

**SKI1008**

# **Introduction to Academic Skills I**



**Period 4**  
**2017/2018**



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## **General Information**

## Description of the course

The transition from secondary school to tertiary education is often experienced as a rather challenging one for students, especially considering the expectations at university with regard to students' academic skills such as essay writing, critical and analytical thinking, and argumentation. It is therefore imperative to support and train students from the start to take on a professional ethos with regard to their university studies and their personal (academic) development.

In this course, you will be encouraged and expected to take their academic development into your own hands. Tutorial groups and practical sessions will focus on acquainting you with the core academic skills necessary to be successful at university. Moreover, the sessions are set up in such a way that you will be able to put your new skills into practice in the regular courses that run parallel to this skills training. Through continuous reflection on your personal learning process in combination with periodical assessment of this process, you will be able to conclude this course with a clear overview of your competencies with regards to general academic skills as well as specific skills such as academic study skills, literature research skills, analytical and critical thinking skills, academic writing skills, management and organizational skills.

This course is part of a semester long programme spanning three periods. All three courses will be interactive and will support your work in the courses that run parallel to this skills training. The first seven weeks aim to acquaint you with academia as a whole and its practice of (critical) analytical thinking, academic writing, PBL skills, and reflection.

### *Objectives of the course*

This course aims to acquaint students with the academic skills necessary for UCM, and to facilitate students' development of these skills.

### *Structure of the Course*

In this course, we will not follow the regular PBL method. Instead, this course is set up in such a way that the tutorials and seminars are interactive and focus particularly on practicing the specific academic skills through individual or group exercises, small assignments, discussions and group projects.

## Useful Reading Material

You do not have to purchase a book; we will provide you with reading material on StudentPortal. We recommend using the Little, Brown Handbook. This can be found in the Reading Room.

Fowler, H. R., & Aaron, J. E. (2011). The Little, Brown Handbook (12th ed.). New York: Pearson Longman. (other editions can also be used)

The UCM Style Guide (all students will receive a copy of the guide during their first tutorial of SKI1008).

## Attendance requirements

The attendance requirement for the six tutorial meetings is 85%. You are allowed to miss one regular tutorial without further consequences, providing that you have a valid reason. If you miss more meetings, you will have to apply for an additional assignment (request forms are available online via StudentPortal). In order to qualify for an additional assignment you have to have valid reasons for all missed sessions. If you do not meet the attendance requirement, you are not eligible for a resit. You automatically fail the course if you miss over 30% of the scheduled meetings.

The library training sessions in week 2 and 3 of the course are **mandatory** (100% attendance requirement) and are not considered one of the regular tutorial meetings to which the 85% attendance requirement applies.

## Assessment

This course contains 4 moments of assessment:

1. Weekly APA tests on StudentPortal – pass/fail (for more information, see below);
2. Four Personal Development Plan entries – pass/fail (for more information, see below);
3. Summary Assignment – 50% of your final grade (for more information, see below);
4. Answer to Learning Goals – 50% of your final grade (for more information, see below)

### APA tests

The APA tests are weekly tests on the StudentPortal that you have to complete by the end of the course. The purpose of these weekly tests is to familiarize yourself with the most important aspects of APA referencing until it almost becomes an unconscious process you do automatically for every piece you write. To answer the test questions you need to read the relevant sections in the UCM Style Guide; these sections are indicated at the start of each test question. Answering each question correctly is not as important as reading the feedback (available immediately after clicking on an answer) and understanding *why* a particular answer was correct or incorrect. The APA tests are available via StudentPortal/Introduction to Academic Skills/Course Materials.

### Personal Development Plan

One of the most important ways students learn in academia is through reflection. The Personal Development Plan (PDP) facilitates this process by requiring you to reflect on the topics and themes of the course. Different assignments will help you to reflect on different parts of your study experience. Filling out these assignments is the bare minimum for passing the overall PDP. However, you are encouraged to add anything you find relevant for your personal development. This is a working document – it will help you grow as a learner, not only in your first semester as a (mandatory) part of Introduction to Academic Skills, but also throughout the rest of your studies, in your discussions with your Academic Advisor, as proof for a future master programme or employer of how you developed as a student and as a person.

The different PDP entry assignments are accessible via the StudentPortal/Introduction to Academic Skills/Course Materials. Every PDP entry needs to be uploaded to SafeAssign (for deadlines, see overview of meetings and deadlines on page 10-11).

### Summary Assignment

Writing coherent and clear summaries is an integral skill that needs to be mastered in order to write academic papers. In this assignment, you will practice the art of summarising, paraphrasing, and quoting, thereby ensuring that your summary is a clear reflection of the original article.

On StudentPortal you will find three academic articles related to the three concentrations at UCM:

- **Social Sciences:** Fukuyama, F. (1992). *The end of history and the last man*. New York: Free Press.
- **Humanities:** Huntington, S. P. (1993). The clash of civilizations? *Foreign Affairs*, 72(3), 1-25. doi:10.2307/20045621

- **Sciences:** Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3), 485-501. doi:10.1086/494680

Pick one of these papers and summarise it. Note: you may not use more than one quote! Minimum word count: 500 words, maximum word count: 600 words including in-text references and quotes; excluding title page and reference list.

Deadline: **February 23<sup>rd</sup> 2018, 23:59hrs**. This assignment needs to be uploaded to SafeAssign.

#### *Answers to Learning Goals*

The purpose of this assignment is twofold: by writing an extensive answer to learning goals you will practice paraphrasing, correct referencing, and composing a proper structure for an answer via academic paragraphs. In addition, formulating a clear and structured answer to learning goals helps to remember the information better, and thus be better prepared for the exam.

Select 2 learning objectives from your (core) course and provide an extensive answer to these learning goals, using sources with the correct APA referencing and paraphrasing.

For each learning goal answer: word count: 500 words  $\pm$  10%, including in-text references and quotes; excluding title page (i.e. overall assignment: word count: 1000 words  $\pm$  10%)

Deadline: **March 9<sup>th</sup> 2018, 23:59hrs**. This assignment needs to be uploaded to SafeAssign.

#### *Handing in assignments via SafeAssign*

Your assignment needs to be uploaded as a **word** document. Save and name your assignment as follows:

Your name – Course – Tutorial Group number – Assignment  
(e.g.: Sam Smith – Introduction to Academic Skills – 04 – Summary)

#### *Deadlines*

The particular deadlines and requirements for the assignments are outlined on page 10-11. Failing to hand in a hard and/or soft copy will result in No Grade for the assignment. Handing in an assignment late (after the deadline has passed) will also result in No Grade.

#### *Resit Policy*

Students who initially fail the course, but who have complied with the compulsory attendance requirement and took part in all of the assessment during the course are eligible for one resit.

The overall grade for this course consists of a grade for the summary assignment (50%) and the answer to learning goals assignment (50%). The resit serves the purpose of lifting your overall grade to sufficient/above 5.5. It does not replace the overall grade. Hence, the resit can be either on one of the two graded assignments. In case of a resit, you will have to redo that part of the assessment for which you received the lowest grade. You can either rewrite the assignment for which you received the lowest grade, incorporating the feedback you received, or receive a new assignment from the course coordinator.

Be aware that the weekly APA tests and the four Personal Development Plan entries are pass/fail assignments. If you fail to complete these assignments, you automatically fail the course.

In order to receive a grade for the assignments you will have to do a serious attempt at passing the assignments. If it is not deemed a serious attempt, you will not receive a grade and you will not qualify for a resit.



## Contact information

For any questions, remarks or problems contact your tutor and/or the course coordinators, either in class or via email.

Alice Wellum, MA, MSc – *corresponding coordinator*

UCM Zwingelput 4, Room 1.034

[alice.wellum@maastrichtuniversity.nl](mailto:alice.wellum@maastrichtuniversity.nl)

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## Overview of assignments and deadlines

| assignment  | details   | deadline   |
|---|---|--|
| <b>WEEK 2</b>                                     |   |  |
| PDP entry: Managing your time                     | Complete Activity sheet: <i>How do I use my time</i> . Available on StudentPortal/Introduction to Academic Skills/Course Materials<br>Upload to SafeAssign  | <b>February 21<sup>st</sup> 2018, 12:00hrs (noon)</b>      |
| Exercises Thesis Statement and Research Questions | See student manual pages 26-30  | Session 2  |
| APA test  | Complete the APA test on StudentPortal  | Week 2   |
| Preparation workshop Systematic Literature Search | Follow online tutorial: <a href="https://tutorials.library.maastrichtuniversity.nl/find-research-information/">https://tutorials.library.maastrichtuniversity.nl/find-research-information/</a><br>Fill in a <b>search planner form</b> (see page 25) and bring <b>hard-copy</b> to workshop  | Mandatory workshop Systematic Literature Search – week 2   |
| <b>GRADED ASSIGNMENT: Summary</b>                 | Create a summary for one of three texts (Fukuyama, Huntington, or Martin)<br>Minimum: 500 words, maximum: 600 words<br>Upload to SafeAssign   | <b>February 23<sup>rd</sup> 2018, 23:59hrs</b>             |
| <b>WEEK 3</b>                                     |   |  |
| PDP entry: SMART targets                          | Complete Activity sheet: SMART targets – available on StudentPortal/Introduction to Academic Skills/Course Materials<br>Upload to SafeAssign  | <b>February 28<sup>th</sup> 2018, 12:00hrs (noon)</b>      |
| Prepare 3 research questions & thesis statements  | Send to your tutor by email   | At least <b>48 hours before</b> the third tutorial session |
| APA test  | Complete the APA test on StudentPortal  | Week 3   |
| Preparation workshop EndNote                      | Install EndNote Software on your laptop<br><a href="https://software.maastrichtuniversity.nl:107/FormLicenseAgreement.aspx">https://software.maastrichtuniversity.nl:107/FormLicenseAgreement.aspx</a><br><a href="http://documents.library.maastrichtuniversity.nl/open/a5cdc46c-d9a6-460a-aab1-30192bf6b5ef">http://documents.library.maastrichtuniversity.nl/open/a5cdc46c-d9a6-460a-aab1-30192bf6b5ef</a><br>Bring a hardcopy of systematic literacy search outcome to EndNote Workshop | Mandatory workshop EndNote – week 3                        |

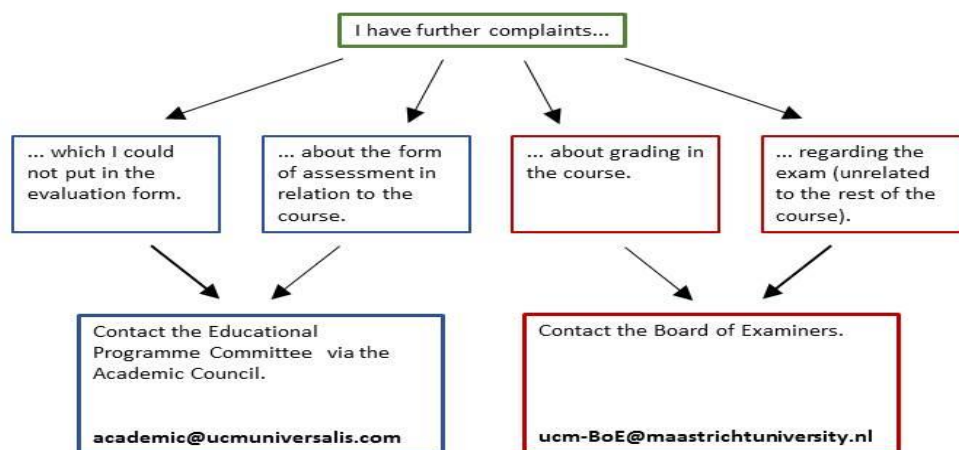
Check the StudentPortal regularly for course updates, announcements, additional information etc. *It is your responsibility to stay updated.*

|  |  |  |
|--|--|--|
| <b>WEEK 4</b>                                      |  |  |
| PDP entry: Organisation and Planning               | Register at <a href="http://www.career-modules.eu">http://www.career-modules.eu</a> and complete the module 'Organisation and Planning' under 'Accessing the University'<br>Upload to SafeAssign   | <b>March 7<sup>th</sup> 2018,<br/>12:00hrs (noon)</b>  |
| Read MJLA paper                                    | Available on StudentPortal/Introduction to Academic Skills/Course Materials  | Session 4  |
| Systematic literature search for paper             | Create a systematic literature search for your paper (COR1003/COR1005)   | Session 4  |
| APA test   | Complete the APA test on StudentPortal   | Week 4   |
| <b>WEEK 5</b>                                      |  |  |
| Draft paper COR1003/COR1005                        | Bring 3 hard-copies of draft from the (core) course to class   | Session 5  |
| Feedback session                                   | Read the reader on the necessity of feedback in higher education   | Session 5  |
| Prepare introduction and conclusion exercise       | Read the introduction and conclusion readers in the course manual (pages 45-51).   | Session 5  |
| APA test   | Complete the APA test on StudentPortal   | Week 5   |
| <b>GRADED ASSIGNMENT: Answer to Learning Goals</b> | Provide extensive answers to 2 learning objectives from your (core) course, using sources with the correct APA referencing and paraphrasing.<br>Per learning goal answer: word count: 500 words $\pm$ 10%<br>Upload to SafeAssign  | <b>March 9<sup>th</sup> 2018,<br/>23:59hrs</b>         |
| <b>WEEK 6</b>                                      |  |  |
| PDP entry: What makes a good team?                 | Complete Activity sheet: What makes a good team – available on StudentPortal/Introduction to Academic Skills/Course Materials<br>Use the Belbin team roles to complete this assignment – available on StudentPortal/Introduction to Academic Skills/Course Materials<br>Upload to SafeAssign | <b>March 21<sup>st</sup> 2018,<br/>12:00hrs (noon)</b> |
| Understanding action words in your assessment task | Complete the assignment: Understanding action words in your assessment task – available on StudentPortal/Introduction to Academic Skills/Course Materials  | Session 6  |

Check the StudentPortal regularly for course updates, announcements, additional information etc. *It is your responsibility to stay updated.*

## The Educational Programme Committee

The Educational Programme Committee is an advisory body at UCM. Its role is to ensure quality of education at UCM. There are four staff members and four students present in the Committee. The four students are representing the UCM student body in the Committee and are all simultaneously members of the Academic Council of Universalis. If you have any complaints or questions about a course or assessment, you are always welcome to send them an e-mail to [academic@ucmuniversalis.com](mailto:academic@ucmuniversalis.com) or to contact them via their Facebook page 'Universalis Academic Council'.



If you have any concerns regarding UCM (which are not concerning specific courses), you can contact the Academic Council for the issue to be raised in the Management Team.

[academic@ucmuniversalis.com](mailto:academic@ucmuniversalis.com)



## UCM Student Counsellor

The main role of the Student Counsellor is to offer a listening ear and support in times of trouble. In addition to offering support, together with the Office of Academic Advising, the Student Counsellor proactively monitors students' study progress. It is always a good idea to go see the Student Counsellor in case you are struggling with personal (psychological or social), family or situational issues, or if you would like to discuss study related matters. For curriculum-related matters, students should always contact your Academic Advisor or the Office of Academic Advising.

How to contact the Student Counsellor?

- via the contact form on MyUCM
- via email: [ucm-studentcounselor@maastrichtuniversity.nl](mailto:ucm-studentcounselor@maastrichtuniversity.nl)
- during the Open Office Hours: Tuesdays and Thursdays from 10.00 am to 11.00 am in room 1.042.

**For more information, please visit the Support page on MyUCM.**

### Emergency or crisis?

**During office hours:** contact your General Practitioner (Family Doctor or 'Huisarts'). If you do not have a Family Doctor yet, you can find and choose one on this website: <http://www.hapmaastricht.nl/en/affiliated-GPs/>

**Outside regular office hours:** call the GP station (Huisartsenpost) +31 43 387 77 77 (in case of emergency) <http://www.hapmaastricht.nl/en/home-en/>

Mon - Fri 5.00 PM - 8.00 AM; Weekends from 5:00 PM on Friday to 8:00 AM on Monday;  
Holidays: Open 24 hours

Chat via [www.113online.nl/113online-english-version](http://www.113online.nl/113online-english-version)

Call: 0900-0113 (5ct/min)

You can also find health-related information via:

<http://mymaastricht.nl/>: the information portal for international students

<http://www.hapmaastricht.nl/en/student-and-expat-information/>

## UCM Writing Centre

UCM's very own Writing Centre provides one-to-one feedback moments and tutorials on academic writing. The Writing Centre can give you feedback on a draft or a completed paper and show you simple ways to improve it. Our sessions are free of charge and usually take around 30 minutes, although you can book as many sessions as you want. Please note we are a writing *coaching* centre – we will give you extensive feedback on your academic writing, but we do not proofread papers. We are, however, happy to brainstorm topics, help you understand and implement feedback from your tutor, check your APA referencing, and lots more!

While many students arrive shortly before the deadline with an (almost) completed paper, we have seen great results with students who come at the beginning of a period, without the pressure of a looming deadline. This is usually when we do a writing analysis –an examination of your writing based on previous papers. You are then welcome to come back and work with us to improve your writing in follow-up sessions, or you can leave with a personal checklist of items to watch out for in their future papers.

We see ourselves as learners too and as such, our sessions usually take place in a relaxed atmosphere. No student has the same question, and because of this, we can deal with a large variety of topics. To schedule an appointment, go to:

[https://fhs.maastrichtuniversity.nl/web/m\\_edit\\_entry\\_gui\\_wc.php](https://fhs.maastrichtuniversity.nl/web/m_edit_entry_gui_wc.php)

Note: you can only make one appointment at a time.

We also have a weekly walk-in hour and support hours specifically for Capstone students. Check our Facebook webpage for more information!

<https://www.facebook.com/ucmwritingcentre/>

We are looking forward to welcoming you in the Writing Centre!

Alice Wellum, Hannah Stewart, Lea Ferguson, Angus Foster and Veronica Lifrieri



## Session 1

Welcome to the first tutorial of Introduction to Academic Skills I. We will start this tutorial with a short introduction and a brief explanation of what to expect during the course. In addition, we will recap the skills you learnt during the Introduction Week, so bring any notes you may have!

A PBL environment – or student-centred learning – requires active participation in discussions of all members of the tutorial group. Whether or not you have experience with group work, everyone understands that it is much easier to participate actively when you feel at ease. Therefore, our aim is to make this tutorial group feel as a ‘safe haven’. To achieve this, this first meeting will be about getting to know each other and coming to an agreement on how to behave in the tutorial. To be able to draw up tutorial rules, you should be aware of what PBL tutorial meetings entail, what is expected from you in a meeting, and what works best in terms of being able to participate in a discussion. These things have been addressed during the Introduction Days – in this meeting we will recap this information and put it to use.

The second part of this first meeting focuses on writing. During the lecture you will have become acquainted with the Writing Cycle and various sources that are used to back up academic knowledge, whether for a paper or for a presentation. It is important to understand that writing papers in secondary school is very different from writing papers in higher education, and as such we will be dedicating a lot of time in each session to exploring these aspects. During this session, we will briefly recap the Writing Cycle and will discuss plagiarism and APA referencing.

### *Preparation*

Read up about plagiarism in the Style Guide (StudentPortal/Courses/Introduction to Academic Skills I/Course Materials). If you have time, we suggest reading and solving the task on plagiarism, which can be found on pages 18-20 of this course manual. Generally, we recommend pre-reading tasks even if you have not been instructed to do so.

### *Agenda*

- Getting to know each other and explanation of the course
- Problem-Based Learning and study strategies – your first experiences
- Tutorial rules
- Writing Cycle
- Types of sources
- Referencing
- Plagiarism
- Preparation for next meeting

### *Getting to know each other and explanation of the course*

This section will be introduced and guided by your tutor.

### *Problem-Based Learning and study strategies – your first experiences*

In the Introduction Days, you have been introduced to and taken your first steps in PBL. In addition, you were introduced to different study strategies. By this time, you will also have attended one or more tutorials in your first courses at UCM and likely did some studying for your next tutorials. What were your first experience like? What role did you take on in the group (discussion leader, note taker, group member)? Are you satisfied with the way you participated? What could you still improve? Were you satisfied with the way the tutorial group functioned?



Were group the dynamics good? Was the meeting useful for you? If not, why not? What should change to turn it into a useful meeting? Did you apply any of the study strategies presented in the study skills workshop? Take notes – this can be used as input for your Personal Development Portfolio.

### *Tutorial rules*

If you truly understand what it entails to conduct an interesting and fruitful discussion, a set of tutorial rules follow naturally and automatically. What agreements would you make as a tutorial group to make the meetings useful and satisfying for every individual member? Perhaps you also want to suggest drawing up tutorial agreements for your other courses, thereby ensuring that each tutorial meeting you attend is useful and enhances your learning process.

### *Referencing*

The purpose of this section is to introduce you to the importance of referencing and APA as a reference style. Your tutor will guide this section.

Notes:

### *Plagiarism*

You should have prepared this section at home, prior to the meeting by reading up about plagiarism in the Style Guide (StudentPortal/Courses/Introduction to Academic Skills I/Course Materials) and completing the task below.

On the following pages, you find different students' attempts at paraphrasing a paragraph from a scientific article. Read the original and paragraph and decide which of the different versions, if any, contain elements of plagiarism.

Please note, there are two options: all students should complete the standard version (pages 18-19), but if you are familiar with APA and plagiarism you may additionally analyse the advanced version (pages 20).

**Original paragraph:**

But while the historical mechanism represented by modern natural science is sufficient to explain a great deal about the character of historical change and the growing uniformity of modern societies, it is not sufficient to account for the phenomenon of democracy. There is no question but that the world's most developed countries are also its most successful democracies. But while modern natural science guides us to the gates of the Promised Land of liberal democracy, it does not deliver us to the Promised Land itself, for there is no economically necessary reason why advanced industrialisation should produce political liberty. Stable democracy has at times emerged in pre-industrial societies, as it did in the United States in 1776. On the other hand, there are many historical and contemporary examples of technologically advanced capitalism coexisting with political authoritarianism from Meiji Japan and Bismarckian Germany to present-day Singapore and Thailand. In many cases, authoritarian states are capable of producing rates of economic growth unachievable in democratic societies.

**Version 1:**

However, while the historical mechanism represented by modern natural science is enough to explain a large part about historical change and the increasing similarity of modern countries, it is not enough to explain democracy. It can be seen that the world's most developed countries are also very successful in terms of being democracies. However, whereas modern natural science guides us to the gates of the "Promised Land of liberal democracy", it is enough to explain economically necessary reason why advanced industrialisation should produce political liberty. This can be seen in the following example: a stable democracy has at times emerged in pre-industrial societies, for example in the United States in 1776. Additionally, there are many examples of technologically advanced capitalism coexisting with political authoritarianism. The examples here being Bismarckian Germany and Meiji Japan, as well as (currently) Thailand, or indeed Singapore. It can often be seen that authoritarian states are able to produce rates of economic growth unachievable in democratic societies.

**Version 2:**

According to Fukuyama, sometimes modern natural science is sufficient to explain how historical change happens and why most modern societies are uniform. However, it is not enough to explain the phenomenon of democracy. It is unquestionable that that being the world's most developed country is correlated to being a successful democracy. However, while modern natural sciences guides to the "gates of the Promised Land of liberal democracy", it does not explain why progressive industrialisation should produce democracies. After all, stable democracy have sometimes been found in pre-industrial societies, such as the United States in 1776. Additionally, there are many historical and contemporary examples of capitalism that coexists with political authoritarianism, such as Meiji Japan and Bismarckian Germany. In some cases, authoritarian states can produce rates of economic growth that cannot be found in our democratic societies.

**Version 3:**

According to Fukuyama (1992), while the scientific and technological progress of the past two centuries has made modern nation-states resemble each other more and more, the phenomenon of modern natural science does not explain the existence of democracy. He explains this through two extremes: on the one hand, the United States in 1776 is given as an example of a stable democracy that emerged in a pre-industrial society, showing that industrialization is not a necessity to producing democracy. On the other hand, Fukuyama advances examples that show that "technologically advanced capitalism" (p. xv) has coexisted with authoritarian states, such as Meiji Japan or present-day Singapore.

**Version 4:**

It is often argued that technology will makes us free. By liberating us from the more menial tasks through automation, and eventually by replacing work and labour altogether, technology will

51 allow us to have the free time that the ancients considered an essential element for political  
52 activity. In other words, technology will allow more people to be more actively involved in  
53 politics. Technology will improve our democracies, or so the argument goes. However, history  
54 shows us that things are not that easy. According to Fukuyama (1992), while the scientific and  
55 technological progress of the past two centuries has made modern nation-states resemble each  
56 other more and more, the phenomenon of modern natural science does not explain the  
57 existence of democracy. He explains this through two extremes: on the one hand, the United  
58 States in 1776 is given as an example of a stable democracy that emerged in a pre-industrial  
59 society, showing that industrialization is not a necessity to producing democracy. On the other  
60 hand, Fukuyama advances examples that show that “technologically advanced capitalism” (p. xv)  
61 has coexisted with authoritarian states, such as Meiji Japan or present-day Singapore. There are  
62 therefore reasons to be sceptical of arguments that posit technology as the ultimate factor  
63 leading to participatory democracy.

### 1 **Original Paragraph – Advanced version**

2 According to Hegel, human beings like animals have natural needs and desires for objects outside  
 3 themselves such as food, drink, shelter, and above all the preservation of their own bodies. Man  
 4 differs fundamentally from the animals, however, because in addition he desires the desire of  
 5 other men, that is, he wants to be “recognised.” In particular, he wants to be recognised as a  
 6 human being, that is, as a being with a certain worth or dignity. This worth in the first instance is  
 7 related to his willingness to risk his life in a struggle over pure prestige. For only man is able to  
 8 overcome his most basic animal instincts – chief among them his instinct for self-preservation –  
 9 for the sake of higher, abstract principles and goals. According to Hegel, the desire for  
 10 recognition initially drives two primordial combatants to seek to make the other “recognise”  
 11 their humanness by staking their lives in a mortal battle. When the natural fear of death leads  
 12 one combatant to submit, the relationship of master and slave is born. The stakes in this bloody  
 13 battle at the beginning of history are not food, shelter, or security, but pure prestige. And  
 14 precisely because the goal of the battle is not determined by biology, Hegel sees in it the first  
 15 glimmer of human freedom.

### 16 **Version 1:**

17 Hegel suggests that human beings like animals have natural needs and desires for things such as  
 18 food, drink, shelter, and preservation of their own bodies. We are fundamentally different from  
 19 the animals, however, because he also desires the desire of other men, that is, he wants to be  
 20 “recognised.” Man wants to be recognised as a human being. This is related to his willingness  
 21 take risky decisions in his life. For only man is able to overcome his most basic animal instincts in  
 22 order to ascertain higher, abstract principles and goals. Hegel comments that the desire for  
 23 recognition initially drives two primordial combatants to seek to make the other “recognise”  
 24 their humanness by staking their lives in a mortal battle. This means that when the natural fear  
 25 of death leads one combatant to submit, there is a relationship between master and slave. The  
 26 stakes here where history begins are not food, shelter, or security, but pure “prestige”. And  
 27 precisely because the goal of the battle is not determined by biology, “Hegel sees in it the first  
 28 glimmer of human freedom”.

### 29 **Version 2:**

30 Fukayama (1992) suggests that, according to Hegel, humans are similar to animals in that both  
 31 have natural needs and desires for things such as drink, safe shelters, and keeping the sanctity of  
 32 their bodies. He also suggests that humans are very different from animals because a man also  
 33 desires recognition by other men. For example, this can be explained when one sees two  
 34 primordial combatants who stake their lives in mortal battle. A slave and master relationship can  
 35 be seen when the natural fear of death leads one combatant to give up. Thus, one can see that  
 36 the stakes are not drink, sustenance, or safe shelter, but rather: prestige. According to Hegel, this  
 37 then is human freedom: the goal of the battle that is not determine by biology.

### 38 **Version 3:**

39 Fukuyama (1992) suggests that one looks to Hegel in order to understand the fundamental  
 40 differences between human beings and animals. While humans and animals share several  
 41 necessities that allow us to survive – such as the need for sustenance and shelter – humans are  
 42 fundamentally different from animals in one way: we desire to be recognized as human beings by  
 43 one another in our dignity and self-worth. The example is given of two “primordial combatants”  
 44 (p.xvi) who fight until one submits. The winner of the fight has not gained food or shelter –  
 45 biologically necessities - but status and respect (Hegel, as cited in Fukuyama, 1992). Fukuyama  
 46 concludes that history is not motivated by our necessity to survive, but rather our desire to be  
 47 seen and recognized by another human being.

*Preparation for Session 2*

- ☐ Read the reader about Thesis Statement and Research Questions in the StudentManual and complete task 1 and 2 (pages 26-30).
- ☐ Complete the APA test on StudentPortal.
- ☐ Personal Development Plan entry 'Managing your time'.

This is the first entry for your Personal Development Plan. This assignment will help you to reflect on how you use your time and how you could improve your time management. This PDP entry assignment is also accessible as a Word document via the StudentPortal/Introduction to Academic Skills/Course Materials.

| <b>Activity: How do I use my time?</b>   |   |  |
|--|---|--|
| Complete this time-management task as honestly as possible, in order to review how you use your time and how you could improve your time management.   |   |  |
| <b>Question:</b>   | <b>Analysis: How well do I spend my time?</b> | <b>Strategy: What will I do to improve this?</b> |
| <b>Do I use time efficiently?<br/>How do I waste time?</b>   |   |  |
| <b>What or who distracts me from study?</b>  |   |  |
| <b>Do I need to plan out my time:</b><br>- for the year?<br>- for the period?<br>- for the week?<br>- for the day?<br>- for each piece of work?  |   |  |
| <b>Do I waste time getting started?</b>  |   |  |
| <b>Do I make the most of spare moments?</b>  |   |  |
| <b>Do I find time passes and I do not know what has happened?</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Reflecting on the analysis column, what are your major concerns?</li> <li>- What strategies did you come up with to overcome these issues?</li> <li>- Make a plan to overcome these problems and a date to review your progress.</li> </ul> |   |  |

*Preparation for workshop Systematic Literature Search (week 2)*

- Choose the task from Contemporary World History OR Theory, Construction and Modelling Techniques, and read the relevant background literature (depending on which course you are currently following). Read the relevant background material.
- Follow the online tutorial in preparation for the workshop (see "Workshop Systematic Literature Search" on page 22-25 of this student manual) and read the relevant notes.
- Fill in a search-planner form (linked to the respective task for Contemporary World History or Theory Construction & Modelling Techniques) and bring a printed version with you to the Systematic Literature Search Workshop. Your attendance at the workshop is dependent on this, and digital versions will not be accepted.

## Workshop Systematic Literature Search (week 2 – University Library)

This week you will attend the (mandatory) systematic literature search workshop at the library. This class is a hands-on session in which we will explore the different sources available to academia. To prepare for the workshop there are a few things you need to do. First, below are some research questions that could be used to deepen your knowledge about the topic for the tutorial meeting, or that could be used as research for your paper. Pick the course you are more familiar with and select a research question.

### Theory Construction and Modelling Techniques

- How does workload affect performance?
- How does workload affect effort?
- How does motivation affect performance?
- How does workload affect motivation?
- How does workload and motivation affect effort?

### Contemporary World History

- Were US policy decisions decisive in weakening the Bretton Woods system?
- Have Nation States really been weakened by neo-liberalism?
- Was the Cold War the result of US economic goals argue?
- How important was Soviet economic weakness in ending the Cold War?
- To what extent does the peaceful end of the Cuban Missile Crisis demonstrate the deterrent effect of nuclear missiles?

Next, read the introduction to searching for systematic literature (see page 23), and follow the online tutorial:

<https://tutorials.library.maastrichtuniversity.nl/find-research-information/>

Finally, the tutorial also gives you access to the **Search Planner Form**. Fill in the form and bring a hard-copy version of it to the workshop. Not bringing a filled-in form means that you will not be given your attendance during the workshop since the necessary preparations have not been met.

The outcome of this workshop is a clear documentation of your search process. Fill in the “Systematic Literature Search: results worksheet” (page 25) for this and bring it with you to the tutorial (pass/fail).

You will use different databases available at the UM library to search for relevant sources for papers that need to be written for your regular courses. Sources for your papers need to be academic. This means that you will have to use academic databases for your literature search.

In this session, we will explore the following items:

- Introduction to the Online Library
- To Google or not to Google?
- Known-item search
- Subject search
- Systematic Literature Search
- Using the Web of Science
- Using Google Scholar
- Evaluating your search results

After this session, you are expected to be able to:

- Find relevant services and literature on the Maastricht University Library website
- Find the best sources for your topic/research question, by constructing a systematic literature search
- Use an academic database and evaluate your search results

### *Introduction to systematic literature searches*

Half a century ago, finding academic sources on topics could be difficult. For one, you needed to have access to a university library that in turn had access to books and hard copies of journals that were relevant in your field. Subject librarians – that is, people who had a master or a PHD in a relevant academic field while also being gifted librarians – were indispensable in helping academics find relevant information about a topic. But even subject librarians had their limits if you were interested in a topic that was not covered by the subscription policy of your university library.

Times have changed. We are nowadays swamped with information about topics. It is no longer difficult to find information about a topic; the real difficulty lies in finding enough *relevant*, *recent*, and *peer-reviewed* information about a topic. The challenge is to create a search strategy that offers you the greatest chance of finding exactly what you need. Searching for academic information for a paper, research project, or others requires three things: 1) an understanding of both the possibilities and limitations of databases found at the university library, and 2) a clear search strategy that allows you to search for literature in a systematic way which is dependent on 3) a clear idea what you want to search about. The systematic literature workshop at the library, together with the online tutorial and the debriefing in class, will show you how to do this.

Before we start, it is important to understand at which part of the writing process one would use a systematic literature search. As discussed in tutorial one, “writing” an academic paper is somewhat of a misnomer as more than half the time is spent clarifying your thoughts, searching for relevant sources, and editing and proofreading your paper. What is important to know for your systematic literature search is the following: you can only engage on a truly systematic search if you are clear about what you are looking for. That is, if you have clearly thought about each variable in your research question/thesis statement, including possible limitations (do I want to research ADHD in toddlers or also primary school children? Am I interested in depressive symptoms in elderly patients or diagnosed clinical depression in elderly patients?). Only then can you start looking for information in a systematic way.

In order to gain a clear idea about your topic you will also have to look for literature, just not in the systematic literature search (as taught in the workshop) kind of way. To find information about a topic, we recommend finding books, chapters in books, or general journal articles that give you an overview of the topic at hand. Jumping straight into a systematic literature search – that is, engaging in a literature search that helps you find complex, detailed, scholarly sources about a topic – will only lead to confusion. You will find that you spend more mental energy on finding trying to clarify your thoughts and reading articles that have nothing to do with your topic rather than creating a search strategy that gives you access to a limited number of articles that perfectly answer your research question.

Some general tips and tricks:

- Get to know the databases in your discipline really well. Know if they use Boolean operators, Thesaurus/MeSH functions, wildcards, etc.
- Use the search-planner form. You will find out more how to use it during the workshop.
- Stick to the task at hand. You are trying to find literature in a systematic way, not read the sources – that is the next step. And trust us, the temptation to read sources will arise, especially when you read the title of that one article that seems to exactly answer your research question. The problem is that one article does not a thoroughly sourced paper make, and interrupting your search for another cognitive task – that is, reading – will make you lose the overview of what you are doing.
- Remember that it is okay to backtrack, and change your research question if you find that the research question/ thesis statement you are using does not produce enough results because there is not enough literature about this particularly sub-category.
- If you are used to one discipline and the databases available in it, it can be frustrating to have to find information about this in another database. Never fear – if you are truly stuck, Peer Point is an excellent source of help.
- Can't find information? Ask your tutor, subject librarian or a Peer Point student for help.
- Now that you have read the introduction... continue with the online tutorial! Remember to fill in and print the search-planner form and take it with you to the workshop!



## Systematic Literature Search: results worksheet

The outcome of the workshop is that you have filled in the sheet with your own search results. You can either answer the questions in this worksheet or write up your own results. Bring your results to the Introduction to Academic Skills tutorial in week 3. You will need your search results for the EndNote workshop (mandatory workshop in week 3), so be sure to make enough notes to recreate the search or to save it! (Ask your library tutor if you are unsure how to do this.)

Note: you can find a separate Word document of this sheet on StudentPortal/Introduction to Academic Skills/Course Materials.

1. Which databases did you use? Why did you choose these particular databases? (If you used Google Scholar, explain why there was no more specific database in your field.)
  
  
  
  
  
  
  
  
  
  
2. Which inclusion/exclusion criteria did you use to refine your search?
  
  
  
  
  
  
  
  
  
  
3. Which Boolean operators, wildcards, and truncations did you use? If you did not use these, why not?
  
  
  
  
  
  
  
  
  
  
4. Did you use Thesaurus/MeSH function? If your database has one of these functions but you did not use them, why not?
  
  
  
  
  
  
  
  
  
  
5. How many search results did you have based on these searches? If you had too many/too few, what did you do to refine your results?

## Session 2

Managing your time is one of the most challenging tasks when starting a university education. Implementing effective study strategies require careful planning. Therefore, one of the goals of this second meeting is to think about and elaborate on your own (effective) study strategies (as discussed in the Study Skills workshop in the Introduction Days) and time management (for which the you have prepared the PDP entry). Furthermore, we will talk about thesis statements and research questions. You will have to start writing papers soon and hence it is necessary to go over some guidelines.

### *Preparation*

In preparation for this tutorial, finish the PDP entry on 'Managing your time' (StudentPortal/Introduction to Academic Skills/Course Materials).

### *Agenda*

- Managing your time
- Research question and thesis statement
- Sharing PBL experiences, general questions and remarks
- Preparation for next meeting

### *Managing your time*

You have completed the time management task at home. In pairs, you will discuss the identified problem areas. Do you have ideas on how to solve the issues at hand? The goal of this discussion is that each and every one of you has an idea about how to tackle your own time management issues. This assignment will end up in your Personal Development Portfolio.

### *Research Questions and Thesis Statement*

The Austrian philosopher Karl Popper once famously said "Our knowledge can only be finite, while our ignorance must necessarily be infinite". Universities are institutions concerned with knowledge production, and precisely because our knowledge is limited, our main task as students, teachers and researchers is to ask *questions* about the things that we do not know. Questions are at the centre of what we do at university. Everyone, from the tenured professor to the first-year student, is trying to answer some sort of unsolved questions.

Of course, as soon as you have a question you need an *answer*. And not just any answer: you need a justified answer. You need *arguments* that support your answer. Ignorant as we are, however, very often we cannot give a justified answer immediately. We do not know all the arguments. We might have an intuition as to what the answer is, but we need to *research* the topic, read what others have written, collect additional data and think for ourselves. Once we have done that, we are ready to construct our answer. The most common format for doing so is *academic papers* or essays. In an academic paper, you present the arguments that support your answer to the initial question you wanted to solve. In your paper, you are trying to find a clear answer to your question. Once you have found that answer for yourself, it is your job to defend that answer. Your answer to the question is what we call a *thesis*.

To recap: academic work starts with a question about something that we do not know. This question leads you to research a topic in order to give a justified answer. Since the question triggers research, we call it *research question*. A research question is the question that you want to answer and the question that guides your research process. The answer to your question is

your thesis. In your papers, you should always let your readers know what your thesis is. They need to know what you are arguing for. In order to make your thesis transparent to your readers, your papers should always include a *thesis statement*: a sentence that summarizes your thesis.

Research question and thesis statement make up the core of your paper. Taken together, any combination of research question and thesis statement must fulfil the following conditions:

- **Be relevant**: the topic of the research question and the thesis statement should fall within *the scope of the course* for which you are writing the paper.
- **Be arguable**: the research question should be formulated in such a way that allows the thesis statement to take a *position* that can be argued for or against.
- **Be balanced**: defending the thesis statement should require *multiple arguments*, including *counter-arguments*. Moreover, defending the thesis statement should require consulting *multiple sources* of knowledge.
- **Be researchable**: the research that you need to conduct in order to answer your research question and to defend your thesis statement should be doable in the time span given in the course. This means that the research question and thesis statement should be *narrow* enough to fit in a paper of about 3,000 words (exact word count depends on the course).

Most courses at UCM require you to have a Research Question and Thesis Statement; however, this is somewhat discipline and course dependent. For example, it is uncommon in science courses to require a thesis statement, since you are often writing an expository paper about a natural phenomenon that does not require you to argue a position, but rather explain something in analytic detail. Other courses may already give you a thesis statement or research question and ask you to make a case for this. This is common in take-home exams.

### How to decide whether a research question and thesis statement are effective?

The following YES/NO questions will help you to determine whether a research question and a thesis statement are relevant, arguable, balanced and researchable.

- Does the topic of the research question fall within the *scope of the course*?
- Does the research question allow you to *take a position* in your thesis statement?
- Does the thesis statement require *multiple arguments* to support it? Does it allow for *counter-arguments*?
- Does the thesis statement require you to consult *multiple sources of knowledge* in order to defend it?
- Is the research question *narrow* enough? Can you do the research needed to defend your thesis statement within the *time and length* given for the paper?

### Task 1: Research Question and Thesis Statement

Find the research question and thesis statement in the following introductions taken from papers from 4<sup>th</sup> semester UCM students.

**Introduction 1:**

Reasons such as war, famine and poverty force many people to flee their home in search for a better life. The result is over 25.5 million refugees around the world (UNHCR, 2017). Subsequently, the number of refugee camps is also growing. The conditions throughout most camps are generally poor: unsanitary, unsafe and lacking in privacy. With conditions for refugees deteriorating, assessing attempts to improve their situation may be beneficial in finding the most viable way to help. The most frequently used living solution, a canvas tent, has been criticized for its lack of durability, insulation and sustainability (Yang, 2017). In order to address this issue, the Ikea Foundation partnered with a small team of Swedish designers and the U.N High Commission for Refugees (UNHCR, 2013) to design and build a technology that would help.

The 'Better Home' was the result of this partnership; essentially a 'flat pack' house for refugees, it was designed to be easily transported, lightweight but also durable. Assembling takes about four hours and does not require specialised skills or knowledge. The house lasts up to 3 years, even in adverse weather conditions, easily fitting a family of five. It is well insulated and comes with a lockable door and solar panels which power a light inside (Ikea, 2015). Past research on the housing of refugees is common (see for example Fawles (2012), Rupert & Jennings (2016)); however, academic literature directly addressing the Better Home is limited, as the project is relatively new and is still being tested. Therefore, the ideas generated in this paper can help to assess whether the Better Home is more suited to its job than its predecessor, the canvas tent.

The Better Home has been implemented in a few select places for testing, namely the UNHCR's camps in Ethiopia, Lebanon and Iraq, with the Ethiopian camp hosting the most in relation to its economic capacity (UNHCR, 2013). Conditions in these camps are more extreme than those in many located in Europe, due to the added factor of adverse weather: hot days and sub-zero temperatures at night. To evaluate the effectiveness of this technology, a research question has been formulated: To what extent has Ikea's 'Better Shelter' impacted upon the overall sustainability of UNHCR's Ethiopian camp? The ideas of multiple STS theories shall be drawn upon to argue Ikea's Better Homes have improved overall sustainability within the Ethiopian Camp but do also come with implications. The paper begins with a discussion on the interrelationship between society and technology focusing on Mackenzie and Wajcman (1999) and Winner (2000)'s ideas of technological, economic, political and cultural influences. Bijker's (2006) and Coeckelbergh's (2013) concepts concerning the risk and vulnerability surrounding technologies will then be applied to the situation to give an alternative perspective. Finally, a conclusion summarising the benefits and drawbacks of the Better Home will be given.

**Introduction 2:**

*FAST* is a widely used acronym standing for *Face, Arms, Speech, and Time*. With this memory aid, even people not trained in the medical field can quickly find out whether a person might be suffering from a stroke as the words point to the most obvious symptoms: paresis of the *face* as demonstrated for example by drooping corners of the mouth, hemiparesis in the extremities which are easily observable in the *arms*, and slurred *speech*. The last word, *time*, reminds the observer to make an emergency call in a timely fashion, which is especially important in the case of a stroke. The acronym is used ever increasingly and with good reason: strokes still constitute the leading cause in acquired disability of adults, and are the second leading cause of premature deaths worldwide (O'Donnell et al., 2010). The annual cost of stroke treatment and care in the US is estimated at \$54 billion (Bear, Connors, & Paradiso, 2016).

Based on these numbers alone, it is easy to see that stroke therapy and treatment constitute fields of interest in the medical sector, and additionally, that improvement in those areas is still needed. The standard therapy for acute ischemic stroke to date has been lysis therapy, but recently a new treatment has emerged, thrombectomy. Owing to the fact that it is such a recent treatment option, not many studies have been conducted or even published on thrombectomy, and thus the cost effectiveness - including medical outcome - has not been securely established. The question remains exactly how well thrombectomy fares in comparison to lysis therapy, a notoriously contraindication-ridden procedure.

The present paper seeks to give a first account of the comparison between the two treatment options, lysis therapy and thrombectomy. It aims to answer the research question whether thrombectomy constitutes a viable addition to, or perhaps even replacement of, the standard lysis therapy in ischaemic strokes? In doing so this paper consults different studies on lysis therapy as well as one preliminary one thrombectomy by Saver and colleagues (2015). The paper gives an overview of stroke pathophysiology in general, briefly discuss different types of strokes and their prevalence, and then examines the therapy options.

Task 2: Research Question and Thesis Statement

Review, and if necessary revise the following thesis statements.

1. **Working thesis:** Young people have to work hard to succeed in life.
2. **Working research question:** This paper will examine the question: is the welfare system a joke?
3. **Working research question:** The main question this paper concerns itself with is whether teachers in Maastricht are paid enough.
4. **Working thesis:** Finally, this paper will conclude that today's teenage girls sexualized too early by too much exposure to the media.

*Preparation for Session 3*

- ☐ Bring your search results and search strategy from library training with you to this tutorial.
- ☐ Come prepared having read the relevant information about how to create your own research question and thesis statement. Then, create three research questions and thesis statements and email them to your tutor at least **48 hours before** the next tutorial session. This is a pass/fail requirement for the courses. You can use your thesis statements and research questions that you would use when writing your (core) course paper, or a paper in another course. You can also come up with another question you may be interested in researching in the future. Make sure your thesis statements are answers to your research question!
- ☐ Read relevant sections of the Style Guide and work on the APA test on StudentPortal.
- ☐ Personal Development Plan entry 'SMART targets'.

This assignment will help you to reflect on your study strategies and your participation in tutorial meetings, and coming up with SMART targets for each. This PDP entry assignment is also accessible as a Word document via the StudentPortal/Introduction to Academic Skills/Course Materials.

| <b>SMART targets</b>  |  |  |  |  |
|---|--|--|--|--|
| Try completing a personal development plan related to your study strategies and to your participation in tutorial groups, using the following format: |  |  |  |  |
| <b>Aims:</b><br>What do I want to achieve/learn?  | <b>Actions:</b><br>What will I do to achieve this? | <b>Resources:</b><br>What resources/support will I need? | <b>Measurement:</b><br>What will my success criteria be? | <b>Review and timescale:</b><br>Date and method of review? |
|   |  |  |  |  |

*Making your targets SMART*

SMART targets are targets which are: S = Specific, M = Measurable, A = Achievable, R = Realistic, T = Timed

**Examples of a SMART goal**

- *Objectives: What do I want to learn?* To improve my time management skills.
- *What will I do to achieve this?* Break larger tasks down into smaller tasks, make a 'to do list', set deadlines, give myself rewards when I have completed a task.
- *What resources or support will I need?* Work lists, a diary, an available app or book (e.g. Fiore, N. (2007) *Now Habit: A Strategic Programme for Overcoming Procrastination and Enjoying Guilt-free Play*. London: Penguin Books, also available as Kindle book).
- *What will my success criteria be?* All tasks on my to do list either completed or rescheduled each day, no work in the weekends and two hours per week devoted to my personal development.
- *Target date for review and completion?* Review date: reflection week of period 4 – April 2<sup>nd</sup>, 2018

*Preparation for workshop EndNote (week 3)*

- Bring your systematic literature search results worksheet with you. You will need to be able to re-create the search you did in the past workshop easily.
- Note that you are advised to bring your laptop with you to next week's library training session. If you choose to bring your own laptop, please make sure that the software (EndNote) is installed before the start of the session (see link on page 32).

## Workshop EndNote (week 3 – University Library)

When you are writing academic papers, you will notice that you often have many different sources, which all need to be put into your paper correctly according to the APA guidelines. Doing this manually can be a rather time consuming process. In order to simplify this process, several software programmes have been developed which organize your references for you. These programmes are called Reference Managers.

The University of Maastricht uses a particular Reference Manager, called EndNote. In order to optimize the benefit you can gain from this program, the library will provide a training session in EndNote. This session will take place at the inner city library. This session is practical and is therefore mandatory. The attendance requirement is 100%.

After this session, you are expected to be able to:

- Insert a reference manually into EndNote
- Download a reference from an academic database (Web of Science, Google Scholar)
- Organise your own EndNote library
- Insert references from EndNote to your essay or paper in Word

Prepare for the workshop by bringing your own previous search results that allows you to re-create your systematic literature search.

Be sure to install EndNote on your laptop **before** the workshop! Go to one of the following two links to download and install EndNote on your laptop or PC:

<https://software.maastrichtuniversity.nl:107/FormLicenseAgreement.aspx>

<http://documents.library.maastrichtuniversity.nl/open/a5cdc46c-d9a6-460a-aab1-30192bf6b5ef>

Be sure to look up the University's EndNote support page:

<https://library.maastrichtuniversity.nl/support/endnote/>

The ICT helpdesk can provide technical support:

<https://www.maastrichtuniversity.nl/about-um/service-centres/ict-service-centre>

The outcome of the EndNote workshop should be a **printed APA 6<sup>th</sup> reference list** of the sources you found in the systematic literature search workshop last week. Bring this reference list to the following tutorial (pass/fail).



## Session 3

Reflecting on your study strategies and your participation in tutorial meetings can be a very insightful exercise. For this meeting you have set SMART targets for your study strategies and your participation in tutorial meetings, which you will discuss with one of your peers.

Furthermore, we will address research questions and thesis statements again, and discuss the basic outline for a paper. Finally, we will examine what a paragraph looks like within an academic context.

### *Preparation*

Bring your laptop and your search results and search strategy with you to this tutorial.

Prepare a topic and a research question for a paper which you have to write (or a presentation which you have to give) for one of your courses and bring this to class.

Come prepared having read the Research Question and Thesis Statement papers (StudentPortal/Introduction to Academic Skills I/Course Materials/Week 2).

In preparation for this tutorial, finish the PDP entry on 'SMART targets' (StudentPortal/Introduction to Academic Skills/Course Materials).

### *Agenda*

- SMART targets
- Systematic literature search results
- Exercise research questions and thesis statement
- Basic outline exercise
- Paragraph exercise
- Sharing PBL experiences, general questions and remarks
- Preparation for next meeting

### *SMART targets*

You have completed the SMART targets task at home. In pairs, you will discuss the goals you want to achieve, paying close attention to the following:

- Are the targets really SMART?
- Is there a fixed time and method for review?
- Is it just a plan or will the you really do it?

This assignment will end up in your Personal Development Portfolio.

### *Systematic literature search results*

For this tutorial, you need to bring your laptop and your search results with you to the tutorial group. Compare the results with your fellow students and show one another what you did in order to find the results.

### **Questions to ask one another:**

1. Which databases did you use? Why did you choose these particular databases? (If you used Google Scholar, explain why there was no more specific database in your field.)
2. Which inclusion/exclusion criteria did you use to refine your search?

3. Which Boolean operators, wildcards, and truncations did you use?
4. Did you use Thesaurus/MeSH function? If your database has one of these functions but you did not use them, why not?
5. How many search results did you have based on these searches? If you had too many/too few, what did you do to refine your results?

#### *How to find your research question<sup>1</sup> and thesis statement*

Now that you know what a good research question looks like, it is time to come up with your own research question. The following steps will help you to define an initial research question to start your research.

1. Take the course manual of one of the courses you are currently enrolled in. Spend some time reading through all the tasks. **Which task** or topic seems more interesting to you? Choose one topic for which you would like to write a paper.

Title of the task:

2. Ask yourself: **What do I know about this topic?** If you have already discussed the topic in class, then you will already have some background in it. If you haven't, take a look at the suggested literature that is relevant to your topic. In addition, spend some time looking up extra information on the topic.

3. Write down at least **5 facts, keywords and concepts** that are relevant to your topic:

Keywords, facts, concepts:

4. What are you interested in researching for your project? What is your **general topic**? Look at the key concepts in the box above and narrow it down.

General topic:

---

<sup>1</sup> Adapted from the Research Question Generator of the University of Michigan:  
<https://umich.instructure.com/courses/824/modules/items/79077>

5. Ask yourself **who or what is impacted** by your topic.

- a. People
- b. Animals
- c. The environment
- d. Existing theories
- e. ...

6. **What aspect** of your topic are you interested in? Is there a theme or category that you'd like to focus on? The causes? The effects or implications? The solutions?

Aspect of your topic that you are interested in:

7. Ask yourself **when**. Are you interested in the current situation? In the past? Are you interested in a specific event? Looking to the future?

When:

8. Ask yourself **where**. Consider countries, regions, states, types of places like workplace, schools, online, urban, rural, etc.

Where:

9. Fill out the table below with the answers from steps 3 to 8.

|   |  |
|---|--|
| Key words                                 |  |
| Topic                                     |  |
| Who or what is affected?                  |  |
| What aspect?<br>(cause, effect, solution) |  |
| When?                                     |  |
| Where?                                    |  |

10. Pull the elements together to create your research question.

Research question:

11. Now that you have your question, ask yourself what your answer to the question is. Just write down what you think. This is not the final answer, just your first hypothesis. Trust your intuition.

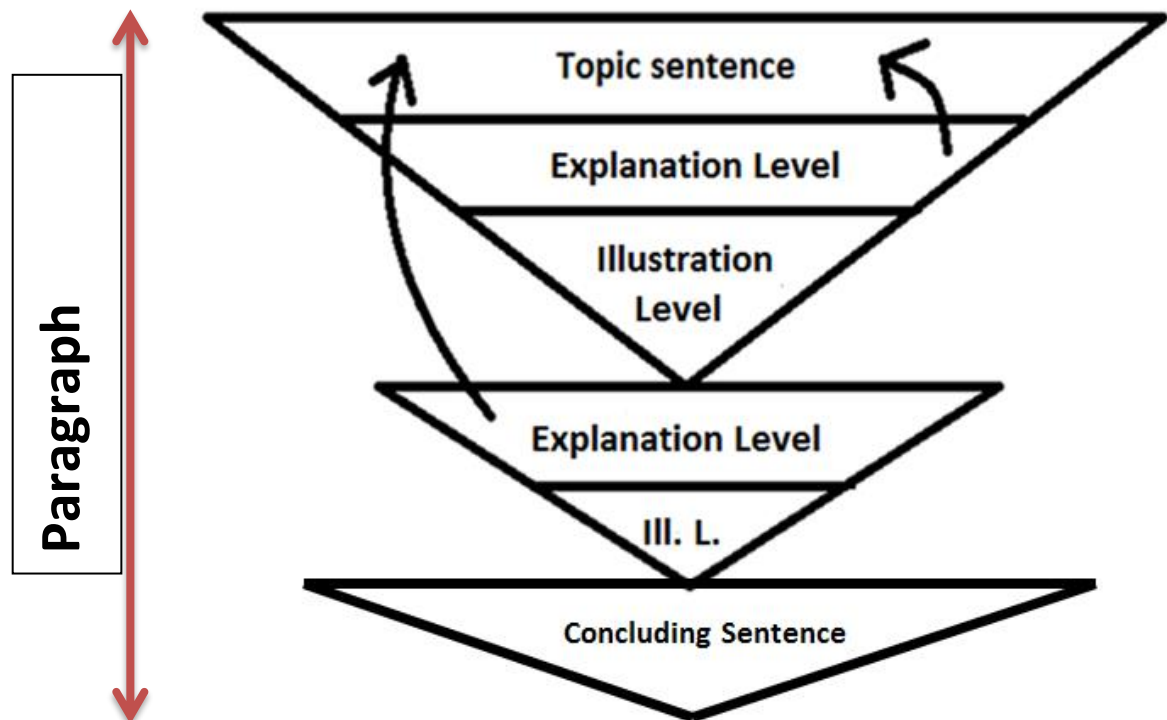
12. Take your research question and tentative thesis statement together and answer the following questions:

- a. Does the research question inquire about a **relevant topic** in the course?
  - i. YES/NO
  - ii. If not, then how can you improve it?
- b. Does the research question allow you to **take a position** in your thesis statement?
  - i. YES/NO
  - ii. If not, then how can you improve it?
- c. Does the thesis statement require **multiple arguments** to support it? Does it allow for **counter-arguments**?
  - i. YES/NO
  - ii. If not, then how can you improve it?
- d. Does the thesis statement require you to consult **multiple sources of knowledge** in order to defend it?
  - i. YES/NO
  - ii. If not, then how can you improve it?
- e. Is the research question **narrow** enough? Can you do the research needed to defend your thesis statement within the **time and length** given for the paper?
  - i. YES/NO
  - ii. If not, then how can you improve it?

## Paragraphs

### Paragraph structure

If your overall structure is like the spine that holds your paper together, paragraphs are the individual vertebra that spine is made out of. One of the most important aspects of paragraphs is that they are well-structured.



A paragraph is made up of several levels. The first and most important one is the topic sentence. This sentence is a simple, easy to read sentence that introduces the reader to the core concepts in the paragraph. Imagine you are going to buy a house, and the estate agent opens the door with a smile while saying “welcome to this house featuring three cracked sinks, ornamental door knobs and a big kitchen with a real fireplace”. This would tell you very little about the house, and would probably only ignite your curiosity in a marginal way. The estate agent could also say, “Welcome to this 16<sup>th</sup> century mansion with three en-suite bedrooms and a large kitchen with a real fireplace”. This would at least give you a clearer picture of the house, and you would know what to expect. The topic sentence functions in a similar way: it gives your reader a mental map of the paragraph. It should therefore not be too overly detailed or complicated.

### Task 1: Paragraphs

Read the following paragraphs and underline the topic sentence.

#### **Paragraph 1:**

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name *Martha* to be very classy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

#### **Paragraph 2:**

By the year 2025, a vaccine against the common cold will have been developed. By the same year, the first human will have been successfully cloned. By the year 2026, parents will be able to create designer children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2040, most diseases will be able to be diagnosed and treated at home, and by 2045, cancer and heart disease will have been wiped out. These are just a few examples of the medical miracles that are expected in the next few decades.

### Task 2: Topic sentences

Evaluate the following topic sentences:

- 1) The importance of gold.
- 2) Driving on freeways requires skill and alertness.
- 3) The Arabic origin of many English words is not always obvious.
- 4) The slang expression *so long* (meaning "goodbye") is probably a corruption of the Arabic *salaam*.
- 5) English is a difficult language to learn.

### Explanation and illustration level

Beside the topic sentence, paragraphs can be divided into further parts. The bigger "chunks" of a paragraph – or the topics of a paragraph – are called explanation level sentences. The explanation level sentences pick up on the bigger topics mentioned in the topic sentence. Together with the topic sentence, the explanation level sentences make up the main "story" of the paragraph.

The illustration level, on the other hand, gives details, explanations, statistics, examples, etc. to support the explanation level. Here is one of the major differences of university academic writing compared to secondary school academic writing. In secondary school, you could get away with

writing topic sentences and explanation level sentences. At university, we look at the illustration level sentences to see how they back-up your claims.

### Task 3: Explanation and illustration level

Find and underlined the *explanation level sentences* and *illustration level sentences* in the following paragraphs.

#### **Paragraph 1:**

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name *Martha* to be very classy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

#### **Paragraph 2:**

Although some people think that red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime (Andrews & Pare, 2013). Red-light runners cause hundreds of accidents, including death and injuries, as well as millions of dollars in damages. Each year, more than 900 people die, and nearly 200,000 are injured in crashed that involve red-light running (Gilford & Sullivan, 2014). Motorists run red lights frequently. For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes (Petersen, 2014). Red-light runners are seldom caught. According to the Insurance Institute for Highway Safety (2016), communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights.

### *Basic Outline Exercise*

This exercise is meant to help students get into the habit of brainstorming and creating basic outlines for their papers. The different steps of this exercise should be communicated orally by the tutor, no need for a handout. The times given for each step are very limited. The purpose of limiting the time is to put them under pressure. If they need more time, give them more time. As long as they are not bored or distracted, it's fine if they take more time.

1. Take a blank sheet of paper. Write down your research question and tentative thesis statement at the top. (1 minute)
2. Write down everything you know (or all your ideas) about the topic of your paper. (3 minutes)
3. Write down everything you don't know about the topic of your paper. Formulate questions. (3 minutes)

4. Take a look at what you wrote down. Do some facts, ideas or questions belong together? If yes, group them into clusters. If some information seems irrelevant, eliminate it. (2 minutes)
5. Organize the clusters you came up with in a logical order. As yourself: what I need to figure out before I can answer my research question? What information should come first, what second? What questions do I need to answer before I can answer the research question? (3 minutes)

The order of the clusters (with their facts, ideas and questions) is the tentative overall structure of your paper. Now you know what sub-topics and sub-questions you need to research in order to answer your research question. Go on and do it.

### *Paragraph coherence*

Paragraph coherence determines how readable a paragraph is at first sight; that is, how easily the material can be grasped. This does not mean writing in a simplistic manner or dumbing down your writing. Academic writing concerns itself with the way to make difficult concepts clear for the reader.

Paragraph coherence is a product of several writing aspects. We are going to focus on two:

- 1) Parallelism: this dictates that sentences on a same level, such as explanation level sentences, should be written in the same grammatical form.
- 2) Synonyms: compared to other languages, English has fewer synonyms. If your first language is not English and you are used to coming up with synonyms, chances are higher that you will pick a synonym that does not exactly say what you are trying to say, than that you vary your language in an interesting way.

### Task 4: Paragraph coherence

Compare the two paragraphs below. What do you think?

Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name *Martha* to be very classy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essays supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

Studies reveal that people's first names can have an influence on them. Some identifiers reflect on people in an encouraging manner. For example, one survey showed that American men consider the name *Martha* to be very classy. And participants in a British study thought *Tony* to be the name of someone very friendly. However, less helpful effects may occur if other denominations are used. In



one study, for instance, teachers gave lower grades to essays supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

**Do's and don'ts:**

- Unless you are writing an introductory, a concluding or a transitional paragraph, your paragraph should be longer than 2-3 sentences. This may contrast with what you learnt in secondary school. However, it is important to remember that paragraphs at university tend to be more in-depth in terms of information and argumentation than at secondary school.
- Topic sentences are a good way to create your outline! If your topic sentence is a good representation of your paragraph, the reverse outline will be more helpful for getting a clearer idea how your paper is structured.

*Preparation for Session 4*

- ☐ Bring **two** printed APA literature lists (outcome from the workshop) with you to tutorial session 4.
- ☐ Create a systematic literature search for your Contemporary World History or Theory, Construction and Modelling Techniques paper. If you are not in one of the core courses, you may choose a research question from this session and create a systematic literature review based on this, or you may create a systematic literature review for a research question in another course. Go through the same steps you would go through when conducting your first systematic literature review:
  - Be clear on which keywords you are searching for and fill in the search-planner form.
  - Find relevant databases and familiarise yourself with them so you know whether they use Thesaurus/MeSH terms, Boolean Operators, Wildcards, etc.
  - Fill in the results sheet detailing how you found your results. Bring this to class. If you want to, you can already export the relevant EndNote references.
  - For any problems please refer to PeerPoint, the free student-to-student information literacy support service at the University Library! They can help you find databases, set up your search, help you with EndNote, etc!
- ☐ Read relevant sections of the Style Guide and work on the APA test on StudentPortal.
- ☐ Personal Development Plan entry 'Organisation and Planning'.

This assignment will help you to reflect on your time management with respect to organisation and planning. Register at <http://www.career-modules.eu> and select the module 'Organisation and Planning' under 'Accessing the University'. Complete the module; this will take about 70 minutes. The Activity Booklet you have to fill out during the module will end up as an entry in your PDP.

## Session 4

For this session, you have completed the module 'Organisation and Planning' and filled out the Activity Book that comes with the module. In this meeting, you will discuss your approach to organisation and planning, sharing tips and tricks, and paying attention to what you want to change and how you are planning to do that.

Furthermore, we will post-discuss the EndNote workshop, and address the advanced outline.

### *Preparation*

In preparation for this tutorial, finish the PDP entry on 'Organisation and Planning' (StudentPortal/Introduction to Academic Skills/Course Materials).

### *Agenda*

- Organisation and Planning
- Endnote
- Critical analytical thinking
- Advanced outline
- Reverse outline
- Sharing PBL experiences, general questions and remarks
- Preparation for next meeting

### *Organization and Planning*

You have completed the module 'Organisation and Planning' under 'Accessing the University' at <http://www.career-modules.eu>. Have a group discussion on the general things you noticed about their time management, organisation and planning. Do you have experience with adapting your time management? Share your tips and tricks with the group!

This assignment will end up in your Personal Development Portfolio.

### *EndNote*

You have been asked to bring **two** printed APA literature lists (outcome from the workshop) with you to this tutorial session. Hand one to your tutor and keep the other one.

Your tutor will guide you through an exercise.

### *Systematic Literature Results Exercise*

Your tutor will guide you through an exercise regarding this.

### *The advanced outline*

Outlines are like the skeleton of your paper. They contain the essential information that you need in order to build the argument of your paper. The purpose of an advanced outline is have a clear idea of where your paper starts, what points it goes through, and where it ends. It's an overview of all the important claims and arguments that you will make in order to answer your research question.

**Task 1:** Take a blank sheet of paper and write down the answers to the following questions.

1. What is your research question?
2. What is your thesis statement?
3. What background knowledge must the reader have in order to understand your research question and your thesis statement? Make a list of facts, information and ideas that you consider relevant. (2 minutes)
4. What arguments support your thesis? What argument could contradict your thesis? Make a brief list with all your arguments and counter arguments. (3 minutes)
5. How many sections will the body of your paper have? What will each section discuss? Make a list and give tentative titles that make clear what the section is about. (2 minutes)

**Task 2:**

On a separate piece of paper, draw 3 columns and one row for each section of your essay. Number the sections. Then fill out the following information for each section, one section at a time.

1. In the left column, write down the main claim of the section. (2 minutes)
2. In the middle column, make a list of the arguments that support the main claim of the section. (3 minutes)
3. In the right column, try to answer the following question: How does the main claim of this section support or contradict your thesis statement? (2 minutes)

**Task 3:**

Look at the overview of your sections and the arguments made in them. Now ask yourself: How do the claims and arguments in section, taken together, help me to answer my research question? Write down your answer.

### *Reverse outline exercise*

When writing papers it is important to review your paper. Some things you may be checking for: does the assignment have a clear structure? Is each aspect of the research question dealt with? Are the arguments clear? What does each section of the paper contribute towards the overall argument?

A good way of doing this is by creating a reverse outline. Your tutor will now guide you through an exercise regarding this.

Some assignments ask you to read and analyze complex information. In these cases, reverse outlining can help you distill the main ideas into short, clear statements. You may also use reverse outlining to revise your own work. Reverse outlining follows a two-step, repeatable process:

1. In the left-hand margin, write down the topic of each paragraph. Try to use as few words as possible.

When reading, these notes should work as quick references for future study or in-class discussion.

When revising your own work, these notes should tell you if each paragraph is focused and clear.

2. In the *right-hand* margin, write down how the paragraph topic advances the overall argument of the text. Again, be brief.

When reading, these notes allow you to follow the logic of the essay, making it easier for you to analyze or discuss later.

When revising your own work, these notes should tell you if each paragraph fits in the overall organization of your paper. You may also notice that paragraphs should be shifted after completing this step.

Be brief, particularly when rereading your own work. If you can't complete each step in 5-10 words, the paragraph may need to be altered. You should be able to summarize the topic and the manner of support quickly; if you can't, revise the paragraph until you can.

This exercise can be expanded into an actual outline by rewriting/typing your notes, but writing in the margin might be sufficient.

### *Critical analytical thinking*

Your tutor will guide you through an exercise regarding this.

### *Preparation for Session 5*

- ☐ Bring two hardcopies of your draft paper for your (core) course with you to session 5.
- ☐ Bring 3 hard-copies of your draft from the core course you are currently enrolled in to the next session. If you are not currently enrolled in a core course, you can bring a draft of a paper from another course, or a paper from secondary school.
- ☐ Read the reader on the necessity of feedback in higher education.
- ☐ Read the introduction and conclusion readers in the course manual (pages 45-51). Then, assess how well the introductions and conclusions fulfil the requirements. We will not give you time in class to re-read introductions and conclusions so be sure to come fully prepared and ready to talk about your findings!
- ☐ Read relevant sections of the Style Guide and work on the APA test on StudentPortal.

## Session 5

In this session, you will study how to write a good introduction and conclusion. In addition, you will do an exercise on paragraph writing.

Furthermore, you have prepared a draft paper for your (core) course for this session. You will read each other's papers and provide feedback.

### *Preparation*

In preparation for this tutorial, you have finished a draft version of your paper you have to write in your (core) course. Bring two copies to class. In addition, you should have read the information about how to write clear introductions and conclusions, and completed the exercise. Finally, you should have read the paper on giving clear feedback.

### *Agenda*

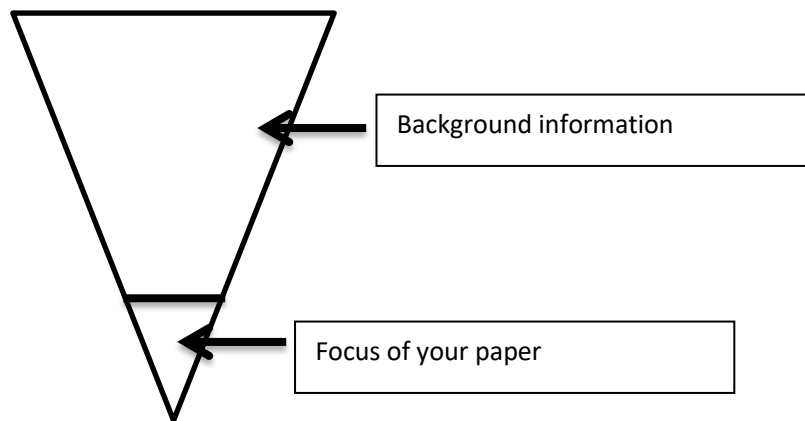
- Introduction and conclusion
- Providing feedback
- Feedback on drafts
- Sharing PBL experiences, general questions and remarks
- Preparation for next meeting

### *The introduction and conclusion*

Writing an introduction and conclusion can be one of the trickiest things to do when writing your paper. They are also the parts that you can only write when you are completely clear about your argument; that is, when you have finished writing the main section of the paper. We would therefore recommend not starting with the introduction or the conclusion until you have written the main part of your paper. It is very vexing to have spent a lot of time writing your introduction, only to come back after writing your main arguments and finding that your introduction no longer fits them. A similar problem is sometimes encountered when writing the conclusion: upon comparing it to the introduction, the writer or reader might find that the two do not line up. One should be able to flip from the introduction to the conclusion and see a connection between both.

### *The introduction*

One can say that at an undergraduate level introductions have several commonalities, although there will be exceptions, depending on the course you are following or your discipline. It is useful to visualise the introduction as a reverse triangle, starting with general information and moving to more specific information. Essentially, a 1000 level introduction consists of two parts:



- 1) **Background information** about the topic: this could include an attention grabber, a short explanation of keywords that you mention in the RQ/TS, enough background that your readers understand the context of your paper, the relevance of your topic, etc.
- 2) **Your paper's focus:** This is a short paragraph explaining what you are going to do in the paper. This should include your research question and thesis statement, and a **short** summary of your arguments.

#### Do's and don'ts:

- Do not use empty sentences such as "in the end, I will give a conclusion of all my arguments". These do not add any information for the reader.
- It is more common to use the present to refer to what you are going to do in the paper. "This paper argues..." rather than "This paper will argue..."
- As you can see from the above image, the second part of the introduction is rather short. Think of it as a way of signposting to the reader what is going to happen in your paper. Sometimes students are tempted to flesh this out too much by elaborating on their arguments in great detail, adding too many arguments, or explaining in great detail why they chose to use a certain method or argument. This is sometimes done to up the word-count. Remember the rule of thumb: you are signposting your arguments, not elaborating on them.
- Remember to elaborate on all keywords that you use in the research question and thesis statement! The reader should not be surprised by finding a keyword that has previously not been mentioned!

#### Task 1: Introduction

Re-read the following introductions and decide to what extent the writers have followed the structure above.

**Introduction 1:**

Reasons such as war, famine and poverty force many people to flee their home in search for a better life. The result is over 25.5 million refugees around the world (UNHCR, 2017). Subsequently, the number of refugee camps is also growing. The conditions throughout most camps are generally poor: unsanitary, unsafe and lacking in privacy. With conditions for refugees deteriorating, assessing attempts to improve their situation may be beneficial in finding the most viable way to help. The most frequently used living solution, a canvas tent, has been criticized for its lack of durability, insulation and sustainability (Yang, 2017). In order to address this issue, the Ikea Foundation partnered with a small team of Swedish designers and the U.N High Commission for Refugees (UNHCR, 2013) to design and build a technology that would help.

The 'Better Home' was the result of this partnership; essentially a 'flat pack' house for refugees, it was designed to be easily transported, lightweight but also durable. Assembling takes about four hours and does not require specialised skills or knowledge. The house lasts up to 3 years, even in adverse weather conditions, easily fitting a family of five. It is well insulated and comes with a lockable door and solar panels which power a light inside (Ikea, 2015). Past research on the housing of refugees is common (see for example Fawles (2012), Rupert & Jennings (2016)); however, academic literature directly addressing the Better Home is limited, as the project is relatively new and is still being tested. Therefore, the ideas generated in this paper can help to assess whether the Better Home is more suited to its job than its predecessor, the canvas tent.

The Better Home has been implemented in a few select places for testing, namely the UNHCR's camps in Ethiopia, Lebanon and Iraq, with the Ethiopian camp hosting the most in relation to its economic capacity (UNHCR, 2013). Conditions in these camps are more extreme than those in many located in Europe, due to the added factor of adverse weather: hot days and sub-zero temperatures at night. To evaluate the effectiveness of this technology, a research question has been formulated: To what extent has Ikea's 'Better Shelter' impacted upon the overall sustainability of UNHCR's Ethiopian camp? The ideas of multiple STS theories shall be drawn upon to argue Ikea's Better Homes have improved overall sustainability within the Ethiopian Camp but do also come with implications. The paper begins with a discussion on the interrelationship between society and technology focusing on Mackenzie and Wajcman (1999) and Winner (2000)'s ideas of technological, economic, political and cultural influences. Bijker's (2006) and Coeckelbergh's (2013) concepts concerning the risk and vulnerability surrounding technologies will then be applied to the situation to give an alternative perspective. Finally, a conclusion summarising the benefits and drawbacks of the Better Home will be given.

**Introduction 2:**

*FAST* is a widely used acronym standing for *Face, Arms, Speech, and Time*. With this memory aid, even people not trained in the medical field can quickly find out whether a person might be suffering from a stroke as the words point to the most obvious symptoms: paresis of the *face* as demonstrated for example by drooping corners of the mouth, hemiparesis in the extremities which are easily observable in the *arms*, and slurred *speech*. The last word, *time*, reminds the observer to make an emergency call in a timely fashion, which is especially important in the case of a stroke. The acronym is used ever increasingly and with good reason: strokes still constitute the leading cause in acquired disability of adults, and are the second leading cause of premature deaths worldwide (O'Donnell et al., 2010). The annual cost of stroke treatment and care in the US is estimated at \$54 billion (Bear, Connors, & Paradiso, 2016).

Based on these numbers alone, it is easy to see that stroke therapy and treatment constitute fields of interest in the medical sector, and additionally, that improvement in those areas is still needed. The standard therapy for acute ischemic stroke to date has been lysis therapy, but recently a new treatment has emerged, thrombectomy. Owing to the fact that it is such a recent treatment option, not many studies have been conducted or even published on thrombectomy, and thus the cost effectiveness - including medical outcome - has not been securely established. The question remains exactly how well thrombectomy fares in comparison to lysis therapy, a notoriously contraindication-ridden procedure.

The present paper seeks to give a first account of the comparison between the two treatment options, lysis therapy and thrombectomy. It aims to answer the research question whether thrombectomy constitutes a viable addition to, or perhaps even replacement of, the standard lysis therapy in ischaemic strokes? In doing so this paper consults different studies on lysis therapy as well as one preliminary one thrombectomy by Saver and colleagues (2015). The paper gives an overview of stroke pathophysiology in general, briefly discuss different types of strokes and their prevalence, and then examines the therapy options. The conclusion gives a final consideration of the two treatment options and establishes that thrombectomy indeed is an important addition to lysis therapy but as of now cannot replace it altogether.



### The conclusion

If the introduction is a reverse triangle, you can visualise the conclusion as a triangle. Start with restating the aim of your paper, or paraphrasing the research question and/or thesis statement. Then explain how your paper answers the research question or supports the thesis statement. There are two ways of doing this.

- 1) You can summarise your main arguments. This is simply reminding the reader of your main arguments.
- 2) You can synthesize your main arguments. This means that beyond just telling the reader what your argument was, you also answer the “so what” question.

Other ideas for your conclusion (discipline and course dependent):

- Return to the themes of the introduction. For example, if you started your introduction by describing an attention-grabbing scenario, you may want to return to this scenario in your conclusion.
- Include a provocative quote you came across during your research. Something that captures the essence of what you want the reader to take away.
- Point to broader implications, for example by looking at the bigger themes of the course, or the larger implications of your findings.

What you should *not* do in your conclusion:

- Begin your conclusion by stating the unnecessary phrase “in conclusion”, or “in summary”.
- State your thesis for the first time in the conclusion.
- Introduce a new idea or subtopic in your conclusion. By this we mean introducing a bigger argument that could have been used to support your thesis. This also goes for introducing evidence (statistics, facts, figures) which should have been in the main part of your paper.
- Making sentimental, emotional appeals to the reader that are out of character with the rest of the paper.

### Task 3: Conclusion

Read the following conclusions and evaluate them.

**Social Sciences conclusion:**

After analysing the Better Home from an STS perspective, we see that its implementation by the UNCRF has had a significant positive effect on the sustainability of the Ethiopian Refugee camp. Mackenzie and Wajcman's (1999) explain how previous technological developments in other areas have ensured the Better Home is made from viable materials. Their concepts can be furthered when assessing the economic incentives of creating the Better Home. The new technology is approximately double the price of a canvas tent but last six times longer on average. A longer life reduces waste and the Better Home's design incorporates ecologically sound ways of generating energy, both of which contribute to its environmental sustainability. Winner (2000) and his ideas regarding the politics of artefacts shed light on how designer's values can be instilled within technology, creating both intentional and unintentional effects. Therefore, based on the success in increasing overall sustainability in the Ethiopian camp we can argue that the Better Home should be implemented in refugee camps as opposed to the canvas tent. What is also important to note is the design can be adapted to suit other environments, namely other refugee camps, which ultimately allows it to help more people. Finally, we see how Bijker's (2006) and Coeckelbergh's (2013) ideas regarding vulnerability and technology shed light on the downfalls on the Better Home. By applying their ideas, we are made aware that by 'solving' some problems others are created, which sometimes is unavoidable. Further research addressing the refugees' wants and needs would be useful in understanding first hand problems, ultimately helping designing and bettering housing solutions.

As Dr. Tom Corsellis, executive director of NGO Shelter Centre explains: "There's a sense that they (private sector innovators) keep throwing us gadgets and gizmos we don't need. But the Better Shelter is a real improvement – from its flexibility to it being the only shelter of its kind you can actually stand up in. It's big enough for children to do homework in and adults to do some kind of home-based enterprise. It offers a chance for basic, dignified living" (Wainwright, 2017, p.5). The Better Home is a refreshing technology, one that can and does make a real difference, and should be implemented in more refugee camps around the world.

**Science conclusion:**

If we ask whether thrombectomy constitutes a viable addition to or altogether replacement of lysis therapy in ischaemic stroke patients, it is evident that thus far, the newer treatment is not sufficient in itself. Despite several studies which have been launched into the efficacy of thrombectomy without previous fibrinolysis, no general consensus has been found yet, which means that thrombectomy still has to be used in combination with tPA. Thus, some of the most disadvantageous contraindications of lysis therapy cannot be avoided by thrombectomy. Nevertheless, it is to be expected that in the future more results will become available on thrombectomy as a stand-alone treatment option. If in fact thrombectomy *can* be used on its own, this would have significant advantages over lysis therapy and would constitute an important step forward in the treatment of strokes.

Concerning the viability of the treatment, however, the studies to date generally produce very favourable and clear numbers which point to the advantages of thrombectomy. Some studies have even been aborted due to overwhelming evidence supporting the new treatment option. Be that as it may, thrombectomy is able to tackle several of the shortcomings of traditional lysis therapy, such as a short time window of possible application and unsure long-term benefits. Nevertheless, while it still has to be used in combination with tPA, it cannot limit the contraindications and risks associated with tPA in terms of haemorrhage.

All in all, it is still clear that thrombectomy does pose a more than viable addition to treatment of ischaemic stroke patients and it is expected to be a stand-alone option in the future, though additional research in the field is still needed.

*It should be noted that these are just a few examples of how to write an introduction and a conclusion – there are other ways of doing this, and you should not feel coerced into following the structure. If you are not sure about the requirements of conclusions/introductions in a particular course or style, you should approach the course coordinator of that course, or ask the Writing Centre for help.*

***Feedback on draft papers***

Your tutor will guide you through an exercise regarding this.

*Preparation for Session 6*

- ☐ Personal Development Plan entry 'What makes a good team?'.

This assignment will help you to think about your tutorial group meetings. How did your tutorial group(s) function, and what role(s) did you take on in the group. This PDP entry assignment is also accessible as a Word document via the StudentPortal/Introduction to Academic Skills/Course Materials.

|  |  |
|--|--|
| <b>What makes a good team?</b>   |  |
| Think about the way your tutorial group(s) functioned and consider the following questions:  |  |
| What was good about the tutorial group?  |  |
| What areas could be improved?  |  |
| What did you learn from the experience?  |  |
| <b>What are your role(s) in a tutorial group?</b> Use the <a href="#">Belbin team roles</a> to answer this section, which can be found on StudentPortal/Introduction to Academic Skills/Course Materials |  |
| Consider which are your strongest points, and which points require improvement.  |  |
| Consider how you might develop these.  |  |

- ☐ Complete the following assignment 'Understanding action words in your assessment task'. This assignment is also accessible as a Word document via the StudentPortal/Introduction to Academic Skills/Course Materials.

|  |  |
|--|--|
| <b>Understanding action words in your assessment task</b>            |  |
| Try to match the following action words with the appropriate meaning |  |
| 1. Analyse   | a. Describe and distinguish similarities and differences.  |
| 2. Clarify   | b. Give reasons why or how; clarify, justify and illustrate.   |
| 3. Compare and contrast  | c. Describe or summarise, often with an evaluation.  |
| 4. Discuss   | d. Examine and break down into component parts.  |
| 5. Evaluate  | e. Provide a framework or explanation – usually in narrative form – of a concept, idea, event or phenomenon. |
| 6. Explain   | f. Show how things fit together; provide analogies.  |
| 7. Illustrate  | g. Provide pros and cons of something; provide an opinion and justify it.                                    |
| 8. Justify   | h. Explain, review and consider.   |
| 9. Outline   | i. Provide example; show instances.  |
| 10. Relate   | j. Provide a condensed, precise list or narrative.   |
| 11. Review   | k. Explain with significant detail.  |
| 12. Summarise  | l. Explain why a concept can be supported, typically by using examples and other types of support.           |

## Session 6

In this meeting, we will address the functioning of tutorial groups with a focus on what you would like to improve for the next period. In addition, we will discuss the answers you came up with in the action words assignment you have prepared for this session. Furthermore, we will discuss the exam week and have an exercise on exam questions, including some tips and tricks.

### *Preparation*

In preparation for this tutorial, finish the PDP entry on 'What makes a good team?' (StudentPortal/Introduction to Academic Skills/Course Materials). Make the assignment 'Understanding action words in your assessment task' (StudentPortal/Introduction to Academic Skills/Course Materials).

### *Agenda*

- What makes a good team?
- Discussion: Are you prepared?
- Formulating exam questions exercise
- Reviewing Introduction to Academic Skills 1
- Sharing PBL experiences, general questions and remarks

### *What makes a good team?*

You have prepared a Personal Development Plan entry analysing how your tutorial group(s) functioned, and what Belbin team role(s) you took on in the group. In this meeting, we will address the functioning of tutorial groups with a focus on what you would like to improve for the next period. This assignment will end up in your Personal Development Portfolio.

### *Discussion: Are you prepared?*

We will discuss the different exams and papers that are coming up. What are good ways to prepare for the exam week? How are you doing with the stress of the deadlines? Make sure to bring all the questions you may still have to class.

Essay exams are designed to measure your ability to organize your thinking and communicate your thoughts in writing. One very effective way of preparing for an exam is to predict sample questions based on your notes from class, the structure of the course and the information given by your tutor before the exam. We will practice this in class today.

### *Formulating Exam Questions*

Together with one other student that is enrolled on one of your other courses think of and discuss possible exams questions. Come up with two questions per person. Together discuss the possible answers to the exam questions. Write them down in a clear outlined structure. Answers to the questions should be concise and to the point. Let your tutor check it at the end of class.

### *Course evaluation*

The last 10-15 minutes of this class will be used to evaluate the course. What did you especially appreciate? What could be improved? Please, provide constructive feedback. Teaching and developing educational modules is a continuous process. We will use your input to further develop our course.

## **Week 7 – Exam week**

**There is no tutorial in this week.**

*Good luck on your exams!*

## **Appendices**

## Appendix A. Suggested Readings

Note: This list does not cover all relevant skills in academia: they are merely suggestions for readings that may help you get started on the development of your personal and academic skills. Most of these readings are available via Safe Assignment. The Little Brown Handbook is recommended as a course book. Copies are also available in the UCM reading room.

### On Academic Skills

Fowler, H. R., & Aaron, J. E. (2011). *The Little Brown Handbook* (12th ed.). New York: Pearson Longman.

- Chapter 10 on Taking Essay Exams

Lee-Davies, Linda (2007) *Developing Work and Study Skills*. London: Thomson Learning. Chapter 18 – Stress management, pp. 181 – 196.

### On Reflective Thinking and Writing

Cottrell, S. (2003). *Skills for Success: The Personal Development Planning Handbook*. London: Palgrave. Chapter 7: The Art of Reflection

### On Critical Analytical Thinking and Writing

Cottrell, S. (2003). *The Study Skills Handbook* 2nd edition. London: Palgrave MacMillan. Chapter 10: Critical Analytical Thinking, pp. 221-238.

Fowler, H. R., & Aaron, J. E. (2011). *The Little Brown Handbook* (12th ed.). New York: Pearson Longman.

- Chapter 6 on Forming a Critical Perspective
- Chapter 8 on Reading Arguments Critically

McMillan, K., & Weyers, J. (2011). *How to write essays & assignments* (2nd ed.). Harlow, England: Pearson. Chapter 7: Thinking Critically, pp. 77 – 85.

### On Academic Writing

Fowler, H. R., & Aaron, J. E. (2011). *The Little Brown Handbook* (12th ed.). New York: Pearson Longman.

- Chapter 1 on Assessing the Writing Situation
- Chapter 2 on Developing, Discovering and Shaping ideas
- Chapter 4 on Writing and Revising Paragraphs
- Chapter 7 on Writing in Academic Situations
- Chapter(s) on APA referencing

Payne, Elaine & Whittaker, Lesley (2006) *Developing Essential Study Skills* 2nd edition. London: Prentice Hall. Chapter 15 – Essay Writing. (reading room & library)

McMillan, K., & Weyers, J. (2011). *How to write essays & assignments* (2nd ed.). Harlow, England: Pearson.

- Chapter 10 on Academic Writing Style
- Chapter 12 on Improving your Grammar



## Appendix B. Speed Studying

(Copied from: Lee-Davies, Linda (2007) Developing Work and Study Skills London: Thomson Learning)

A core skill for effective study is the ability to read in the right way. Contrary to taught practice in schools, this is not cover-to-cover nor from the beginning to the end of a text.

Rethinking the use of books is crucial to an effective use of time and maximum information gathering. For the purposes of adult education and lifelong learning, books and other study texts need to be treated very differently from novels and leisure reading. Study texts should be approached in an organized and, frankly, quite ruthless way. A broad range of reading is required in higher education and goes beyond one core text. There is just not the time to pour over everything in detail, so a system needs to be adopted to gain the necessary breadth.

### Start 'speed reading'

A simple management tool has been created to help with the process of speed reading. Try it out a couple of times and you will see how the practice can benefit you and even become a 'norm' for you. It will feel a bit awkward at first but bear with it.

Always start any reading exercise with an objective in mind. You need to have a focus so you naturally find information to match your needs. To gain breadth, try to read conflicting texts and articles to get different views.

|   |        |  |
|---|--------|--|
| S | Scan   | <b>Scan.</b> Get an overview of the book or article by running your eye down the pages quickly. Look at the cover and contents as well as chapter headings, summaries and, yes, the pictures. This scan will identify large chunks of the book you don't need and importantly indicate where those you need are. |
| P | Plan   | This is all done with your objective in mind. If you are looking for a particular argument also look for the opposite argument during your scan.   |
| E | Expand | <b>Plan.</b> Now you have isolated the material likely to be of use to you, plan which exact pieces of the book or the article you will read further. Think about the order in which you will do this. Mark any particular bits that seem to oppose or complement each other.                                    |
| E | Edit   |  |
| D | Digest | <b>Expand.</b> Now you can actually read the planned pieces in detail to get what you need. Remember to do this expansion with your objective in mind or   |

you will waste time. As well as content collection, also take on board the flavour of the writing and what you think of how the author has dealt with the topic. Being able to comment on or critique the content helps you understand it better and takes you to a higher level of more active reading.

**Edit.** Make useful notes for yourself – perhaps on clearly marked bookmarks. These should give the main points, indicate any quotes that could be used, what arguments to take and link back to your main purpose. They should also have key words outlined or detailed separately so you can skim through these when you need to. A good tip is to note some main points on another piece of paper and attach it to the front of the book so you can quickly source a particular theme more readily. You can see as you make notes that you are drawing in your 'expanded' reading more tightly. This is important in terms of memory retention.

**Digest.** A good practice is always go back and check your notes and marked sections, which does three things: it (a) checks your understanding of the content; (b) ensures you are more likely to remember it for longer; and (c) checks whether you have stuck to your objective and retrieved from the process what you set out to. This keeps the reading exercise active at all stages, saves time in terms of increasing your ability to remember what you have read and helps with closure so you can turn to another book or article with a fresh mind.

## Appendix C. Feedback on the paper

Source: modified, "Handout feedback paper" | PR103 Portfolio Plus | June, 2004

### I. General Elements

- 1). Layout: are headings, tables, text and figures presented correctly?
- 2). Headings
  - a) Did the author make proper use of headings?
  - b) Is there a difference between levels and sublevels/sections and subsections?
- 3). Grammar, accuracy, spelling and punctuation:
  - a) Is the grammar correct?
  - b) Are expressions clear to the reader?
  - c) Are terminology and vocabulary accurate?
  - d) Is the spelling accurate?
  - e) Is the punctuation accurate?
  - f) Are style and tone appropriate to formal academic writing?
  - g) Are there any awkward sentences that make the reader wonder what is meant?
- 4) Is the first person used (the use of 'I' is uncommon in scientific papers).
- 5) Did the author insert page numbers?

### II. Title page

- 1). Does the title page contain the required information?
  - a) Title and possible subtitle
  - b) "University College Maastricht"
  - c) Place, date
  - d) Name
  - e) ID number
  - f) Course code and title
  - g) Tutor name
  - h) Number of words
- 2) Is the title effective and do you understand it?
  - a) Is it too broad or not broad enough?
  - b) Does it reflect the content of the paper?
  - c) Does it grab your attention?
  - d) Is it in the form of a question?—you should avoid using questions w/in a title.

### III. Introduction

- 1) Did the author give sufficient background information to introduce the topic?
  - a) Is the background information relevant?
  - b) Is the significance of the topic made clear?
  - c) Is the problem clearly stated?
- 2) Is it clear what the paper will cover and the order it will be covered?
- 3) Problem statement or Research question:
  - a) Is the problem statement too broad or too vague?
  - b) Are there any unfamiliar terms in the research question? And if so, did the author explain these terms before introducing the research question?
- 4) Is there information in the introduction that you think is more appropriate in the body of the paper?

#### **IV. Body**

- 1) Does the body have a clear structure and develops in a clear direction?
- 2) Does the body provide more than one viewpoint of the problem and does the author demonstrate an awareness of the complexities of the problem?
- 3) Does the body progress effectively and logically towards the findings?
- 4) Does the body provide adequate evidence to support the findings?
- 5) Does the writer acknowledge weaknesses in any arguments that might support his or findings?  
Is she or he honest about the fact that there may be difficulties in reaching conclusive findings?
- 6) Did the author provide the reader with definitions where they are necessary?
- 7) Did you find that certain information was rather redundant and could have been left out?
- 8) Did you find that certain information was missing?
- 9) Do you think that some information would be more appropriately found in the introduction of this paper?

#### **V. Paragraphing**

- 1) Is it clear where paragraphs begin and end?
- 2) Are all paragraphs well balanced in length and content?
- 3) Are all paragraphs well structured:
  - Does each paragraph have a topic sentence?
  - Does the paragraph content follow from the topic sentence?
  - Does each paragraph end effectively?
  - Does each paragraph deal with one topic or are any a mix of different topics?
- 4) Are there any one-sentence paragraphs?
- 5) Does the writer move easily from one paragraph to the next, i.e. are transitions logical and clear?

#### **VI. Conclusion**

- 1) Does the conclusion provide a short summing up? Do you have to wait until the conclusion for an answer to the research question?
- 2) Does the writer use references here? It is uncommon to reference the conclusion.
- 3) Does it make clear why the findings of the research are important or significant?
- 4) Does the conclusion have a strong ending?
- 5) Is the conclusion a satisfying compliment to the introduction?

#### **VII. References**

- 1) Are all references correct and complete, both in the text and in the bibliography?
- 2) Are all references in the text also mentioned in the bibliography?
- 3) Are all references in the bibliography also mentioned in the text?
- 4) Are all references according to APA style?
- 5) Did the author use enough sources?
- 6) Did the writer use reliable sources?
- 7) Are the references listed in an alphabetical order?

## Appendix D. Useful productivity apps/websites

### *Time-management*

- [BeFocused](#)/[Just Focus](#)/[Focuskeeper](#)/[Clear Focus](#)/ – apps that use Pomodoro technique to split your working time into 25-minute intervals
- o [Tide](#) – Pomodoro technique + relaxing background sounds
- [Forest](#) – an app that visualizes your concentration by growing trees when you are working and not touching your phone
- [Cold Turkey](#) – allows you to block distractions, such as social media for a set amount of time

### *To-do lists*

- [Todoist](#) – for creating tasks and subtasks, assigning priority labels under different lists
- [Trello](#) – to-do list app that is perfect for working on multiple projects at the same time

### *Proof-reading*

- [Grammarly](#) – an app that helps you to spot some grammatical mistakes that other word processors usually ignore

### *Writing*

- [The Writefull App](#) – includes useful features such as a synonym-in-context finder, word-frequency finder (is it “number” or “amount” of people?), word-gap filler (“Researchers have \_ on issues in this paper”), and a dictionary. Contrary to what the name indicates, this is a programme to be used on PC or MAC.

### *Note-taking*

- [Microsoft One Note](#)/[EverNote](#) – good tools for those who like taking notes electronically and are tired of switching between dozens of documents

### *Calendars*

- [Google Calendar](#)/[iCalendar](#) – apps to integrate your timetable/personal and other calendars to never miss a meeting again

### *Mind maps*

- [XMind](#) - great tool for brainstorming and structuring information by mind mapping

### *Online flashcards*

- [Quizlet](#)/[Anki](#) – study information in a flashcard form by playing games and doing quizzes

### *Meetings/team management*

- [Doodle](#) - create a list of possible dates and times, invite people to comment and choose a timeslot that works for everyone!
- [Slack](#) - whether you work on a group project or with your student organization, this app helps you to divide your conversation into channels, attach files and collaborate in a more structured way
- [Google drive](#)/[Dropbox](#) – great tools for file sharing and real-time editing
- [Canva](#) – easy graphic design software for posters, online events and reports

### *Habit-tracking*

- [Habitica](#) - a gamified app that helps you to develop good habits or get rid of bad ones

### *Scanning documents*

- **Scannable** – allows you to scan documents with your phone and send them to your E-mail

### *Learning languages*

- [Duolingo](#) – learn a language for free in a fun way by practicing 10-15 minutes/day

### *Knowledge acquisition*

- [Pocket](#) –save interesting articles and read them offline with the original formatting
- **Podcast** (IOS)/[Stitcher](#) (Android) – add podcasts on your favourite topics and listen to them when riding a bike/walking/exercising at the gym/doing dishes
- [Goodreads](#) – set yourself reading targets, see what your friends are reading and find reviews for books