Academic Culture and Study Skills

ACADEMIC SUPPORT CENTRE
1. Know the system

2. Know yourself & establish routines

3. Learn well & produce honest work
Know the system
General characteristics of the Swedish system

Non-authoritarian classroom
Group work
Many grading systems
40-hour work week
Non-authoritarian classroom

Or is it...?
Non-authoritarian classroom

“Students as Producers” https://cft.vanderbilt.edu/2013/09/students-as-producers-an-introduction/
Group work
Many grading systems

VG, G, U
5, 4, 3, Fail
A-F
Distinction, Merit, Pass, Fail
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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Know yourself & establish routines
Tools for productive, meaningful, and fun work days

• Self-knowledge
• Schedule & routines
• Focus
• Motivation
• Active reading and note-taking strategies
• Classmates
Ask yourself:

Am I a self-regulated learner?

What it takes: “full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one’s learning.”*

*Creating Self-Regulated Learners: Nilson, 2013,p. 4
Am I a self-regulated learner?

Ask yourself:

Do I have true grit?

Grit = better predictor of academic success than intelligence
1. When and where do I concentrate best?
2. Am I easily distracted? How often do I pick up the phone?
3. Am I able to choose a learning or study strategy according to the task? And recognize when it needs to change?
4. Do I procrastinate? When and how?
5. How do I motivate myself to complete tasks?
6. What are my short-term & long-term goals?
7. How long does it take me to read one page?
8. How long does it take me to write one page?
**Routines & Scheduling**

1: Semester overview
- Week 4 classes start
- Week 5 first study group meeting
- Week 7 reflection paper
- Week 9 paper topic
- Week 10 presentation
- Week 12 final paper

2: Weekly schedule
- Pages to read
- Lab work to be done
- Review time
- Research time
- Study group meetings

Formulate these as daily goals
## Weekly Schedule

<table>
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<tr>
<th>TIME</th>
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<td>Lecture prep</td>
<td>Lecture prep</td>
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<td>Get up; eat</td>
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<td>9</td>
<td>LECTURE 9.15-12.00</td>
<td>LECTURE 9.15-12.00</td>
<td>Continue workshop prep</td>
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<td>Meet with study group</td>
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<td>13</td>
<td>Review lecture notes; start reading for WED</td>
<td>Finish reading for WED</td>
<td>Review lecture notes; start workshop prep</td>
<td>Reading for MONDAY</td>
<td>Workshop prep</td>
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<td>Workshop 14.15-16</td>
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<td>Goals tmrw</td>
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Don’t wait to get started!
"As the time we spend scanning web pages crowds out the time we spend reading books...the circuits that support those old intellectual habits and pursuits weaken and begin to break apart" (Carr, 2010, 120).

“The solution is not to bemoan technology but to develop strategies of self-control, as we do with every other temptation in life. Turn off e-mail or Twitter when you work, put away your Blackberry at dinner time, ask your spouse to call you to bed at a designated hour” (Pinker, 2010, para. 9).
Keys to reaching flow = sustainable routines

- **Balance** between challenge and ability
- Clear **goals** and **sub-goals**
- Built-in continuous **feedback**
In the “flow channel” when the challenge aligns with your ability

Pomodoro Technique

1. Choose a **concrete, realistic** sub-goal
2. Eliminate external distractions
3. Work with intense focus for 25 minutes
4. Quickly note distractions on scratch paper
5. After 25 minutes, note what you have done
6. You’ve earned a **5-minute pause** 😊
7. Work for another 25 minutes
8. After 4 pomodori, take a longer pause

**Antidote to mindless multi-tasking!**
Don’t underestimate breaks!

We remember best at the beginning and end of a study pass.

Theory – 45 minutes of focus
Exercises – 90 minutes of focus
Motivation generates, directs, and sustains learning

**Expectancy**
- belief that actions affect outcome
- belief that you’re capable

**Value of the goal**
- joy in gaining competence
- joy in doing
- gain extrinsic rewards

*Figure 3.1. Impact of Value and Expectancy on Learning and Performance*

From *How Learning Works*, Ambrose et. Al., 2010
Obstacles to flow

• Being too focused on what others think
• Being too concerned with your own agenda
• Having difficulty prioritizing and making decisions
• Feeling negative stress

Don’t encourage unhelpful thoughts: instead, make the task concrete: what? and how? The fun comes with effort!
Learn well & produce honest work
Tools for productive, meaningful, and fun work days

• Self-knowledge
• Scheduling routines
• Focus
• Motivation
• Active reading and note-taking strategies
• Classmates
Activate what you already know

- What do I think this will be about?
- Why do I think that?
- What do I already know?
- What do I want to know?
- What seems difficult?
Big picture before details

*What type of text is this and how can I use it?*

- Title, author information, synopsis, **table of contents**, forward, abstract
- Headings, bold/italicized words, text boxes, figures, graphs, illustrations, chapter summaries
Choose reading strategy according to your goal:
– what do you need from this text?

skim, selective, normal or intensive
Note-taking strategy: Anchor new knowledge in your pre-understanding

NOTES
• Main idea and evidence for it
• Key terms
• Examples
• Models
• Key quotes
• Page numbers and reference info

REFLECTIONS
• Questions
• Associations, reactions, ideas, own examples
• Visualizations, concept maps, mind maps
Note-taking strategy:

Pretend that you will teach the material:
Notes as lesson-plan
REPEAT
Ebbinghaus’s “Curve of Forgetting”

After: why review?

Activate your memory: recall and review*

1. Put away book and notes. Recite out loud or write down everything you remember.

2. Go back to the text and review, note what you remembered incorrectly or forgot.

*Study with fact-based material: R & R is more effective than rereading again and again (Roediger and Karpick 2006)

*Likely just as effective but less time-consuming than heavy note-taking (McDaniel, Howard, & Einstein 2009)
Build structured study groups

To discuss, repeat, teach each other, give feedback, write study questions, quiz each other...

- Structure meetings with agenda and meeting chair
- Institute a no-phones-policy
- Define expectations and roles; write a contract
- Prepare!
Learn well & produce honest work (& avoid plagiarism!)
Thinking Critically

• Analyze & interpret the task
• Immerse yourself in the topic
• Ask questions → research question
• Make connections
• Understand the topic from several perspectives
• Understand the topic in light of relevant theoretical frameworks
• Design an experiment and/or develop a position and an argument to support it (=write a paper!)

What is plagiarism?
“Plagiarism is a lack of independence in the design and/or wording of academic work presented by a student compared to the level of independence required by the educational context.”
2012 policy says...

“Deceitful plagiarism is a lack of independence combined with an intent on the part of the student to present the work of others as his or her own.”
Remember...

The **goal** of academic writing is not to avoid plagiarism.

The **goal** is to ask an original question and answer it, to make a claim about a topic, discuss that claim with and in relation to others and through that discussion to advance research and thinking in your field.
In order to accomplish that **goal** you have to first be able to do some other things successfully. If you can do those things, you will avoid plagiarizing altogether.
incorporate sources

why?
incorporate sources

why?

They say...

...I say

Readers need to be able to follow the conversation, to see who is speaking when
The source...
• gives a definition
• explains a context
• provides evidence for something
• provides a counterargument to engage with
• is text that you will analyze
• ...other reasons?
Acknowledgment of source use both in-text and in a reference list

• Paraphrase
• Quote

Reference

Harvard, APA, MLA, Chicago, Vancouver...
Tip!

Plagiarism is often easily detectable by shifts in language quality. It’s better to use your own words with grammatical mistakes than take text without mistakes as your own.
incorporate sources

how?
Focus on main ideas in the text as a whole

• Summarize
• Paraphrase
• Quote
The debate about Whorf’s ideas has, until now, been mostly conducted in the context of the psycholinguistic empirical research tradition which grew out of anthropological inquiry into the relationships between the language and other aspects of culture in the 1940s and 1950s.


Lee (1999, p. 27) claims that the understanding of Whorf’s work derived from research in language and culture in the 1940s and 1950s.
incorporate sources

how?

• Summarize
• Paraphrase
• Quote

Reword a sentence-level detail in a source’s text
Original

The debate about Whorf’s ideas has, until now, been mostly conducted in the context of the psycholinguistic empirical research tradition which grew out of anthropological inquiry into the relationships between the language and other aspects of culture in the 1940s and 1950s.


Paraphrase

Our understanding of Whorf’s work developed mainly from studies in other areas. Some of these studies were about the connection between language and culture. These studies were done by anthropologists between 1940 and 1960. Whorf’s ideas have been looked at in terms of the scientific work done in psycholinguistics since then (Lee, 1999, p. 27)

Example from:

incorporate sources

how?

- Summarize
- Paraphrase
- Quote

Exact words in quotation marks.
Tip!

Summarize and paraphrase more than quote directly.

A proper paraphrase uses less than ~20% of source’s language. More than 20% is patchwriting.
<table>
<thead>
<tr>
<th>Student text (page 6 of paper)</th>
<th>Source text (page 2 of source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of a jump in interest can be seen in a jump from <strong>258 journal articles</strong> that were <strong>published in 1996</strong> on the subject of <strong>cannabis</strong>, to <strong>over 2,100 studies</strong> that were published in <strong>scientific journals in 2008</strong> (Recent Research on Medicinal Marijuana).</td>
<td>A keyword search using the terms “cannabis, 1996” (the year California voters became the first of 14 states to allow for the drug’s medical use under state law) reveals just <strong>258 scientific journal articles published</strong> on the subject during that year. Perform this same search for the year <strong>2008</strong>, and one will find <strong>over 2,100 published scientific studies</strong>.</td>
</tr>
<tr>
<td>Most importantly, <strong>investigators are now studying the anti-cancer properties of cannabinoids</strong>. There is an increasing amount of preclinical and clinical data that conclude that cannabinoids <strong>stop the spreading of specific cancer cells through programmed cell death and the prevention of the forming of new blood vessels</strong> (Recent Research on Medicinal Marijuana).</td>
<td><strong>Investigators are also studying the anti-cancer activities of cannabis</strong>, as a growing body of preclinical and clinical data concludes that cannabinoids <strong>can reduce the spread of specific cancer cells</strong> via apoptosis (<strong>programmed cell death</strong>) and by the inhibition of angiogenesis (<strong>the formation of new blood vessels</strong>) .</td>
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**STUDENT CITATION:**
1. Know the system

2. Know yourself & establish routines

3. Learn well & produce honest work
At the ASC

THE THESIS WRITING PROCESS
15 February, 13:15–16:00
Text invention strategies to help you get started with your thesis writing and tips on how to establish a good writing routine.

EFFECTIVE READING STRATEGIES
5 March, 16:15–18:00
Effective reading strategies to help you better understand and remember what you read, including advice for tackling long reading lists and for taking better notes.

WHY AND HOW TO INCORPORATE SOURCES (VOICES) IN YOUR TEXT
26 April, 9:15–12:00
This in-depth seminar on making decisions about source use in your texts covers topics such as why to cite and when to cite and also includes summarising and paraphrasing practice. We will analyse the function of sources in academic texts so that you can more effectively and elegantly use sources in your own texts. This will help you to communicate more effectively with the people in your field.

For more info and to sign up: www.lunduniversity.lu.se/academic-support
WRITE NIGHT

Wish writing weren’t such a lonely process? Bring your computer and something you’re writing (or should be writing) to the ASC to find a community of other writers working on similar projects.

We’ll provide a spot to work, fika breaks, and writing consultants in case you’d like feedback along the way.

Spring term 2019:

4 March
21 March
11 April
6 May
20 May

in Genetikhuset

Visit our website and fill out our form to reserve a spot: www.lunduniversity.lu.se/academic-support
Seating is limited.

At the ASC

Sign up on website!
Academic Support Centre

Academic writing
Presenting
Study skills

english.support@stu.lu.se
www.lunduniversity.lu.se/academic-support