIONS

2.1 Mark Descriptors

Modules are marked on a range of 0-100%. Mark descriptors are given in the table below.

These descriptors are inter-related: with regard to marks of 40 and above there is an assumption that in awarding marks in one band work will have met the requirements of the previous band; with regard to marks of 39 and below there is an assumption that in awarding marks in one band work will NOT have met the requirements of the previous higher band.

When marking an individual piece of work there is an expectation that it will clearly demonstrate most of the criteria within each band.

Mark Range	Criteria
90-100%	<ul style="list-style-type: none">• Responds to all of the assessment criteria for the task.• Displays exceptional degree of originality.• Exceptional analytical, problem-solving and/or creative skills.• No fault can be found with the work other than very minor errors, for example minor typographical issues
80-89%	<ul style="list-style-type: none">• Responds to all of the assessment criteria for the task• Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material.• Likely to exhibit independent lines of argument.• Highly original and/or creative responses.• Extremely wide range of relevant sources used where appropriate
70-79%	<ul style="list-style-type: none">• Responds to all of the assessment criteria for the task.• An extremely, well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.• An authoritative grasp of the subject, significant originality and insight• Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material.• Evidence of extensive study, appropriate to task.
60-69%	<ul style="list-style-type: none">• Responds to most of the assessment criteria for the task.• A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content.• Clear evidence of insight and critical judgement in selecting, ordering and analysing content.• Demonstrates ability to synthesise material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality.• Draws on an appropriate range of properly referenced sources.
50-59%	<ul style="list-style-type: none">• Responds to most of the assessment criteria for the task.• An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts• An ability to construct and organise arguments• Some degree of critical analysis, insight and creativity.• Demonstrating some conceptual ability, critical analysis and a degree of insight.• Accurate, clearly written/presented

90-100: Exceptional analytical, problem-solving and/or creative skills

70-79: Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material

60-69: Clear evidence of insight and critical judgement in selecting, ordering and analysing content

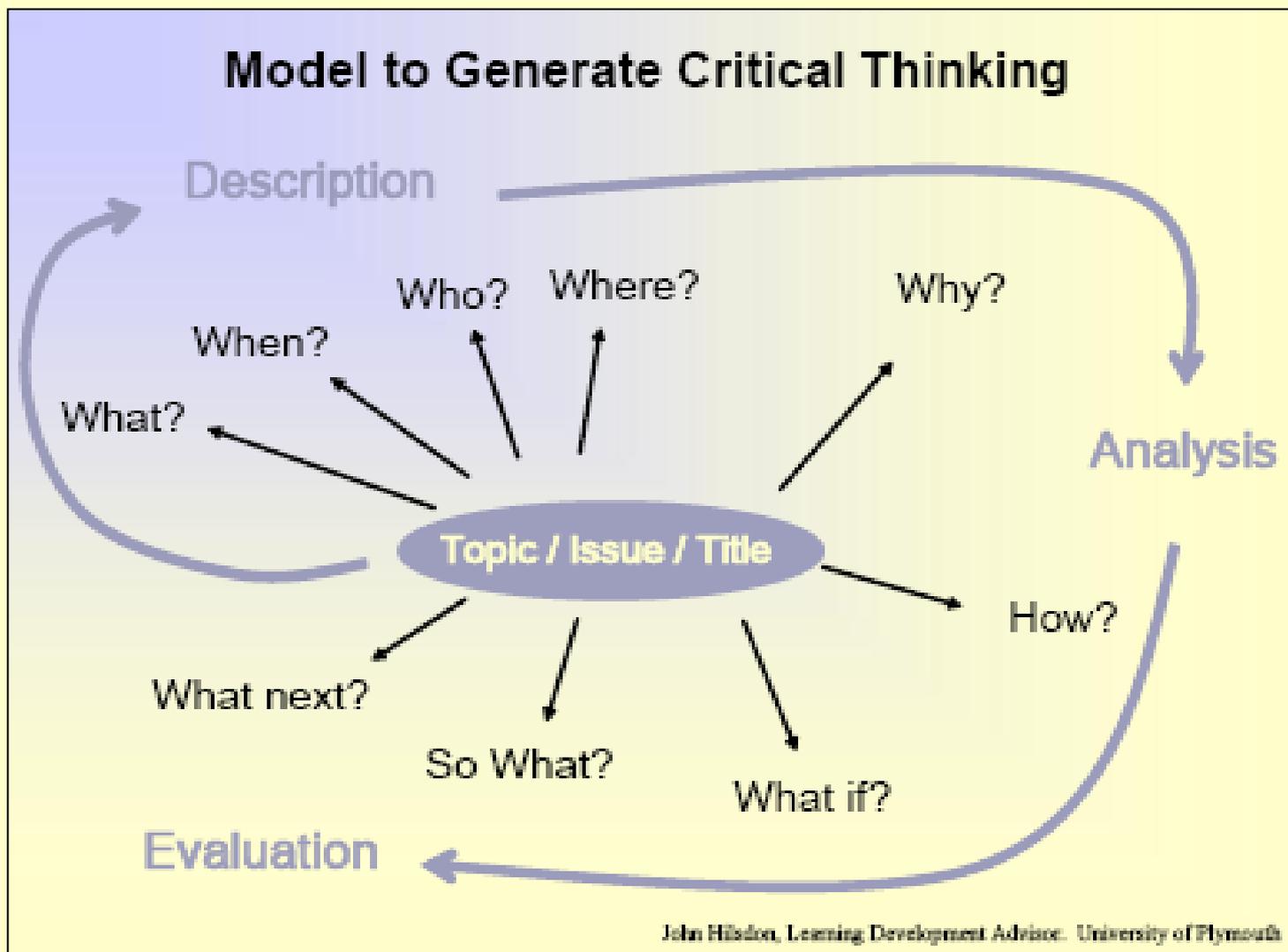
50-59: Some degree of critical analysis, insight and creativity

- Where are we critical and at what point does it begin?
 - Thinking
 - Approaches
 - Reading
 - Writing



“It’s called ‘reading’. It’s how people install new software into their brains”

Critical Questions . . .



Critical Reading . . .

- What is the author's position?
- What are they arguing?
- What is their conclusion?

- Delve deeper: what language does the author use? Can you identify elements of description, analysis and evaluation?



Critical Writing . . .

- Being clear what your conclusions are
- Showing a clear line of reasoning
- Presenting evidence to support your reasoning
- Reading your own writing critically
- Viewing your subject from multiple perspectives
- Identifying gaps/weaknesses in existing knowledge
- Doesn't passively agree
- Doesn't just report/describe but explains and justifies





Point
Evidence
Explain
Link

Have a go . . .



What?



When?



Who?

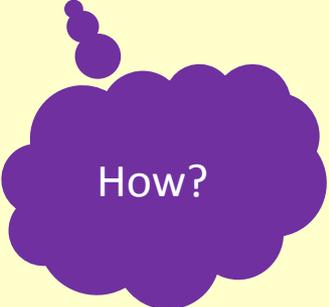


Where?

**Critically discuss whether social media is
beneficial or problematic to university
students?**



Why?



How?



So what?

Critical analysis in action?

Social media positively impacts on the student experience. A study argues that the use of social media directly links to the number of friends a student makes at university (Madge et al, 2009). In this study they used an online questionnaire to find out how British undergraduate students use social networking sites. Their findings are important because it gives ideas for how to encourage people to make friends when starting university.

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Critical analysis in action?

It can be argued that social media positively impacts on the student. A study that supports this point and demonstrates the benefits of social media to university students was carried out by Madge et al (2009). Madge et al (2009) question if the social networking phenomenon facilitates the integration of new students into university life. They argue that the use of such social media positively impacts on the student experience by aiding integration into university life, particularly in relation to establishing friends. This is supported by their findings which demonstrate that 97% of respondents had more friends once at university than they did prior to commencing university study (Madge et al, 2009, 145). Interestingly, while this initially appears to present the use of social media as beneficial to university students in establishing friendships, the question is raised about what level of interaction is required to see that friendship through into real life situations. It appears that a combination of social media and face-to-face interaction is necessary with social media taking a facilitating role. This also highlights the importance of understanding how those connections are made on social media sites, for example if it relies on face-to-face interaction first or if connections are made based on such things as halls of residence. Madge et al's study (2009) emphasises a potential positive use of social media, but also highlights the need for further study to assist in qualifying such statements as social media being a "integral part" of student life (Madge et al, 2009, 146).

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Visual comparison

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Differences between critical and descriptive writing

Descriptive writing	Analytical and evaluative writing
States what happened	Identifies the significance
States what something is like	Judges strengths and weaknesses
Gives the story so far	Weighs one piece of information against another
States the order in which things happen	Makes reasoned judgments
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
Says when something occurred	Identifies why timing is important
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance
States links between items	Shows relevance of links between pieces of information

Motivated Learning

Your level of motivation will affect your success



Reasons for
pursuing your
course of
study

- Why I'm studying

-What I want to achieve

Stop and think . . . Feedback

Strengths

Write here the things that you did well and that you can continue to do in your future assessments

Opportunities

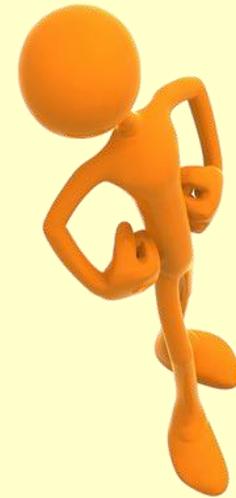
Write here the things that you got wrong or missed that could have helped you to gain more marks

Needs

Write here the extra things that you think you need to do before the next assessment to give you the best chance of improving your marks

Barriers

Write here what you think could make it difficult to do the extra things you think necessary



**Beat the research:
What are your new academic year resolutions?**



Stepping up . . . Summing up

- Be proactive in your learning
- Keep that motivation and goal in mind
- Look over your past work – what do you need to focus on this year
- Stay up to date with different learning opportunities.



Upcoming CLaSS workshops

New to studying in a UK university week

(11th November– 15th November 2013)

New styles of learning

10-11am

How to get the most out of your lectures and seminars

12-1pm

Avoiding Plagiarism workshop 1

10-12noon

An introduction to resources to help you with your use of English Language

12-2pm

Avoiding Plagiarism workshop 2

12-2pm

How to cite and reference using the Harvard System

12-1pm

Taking a critical approach to your work

1-2pm

Polishing your assignment

5:30-6:30pm

New styles of assessment

1-2pm

New ways of learning week

(25th November– 29th November 2013)

Finding images using databases

11-12noon

Putting data into words in your dissertation

11-12noon

Visual approaches for effective learning

11-12noon

How to make Groupwork work

12-1pm

Using social media to raise your online profile

12-1pm

Mind over matter: Use your imagination for study success

12-1pm

Electronic Newspapers. Today and Yesterday

12-1pm

Be more productive and manage your stress

12-1pm

Writing in Science and Technology

1-2pm

Thinking about your dissertation: writing the proposal

1-2pm

New ways of seeing: assignment planning, research and discovery

1-2:30pm

Taking a critical approach to your work

5:30-6:30pm

Writing in Art and Design

2:30-3:30pm

Sign up at: www.library.dmu.ac.uk/Home/Calendar

Session evaluation

1. How will you use the information from this session to help you with your course?
2. What did you learn that was new to you?
3. Any other evaluative comments e.g. Suggestions for developing the session, what went well etc.

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