

STUDY SKILLS INFORMATION FOR SBS STUDENTS

The following is an annotated bibliography of on-line study skills information, relevant to University level study. Much of the material is not subject specific, but some has been specially selected to be of use to students of Economics and to other Business School students. Not all this material may work effectively for you, but trying out the strategies suggested, sticking with what works for you, and being open to trying new strategies in unfamiliar situations should help you study more efficiently.

The available material is arranged into a number of categories, detailed below. On the live website you will find a clickable link to each category on the left hand bar of each page. Within each category you will find descriptions of helpful material that's available on external sites, with live links. All the links were checked on September 20th 2009, with active links.

This document is a pdf snapshot of the material contained on the web here:

<http://www.strath.ac.uk/economics/currentstudents/studyskills/>

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Further information:

This material was collected by Julia Darby of the Department of Economics, and the original study skills web pages received a [Commendation in the Economics LTSN Outstanding Electronic Resource Award](#), 2002.

Comments and suggestions are always welcome, as are details of any broken links; please email julia.darby@strath.ac.uk.

Last updated and all links checked, 20 September 2009.

1: Listening Notetaking and Review

A SYSTEM FOR EFFECTIVE LISTENING AND NOTETAKING

The CalREN Project Study Tips, University of Berkeley

"You can think about 4 TIMES FASTER than a lecturer can speak.

Effective LISTENING requires the expenditure of energy; to compensate for the rate of presentation, you have to actively intend to listen.

NOTETAKING is one way to enhance listening, and using a systematic approach to the taking and reviewing of your notes can add immeasurably to your understanding and remembering the content of lectures."

This article offers suggested strategies that can be used before, during and after class and in reviewing material.

<http://slc.berkeley.edu/studystrategies/calren/listening1.html>

NOTE-TAKING AND IN-CLASS SKILLS

Virginia Polytechnic Institute and State University

Adequate notes are a necessary adjunct to efficient study and learning in university. This site offers a range of suggestions to improve your note-taking.

<http://www.ucc.vt.edu/stdysk/notetake.html>

THE PURPOSE OF LECTURE NOTES

Student Academic Services - Study Skills Library

Explains why you should take notes, offers advice on how you can recognise different lecture formats and suggests what you can do before, during and after class to make your notes help you.

<http://sas.calpoly.edu/asc/ssl/lecturenotes.html>

10 COMMON LISTENING ERRORS

Columbus State Community College – Peer Tutoring Program Resources

<http://www.csc.edu/DOCS/PeerTutoring/listening.htm>

NOTE TAKING SYSTEMS

California Polytechnic State University - Study Skills Library

A summary of 5 note taking methods, with examples : Cornell, Outline, Mapping, Charting and Sentence methods.

<http://sas.calpoly.edu/asc/ssl/notetaking.systems.html>

REVIEW, RECITE AND REFLECT ON YOUR NOTES

Academic Skills Center, Dartmouth College

"While many students view notetaking as an activity conducted simply in lecture, solid notetaking skills require preparation and reflection as well. Your class notes can serve as an important tool for reviewing for exams and distilling key concepts. The following handouts provide suggestions on ways to take good notes and use them well. The key is to develop a system that enables you to review regularly, recite (repeating key concepts from class) and reflect (connect ideas to other notes and readings)."

<http://www.dartmouth.edu/~acskills/success/notes.html>

2: Reading

LIBRARY SEARCH SKILLS TUTORIAL

Glasgow University

"Library Search Skills describes the preliminary steps which should be taken to ensure finding all relevant information for a project or essay. It explains how to put together a search strategy by defining terms, highlighting keywords, generating broader and narrower terms, finding synonyms and related terms." This is aimed at first year students in all subject areas, and although it's been prepared by Glasgow University it is equally relevant and useful to students at Strathclyde!

<http://www.lib.gla.ac.uk/Training/tilt/searchskills.shtml>

GENERAL READING TIPS

Dartmouth College

Includes 6 Reading Myths Dispelled :

- I have to read every word;
- reading once is enough;
- it is sinful to skip passages in reading;
- machines are necessary to improve my reading speed;
- if I skim or read too rapidly my comprehension will drop;
- there is something about my eyes that keeps me from reading fast.

<http://www.dartmouth.edu/~acskills/success/reading.html>

LEARNING FROM TEXTS

University of Guelph, Learning Services

"Reading and remembering information from textbooks can be one of the most challenging aspects of learning at university. Since there can be a lot of variation in how texts are used from one course to another, the strategies that will be effective for reading and studying texts will vary from course to course as well..."

This resource discusses alternative strategies that should help.

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/learning_from_texts.cfm

WHAT DOES IT MEAN TO READ ACTIVELY

York University, Canada, Learning Skills Services

<http://www.yorku.ca/cds/lss/skillbuilding/reading.html#What>

MAKE READING AN ACTIVE LEARNING EXPERIENCE – THE SQ4R METHOD

University of Guelph, Learning Services

S=Survey, Q=Question, 4R=Read, Respond, Record, Review

"It's probably worth your time to try all the steps at first, and then choose and apply only those that work effectively for each of your course texts. Although using the SQ4R method may seem time consuming at first, once you know the steps the process takes only a few minutes."

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/SQ4R.cfm

HOW TO IMPROVE YOUR READING SPEED

How to radically increase your reading speed, Mind Tools™

<http://www.mindtools.com/speedrd.html>

Increasing Speed and Effectiveness of Reading, University of Texas Learning Center

http://www.utexas.edu/student/utlc/learning_resources/speed_reading/Guidelines_for_Increasing_Reading_Speed_and_Effectiveness.pdf

Scanning and Skimming, University of Texas Learning Center

"WARNING!! Scanning and skimming are NOT reading. They are to be used only for certain purposes: either when material and purpose permit OR time demands."

http://www.utexas.edu/student/utlc/learning_resources/speed_reading/Scanning_and_Skimming.pdf

Neuro Gym: Speed Reading Exercises from the University of Bangor

<http://www.bangor.ac.uk/~mas009/neurogym/exercises/speedread2.htm>

READING FROM COMPUTER MONITORS

University of Guelph, Learning Services

"There is a distinct difference in how our eyes focus on paper versus a computer screen, with the result that eye strain and other forms of physical fatigue occur more quickly when reading from a monitor..." Here you can find tips to improve the experience

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/reading_from_computer_monitors.cfm

HOW TO GET THE MOST OUT OF READING

The Writing Center at the University of Toronto

<http://www.writing.utoronto.ca/advice/reading-and-researching/get-the-most-from-reading>

HOW TO READ A DIFFICULT BOOK

Virginia Polytechnic Institute and State University (via Michigan Reach Out) and RSSL University of Maryland

<http://www.reachoutmichigan.org/learn/readbook.html>

HOW TO DO A CLOSE READING

Three key tips from the Writing Center at Harvard University :

- read with a pencil in hand, and annotate the text;
- look for patterns in the things you've noticed about the text - repetitions, contradictions, similarities;
- ask questions about the patterns you've noticed--especially how and why?

<http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>

TAKING NOTES FROM RESEARCH READING

from the Writing Center at the University of Toronto

"If you take notes efficiently, you can read with more understanding and also save time and frustration when you come to write your paper."

There are three main principles :

- know what kind of ideas you need to record;
- don't write down too much;
- label your notes intelligently

<http://www.writing.utoronto.ca/advice/reading-and-researching/notes-from-research>

A GUIDE TO READING AND ANALYSING AN ACADEMIC ARTICLE

Prepared by Amanda Graham, Yukon College

OK, so it's not textbook reading. But you will often be required to reading articles for particular classes. This resource offers both a step by step guide and a form that you can print out and fill in. It makes reading, collating and analysing material in articles so much easier and quicker.

<http://www.yukoncollege.yk.ca/~agraham/guides/aguide.htm>

CRITICAL READING TOWARDS CRITICAL WRITING

Deborah Knott, New College Writing Centre, University of Toronto

"Critical writing depends on critical reading. Most of the papers you write will involve reflection on written texts - the thinking and research that has already been done on your subject. In order to write your own analysis of this subject, you will need to do careful critical reading of sources and to use them critically to make your own argument. The judgments and interpretations you make of the texts you read are the first steps towards formulating your own approach."

This site continues with the following sections :

- Critical Reading: What is It?
- How Do I Read Looking for Ways of Thinking?
- Some Practical Tips.

<http://www.writing.utoronto.ca/advice/reading-and-researching/critical-reading>

3. Critical Thinking

CRITICAL THINKING QUESTIONS YOU CAN ASK ABOUT ANYTHING

UC Davis, University Writing Program

<http://wid.ucdavis.edu/handouts/critthink.htm>

WHAT IS CRITICAL THINKING?

UoW Learning Development

<http://unilearning.uow.edu.au/critical/1a.html>

AN OVERVIEW OF CRITICAL THINKING

LIVESTRONG.COM

Content:

- What is the Thinking Process?
- What Is Critical Thinking?
- What Does the Absence of Thinking Critically Look Like?
- What Does Critical Thinking Look Like?
- Characteristics of People who Excel at Critical Thinking
- What Are the Major Components in Critical Thinking?
- A Critical Thinking Problem-Solving Model

<http://www.livestrong.com/article/14710-overview-of-critical-thinking/>

A SUPER-STREAMLINED CONCEPTION OF CRITICAL THINKING

Robert Ennis for the Critical Thinking Co.

<http://www.criticalthinking.com/articles.html>

CRITICAL THINKING IN READING

Counselling and Development Centre York University, Canada

"Critical thinking in reading is like critical thinking elsewhere. Its purpose is to get us involved in a dialogue with the ideas we hear in class so that we can summarize, analyze, hypothesize, and evaluate the ideas we encounter. The practice of critical thinking is probably not new to you, but you might be unsure of how to apply it to academic work in a strategic way."

<http://www.yorku.ca/cdc/lsp/readingonline/read4.htm>

CRITICAL THINKING GUIDELINES

University of Victoria, Learning Skills Programme

"If there is one thing professors like to see in student essays, it is evidence of critical thinking. Students, however, often do not know what critical thinking is, or what it looks like, or how to do it, and so their essays are a form of learning by trial and error."

Critical Thinking is defined, and a useful set of guidelines are set out and explained :

- Ask Questions
- Push Past Your Limits
- Don't Just Think - Write

<http://www.coun.uvic.ca/learning/critical-thinking/>

SUCCESSFUL CRITICAL THINKING STRATEGIES

York University Learning Commons

http://www.yorku.ca/yulearn/universityskills/Presentation_CriticalThinking2.pdf

CRITICAL READING: WHAT IT IS AND WHY YOU NEED TO DO IT

Cleveland State University, Ohio

Critical reading requires more both in effort and understanding than "skimming" of text. A critical reading requires logical and rhetorical skills...

<http://www.csuohio.edu/academic/writingcenter/critread.html>

CRITICAL THINKING QUESTIONS YOU CAN ASK ABOUT ANYTHING

Campus Writing Center, UC Davis

"Stumped for intelligent questions to provoke your writing glands? Feast your word processor on these, and generate some text, customizing them to your subject matter and topic as you go along. Then print out your responses, mix and match, and repeat. You'll be amazed at how fast you can generate better-quality raw materials this way."

<http://wid.ucdavis.edu/handouts/critthink.htm>

COLLABORATIVE LEARNING ENHANCES CRITICAL THINKING

Anuradha A. Gokhale, Journal of Technology Education

A short article that will provide you with food for thought.

<http://scholar.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html>

DEVELOPING CRITICAL THINKING SKILLS

Dartmouth College, Composition Center

"When developing the courses that we teach, we want to design a course that will inspire our students to sharpen their critical thinking skills..."

<http://www.dartmouth.edu/~writing/materials/faculty/pedagogies/argument.shtml#second>

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This site continues with the following sections :

- Critical Reading: What is It?
- How Do I Read Looking for Ways of Thinking?
- Some Practical Tips.

<http://www.writing.utoronto.ca/advice/reading-and-researching/critical-reading>

4. Time Management

TIME MANAGEMENT

Bournemouth University Learning Support

Time is a finite resource, each minute passes never to return again, you can't store it to use later, therefore it makes sense to use time wisely. The site covers the following :

- Why Time Management Matters;
- Preparation;
- Time Management Aids;
- Progress Review;
- Bibliography.

http://www.bournemouth.ac.uk/study_support/time_management.html

TIME MANAGEMENT RESOURCES

Including 10 Tips for Improving Time Management

Learning Strategy Guides, Dartmouth College

<http://www.dartmouth.edu/~acskills/success/time.html>

TIME MANAGEMENT - WHAT TO TRY, AND WHY

University of Waterloo Counselling Services

"Students, whether first year or graduate, typically complain about a) the size of their workload and b) the amount of unstructured time. On the surface, these two issues appear to go together, but it takes time management skills to resolve them."

ccat.sas.upenn.edu/~haroldfs/popcult/timemgmt/

TECHNIQUES TO MANAGE PROCRASTINATION

University of Berkeley, Student Learning Center

Common bad habits, and what to do instead :

<http://slc.berkeley.edu/studystrategies/calren/procrasttechniques.html>

OVERCOMING PROCRASTINATION

Cornell University Center for Learning and Teaching

http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/procrastination.pdf

TIPS FOR SAVING TIME

George Mason University Counselling Center

Tips, plus advice on how to implement them :

- Don't be a perfectionist
- Learn to say no
- Learn to Prioritize
- Combine several activities

<http://www.gmu.edu/departments/csdc/time.htm>

5. Stress & Concentration

STRESS MANAGEMENT VIDEO

Academic Skills Center, Dartmouth College

Time is a finite resource, each minute passes never to return again, you can't store it to use later, therefore it makes sense to use time wisely. The site covers the following :

- what is stress?
- what are some of the causes of stress?
- what are some symptoms of unmanaged stress?
- what are some ways to manage stress effectively?

<http://www.dartmouth.edu/~acskills/videos/index.html>

COPING WITH EXAMS AND EXAM ANXIETY

original source Academic Skills Center, Dartmouth College, here hosted by U.Rhode Island

"For most students, exam time is particularly stressful. Paradoxically, many students attempt to deal with this stress in ways that are counter-productive or even self-defeating; their behavior and attitudes tend to diminish their performance on exams rather than enhance it."

This site offers specific guidelines that you can follow to help you learn more efficiently during exam time.

<http://www.uri.edu/aec/handouts/bin/anxiety.pdf>

MANAGING YOUR TEST ANXIETY

Student Development Centre's Learning Skills Services - University of Western Ontario

- What does test anxiety feel like?
- What can you do to control test anxiety?

<http://www.sdc.uwo.ca/learning/mcanx.html>

CONCENTRATION

Academic Skills Center, Dartmouth College

A short factsheet covering the following :

- identifying the problem;
- creating a study environment;
- when to study;
- how to study & concentrate.

http://www.dartmouth.edu/~acskills/docs/concentration_tips.doc

CONCENTRATION AND DISTRACTION

University of Waterloo Counselling Services

"Most students report dissatisfaction with their ability to concentrate: they may have trouble getting down to work in the first place or feel that they never work as efficiently as they would like.

While it is impossible to concentrate 100% of the time, it is possible to minimize external distractions and to begin to work on internal ones."

This web page offers a number of strategies that you can try using to minimise distractions and improve your concentration. It also explains why each strategy is worth trying.

<http://www.adm.uwaterloo.ca/infocs/study/concentration.html>

IMPROVING CONCENTRATION

Student Development Centre's Learning Skills Services - University of Western Ontario

"Are you having trouble concentrating? Your problem may be one or some or all of the following :

- you're not organized; your comprehension is poor; you're procrastinating;
- you're neglecting your physiology; your work environment is poor;
- your mind is just plain jumpy."

This site can help you identify and rectify these problems.

<http://www.sdc.uwo.ca/learning/concentration.html>

6. Evaluating & Quoting Sources

HOW TO CRITICALLY ANALYZE INFORMATION SOURCES

Cornell University Library

Evaluating a source can begin even before you have the source in hand. You can initially appraise a source by first examining the bibliographic citation. A bibliographic citation is a written description of a book, journal article, essay, or some other published material. Bibliographic citations characteristically have three main components: author, title, and publication information. These components can help you determine the usefulness of this source for your paper.

<http://www.library.cornell.edu/resrch/intro#2Findingbooks,articles,andothermater>

HOW TO EVALUATE THE SOURCES YOU FIND

Cornell University Library

"Evaluating the authority, usefulness, and reliability of the information you find is a crucial step in the process of library research. The questions you ask about books, periodical articles, multimedia titles, or Web pages are similar whether you're looking at a citation to the item, a physical item in hand, or an electronic version on a computer."

This advice covers :

- the use of book reviews to gather critical information about books;
- how to distinguishing scholarly from non-scholarly periodicals: a checklist of criteria;
- tips and questions to ask when evaluating web sites;
- alternative criteria and tools for evaluating web sites.

<http://www.library.cornell.edu/olinuris/ref/research/evaluate.html>

HELPING STUDENTS QUOTE SOURCE MATERIAL IN THEIR WRITING

Professor Nancy Mack, Wright State University, Writing Across the Curriculum

This is a short on-line article with some well thought out tips. The basic idea is to use learned sources to back up a position. All too often, students use quotations to substitute for their own words, rather than to support a point. A number of alternative strategies are suggested, with a key objectives being (i) to make your analysis longer than the original quote and (ii) to add your ideas to the author's comments.

For example :

- by explaining your interpretation of the quote to the reader;
- by analysing the significance of the quote;
- by extending the author's point to another situation;
- by relating the quote to your point;
- by giving other examples that fit with the quote.

http://www.wright.edu/academics/wac/Newsletters/Complete/2000%20Newsletters/september_2000.htm#Helping

HOW TO ACKNOWLEDGE WHAT YOU'VE READ: CITING and REFERENCING

Monash University

A tutorial based on the Harvard style (author, date...)

- Why do you need to acknowledge your sources?
- What is citation?
- When do you need to cite?
- How to cite books, papers, book chapters, web materials etc.

<http://www.lib.monash.edu.au/tutorials/citing/>

REFERENCING ON-LINE RESOURCES USING THE HARVARD STYLE

University of South Queensland Library

More comprehensive coverage of how to reference web pages, emails, electronic databases, pod casts etc.

<http://www.usq.edu.au/library/help/referencing/harvard>

EVALUATING WEB PAGES: TECHNIQUES TO APPLY & QUESTIONS TO ASK

UC Berkeley - Teaching Library Internet Workshops

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

7. Avoiding Plagiarism

UNIVERSITY POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

<http://www.strath.ac.uk/economics/currentstudents/studyskills/avoidingplagiarism/plagiarismstatement/>

WHAT IS PLAGIARISM?

Georgetown University

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>

QUICK GUIDE TO REFERENCING

JISC Internet Plagiarism Advisory Service.

"Students may unwittingly plagiarise by failing to follow academic referencing conventions. The advice contained in this section is designed to help students reference and acknowledge work in accordance with current academic practice."

- * Writing your list of References
- * Bulleted References
- * Referencing Citations
- * Reference Terms

http://www.plagiarismadvice.org/documents/tipsheetsv3/tp06_AQuickGuideToReferencing.pdf

USING ELECTRONIC RESOURCES APPROPRIATELY

JISC Internet Plagiarism Advisory Service

http://www.plagiarismadvice.org/documents/tipsheetsv3/tp12_UsingElectronicResourcesAppropriately.pdf

HOW NOT TO PLAGIARIZE

Writing Support Center, University of Toronto.

Covers some common questions and provides full answers :

- * Can't I avoid problems just by listing every source in the bibliography? (No)
- * If I put the ideas into my own words, do I still have to clog up my pages with all those references? (Yes...)
- * But I didn't know anything about the subject until I started this paper. So do I have to give a reference for every point I make? How can I tell what's my own idea and what has come from something I read? (Careful note-taking helps...)
- * So what exactly do I have to document? (Quotations, paraphrases, or summaries: specific facts used as evidence for your argument or interpretation; distinctive or authoritative ideas, whether you agree with them or not.)

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

PARAPHRASE: WRITE IT IN YOUR OWN WORDS

Purdue University Online Writing Lab

- * Learn to borrow from a source without plagiarizing.
- * Quoting, Paraphrasing, and Summarizing

<http://owl.english.purdue.edu/owl/resource/619/01/>

TAKING NOTES FROM RESEARCH READING

University of Toronto, Writing Center

Poor notetaking when researching your essay or dissertation topic can be a contributing factor to plagiarism. This link offers advice on good notetaking practice.

<http://www.writing.utoronto.ca/advice/reading-and-researching/notes-from-research>

VERBS FOR REFERRING TO SOURCES

Writing Support Center, University of Toronto.

<http://www.writing.utoronto.ca/advice/english-as-a-second-language/referring-to-sources>

PLAGIARISM IN COLLEGES IN USA

Ronald B. Standler

A very useful essay on plagiarism, including the ethical and legal questions, with plenty of guidelines for students. <http://www.rbs2.com/plag.htm>

8. Research Using the Internet

BASIC GUIDELINES FOR RESEARCH USING THE INTERNET

University of Toronto

Key points include :

- * don't rely exclusively on Net resources;
- * narrow your research topic before logging on;
- * know your subject directories and search engines;
- * keep a detailed record of sites you visit and the sites you use;
- * double-check all URLs that you put in your paper.

This site also includes guidelines for evaluating specific resources :

"Ask these questions when looking at a Web site and you can avoid many errors and problems: what's the authority, the affiliation, the audience level, the currency? Is the content reliable and accurate?"

<http://www.utm.utoronto.ca/library/instruction/researchinternet.html>

COMPUTER SOURCES TUTORIAL

TILT, University of Glasgow

This tutorial is a general introduction to computer-based bibliographic databases and how to search them for references. The tutorial is divided into three sections :

- * Basic - introduction to basic search techniques - using keywords, truncation, Boolean and field searching.
- * Advanced - more advanced Boolean, controlled vocabulary and citation searching.
- * Practical - an opportunity to practise some of the techniques described in the tutorial

<http://library.ulster.ac.uk/training/tltp/index.html#Computer%20Sources>

REFERENCING ON-LINE RESOURCES USING THE HARVARD STYLE

University of South Queensland Library

<http://www.usq.edu.au/library/help/referencing/harvard>

THE INTERNET ECONOMIST

Martin Poulter, The Economics Network University of Bristol

This is an excellent resource, billed as "a free 'teach yourself' tutorial on Internet information skills for Economists."

This tutorial covers the key information skills for the Internet environment and aims to help you learn how to use the Internet to help with your coursework, literature searching, and research.

It's split into four sections :

- * tour key internet sites for economists;
- * discover tools and techniques to improve your internet searching;
- * review the critical thinking required when using the internet;
- * reflect on how to use the internet for studying, teaching or research.

<http://www.vts.intute.ac.uk/tutorial/economics>

9. Writing Essays

HOW TO WRITE GOOD ESSAYS AND GOOD EXAM ANSWERS BY REALLY TRYING

by Tom Mackie, Dave Marsh, Kevin Colclough and Dave Richards,
Department of Government, University of Strathclyde

An excellent place to start...

- * Introduction
- * Presentation
- * References
- * Plagiarism
- * Marking of Essays
- * Exams
- * Appendix

<http://www.strath.ac.uk/government/writingessays/>

WRITING ESSAYS

University of Southampton

"Students often find the task of sitting down to write an assignment quite daunting. But, as you'll see from the list of contents for this section, writing comes quite late in the process. We deal with:"

- * Read the question
- * Decoding essay questions
- * Researching for assignments
- * Structuring essays
- * Essay outlines
- * Writing the assignment

http://www.studyskills.soton.ac.uk/studytips/plan_essay.htm

PROCEDURE FOR WRITING A TERM PAPER

Alton L. Raygor, University of Minnesota

Don't expect to be able to just sit down and write... the key is good preparation!

"The task of writing such is not as formidable as it seems if it is thought out in advance as a definite procedure with systematic perpetration."

- * Choosing a subject
- * Finding sources of materials
- * Gathering the notes
- * Outlining the paper
- * Writing the first draft
- * Editing the paper

<http://www.ucc.vt.edu/stdysk/termpapr.html>

ON-LINE WRITING LAB

Purdue University

Provides an excellent and comprehensive range of on-line handouts, covering

- * Planning and starting to write
- * Effective writing, including
- * Conciseness;
- * Methods of eliminating wordiness;
- * Revising/editing/proofreading;
- * Types/genres of writing.

<http://owl.english.purdue.edu/>

WRITING ARGUMENTATIVE ESSAYS

Bill Daly, Victoria University of Technology (TAFE) in Melbourne, Australia.

Some very useful advice including :

- * Debatable and non-debatable statements.
- * Providing support for debatable statements (or premises).
- * Using connective paragraphs.
- * Showing you are aware of both sides of the issue - a model.
- * Showing you are aware of both sides of the issue - examining the model.
- * Choosing your own premise and writing a paragraph.
- * Using connectives and problematising phrases.
- * Converting an informal text into a formal text.
- * Sorting arguments into topics and paragraphs.
- * An overview of the model essay.
- * Writing introductions to argumentative essays.
- * Writing conclusions to argumentative essays.

<http://www.ltn.lv/~markir/essaywriting/frntpage.htm>

See also the resources at Paradigm Online Writing Assistant: <http://www.powa.org/argumentative-essays/>

PARAGRAPHS AND TOPIC SENTENCES

Writing Tutorial Services at Indiana University, Bloomington.

This is an excellent site for helping you think about how to set about writing well structured paragraphs: "Paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points... A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence."

The material on this site also emphasises ways of achieving coherence and provides examples of transition sentences.

<http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>

HOW TO USE EVIDENCE

Writing Tutorial Services at Indiana University, Bloomington.

Provides guidance on :

- * Incorporating evidence effectively.
- * Integrating quotations smoothly.
- * Citing sources within your paragraphs.

http://www.indiana.edu/~wts/pamphlets/using_evidence.shtml

HOW TO WRITE AND REVISE A ROUGH DRAFT

The University of Texas Learning Center

"Writing a rough draft is a late stage in the writing process. Before you get to this stage, be sure you've done a lot of preparation: clarified your topic, taken lots of notes, collected as many ideas in writing as you can."

Covers how to put your ideas on paper; organising your material; focusing on relevance; and assessing content.

[http://www.utexas.edu/student/utlc/learning_resources/writing/How to Revise Your Rough Draft.pdf](http://www.utexas.edu/student/utlc/learning_resources/writing/How_to_Revise_Your_Rough_Draft.pdf)

CONCISENESS: METHODS OF ELIMINATING WORDINESS

Purdue University Online Writing Lab

Most essay based assignments come with an upper word limit. These are not targets that you should strive to hit. Markers will quickly become irritated with waffle! Concise essays are far more likely to impress. This site offers a number of sensible strategies to use to eliminate wordiness in your essays and other assignments.

http://owl.english.purdue.edu/handouts/general/gl_concise.htm

PROOF READING

University of Victoria Writer's Guide

A list of tips for proof reading your essay:

<http://web.uvic.ca/wguide/Pages/ProofPresentProofing.htm>

10. Exams

EXAM PREPARATION

University of Toronto, Academic Success Center

Suggestions to help you choose a method of preparation that suits the type of exam you'll be sitting.

<http://www.asc.utoronto.ca/Publications/Preparing-for-Exams.htm>

HOW TO SURVIVE EXAM WEEKS

University of Texas Learning Center

Do you find yourself panicking when you have several exams to take in a short period? Do you feel a lot more stress during mid-terms and finals? If so, read on :

http://www.lcsc.edu/lrc/Study_Skills/Surviving_Finals.htm

DEALING WITH EXAM ANXIETIES

Student Counselling Service, Cardiff University

- * How do I know if I'm excessively anxious?
- * Typical reactions.
- * What causes excessive anxiety?
- * How to deal with it.

<http://www.cardiff.ac.uk/clng/forstudents/commonproblems/examanxiety/index.html>

RUBY'S ROOM ON EXAM STRESS

Ruby Wax talks about exam stress and gets some tips from educational psychologist Kairen Cullen. Part of the BBC website 'Headroom area' designed to help you 'unwind your mind'.

<http://www.bbc.co.uk/headroom/rubys/?rubysroom03>

WRITING ESSAY EXAMS

Purdue University Online Writing Lab

- * What is a well written answer to an essay question?
well focused; well organized; well supported; well packaged;
- * How do you write an effective essay exam?
- * Specific organizational patterns and "key words"

http://owl.english.purdue.edu/handouts/general/gl_essay.html

QUESTION THE QUESTION

University of Victoria

- * Why is it being asked?
- * Is it a multi-layered question, one that can be answered on more than one level?
- * Does it invite a largely factual response?
- * Is it looking for a specific critical stance?

<http://web.uvic.ca/wguide/Pages/ExamEssays.html>

STRATEGIES TO USE WITH DIFFICULT QUESTIONS

Virginia Tech, adapted from Kentucky University Reading Lab

<http://www.ucc.vt.edu/stdysk/strategi.html>

TIPS ON PREPARING FOR, AND SITTING, PROBLEM SOLVING EXAMS

University of Guelph, Learning Services

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/problem_solving_exams.cfm

TIPS ON APPROACHING A MATH BASED EXAM

Cynthia Arem, Pima Community College

<http://wc.pima.edu/~carem/MATHTEST.html>

DOING WELL IN CALCULUS

D.A.Kouba, U C Davis

www.math.ucdavis.edu/~kouba/CalculusTips.html

MULTIPLE CHOICE EXAMS

Strategies

University of Guelph, Learning Services

Includes advice on approaches to studying for Multiple Choice exams, how to monitor the effectiveness of your study, and strategies to use when sitting the exam :

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/multiple_choice_exams.cfm

Preparation

University of Toronto, Academic Success Center

<http://www.asc.utoronto.ca/Publications/Multiple-Choice-Tests.htm>

Sitting the Exam

University of Toronto, Academic Success Center

<http://www.asc.utoronto.ca/Publications/Multiple-Choice-Test-Writing.htm>

OPEN BOOK EXAMS

National University of Singapore

"Open Book Exams require, among other things, that you learn for understanding rather than recall, make good notes and organise materials for speedy retrieval."

This site explains why open book exams are used, what they are, and what they are not, and offers advice on how to maximise your performance in Open Book Exams

<http://www.cdtl.nus.edu.sg/publications/obe/>

11. Success in Maths for Business Students

HOW TO STUDY MATHEMATICS

Paul Dawkins, Lamar University

<http://tutorial.math.lamar.edu/Extras/StudyMath/HowToStudyMath.aspx>

SUCCESS IN MATHEMATICS

University of St Louis

"Tips on how to study mathematical topics, how to approach problem-solving, how to study for and take tests, and when and how to get help."

<http://mathcs.slu.edu/undergrad-math/success-in-mathematics>

COPING WITH MATH ANXIETY

Dave Woods, Austin Community College

Tips to help you, and stories from those who have been there

http://www.austincc.edu/math/documents/Coping_With_Math_Anxiety.pdf

INTERACTIVE TESTS FOR INTRODUCTORY MATHEMATICAL ECONOMICS

Links are provided here to a range of interactive tests organised by topic. The tests are intended to help you improve your use of basic mathematical techniques. Practice is essential if you are to progress...try the tests, your answers are will marked instantly, on-line. The tests can also be used to help you identify the kinds of problems you find difficult. You are encouraged to use staff office hours to seek help, either individually or in small groups, having narrowed down your difficulties in this way.

<http://www.strath.ac.uk/economics/currentstudents/studyskills/successinmathsforeconomicsstudents/interactivemathtests/>

MATHS SKILLS REVIEW

Wendy Keeney-Kennicutt, Department of Chemistry, Texas A&M University

Originally aimed at Chemistry students, this is also a very useful resource for Economics students, probably one of the most useful sites for those starting Analytical Economics. It covers:

- * algebraic manipulation
- * significant figures
- * scientific notation
- * manipulation of exponents
- * quadratic equations
- * logarithms

<http://www.chem.tamu.edu/class/fyp/mathrev/mr-algeb.html>

LEARNING CALCULUS

Susan Hermiller, Melanie Martin, Eric York of the University of Nebraska

Includes tips to help you make better use of your math study time

<http://www.math.unl.edu/~shermiller2/calc/>

VISUAL CALCULUS

University of Tennessee

This one's really good - tutorials and animation, you need to download a free "live math" plug in for some of the material. Includes on-line quizzes too. Some material will be way beyond you, but don't be put off - it's good with basics as well.

<http://archives.math.utk.edu/visual.calculus/>

MathServ TOOLKIT

Department of Mathematics, Vanderbilt University

A web-page of math tools. It can do things like factor polynomials, graph equations, find derivatives and antiderivatives, and lots of other neat stuff.

<http://www.math.vanderbilt.edu/mathserv/>

TIPS ON PREPARING FOR, AND SITTING, PROBLEM SOLVING EXAMS

University of Guelph, Learning Services

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/problem_solving_exams.cfm

TIPS ON APPROACHING A MATH BASED EXAM

Cynthia Arem, Pima Community College

<http://wc.pima.edu/~caem/MATHTEST.html>

12. Writing a Dissertation

HOW TO WRITE A LITERATURE REVIEW

The University of Wisconsin-Madison Writing Center

A Literature Review often constitutes the whole or a large part of a chapter/section in a dissertation.

<http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

ANOTHER GUIDE TO WRITING A LITERATURE REVIEW

Academic Skills and Learning Center, The Australian National University

A number of key issues that arise when writing a Literature Review are discussed :

- * Coverage of the literature
- * Focussing your Review
- * Critical engagement with the literature
- * Review mode and orientation
- * Structuring your Review
- * Positioning your research in relation to the literature
- * Signalling your intentions to your reader
- * Concluding comments

<https://academicskills.anu.edu.au/resources/handouts/literature-reviews>

WRITING YOUR DISSERTATION

University of North Carolina at Chapel Hill

This site is written for PhD students, but certainly applicable to Honours and MSc students too. The authors start by addressing the following questions :

- * Why is it difficult to get rolling on your dissertation, and to KEEP rolling once you get started?
- * What can you do if you are questioning your commitments?

They also give the "Good News": i.e. that you will build skills in writing your dissertation that you will use throughout your career. And offer other advice to help you help yourself to be as productive as possible, including :

- * managing your topic and managing your advisor;
- * work on your dissertation during times that you are most productive;
- * work on your dissertation in a space where you can be productive;
- * figure out how you work best, and try to work that way;
- * things to write when you don't want to write;
- * boosts to keep you going - feedback, rewards and punishment as motivators!

<http://www.unc.edu/depts/wcweb/handouts/dissertation.html>

HOW TO WRITE A DISSERTATION

(or, bedtime reading for people who do not have time to sleep)

Purdue University

This was put together by Computer Scientists for PhD students, but it is readily transferable. Amongst some generally sound advice you can find sections on the following :

- * terms and phrases to avoid;
- * separating cause-effect relationships from simple statistical correlations;
- * drawing only warranted conclusions;
- * suggested order for writing.

<http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>

WHAT HONOURS EXAMINERS WANT

Three dissertation related podcasts from the Australian National University

- Examiners' expectations of the thesis
- Examining your research and approach
- The Honours examination process.

<https://academicskills.anu.edu.au/resource/taxonomy/term/120>

13. Presentations

WRITING PRESENTATIONS

developed by Graham Jones

This site outlines the presentation writing method known as "Why? How? Prove It!"

<http://www.whyhowproveit.co.uk/>

GIVING A TUTORIAL PRESENTATION

Australian National University, Academic Skills and Learning Center.

"Making an oral presentation of your ideas on a subject requires somewhat different skills and preparation than writing an argument in an essay... You gain in return a chance to acquire some skills which are essential for an academic career and readily transferable to professional contexts outside the university"

<https://academicskills.anu.edu.au/resources/handouts/giving-tutorial-presentation>

PARTICIPATION SKILLS FOR DISCUSSIONS AND PRESENTATIONS

University of New South Wales, Learning Center.

- Why have discussions at University?
- Strategies to try if you find it difficult to speak or ask questions in tutorials and seminars
- Tips on voicing an opinion and backing it up with evidence
- Steps to follow when disagreeing with another speaker
- Discussion Etiquette (or minding your manners)
- Leading or chairing a group discussion.

<http://www.lc.unsw.edu.au/onlib/disc.html>

EFFECTIVE PRESENTATIONS

developed by Erin B. Lindsay, UCLA

A short illustrative presentation.

<http://www.research.ucla.edu/era/present/>

MAKING GREAT POWERPOINT PRESENTATIONS

University of New South Wales

What to do, and what not to do, to use slides effectively.

<http://www.lc.unsw.edu.au/onlib/ppoint.html>

SUPPORTING YOUR TALK WITH VISUALS

University of Toronto

"Visual aids are an important element of a good oral presentation. Using visuals can add interest to your presentation and help you communicate your ideas."

http://www.engineering.utoronto.ca/about/programs/communication/Online_Handbook/Oral_Communication/Supporting_your_Talk_with_Visuals.htm

USING GRAPHICS AND POWERPOINT FOR A LEADERSHIP EDGE

Rice University On-Line Writing Lab

<http://cohesiondev.rice.edu/collaborations/riceowl/emplibrary/LC%20%20Presentations%20RV%2009.pdf>

DEVELOPING AND DELIVERING PROFESSIONAL PRESENTATIONS

Rice University On-Line Writing Lab

<http://cohesiondev.rice.edu/collaborations/riceowl/emplibrary/LC%20%20Presentations%20RV%2009.pdf>

MANAGING NERVOUSNESS DURING ORAL PRESENTATIONS

University of Guelph

"Many students dread giving oral presentations in class, yet sooner or later students in you will be obligated to do so. If you perspire at the mere thought of giving a seminar, or even if you are comfortable speaking in front of a group, there are ways and means to improve both the quality of your presentation skills and your comfort with them."

http://www.lib.uoguelph.ca/assistance/learning_services/fastfacts/presentations.cfm

14. Group Work

GROUP WORK AND COLLABORATIVE WRITING

by Brian Connery and John Vohs, U.C. Davis

"Working with a group on a project can be a pleasure: responsibilities are equitably divided, the tedium of work is punctuated by conviviality and commiseration, and large problems dissolve under scrutiny from a variety of perspectives. Working with a group can also be frustrating, the seemingly indirect and digressive, as well as anxiety-ridden and inconvenient.

For most people, the bulk of our professional lives will be spent working in cooperation and collaboration with others within committees, research teams, boards, departments, professional societies, or corporations."

Effective group working is well worth striving for. This on-line guide will give you the pointers you need to approach group work and collaborative writing positively and effectively.

This is an excellent and detailed on-line guide :

trc.ucdavis.edu/trc/papers/vohs/

EFFECTIVE GROUP WORK STRATEGIES

Flinders University, Adelaide, Australia

Benefits in Using Group Work :

- Why work in groups?
- Tips for successful group work
- Avoiding group problems
- Dealing with group problems

http://www.flinders.edu.au/shadomx/apps/fms/fmsdownload.cfm?file_uuid=5655AFE9-E232-E1B1-34AD-FCEDEBEF46F0&siteName=flinders

SURVIVING THE GROUP PROJECT: A NOTE ON WORKING IN TEAMS

Anat Lechner, Stern School of Business NY

(look at the appendix which includes discussion of issues around membership, organisation, communication and participation, influences and control, climate, minority opinions, leadership, specifying key tasks, decision making, conflict, atmosphere and emotional issues)

http://pages.stern.nyu.edu/~eyoon/syllabi/Fall08/B65.2351.00_lechner.pdf

SURVIVING TEAM ASSIGNMENTS

Kristin Feenstra

"In a perfect world, group projects would be no problem. There would be no conflict, no slacking, everyone would contribute and things would run smoothly according to schedule. Yeah right... in a perfect world.

Here's what some students had to say about surviving and thriving in your group work"

<http://www.iamnext.com/academics/groupproject.html>

ASSESSING GROUP WORK

University of Queensland, Teaching and Educational Development Institute

- When should group tasks be assessed?
- Best practice in the assessment of group tasks
- Examples and theory
- Assigning marks to individuals vs. the group as a whole
- Self and peer assessment
- Freeloading and plagiarism
- The logistics of forming groups.

<http://www.tedi.uq.edu.au/teaching/assessment/groupass.html>

OTHER RESOURCES THAT ARE USEFUL IN GROUP WORK:

TEAM WORK CHECKLISTS

University of Liverpool, Centre for Lifelong Learning
http://www.liv.ac.uk/ilearn/skilldetails.asp?skill_id=6

GROUP SKILLS DEVELOPMENT PLEDGE

Indiana University
"To help students assess their development of the skills listed..."
<http://www.indiana.edu/~teaching/ourservices/assess/groupskills.shtml>

A SAMPLE GROUP WORK EVALUATION FORM

Created by Thomas G.Thomson, University of Maryland
Designed to allow students to rate themselves and their team members on the relative contributions that were made in preparing and submitting their group paper.
<https://courses.worldcampus.psu.edu/public/faculty/PeerEvalForm.html>

GROUP SKILLS SELF ASSESSMENT

Indiana University
<http://www.indiana.edu/~teaching/ourservices/assess/groupassess.shtml>

REFLECTING ON THE GROUP EXPERIENCE

Institute for Interactive Media and Learning, University of Technology, Sydney
<http://www.iml.uts.edu.au/learnteach/groupwork/unit7.html>

COLLABORATIVE LEARNING: GROUP WORK AND STUDY TEAMS

Tools for Teaching
University of California, Berkeley
<http://teaching.berkeley.edu/bgd/collaborative.html>
