**PRACTICE QUIZ 1.1**

**Which of the following are learning objectives for this MOOC?**

***Check 3 options.***



***Critically evaluate the reliability of sources for an academic context.***



***Filter, manage and organize information from a wide variety of sources for use in academic study.***



***Demonstrate awareness of ethical issues related to academic integrity surrounding the access and use of information.***

What percentage of your total marks is the final summative assessment worth?

*Check one option.*



20%



25%



30%



35%

**Which of the following are NON-assessed activities on this MOOC?**

*Check 2 options. (Partial marks awarded.)*

**1 / 1 point**



In video questions & polls

**Correct**

In video questions & polls are non-assessed activities.



Short quizzes after each lesson

**Correct**

Short quizzes after each lesson are non-assessed activities.



Quizzes after each module



Discussion board posts



Final summative assessment.

**PRACTICE QUIZ 1.2**

**Which of the following are some of the core values and expectations of academic culture mentioned by academics 1.2a?**

***Check 4 options.***

***Academic integrity***



***Critical thinking***



***Intellectual inquiry and communication***



***Ethical contribution***

**2. Which of the following actions would need some level of digital literacy?**

*Check 2 options.*

1 point



Knowing how to set up a personal computer.



**Writing an email to your lecturer at university**.



**Creating a LinkedIn profile**.



Reading a book on an e-reader

Question 3

**According to the experts in 1.2b, which of the following is an example of the contribution of information and digital literacy to the values of academic culture?**

*Check one option.*

1 point



Giving a presentation



**Beginning an assignment with one opinion, but changing your opinion as you gather and read more information sources with contrary evidence.**



Making a valid argument



Cataloging information on a library website.

#### Practice Quiz 1.3

**What aspects of time management does Jessa Collings say are most important at university?**

***Check 2 options.***

******

***Complete course readings in advance.***

******

***Prepare for assignments in advance.***



Enroll for classes in advance.

Arrive for lectures and tutorials in advance.

**What does Professor Nick Enfield suggest is one of the most important ways for a student to prepare for university?**

*Check one option.*

1 point



**Be open-minded.**



Be judgmental about what they are studying.



Language skills



Study skills

3.

Question 3

**What does Marcella Robertson suggest students notice at university?**

*Check one option.*

1 point



**How their field understands and presents knowledge.**



University expectations



Disciplinary procedures



How to be successful at university.

**What is academic integrity?**

*Check one option.*

1 point



Understanding academic culture in its entirety, without being divided into parts.



**Behaving ethically and responsibly at university.**



Being honest and not cheating.



Displaying the core values of academic culture - honesty, trust, fairness, respect and responsibility – in class.

2.

Question 2

**According to the lecture, universities are not just trying to train you for a job role, but are also trying to prepare you …**

*Check one option.*

1 point



to conduct qualitative research



to not become involved in political scandals



**to behave ethically**



to not cheat

**“Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas. … In academic environments of integrity, even those who disagree on facts share … reverence for knowledge and the methods by which it is obtained.” (International Centre for Academic Integrity , 2014, pg 24).**

**Which of the academic values is this referring to?**

***Check one option.***



***Fairness***

**SUMMATIVE - MODULE 1 –SSL 1**

**Read the following example of misconduct.**

***It’s 4.30, and Mary has just taken the final exam for Introduction to Microbiology. S****he feels pretty confident she did well when she runs into her friend Jane. Jane is in the evening class rather than the afternoon class that Mary is in, and is about to take the exam. She is a little nervous as she hasn’t studied enough, so Mary tells her a few of the more difficult questions, and her answers for those questions?*

**What kind of misconduct is happening?**

**(Refer to 1.4)**

***Check one option.***



***Facilitation of academic misconduct of another student.***

**2.Question 2**

***“Knowledge is soon changed, then lost in the mist, an echo half-heard.”*– Gene Wolfe**

**What quality of academic culture does this relate to?**

***Check one option.***



***The contingent nature of academic knowledge.***

**3.Question 3**

***“Most English-speaking cultures stress the role of the individual in society …. This attitude is reflected in the education system. From pre-school onwards, children are encouraged to express themselves in many different ways, and are expected to explore activities, subjects and ideas that interest them.”*– Jean Brick**

**What quality of academic culture does this relate to?**

**(Refer to 1.2)**

***Check one option.***



***The importance of independent learning.***

**4.Question 4**

**Consider the following situation.**

***In Jeong Woo’s first semester at university he often forgot to get his course readings done in time, and had to ask for an extension twice for his assignments as he couldn’t complete them. In his second semester he became a lot more aware of when he needed to have completed readings and assignments, which resulted in better grades and greater contributions to tutorials.***

**Which survival skill mentioned in lesson 1.3 does this refer to?**

**(Refer to 1.3)**

***Check one option.***



***Time management***

**5.Question 5**

**Consider the following situation.**

***Fatima is writing an essay for her Macroeconomics course on the Great Recession. She is firmly convinced that a lack of government regulation of the financial industry was responsible for the crisis. However, she wants to find some evidence to support her argument before she starts writing.***

In lesson 1.2b Michelle Harrison refers to 3 ways that information and digital literacy contribute to the values of academic culture. Which way does Fatima’s situation refer to?

***Check one option.***



***The importance of finding good evidence to support your argument.***

**PRACTICE QUIZ 2.1**

Is the graph above an example of information or knowledge?

*Check one option.*

**1 / 1 point**



**Information**



Knowledge

**An episode of the TV fantasy drama series *Dragon's Play.***

**Is this part of the cultural record or the scholarly record?**

*Check one option.*

1 point



**Cultural record**



Scholarly record

3.

Question 3

**Is a review of the book *The Politics of Free Markets* in the academic journal *Social Forces* an example of a primary source, a secondary source, or a tertiary source?**

*Check one option.*

1 point



Primary source.



**Secondary source**



Tertiary source

**PRACTICE QUIZ 2.2**

**Why can’t we rely just on textbooks as information sources at university?**

***Check 2 options.***

***Because they don’t provide deep knowledge of a subject***



***Because they present an unproblematic view of a field and don’t always present current debates in the field.***

**2.Question 2**

**Academic journal articles allow us to enter the discussions that define our academic field. However, what is a DISADVANTAGE of academic journal articles?**

***Check one option.***

******

***They are difficult to read because of the expert vocabulary used.***

**3.Question 3**

**What is the usual structure of a scientific journal article?**

***Check one option.***

AIMRDCR

***Abstract, Introduction, Methodology, Results, Discussion, Conclusion, References***

**PRACTICE QUIZ 2.3**

**You are doing an assignment on media representations of women in business. Where would be a good place to begin your search?**

***Check 3 options.***

******

***Google***

******

***library aggregated search***

******

***YouTube***

**2.Question 2**

**Which of the following places will give information sources with greater quality, but with a more limited range of sources?**

***Check 2 options.***

***academic journal database***

******

***library website aggregated search***

**3.Question 3**

**According to Pat, how can you search sites such as academic databases more efficiently to get the information you want?**

***Check 2 options.***

******

***Boolean searching***

***Use key words from assignment.***

**PRACTICE QUIZ 2.4**

***“You have zero privacy anyway. Get over it” (Scott McNealey, 1999). What is privacy? How have changes in technology made privacy an issue for citizens and governments?***

**The first step in developing a search strategy is to break the question down into sub-topics. Choose the best set of sub-topics for this question.**

***Choose one option.***



***Definition of privacy, technology privacy issues for citizens, technology privacy issues for governments***

**2.Question 2**

**Consider the following question.**

***“You have zero privacy anyway. Get over it” (Scott McNealey, 1999). What is privacy? How have changes in technology made privacy an issue for citizens and governments?***

**Another important step in developing a search strategy is to develop a set of search terms using synonyms of key words in the question. Choose the best set of synonyms of key terms from the groups below.**

***Choose one option.***



***surveillance, computers, civilians, subjects, state, politics***

**3.Question 3**

***“You have zero privacy anyway. Get over it” (Scott McNealey, 1999). What is privacy? How have changes in technology made privacy an issue for citizens and governments?***

**A student has run the following search term while researching the question:**

**"privacy OR citizens OR government OR technology OR politics"**

**It has returned too many results, manmoduy of which are irrelevant. Why?**

***Choose one option.***



***The search is too wide because using OR as a search term widens the search.***

**4.Question 4**

***“You have zero privacy anyway. Get over it” (Scott McNealey, 1999). What is privacy? How have changes in technology made privacy an issue for citizens and governments?***

**A student wants to research the effects of technology on privacy for citizens. What is the best combination of search terms below?**

***Choose one option*.**



***privacy AND technology AND (civilians OR citizens OR subjects***)

**SUMAMATIVE - MODULE 2 – SSL 1**

**Which record is an article on posit ive topological entropy in the journal *Annals of Mathematics* part of?**

**(Refer to 2.1a)**



***Scholarly record***

**2.Question 2**

**Is a first year visual art textbook called *Introduction to Art History* an example of a primary source, secondary source, or tertiary source?**

**(Refer to 2.1b)**



***Tertiary source***

**3.Question 3**

**In which part of an academic journal article would you encounter the findings or outcomes of the research that was conducted?**

**(Refer to 2.2b)**



***Results***

**4.Question 4**

**Which of these options is the usual structure of a humanities journal article?**

**(Refer to 2.2b)**

AIBCR

***Abstract, Introduction, Body, Conclusion, References***

**5.Question 5**

**You are an undergraduate pharmacology student researching approaches to protein therapeutics over the last 20 years. Where would you begin your search?**

**(Refer to 2.4)**



***Google Scholar***

******

***An academic journal database called Web of Science which gives broad coverage to journal articles in the sciences.***

**6.Question 6**

**What is the *most*important thing that determines where you look for information sources, according to Pat Norman in lesson 2.3?**

**(Refer to 2.3)**



***What you’re looking for.***

**7.Question 7**

**Why do academic journal articles, rather than textbooks or course notes, allow you to enter into the academic conversations of your field?**

**(Refer to 2.2a)**

***Check 2 options.***



Because they contain broad and basic subject knowledge.



**Because they are written by academics, for other academics.**

****

**Because they provide more detailed and specific information on a field.**



Because they use difficult vocabulary.



Because they can only be accessed via academic databases.

**8.Question 8**

**Consider the following assessment question.**

***“It is important to remember that educational software, like textbooks, is only one tool in the learning process. Neither can be a substitute for well-trained teachers, leadership, and parental involvement” (Keith Krueger). How important is educational technology?***

**The first step in developing a search strategy is to break the question down into sub-topics. Choose the best set of sub-topics for this question.**



***Textbooks, educational technology, educational leadership, teacher training, parental involvement with education.***

**9.Question 9**

**Consider the following assessment question.**

***“It is important to remember that educational software, like textbooks, is only one tool in the learning process. Neither can be a substitute for well-trained teachers, leadership, and parental involvement” (Keith Krueger). How important is educational technology?***

**A student has run the following search term while researching the question:**

**“ “educational technology” AND teacher training NOT parent”**

**It has returned very few results. Choose the best reason why below.**



***The search is too narrow because using AND and NOT as search terms narrows the search***

**10.Question 10**

**Consider the following assessment question.**

***“It is important to remember that educational software, like textbooks, is only one tool in the learning process. Neither can be a substitute for well-trained teachers, leadership, and parental involvement” (Keith Krueger). How important is educational technology?***

**A student wants to research the importance of technology in curriculum change. What would be the best combination of search terms below?**



***technology AND “curriculum change"***

**PRACTICE QUIZ 3.1**

**1.Question 1**

**Which of the following is NOT a criterion used to judge the credibility of sources?**

***Check one option.***

***Clarity***

**2.Question 2**

**Which of the following may pose a problem for objectivity?**

***Check 2 options.***

***A study conducted by an airline company on the relative safety of air travel compared to boat travel.***

A journal article on the health impacts of a particular fast-food burger that was sponsored by the fast-food chain which makes it.

**3.Question 3**

**Consider our example assessment question.**

*Doctors can be replaced by software – 80% of them can. I’d much rather have a good machine learning system diagnose my disease than the median or average doctor”* (Vinod Khosla). Discuss the implications of artificial intelligence doing traditionally human tasks from technical, social and economic perspectives.

A student has found the information source below for example assessment question.

An interview in the ‘News’ section of National Geographic online with the writer of a book on AI and employment. The writer of the book discusses the economic benefits and drawbacks of AI to the economy. The writer of the article is a professional writer. The article was published in 2015.

What is the problem with the source’s credibility?

**What is the problem with the source’s credibility?**

**(Refer to 3.1a)**

***The authority***

***The source’s audience is not academic.***

**PRACTICE QUIZ 3.2**

**3.2 PRACTICE QUIZ**

**Consider our example assessment question.**

***“Doctors can be replaced by software – 80% of them can. I’d much rather have a good machine learning system diagnose my disease than the median or average doctor” (Vinod Khosla). Discuss the implications of artificial intelligence doing traditionally human tasks from technical, social and economic perspectives.***

**Which of the following sources would best meet the needs of this assessment?**

***An article in The Economist on “on-shoring” – factories moving back to developed countries from developing countries due to increased use of automation in factories.***

**A journal article on a new method of programming driverless cars.**

**2.Question 2**

**Consider our example assessment question.**

***“Doctors can be replaced by software – 80% of them can. I’d much rather have a good machine learning system diagnose my disease than the median or average doctor” (Vinod Khosla). Discuss the implications of artificial intelligence doing traditionally human tasks from technical, social and economic perspectives.***

**You have found a journal article for your assignment; the abstract of the article is below.**

**Read the abstract and answer the question below.**

***There are increasing policy debates on the efficacy of universal basic income (UBI) within both political and academic circles. These debates have emerged as a response to failures of the welfare state on the one hand, and the threat to employment posed by increasing automation on the other. While issues surrounding introduction and maintenance of the UBI have been explored at some length in sociological and political science literature, economics as a discipline has been slow to enter this discussion. This paper applies a new institutional economic framework to explore the effects of UBI on the economy as well as broader social effects. It shows that while the costs of implementation and the threat of work disincentives are greater than has previously been indicated, the benefits of introducing a UBI far outweigh the drawbacks, particularly when an ongoing decrease in manual and middle class jobs due to automation is assumed. Implications for welfare and social policy are explored.***

**We need to decide if it is relevant. How useful is this for your assignment?**

***Partly***

**3.Question 3**

**Consider our example assessment question.**

***“Doctors can be replaced by software – 80% of them can. I’d much rather have a good machine learning system diagnose my disease than the median or average doctor” (Vinod Khosla). Discuss the implications of artificial intelligence doing traditionally human tasks from technical, social and economic perspectives.***

**You have found a journal article for your assignment; the abstract of the article is below.**

**Read the abstract and answer the question below.**

***This study seeks to explore the educational affordances and constraints of English language teacher robots in Korea. With small but increasing use of AIs in service industries, there is a growing literature on the impact of robots and AI on everyday social interactions in a number of contexts; however, the effects of robots and AIs in educational contexts remain relatively unexplored. This study used ethnographic means to explore the impact of English language teacher robots in 3 primary school settings in Korea. It combined ethnographic non-participant observation with interviews to look at how language teaching could be technologically supported, drawing on the workplace studies of Heath and Luff (2000) to look at how the use of technologically-mediated language instruction offered a new range of affordances and constraints to both students and teachers. Implications for language pedagogy and curriculum development are explored.***

**Do you think the information will be appropriately explored in this article, and not be too general or too specific to use in our assessment question?**

***Yes***

## **3.3 PRACTICE QUIZ**

**1.Question 1**

**You would like to save the PLos One article on robot surgery to your computer. The article citation is:**

**Noda Y, Ida Y, Tanaka S, Toyama T, Roggia MF, et al. (2013) Impact of Robotic Assistance on Precision of Vitreoretinal Surgical Procedures. PLoS ONE 8(1): e54116. doi:10.1371/journal.pone.0054116**

**According to lesson 3.3a, what would be the best file name to use?**

**Check one option.**



***Noda et al\_2013\_robot surgery***

**Correct**

Put the *name first* (and et al. in this case as it’s *by many authors*), followed by the *year* of publication and a *short descri00ption.*

**2.Question 2**

**You are saving a draft answer to our example question. The date is 20th of June, 2017. The assessment is the second assessment for the subject STEC1001 Sociology of Technology. What is the best file name to save it as?**

***170620\_STEC1001\_Assignment2***

**Correct**

The date is listed with *the year first* so that your computer will automatically organise them chronologically, and it’s followed by the *course code* and *assignment number*.

**3.Question 3**

**You have a collection of course notes from your course in Business Communications (BUS1002) from the first year of your undergraduate course in Business Management. You took the course in the second quarter of 2018 and your lecturer was Caroline Ng.**

**What would be the best name for the top level folder in your university folder hierarchy for this information, according to lesson 3.3b?**

***2018\_Quarter 2***

**Correct**

It is always a good idea to have the *Quarter (or semester) and year* as the top level folders.

## **3.4 PRACTICE QUIZ**

**1.Question 1**

**What are the two purposes of step one in the three step approach to reading?**

**Check 2 options.**

***Assess credibility and relevance.***

***Understand main ideas.***

**2.Question 2**

**Which of these parts of an academic journal article would you probably NOT read in great detail?**

***Methodology***

**3.Question 3**

**While reading an information source, what should you do if you find references to other additional relevant information sources?**

***Circle or highlight them for later reference.***

**4.Question 4**

**When you make notes on an information source, how should you organize them?**

* ***According to categories based on your research question***

***SUMMATIVE QUIZE MODULE 3 – SSL 1***

**1.Question 1**

**Which of the following can we use to evaluate the credibility of information sources (including web resources)?**

**(Refer to 3.1a and b)**

**Check 7 options.( 0.8/1) (Sai 1 )**

***Authority of the author (Contact informations) (có)***

Country of publication

***Scholarly purpose (students, scholars, general reader) (có)***

***Audience***

***Objectivity***

***The way a web site looks.(có)***

Clarity

**The use of correct grammar (có)**

***Reference to tertiary sources***

***Currency***

**2.Question 2**

**Which of the following publishers would be considered unreliable for an academic context?**

**(Refer to 3.1a, b and c)**

 ***Wikipedia***

***National Geographic***

***2 Hungry Guys – A Sydney Food Blog***

**Question 3**

**Consider our example assessment question.**

***“Doctors can be replaced by software – 80% of them can. I’d much rather have a good machine learning system diagnose my disease than the median or average doctor” (Vinod Khosla). Discuss the implications of artificial intelligence doing traditionally human tasks from technical, social and economic perspectives.***

**A student has found the information source below for example assessment question.**

**An article by a leading roboticist and thinker in the area of AI that appeared in the scholarly journal *AI Magazine* in 1984. The article looks at artificial intelligence and employment, specifically looking at the benefits and risks in areas such as defense, education, and business s.**

**What is the problem with the source’s credibility?**

**(Refer to 3.1a)**

***Check one option***

**1 point**



The source’s authority



The source lacks objectivity.



**The source lacks currency.**



The source is credible.

4.

**4.Question 4**

**If you want to check the relevance of an information source to your assessment question, why is it important to check if it is written at the appropriate level?**

**(Refer to 3.2a)**

***Because the level of difficulty of technical vocabulary in a source reflects the audience the source is aimed at and the complexity of concepts used.***

**5.Question 5**

**When checking for relevance, what does it mean if an information source meets the needs of your assignment?**

**(Refer to 3.2a)**

**It means the information source is the correct type of source for the assignment (e.g., textbook, primary or secondary source).s**

**6.Question 6**

**Which if the following would probably NOT be a good thing to include in a file name?**

**(Refer to 3.3a)**

***Author’s first name***

**7.Question 7**

**Imagine you are writing the first essay for a cultural studies unit on Modernism (CSTU1004). The topic is on the influence of the First World War. Your lecturer’s name is Associate Professor Di Jones. The date today is 5th December 2017 and it is due on the 10th December 2017. What would be the best name for a draft of this essay, according to lesson 3.3a?**

**(Refer to 3.3a)**

***171205\_CSTU1004\_Assignment1***

**8.Question 8**

**You have found the following article for our example assessment question on AI. Read the following summary of the parts of the article.**

**Title: Deep learning neural networks to assess human driver’s intentions in driverless cars**

**Abstract: A short summary of the article**

**Introduction: Explains advance of driverless cars in society. Talks about limitations of driverless cars when assessing the driving patterns of human drivers. Outlines the purpose of the study – to assess the performance of a deep learning AI system that learns human drivers’ intentions through repeated practice driving on roads.**

**Methodology: Explains the complex set of algorithms in use to learn while driving, and the means by which their performance was assessed via a series of experiments.**

**Results: Compares the deep learning neural networks performance against other AI systems.**

**Discussion: Shows how the deep learning neural network being studied leads to improved driving performance.**

**Conclusion: Outlines areas for further study, and explains relevance of study to development of driverless cars in general.**

**Which parts would you read first, in order to decide if you will use this information source?**

**(Refer to 3.4a)**

**Note: We have not included "headings" as an option because, in this case, the headings would just be the names of the sections (Abstract, Introduction, Methodology etc). However, if this was a professional report or contained a number of different sub-headings, then you would read those as well!**

***Abstract***

***Introduction***

***Discussion***

***Conclusion***

***Title***

#### Practice Quiz 4.1

**4.1 PRACTICE QUIZ**

**1. What is the difference between unintentional and intentional plagiarism?**



Unintentional plagiarism is when you are not aware of your plagiarism, and intentional plagiarism is when you deliberately copy another’s work.

**2. Which of the following would you NOT need to reference at university?**

***Check 2 options.***



Your own ideas



Common knowledge

**3.Question 3**

**Compare the original with a student’s paraphrase below.**

***Original***

**“AI systems have already become far too complicated for the average person to understand, let alone repair, so there will be new roles created which will require people who can act as intermediaries between computers and humans.” (Bollegala, D. (2016, May 5). Robot revolution: rise of the intelligent automated workforce. *theconversation.com*. Retrieved from**[**http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**](http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252)**)**

***Student’s paraphrase***

**The growing use of AI in society does not preclude job growth. There are those that argue that, instead, the use of AI will lead to new forms of employment. For example, because machine learning systems have already become far too complicated for ordinary people to understand or fix, there will be new jobs that will emerge which will require people who can act as mediators between AI systems and humans (Bollegala, 2016).**

**Has the student plagiarized the original?**

***Check one option.***



Yes

**4.2 Practice Quiz**

**1.Question 1**

**What are the two places in academic writing where citations appear and must correspond?**



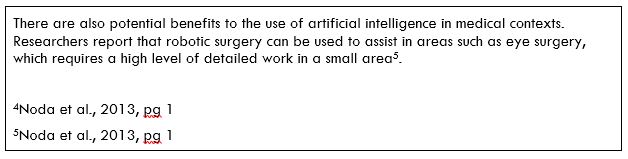
In-text and end-text

**Correct**

All referencing systems have some kind of in-text and end-text citation. Remember that they must correspond too.

**2.Question 2**

**What type of referencing system is being used in the text below?**

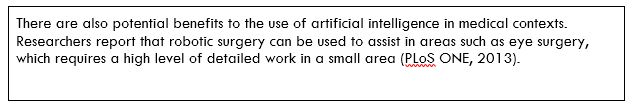
****



Footnote

**3.Question 3**

**Look at the following in-text citation, using an in-text citing system, in an essay.**

****

**There is an error with the in-text citation. What is the problem?**

The writer has given the publication name rather than the author’s name.

**4.3 Practice Quiz**

**TOTAL DES POINTS 3**

**1.Question 1**

**Below is an original quote from the Noda et al. article, and also the direct quote as used in a student’s essay.**

***Original quote***

**“Recently robot-assisted surgery has broadened its application and has been introduced into the surgical theaters worldwide.” (Noda et al., 2013, p. 1)**

***Student’s writing***

**Another important innovation has been the advent of robotic surgery, which Noda et al. write has “recently … broadened its application and has been introduced into surgical theaters worldwide” (2013, p. 1).**

**Has the student used the quote correctly or incorrectly? If it is incorrect, why?**



The student’s use of the quote is incorrect because they should have put the ‘r’ in “recently” in square brackets.

**2.Question 2**

**Which of the following is NOT a strategy for paraphrasing suggested by Swales and Feak (2012)?**



Rearrange the order of information from the original.

**3.Question 3**

***Original***

**“Recently robot-assisted surgery has broadened its application and has been introduced into the surgical theaters worldwide” (Noda et al., 2013, p. 1).**

***Student’s writing***

**Some writers, such as Noda et al. (2013), have written that robotic surgery can now be found in many hospitals around the world.**

**How has the writer modified the claim of the original in their paraphrase?**



Softened the claim.

**SUMMATIVE QUIZES - MODULE 4 – SSL 1**

**1.Question 1**

**Which of the following are examples of plagiarism?**

**(Refer to 4.1)**

A student uses an information source in an assignment without referencing it.

A student buys an essay off the internet.

A student borrows another student’s essay, rewords and restructures parts of it, and submits it as their own.

**2.Question 2**

**Is this student’s writing an example of plagiarism?**

**Original**

**“But despite the deeper level of knowledge that our computers will soon acquire, losing our jobs to machines doesn’t have to be a bad thing. Letting machines do the bulk of the work means that humans will be freed from routine tasks that computers are better at performing with higher accuracy rates, such as driving cars.” Bollegala, D. (2016, May 5). Robot revolution: rise of the intelligent automated workforce. theconversation.com. Retrieved from**[**http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**](http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252)**)**

**Student**

**While there are a number of disadvantages to AI performing formerly human jobs, there are also advantages, such as the handover of routine tasks that are better performed by computers (Bollegala).**

**(Refer to 4.2, 4.3)**

**Check one option.**

It is an example of plagiarism because the student has not referenced the original information source correctly.

**3.Question 3**

**Is this student’s writing an example of plagiarism?**

**Original**

**“But ethical issues arising from human and AI co-working environments is a real concern. It is one thing getting a face incorrectly recognised in an image uploaded to Facebook, but a totally different matter if cancer is misdiagnosed by an AI, which could very easily happen. After all, computers make mistakes, just as people do.” Bollegala, D. (2016, May 5). Robot revolution: rise of the intelligent automated workforce. theconversation.com. Retrieved from**[**http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**](http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252)

**Student’s writing**

**Other possible implications of AI replacing humans in employment are the ethical concerns that might arise from interaction between the two. Bollegala (2016) points out that possible ethical implications might vary in importance however, with, for example, medical diagnoses outweighing other forms of ethical infractions.**

**(Refer to 4.1, 4.2, 4.3)**

**Check one option.**

It is not an example of plagiarism.

**4.Question 4**

**Why is this student’s writing an example of plagiarism?**

**Original**

**“AI systems have already become far too complicated for the average person to understand, let alone repair, so there will be new roles created which will require people who can act as intermediaries between computers and humans.” Bollegala, D. (2016, May 5). Robot revolution: rise of the intelligent automated workforce. theconversation.com. Retrieved from**[**http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**](http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252)**)**

**Student’s paraphrase**

**The growing use of AI in society does not preclude job growth. There are those that argue that, instead, the use of AI will lead to new forms of employment. For example, because machine learning systems have already become far too complicated for ordinary people to understand or fix, there will be new jobs that will emerge which will require people who can act as mediators between AI systems and humans (Bollegala, 2016).**

**(Refer to 4.1, 4.3)**

**Check one option.**

**They have copied distinctive words and phrases.**

**5.Question 5**

**What referencing system is used in the following example of student writing?**

**In text**

**Other possible implications of AI replacing humans in employment are the ethical concerns that might arise from interaction between the two. Bollegala (2016) points out that possible ethical implications might vary in importance with, for example, medical diagnoses outweighing other forms of ethical infractions.**

**End text**

**Bollegala, D. (2016) Robot revolution: rise of the intelligent automated workforce. theconversation.com. Retrieved from**[**http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**](http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252)**)**

**(Refer to 4.2)**

**Check one option.**

**In-text citing**

**6.Question 6**

**What referencing system is used in the following example of student writing?**

**In-text**

**Other possible implications of AI replacing humans in employment are the ethical concerns that might arise from interaction between the two. Bollegala points out that possible ethical implications might vary in importance with, for example, medical diagnoses outweighing other forms of ethical infractions4.**

**End text**

**4 Ibid., loc cit.**

**(Refer to 4.2)**

**Check one option.**

**Endnote**

**7.Question 7**

**The following example of in-text and end-text writing is from a student using an endnote referencing system. The first and third references are to the Noda et al. (2013) article, and the second is from the Bollegala (2016) article. Has the student referenced correctly?**

**In-text**

**There are also potential benefits to the use of artificial intelligence in medical contexts. Researchers report that robotic surgery can be used to assist in areas such as eye surgery, which requires a high level of detailed work in a small area5. Despite the potential for issues with ethics becomes greater with these uses6, examples of robotic surgery such as these are commonly found in hospitals around the world5.**

**End-text**

**5. Noda Y, Ida Y, Tanaka S, Toyama T, Roggia M, Tamaki Y et al. Impact of Robotic Assistance on Precision of Vitreoretinal Surgical Procedures. PLoS ONE. 2013;8(1):e54116.**

**6. Bollegala D. Robot revolution: rise of the intelligent automated workforce [Internet]. The Conversation. 2016 [cited 9 June 2016]. Available from: http://theconversation.com/robot-revolution-rise-of-the-intelligent-automated-workforce-58252**

**Has the student referenced correctly?**

**(Refer to 4.2)**

**Check one option.**

**The student has referenced correctly.**

**8.Question 8**

**Below is an original quote from the Noda et al. article, and also the direct quote as used in a student’s essay.**

**Original quote**

**“Recently robot-assisted surgery has broadened its application and has been introduced into the surgical theaters worldwide.” (Noda et al., 2013, pg 1)**

**Student’s writing**

**Another important innovation has been the advent of robotic surgery, which Noda et al. (2013, pg 1) write “has been … introduced into surgical theaters worldwide”.**

**Has the student used the quote correctly or incorrectly? If it is incorrect, why is it correct?**

**(Refer to 4.3a)**

**The student’s use of the quote is incorrect because they shouldn’t have used ellipses.**

**9.Question 9**

**Below is an original quote from the Bollegala article, and also the direct quote as used in a student’s essay.**

**Original quote**

**“AI systems have already become far too complicated for the average person to understand, let alone repair, so there will be new roles created which will require people who can act as intermediaries between computers and humans” (Bollegala, 2013).**

**Student’s writing**

**Due to the high levels of complexity in AI systems, there will be increasing numbers of jobs in the future for “… Intermediaries between computers and humans” (Bollegala, 2013).**

**Has the student used the quote correctly or incorrectly? If it is incorrect, why?**

**(Refer to 4.3a)**

   
****

**The student’s use of the quote is incorrect because they shouldn’t have capitalized the ‘i’ in “Intermediaries”.**



**10.Question 10**

**Is the following indirect quote from the Noda et al. article a good summary?**

**Original**

**“In conclusion, through the in-vitro evaluation of robot-assisted vitreoretinal surgical procedures compared to manual procedures, benefits of robotic assistance for the sophisticated vitreoretinal surgeries was confirmed” (Noda et al., 2013, p. 5).**

**Summary**

**According to Noda et al. (2013), research confirms the benefits of robotic intervention in in-vitro fertilization procedures.**

**(Refer to 4.3b)**

**It is not a good summary because the writer has misunderstood the original source.**

#### Practice Quiz 5.1

**Which of the following statements about copyright are NOT true?**

*Check one option*.

1 point



Copyright is a moral right.



Copyright is an economic right.



Copyright laws vary from country to country.



**University students are exempt from copyright laws.**

2.

**Question 2**

**What is generally the rule regarding student’s use of academic journal articles downloaded from paid databases?**

*Check one option.*

1 point



They can only be read on library computers.



**They are for personal research only.**



They can only be shared with students by academic staff at university.

****

You first need to get a database license before you can access or use them.

3.

**Question 3**

**What should you do if you use intellectual property in your work at university and you are not the copyright owner?**

*Check 2 options.*

1 point



**Make sure you understand the copyright license.**



**Cite it properly.**



Apply a Creative Commons license to your work.



Use the work for non-commercial uses only.

4.

Question 4

**Why is it useful for a university student to know about Creative Commons licensing?**

*Check one option.*

1 point



**Because using Creative Commons licensed content can reduce your chances of infringing copyright law.**



Because Creative Commons licensed material can be freely used and remixed into your own work.



Because Creative Commons licensing is the most common form of copyright licensing for university material.



Because Creative Commons is best kind of licensing to be applied to university assignments.

#### 5.2 Practice Quiz

**Which of the following statements best describes a personal learning network?**

*Check one option*.

1 point



**An online network of people and information sources that can assist your learning.**



A network of students that help each other with university assessments.



A social network that involves you in the main discussions in your field.



A network of people and information sources.

2.

Question 2

**What does it mean to ‘prune’ your personal learning network?**

*Check one option.*

1 point



It means to reduce the number of information sources you receive.



**It means to cut people out of personal learning network if you don’t find their contributions useful.**



It means to reduce the number of devices you use to access your personal learning network.



It means to reduce the number of apps you use as part of personal learning network.

#### 5.3 Practice Quiz

**Which is the best way to describe your online ‘social identity’?**

*Check one option.*

1 point



**Personal data shared online through social networking services.**



a positive image of your professional experience online



Information you give about yourself while completing transactions online.



your bio on Twitter, Facebook and Linkedin

2.

Question 2

**Which of the following are ways to take control of your online identity?**

*Check 3 options.*

1 point



**expect unexpected audiences**



Set up a LinkedIn profile.



**Treat video, audio and images like text.**



**Have a public profile that you maintain.**



Email lecturers and introduce yourself.

3.

Question 3

**Which of these Twitter bios is best?**

*Check one option.*

1 point



Passionate pop culture enthusiast. Social media junkie. Avid blogger. Retweets do not mean endorsements.



I am a researcher focusing on the DNA of earthworms and trying to apply their genetic adaptations to use with human DNA.



Creative. Dynamic. Motivated.



**A mum and a wife with a cool day job writing children’s books.**

#### 5.4 Practice Quiz

Which of the following are some of Shea’s (2005) Netiquette recommendations?

Check 2 options.

1 point



Keep emails short and concise.



**Respect other people’s privacy.**



Don’t use emojis.



Respond quickly to emails.



**Forgive others’ mistakes.**

2.

Question 2

**Read the following email from a student to her lecturer.**

**To:**[**loretta.nguyen@sydney.edu.au**](mailto:loretta.nguyen@sydney.edu.au)

**From:**[**15180789@students.sydney.edu.au**](mailto:15180789@students.sydney.edu.au)

**Subject:**

**Hey prof,**

**I’m Chantelle Thomas from your Accounting 102 course “Management Accounting.’ I’ve really enjoyed the course, and I think some of your lectures are really funny. Some of the activities in tutorial are a bit difficult though 😵**

**Anyway, I want an extension for the second assignment that’s due on Friday. I can give it to you the next Monday cos I’ll have time 2 write it on the weekend.**

**Thanks,**

**Chantelle**

**What rules from lesson 5.4b on writing emails has Chantelle broken?**

**Check 5 options.**

1 point



**Don’t use text speak.**



**Don’t use emojis.**



Never write an email when you are upset or angry.



**Always include a subject.**



Introduce yourself.



**Be formal.**



**Be specific and concise.**



Say ‘thank you’.



Sign your name.

3.

**Question 3**

**Which of the following should you do when participating in reflection/debate forums?**

**Check one option.**

1 point



Be formal.



Write between 250-300 words.



Not be subjective.



**Reference posts.**

**Summative QUIZ - Module 5 – SSL 1**

**1.Which of the following situations would be an infringement of copyright law?**

**(Refer to 5.1a)**

***Check one option.***

A university Dramatic society producing a play. The play was specifically written by a student for the production.

Science students marketing a product they developed at university.

A student making a few photocopies from a university library book for his or her own study purposes.

**A student using images from the internet, downloaded from National Geographic online without permission, for their assignment.**

1 point

**2.Bashir is creating a PowerPoint for an assessed presentation at university. He would like to illustrate some of his points using images from the web. Which of the following pieces of advice would you give to Bashir so that he doesn’t infringe copyright?**

**(Refer to 5.1b)**

***Check 2 options.***

You can use any images from the web as long as you cite them correctly.

**Check the copyright license on any image you find to see if you can use it.**

**Try to use images with Creative Commons licensing which allow reuse.**

It is OK to use images with Creative Commons licensing as long as you change them in some way.

1 point

**3.You are studying Economics at university, and you are interested in developing your Personal Learning Network (PLN). Which of the following would be good to include in your PLN?**

**(Refer to 5.2)**

***Check 3 options.***

**A blog with interesting posts written by academics, although only a few of them are about Economics.**

The Twitter feed of the Finance Minister of your country; however, you think politics is really dull.

**The Facebook profile of a fellow Economics student who always gets good marks at university.**

**The Twitter feed of a well-known publication that posts interesting economics statistics.**

1 point

**4.You are studying Economics at university. You would like to ‘prune’ your PLN. Which of the following items should you remove, according to lesson 5.2?**

**(Refer to 5.2)**

***Check 2 options.***

**The Twitter feed of a Nobel prize winning economist who never posts anything.**

The Tumblr blog post feed of a fellow student who posts strange and wonderful posts on all kinds of subjects, including Economics.

**Following the Facebook posts of a political party because you wanted to see updates on economic policy, although you hate politics and it bores you.**

The Twitter feed of one of your tutors who posts controversial articles that challenge many of the core assumptions of mainstream economics.

1 point

**5.Which of the following are examples of your transactional identity online?**

**(Refer to 5.3a)**

***Check 2 options.***

**Your log in details for eBay**

Your LinkedIn profile

**Your online banking account**

An email discussion list for people in the same industry

Your Facebook account

Your Instagram account

1 point

**6.Which of the following are examples of your professional identity online?**

**(Refer to 5.3a)**

***Check 2 options.***

Your log in details for eBay

**Your LinkedIn profile**

Your online banking account

**An email discussion list for people in the same industry**

Your Facebook account

Your Instagram account

1 point

**7.Question 7**

**Michaela Wen is a PhD student at the University of Sydney. His PhD topic is about exploring the use of a new type of neutron beam to map small crystalline solids. He is setting up a Twitter account. What is the best Twitter bio for him?**

**(Refer to 5.3b)**

***Check one option.***

**Science geek and PhD candidate at USyd. I shoot very small lasers into very small crystals.**

PhD candidate at the University of Sydney researching the efficacy of neutron beams to elucidate the structure of crystalline solids.

Science geek. Crystallography guru. Avid cyclist.

Motivated. Committed. Passionate.

1 point

**8.Consider the following email from a student to his lecturer.**

***Dear Dr Archer,***

***My name is Kosta Poulos and I am a student in your APPSCI 102 course Exercise Science 2. I am writing to inform you that I will unfortunately be late to tomorrow’s tutorial. I am a member of the Cronulla Sharks under-21s third grade side, and we are currently 2nd on the league table. However, we have an important game on Saturday with the no. 1 team, and because of this we will have a late training session the night before. The training session will run late, and I have never been good at waking up early, so I will need to sleep in. As a result I will be late to the tutorial. If there’s anything important that I will miss, could you please let me know somehow. Thank you for your understanding.***

***Best regards,***

***Kosta***

**Is the email well-written? Why or why not?**

**(Refer to 5.4b, 5.4c)**

***Check one option.***

It is well-written.

It is not well-written because it is too informal.

It is not well-written because Kosta didn’t say ‘thank you’.

**It is not well-written because it is not concise.**

1 point

**9.Consider the following post on a reflection/debate forum in an Education subject.**

**Discussion question: What is your view on Vygotsky’s notion of the zone of proximal development? Can you relate it to any examples in your own life?**

**Student 109573: I think Vygotsky’s (1930) notion of proximal development is a great way to understand education and how we might better support learning. It also moves away from a very individual or cognitive notion of education towards a more social model. It also gives greater importance to the role of teachers or other experts in children’s development compared to other thinkers such as Piaget (1926), where the emphasis is much more on the individual development of the child. It is also certainly evident in my life, particularly in learning Chinese. I grew up in a large country town with almost no Chinese people in it, so I was unable to learn Chinese naturally. However my Chinese high school teacher effectively scaffolded my Chinese language learning so that I took it as subject in my university entrance exams. Without that scaffolding I would never have reached that level of use or expertise.**

**Is the discussion board entry well-written? Why or why not?**

**(Refer to 5.4d)**

***Check one option***

**Yes, it is well-written.**

No, it is not well-written because it is too informal.

No, it is not well-written because it doesn’t refer to course content.

No, it is not well-written because it is too short.

**10.Consider the reply to the previous post on a reflection/debate forum in an Education subject.**

**Discussion question: What is your view on Vygotsky’s notion of the zone of proximal development? Can you relate it to any examples in your own life?**

**Student 109573: I think Vygotsky’s (1930) notion of proximal development is a great way to understand education and how we might better support learning. It also moves away from a very individual or cognitive notion of education towards a more social model. It also gives greater importance to the role of teachers or other experts in children’s development compared to other thinkers such as Piaget (1926), where the emphasis is much more on the >individual development of the child. It is also certainly evident in my life, particularly in learning Chinese. I grew up in a large country town with almost no Chinese people in it, so I was unable to learn Chinese naturally. However my Chinese high school teacher effectively scaffolded my Chinese language learning so that I took it as subject in my university entrance exams. Without that scaffolding I would never have reached that level of use or expertise.**

**Student 285727: I agree. Vygotsky’s (1930) ZPD idea is very useful. I think of my soccer training in relation to this. My coach used to mix up the younger players with the older players so that the younger players could learn from the more experienced players.**

**Is the discussion board entry well-written? Why or why not?**

**(Refer to 5.4d)**

***Check one option***

**Yes, it is well-written.**

No, it is not well-written because it is too informal.

No, it is not well-written because it doesn’t refer to course content.

No, it is not well-written because it is too short.

SSL2

**WEEK 1**

**1.1. Review**

**1.Question 1**

**Which of the following are learning objectives for this MOOC?**

***Check all that apply.***

 Recognize the importance & function of problem solving & creative thought within academic study.

Apply problem-solving strategies to issues related to university life & study.

**2.Question 2**

**What percentage of your total marks is the final summative assessment worth?**

***Check one option only.***

 35%

**3.Question 3**

**Which of the following are NON-assessed activities on this MOOC?**

***Check all that apply.***

 In video questions & polls.

 Practice quizzes after each lesson.

**1.2 Review**

**1.Question 1**

**What is problem-solving?**

***Check one option*.**

 The process of figuring out the answer(s) or solution(s) to a question, issue or difficulty.

**2.Question 2**

**What is academic culture?**

the beliefs, principles and approaches to study, work and life that a university upholds

**3.Question 3**

**What is the purpose of problem-solving tasks at university?**

***Check two options.***

Problem solving tasks are given so that students can become familiar with certain problem types.

 Problem solving tasks are given so that students can demonstrate their knowledge of an area and their ability to synthesize information, make arguments and make judgements.

**1.3 Review**

**1.Question 1**

**What should students do before they start university?**

***Check three options.***

 a Ask themselves where their passion meets the world’s greatest needs.

d Do their research and choose courses they find interesting.

 e Get to know the university campus in person or online.

2**.Question 2**

**Why is it important to look after your own learning at university?**

***Check one option.***

You won’t have the same direction or support from your teachers as you did in high school.

**3.Question 3**

**What can you do to make the most of your time at university?**

***Check three options.***

Try a lot of different things.

Volunteer.

Get to know your professors and create good network.

**1.4 Review**

**TOTAL POINTS 3**

**1.Question 1**

**What is academic integrity?**

***Choose one option.***

(b). Behaving ethically and responsibly at university.

**2.Question 2**

**Which of the following situations would be a breach of academic integrity?**

***Check two options*.**

(b). Re-using the exact same paragraph from an essay you wrote for a different class in a new essay.

(d). Paying someone outside of the university to write your essay because you aren’t feeling well.

**3.Question 3**

**It’s 4.30pm, and Mary has just submitted her essay for Introduction to Microbiology online. She feels pretty confident she did well. She spent a lot of time researching, and was able to provide good evidence for most of her claims. However, as she is closing down her computer she realizes that she accidentally submitted her draft version, which is missing many of her in-text and end-of-text references for her assignment. The online form won’t let her submit the essay again.**

**Mary is very concerned that this will be counted as plagiarism.**

**What should Mary do?**

***Check one option.***

(a). Email her lecturer immediately with the final version of her essay attached, give a brief explanation and apologize.

**Summative Quiz - Module 1 – SSL2**

**1.Question 1**

**According to this module, universities are not just trying to train you for a job role, but are also trying to prepare you . . .**

**Refer to lesson 1.4a.**

***Choose one option.***



(d) . . . to behave ethically.

**2.Question 2**

**Stuart is an international student not used to writing in English. He has a 1,000 word essay due in a week. He knows that while his ideas are good, his structure and grasp of academic language are pretty bad. He asks his friend Liam, a native English speaker, to check his essay for him and suggest how he can improve it.**

**When Liam gives him the essay back, Stuart is amazed. Liam has nicely re-written whole paragraphs of Stuart’s ideas and obviously put a lot of effort into making it sound academic.**

**However, Stuart is a little worried because he can barely recognize the essay – he even had to translate a few words!**

**What kind of academic misconduct would Stuart be committing if he handed it in?**

**Refer to lesson 1.4a.**

***Check one option.***

(b). Plagiarism

**3.Question 3**

**Myer has just had a really long day and is finishing up a Physics experiment in the lab. When Myer goes to save the data she’s been working on, her computer malfunctions and she is forced to restart it. Unfortunately, because of this, Myer has just lost all of the results from the experiments she’s been doing for the past three hours.**

**Myer is horrified and quickly starts to write down all of the numbers that she remembers. She can accurately remember half of them, is pretty confident about another 30%, but has no idea what the final 20% are. She checks the time and realizes that if she starts the experiment again she will be in the lab until 11pm, and she is already exhausted.**

**What should Myer do?**

**Refer to lesson 1.4a.**

***Check one option*.**

(a). Have a break, calm down and come back and do the experiment again. She needs to have the proper results.

**4.Question 4**

**Considering the same example as above;**

**Myer has just had a really long day and is finishing up a Physics experiment in the lab. When Myer goes to save the data she’s been working on, her computer malfunctions and she is forced to restart it. Unfortunately, because of this, Myer has just lost all of the results from the experiments she’s been doing for the past three hours.**

**Myer is horrified and quickly starts to write down all of the numbers that she remembers. She can accurately remember half of them, is pretty confident about another 30%, but has no idea what the final 20% are. She checks the time and realizes that if she starts the experiment again she will be in the lab until 11pm, and she is already exhausted.**

**If Myer decides to go with b) “Write down all the results she remembers and then guess the final 20%”, what kind of academic misconduct is she committing?**

**Refer to lesson 1.4a.**

***Check one option.***

(c). This is an example of fabrication or falsification of data.

**5.Question 5**

**According to the module, how often do you use problem-solving skills while at university?**

**Refer to lesson 1.2b.**

***Check one option*.**

(c). Problem-solving tasks are the back-bone of university study and as such you use problem-solving skills on a day to day basis.

**WEEK 2 – SSL 2**

## 2.1 Review

**1.Question 1**

**What are the three parts to a problem?**

**Check one option.**

(a). The initial state, solution path and goal

**2.Question 2**

**Consider the following problem from a university course:**

**“In 2006, Mt Red High School, a public school in Sydney’s inner-west, ranked 1st in NSW for HSC Physics and Biology. Since 2013, however, there has been a sharp decline in Physics scores and this year only 3 students signed up for the course. A study was done that indicates students are losing interest in Science during year 9. Design a curriculum outline with the aim of increasing interest in Science. Your curriculum outline should include the sequence of units, descriptions of each unit, and all assessments for the course.”**

**What is the goal of this problem?**

(c). To design a year 9 Science curriculum to increase student interest in science

**3.Question 3**

**What is a knowledge-lean problem?**

**Check one option.**

(c). A problem where little to no prior knowledge is needed to solve it

## 2.2 Review

1.Question 1

**Where are you most likely to find a descriptive task or problem?**

**Check two options.**

****(a). At the beginning of a test or exam

(c). Embedded into analytical questions

**2.Question 2**

**How much are descriptive tasks or problems worth in relation to other types of assessment in terms of grades?**

(c). Descriptive tasks and problems are usually worth less marks than other types of assessment.

**3.Question 3**

**Which of the following are descriptive tasks or simple problems?**

**Check three options.**

(b). List the symptoms of the common cold.

(c). Given an isosceles triangle with two side measuring 5cm each and one side measuring 6cm, find the area inside the triangle.

(d). According to the 2007 census results, what percentage of Australian’s identify as religious?

## 2.3 Review

**1.Question 1**

**The difference between an analytical task and a descriptive task is…**

**Check one option.**

(b). A descriptive task asks for you to present knowledge or facts whereas an analytical task asks for new knowledge creation or interpretation by the respondent.

**2.Question 2**

**“Shakespeare’s legacy to successive generations is his firm faith in human potential. His writing challenges us to reach beyond our grasp and gives us the wherewithal to imagine our future (Bell Shakespeare Company, 2016). Discuss with reference to Hamlet.**

(b). An analytical task

**3.Question 3**

**Consider the following question from a university course:**

**“Examine the use of electronic voting system Votomatic in the 2000 Florida US presidential elections. Should they be used in future elections in order to speed up the slow processing of paper ballots?”**

**This is an example of:**

(b). An analytical problem

## 2.4 Review

**1.Question 1**

**Consider the following simple problem.**

**“Given an isosceles triangle with two sides measuring 5cm each and one side measuring 6cm, find the area inside the triangle.”**

**What would be the first step in solving this problem?**

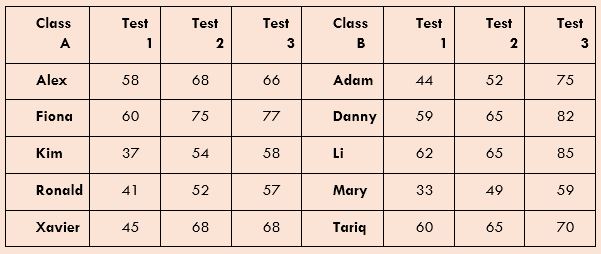
**Check one option.**

(a). Draw an isosceles triangle with two equal sides of 5cm and one side of 6cm.

**2.Question 2**

**Consider the following problem given in the lesson for 2.2a:**

**"**

****

**A) Find each class’ average mark for each test."**

**What would be the last step you would do before handing this question in to be marked?**

**Check one option.**

(c). Double-check your results and make sure that they make sense with the data.

**3.Question 3**

**In the Design Thinking model of problem-solving, what does ‘iterative’ mean?**

**Check one option.**

(b). Adapting or changing a strategy or solution until you find the best solution to the problem

## Summative Quiz - Module 2

1.Question 1

Consider the following problem from a university course:

“A gallon of gasoline has the potential energy of approximately 276.3 MJ. Assume that a gasoline engine is driving a generator and the generator is supplying electricity to a 50 W lamp. The overall efficiency (from gasoline to electrical energy) of the engine-generator set is 15%.

How long will the lamp provide light from one gallon of gasoline?

(Adapted from: Eide, Jenison, Northup, & Mickelson, 2011, p. 392)

What is the goal of this problem?

Refer to lesson 2.1a.

Check one option.

**(b). To find the length of time the lamp will provide light from one gallon of gasoline**

2.Question 2

Consider the following problem from a university course:

“In 2006, Mt Red High School, a public school in Sydney’s inner-west, ranked 1st in NSW for HSC Physics and Biology. Since 2013, however, there has been a sharp decline the Physics scores and this year only 3 students signed up for the course. A study was done that indicates students are losing interest in Science during year 9. Design a curriculum outline with the aim of increasing interest in Science. Your curriculum outline should include the sequence of units, descriptions of each unit, and all assessments for the course.”

Is this an example of:

Refer to lesson 2.1b

Check one option.

**(a). An ill-defined problem**

3.Question 3

Consider the following problem from a Landscape Architecture course:

“A local government has put out a tender for a park design in the middle of a newly-residential area. They have plotted out an area of 2 hectares in a rough polygon shape. The area is relatively flat, but is surrounded by ten-story apartment buildings on three sides, a busy road to the north and a small side-street on the last side towards the east. The local population is a mix of young families, local university students and young professionals and is very multicultural.

The brief for the park indicates that it should “embody the community spirit” and “encourage a fit and healthy lifestyle”. Develop a proposal that answers the brief and is both sustainable and ecological.”

What is the goal this problem?

Refer to lesson 2.1a

Check one option.

**(f). a., b. and c.**

4.Question 4

Consider the following problem:

Two cars are stopped at either end of a 100km highway. At the same time, they both start driving towards each other. Car A travels at 20km/hr and car B travels at 30km/hr. At the same time as the cars start, a dog jumps out of Car A and runs towards car B at 50km/hr. When the dog reaches car B, he immediately turns around and runs back to car A. He repeats this until the cars collide.

If the dog stops running as soon as the cars meet, how far has he run?

Use the equation: speed = distance/time.

Refer to lesson 2.1b

Is this an example of:

(b). A well-defined problem

5.Question 5

Consider the following problem from a university course:

“List the causes and the signs and symptoms of labyrinthitis (an inner ear infection).”

In answering this descriptive task, which of the following would you be expected to do:

Refer to lessons 2.2a and 2.3a

Check one option

(e). Both (c). and (d).

6.Question 6

Consider the following problem from a university course:

“Shakespeare’s legacy to successive generations is his firm faith in human potential.” (Bell Shakespeare Company, 2016). Discuss with reference to Hamlet.

In answering this analytical task, which of the following would you be expected to do?

Refer to lessons 2.2a and 2.3a.

Check three options.



(a). Summarize the plot of Hamlet.



(b). List all of Shakespeare’s works.



(c). Provide evidence for or against Shakespeare’s “firm faith in human potential” in other plays.



(d). Provide evidence for or against Shakespeare’s “firm faith in human potential” in Hamlet.



(e). State whether you agree or disagree with the quote.

1 point

7.Question 7

Consider this problem from a Landscape Architecture course:

“A local government has put out a tender for a park design in the middle of a newly-residential area. They have plotted out an area of 2 hectares in a rough polygon shape. The area is relatively flat, but is surrounded by ten-story apartment buildings on three sides, a busy road to the north and a small side-street on the last side towards the east. The local population is a mix of young families, local university students and young professionals and is very multi-cultural.

The brief for the park indicates that it should “embody the community spirit” and “encourage a fit and healthy lifestyle”. Develop a proposal that answers the brief and is both sustainable and ecological.”

Which of the following must be included in your proposal?

Refer to lessons 2.2a, 2.3a and 2.3b.

Check three options.



(a). A list of all of all the different cultures in the surrounding community



(b). Reference to different theories



(c). Local community opinions on sustainability



(d). Reference to research on sustainable and ecological park development



(e). Your own ideas

8.Question 8

Consider the following problem from a university course:

“In 2006, Mt Red High School, a public school in Sydney’s inner-west, ranked 1st in NSW for HSC Physics and Biology. Since 2013, however, there has been a sharp decline in Physics scores and this year only 3 students signed up for the course. A study was done that indicates students are losing interest in Science during year 9. Design a curriculum outline with the aim of increasing interest in Science. Your curriculum outline should include the sequence of units, descriptions of each unit, and all assessments for the course.”

In solving this problem, how many different solutions would you give?

Refer to lessons 2.3b, 2.4a and 2.4b.

Check one option.



(a). More than 30 different solutions: It is a big problem, so you need to consider lots and lots of different strategies.



(b). One strategy: You need to be focused and specific when you are completing a university assignment, so one solution is all you have time for.



(c). 3 – 4 different solutions: You need to try a few to see what works best, and then present a few different options in your answer.

WEEK 3 – SSL 2

## 3.1 Review

1.Question 1

Look at the following problem from a university course.

“Using Merleau Ponty’s theory of phenomenology and the process of ‘becoming an expert’, how long would it take for the average person to learn to ride a horse from scratch?

(Post your answer on the discussion board – 200 words)"

What are the key terms you would need to define in order to answer this question adequately?

Check six options.

(b). The average person

(c). Merleau Ponty’s theory of phenomenology

(d). The process of ‘becoming an expert’

(e). Ride a horse.

(f). Doing something from scratch.

(i). Expert

2.Question 2

Using the same question as above,

“Using Merleau Ponty’s theory of phenomenology and the process of ‘becoming an expert’, how long would it take for the average person to learn to ride a horse from scratch?

(Post your answer on the discussion board – 200 words)"

What unit would your answer be in?

Check one option

(a). Time (e.g. days, weeks, months, lessons etc.)

3.Question 3

Using the same question as above,

“Using Merleau Ponty’s theory of phenomenology and the process of ‘becoming an expert’, how long would it take for the average person to learn to ride a horse from scratch?

(Post your answer on the discussion board – 200 words)"

Is the following sufficient to answer the real problem posed in the question?

“After riding for 25km over the period of a week, the average person would be able to ride by themselves.”

(c). No. The answer doesn’t define key terms and it doesn’t use Merleau Ponty’s theory of phenomenology or the process of becoming an expert.

## 3.2 Review

1.Question 1

Consider the following problem from a university Physics course:

“British R.A.F. Sergeant Nicholas Stephen Alkemade fell around 5.5km from a burning airplane during World War 2 without a parachute. He fell through pine trees and landed in fresh snow, but survived. Explain how this is possible, assuming a person can withstand 15, 000 Newtons over 5 seconds and survive\*.”

\*Please do not test this at home, this number is **not accurate!**

In answering this question, what would you do after you have defined and think you understand the question?

Check one option.

(b). Write down all the things you know that might relate: for example, acceleration due to gravity is 9.8m/s2; fresh snow is soft; trees branches would help break the fall; air resistance would slow you down; human flesh and bone can withstand certain amounts of force before they are damaged.

2.Question 2

What is a brainstorm?

Check one option.

(b). A brainstorm is where you write down absolutely everything you know about a topic on a piece of paper.

3.Question 3

What is a mind map?

Check one option.

(c). A mind map is where you write down key points on a piece of paper, draw lines between the main ideas showing how they connect to each other and the topic, and then write down evidence or extra information coming off each of the points.

## 3.3 Review

**TOTAL POINTS 3**

1.Question 1

According to the lecture, how will you gain the specialized knowledge required to solve the problems in a course?

Check one option.

(e). All of the above.

2.Question 2

Consider the following question from a university course:

“A construction company has recently seen a significant increase in accidents on worksites. Workers are angry about the accidents and are threatening strikes, and management are worried about their employees’ safety and loss of productivity. What solutions would you suggest to help reduce the number of accidents?”

Imagine that you have to write an essay-style response to this question. What kind of specialised knowledge might be helpful?

Check three options.

(b). Other construction companies’ Workplace Health & Safety guidelines

(c). Published research articles from a journal called Journal of Safety Research

(d). Theories from Sociology, Psychology or Human Resources that relate to accident prevention.

3.Question 3

Consider the following question:

“A car weighing 920kg and travelling at 80km/hr drives directly into a brick wall. What is the force of the car hitting the wall?”

Which of the following formulas would be most appropriate to use in this situation?

(a). Force = Mass (kg) x Acceleration (m/s)

## 3.4 Review

**TOTAL POINTS 3**

1.Question 1

Consider the following problem:

“You have just been hired as the new CEO of a major multi-national company. A company-wide survey has revealed that there is high absenteeism, low productivity and that 31% of employees are bored or otherwise unsatisfied with their work. Additionally, 13% are seriously considering offers from rival companies. The company is losing money, and work that should take a few days is taking weeks to complete. What are some leadership measures that you could put in place to help improve workplace productivity and morale?”

Which of the following case studies could you choose to use?

**Check all that apply**

(a). A case study of a small, local business with high morale, high productivity and strong employee and customer loyalty

(b). A case study of a major multi-national company with high morale, high productivity and strong employee and customer loyalty

(c). A case study of how the CEO of a large company changed workplace culture from a similar state and increased her employee’s work-life balance and work satisfaction.

(d). A case study of how a principle in a large international high school with high absenteeism, low marks and low school-pride managed to change the school culture, increasing the students’ school-pride and satisfaction.

2.Question 2

How can using ‘negative cases’ or ‘deviant cases’ (cases that don’t fit existing or initial theories about a subject) help us to solve problems?

Check two options.

(b). You can use them to test initial hunches about something.

(c). You can produce more nuanced and refined ideas and solutions.

3.Question 3

Consider the following problem

“Children who live in an inner city suburb are presenting at a local health clinic with higher than average levels of obesity. Address some of the possible causes for this, and suggest some programs to address the problem.”

After some initial research you believe that there are two main factors related to childhood obesity in this area: parental influence and lower socio-economic background. If you were to research this further, which of the following would count as negative or deviant cases?

Check two options.

(c). A child from a lower socio-economic group who is not overweight, and who comes from a family where all of the family members are overweight or obese.

(d). A child from a lower socio-economic group who is overweight and whose parents are at a healthy weight.

## **Summative Quiz - Module 3 – SSL2**

1.Question 1

Consider the following task from a university course:

“Shakespeare’s legacy to successive generations is his firm faith in human potential.” (Bell Shakespeare Company, 2016). Discuss with reference to Hamlet.

What are the key terms you would need to define in order to answer this analytical task adequately?

Refer to lesson 3.1a.

Check 3 options.

(a). Shakespeare’s legacy

(c). What the play Hamlet teaches or tries to teach us

(d). What Shakespeare thinks of human potential

2.Question 2

Consider the following problem:

Two cars are stopped at either end of a 100km highway. At the same time, they both start driving towards each other. Car A travels at 20km/hr and car B travels at 30km/hr. At the same time as the cars start, a dog jumps out of Car A and runs towards car B at 50km/hr. When the dog reaches car B, he immediately turns around and runs back to car A. He repeats this until the cars collide.

If the dog stops running as soon as the cars meet, how far has he run?

Use the equation: speed = distance/time.

What SI (Standard International) unit of measurement should the answer to this problem be in?

Refer to lesson 3.1a, 3.1b and 3.1c.

Check one option.

(a). Kilometers

3.Question 3

Consider the following problem from a university course:

“A gallon of gasoline has the potential energy of approximately 276.3 MJ. Assume that a gasoline engine is driving a generator and the generator is supplying electricity to a 50 W lamp. The overall efficiency (from gasoline to electrical energy) of the engine-generator set is 15%.

How long will the lamp provide light from one gallon of gasoline?

(Adapted from: Eide, Jenison, Northup, & Mickelson, 2011, p. 392)

What SI (Standard International) unit of measurement should the answer to this problem be in?

Refer to lesson 3.1a, 3.1b and 3.1c.

Check one option.

(d). Seconds

4.Question 4

Consider the following problem:

“The building manager for a brand new apartment building in the center of the city has been receiving complaints about how slow the elevators are. As the building is still under construction, the problem is the worst at peak hour when the workers use the lifts to bring their tools and materials up to the top floors, however he still gets a lot of complaints at other times. The building manager decides to hire a work crew to come in and try and speed up the elevators, but unfortunately they tell him it isn’t possible.

The construction won’t be finished for another few months, so he needs to figure out how to get the elevators to work faster. It is starting to stress him out and the residents are getting more annoyed.

On the day that the construction crew bring in the mirrors for the apartments on level 11, he notices that he receives no complaints. The complaints start up again the next day, but oddly when the mirrors are delivered for level 12 there are no complaints either.

The manager suddenly realizes how he can reduce the number of complaints and installs mirrors next to the elevators on each floor. He also installs mirrors in each of the elevators and now only receives only one complaint a month.”

Adapted from Fogler & LeBlanc, 2011

What was the real problem?

Refer to lesson 3.1a and 3.1b.

Check one option.

(a). The residents were bored waiting for the elevators.

5.Question 5

Consider the following problem from a Landscape Architecture course:

“A local government has put out a tender for a park design in the middle of a newly-residential area. They have plotted out an area of 2 hectares in a rough polygon shape. The area is relatively flat, but is surrounded by ten-story apartment buildings on three sides, a busy road to the north and a small side-street on the last side towards the east. The local population is a mix of young families, local university students and young professionals and is very multi-cultural.

The brief for the park indicates that it should “embody the community spirit” and “encourage a fit and healthy lifestyle”. Develop a proposal that answers the brief and is both sustainable and ecological.”

When developing a brainstorm or mind-map, what would be some of the key points that you should start with?

Refer to lesson 3.2a, 3.2b and 3.2c.

Check one option.

(a). Community spirit; Fit and Healthy Lifestyle; Sustainable; Ecological

(b). Young professionals; University students; Young families

(d). Newly residential; apartment living; busy road; multi-cultural

(e). All of the above

6.Question 6

Consider the following problem from a university course:

“A local government has put out a tender for a park design in the middle of a newly-residential area. They have plotted out an area of 2 hectares in a rough polygon shape. The area is relatively flat, but is surrounded by ten-story apartment buildings on three sides, a busy road to the north and a small side-street on the last side towards the east. The local population is a mix of young families, local university students and young professionals and is very multi-cultural.

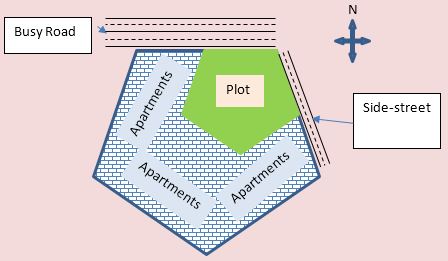
The brief for the park indicates that it should “embody the community spirit” and “encourage a fit and healthy lifestyle”. Develop a proposal that answers the brief and is both sustainable and ecological.”

Visual representation is a way to understand a problem. Which of the images best represents this problem?

Refer to lesson 3.1a, 3.1b and 3.1c

Check one option.

(b).



7.Question 7

Consider the following brain-teaser problem:

"What letters are missing from the sequence?

ACE, GIK, M\_\_ \_\_, SUW "

What specialized knowledge does the question rely on?

Refer to lesson 3.3a

Check one option.

(a). Knowledge of the English alphabet

8.Question 8

Pattern recognition is a form of problem-solving with special cases. Let’s see if you can apply it.

What letters are missing from the sequence?

ACE, GIK, M\_\_ \_\_, SUW

Refer to lesson 3.3a

Check one option.

(a). O and Q

WEEK 4 – SSL 2s

**4.1 Review**

1.Question 1

Imagine you are trying to solve a difficult problem set by one of your lecturers at university. Which of the following people would be good to talk to in order to solve it?

***Check all that apply.***

(a). The girl up the road who did the same subject two years ago

(b). Your mum

(c). Your dog

(d). The lecturer who set the problem

(e). Your 9 year old cousin

(f). Other students in the course

2.Question 2

Why is drawing on ideas, knowledge and theories from different fields a useful way to solve problems?

*Check two options.*

(b). Because different knowledge and ideas can stimulate new ways of thinking about a problem.

(c). Because different fields have a great depth of specific knowledge, and combining these can be very useful.

3.Question 3

Why does Dr. Ranjit Voola suggest that we can learn through debate?

*Check two options.*

(a). Because it allows you to consider diverse views.

(c). Because it allows you to solidify your own opinion.

**4.2 Review**

**TOTAL POINTS 3**

1.Question 1

Consider the following question from a university English Literature course:

“Shakespeare’s legacy to successive generations is his firm faith in human potential.” (Bell Shakespeare Company, 2016). Discuss with reference to *Hamlet*.

What are the important underlying assumptions you need to address in this analytical task?

*Check two options.*

(a). That *Hamlet* has something positive to say about human potential

(d). That Shakespeare had a firm faith in human potential

2.Question 2

Consider the following statement:

“All chairs are elevated from the ground *and* have been designed specifically to be sat on. This object is elevated from the ground and has been designed specifically for someone to sit on it. Therefore, this object is a chair.”

Is this an example of:

*Check one option.*

(a). Deductive Logic

3.Question 3

Consider the following problem:

“A construction company has recently seen a significant increase of accidents on worksites. Workers are angry about the accidents and are threatening strikes, and management are worried about their employees’ safety. What solutions would you suggest to help reduce the number of accidents?”

Which of the following solutions demonstrate an understanding of underlying systemic causes rather than just focusing on events?

*Check two options.*

(b). Analyze the accidents to see whether certain types of sites or equipment are more likely to be involved in accidents, and provide relevant workers with extra training.

(d). Identify the types of workers most likely to be involved in accidents and provide them with extra support and training.

**4.3 Review**

1.Question 1

In lesson 4.3a we explored the relationship between creativity and academic culture. How can we characterize the relationship between the two?

*Check two options.*

(b). Creativity is important to academic culture because it is needed to produce new knowledge.

(d). Creativity is important as even in areas such as the sciences logical analysis is often complemente d by creativity.

2.Question 2

Alex is trying to solve a problem set by her professor. She is having great difficulty coming to a solution. Rather than using the method she has been using so far to solve the problem, she uses an approach which is completely contrary to that.

Which of the creative strategies in 4.3 is Alex using?

*Check one option.*

(c). Do the opposite.

3.Question 3

Alex is still trying to solve the problem set by her professor. She takes out a dictionary, indiscriminately opens it to a page and writes down a word unrelated to the problem. She then tries to find a connection between the word and the problem, in order to spark her creativity and think of a solution.

Which of the creative strategies in 4.3 is Alex using?

*Check one option.*

(a). Try a random juxtaposition.

**4.4 Review**

1.Question 1

Consider the following problem:

“You live in shared accommodation with two other roommates. Your roommates never clean the kitchen, and leave dirty dishes in the kitchen. What can you do to get them to do their share of housework in the kitchen?”

You and your housemates decide the solution must be fair, relative to the amount of mess you make and exciting.

Which of Fogler and LeBlanc’s stages for evaluating solutions is this an example of?

*Check one option.*

Create a list of objectives.

2.Question 2

Consider the following problem:

“You live in shared accommodation with two other roommates. Your other roommates never clean the kitchen, and leave dirty dishes in the kitchen. What can you do to get them to do their share of housework in the kitchen?”

Next you and your housemates consider the three objectives (fair, relative to the amount of mess you make and exciting). You then decide that the solution definitely needs to be fair, should be relative to the amount of mess you make but probably doesn't need to be exciting.

Which of Fogler and LeBlanc’s stages for evaluating a solution is this an example of?

*Check one option.*

Weight the objectives according to important.

3.Question 3

What makes evaluating solutions in an academic context different from evaluating solutions in everyday settings?

*Check two options.*

The use of evidence

Reference to disciplinary bodies of knowledge

1.Question 1

Consider the following analytical task from a university course:

“In what ways will Information and Communication Technologies (ICTs) fundamentally change the nature of how we learn?”

What is the main underlying assumption in this task?

Refer to lesson 4.2a and 4.2b.

*Check one option*.



Information and Communication Technologies will fundamentally change the nature of how we learn.

2.Question 2

Considering the same question:

“In what ways will Information and Communication Technologies (ICTs) fundamentally change the nature of how we learn?”

At university, are you able to disagree with the underlying assumption in this question?

Refer to lesson 4.2a and 4.2b.

*Check one option*.

Yes

3.Question 3

Considering the same question:

“In what ways will Information and Communication Technologies (ICTs) fundamentally change the nature of how we learn?”

Who would you ask in order to get help answering this question?

Refer to lesson 4.1a and 4.1b

*Check all that apply.*

An old high-school teacher that you still keep in contact with

A friend of yours who graduated from your degree last year and is now teaching at a school for students with special needs

Your mum, who is a web developer and programmer

Your grandparents, who don’t know how to use a mobile phone

Your dog, who likes to chew on your old smart phones

4.Question 4

Consider the following example from a university Education course:

“A student, Jane, has just transferred to Mr B’s class from a school across the country. After one term in class he notices that Jane is not doing her homework. This results in Jane almost failing her mid-semester test. He decides to transfer her to a lower level class with easier content. However, this actually makes the problem worse, and Jane’s marks continue to decline.”

What assumption did Mr B make about Jane?

Refer to lesson 4.2a and 4.2b

*Check one option*.

That the content of the higher level class is too hard for her

5.Question 5

What form of reasoning is used in the following sentence?

“Sahra drinks milk two or three times a week. Every time she drinks milk she feels nauseous. Therefore, Sahra is allergic to milk.”

Refer to lesson 4.2a and 4.2b

*Check one option.*

Inductive

Abductive

Deductive

Systematic

6.Question 6

Consider the following group work problem from a Marketing course.

“Ildal, a Korean electronics manufacturer, has developed a new virtual and augmented reality enabled mobile phone. You are part of the marketing department, and are responsible for taking the phone to market in your country. Identify which parts of the market you will target, and explain how you will market the item.”

Here are some quotes from the discussion of one student group attempting to solve this problem. Which quotes demonstrate thinking about multiple levels and systems?

Refer to lesson 4.2a and 4.2b

*Check two options.*

"We should talk to game developers about making use of the phone’s features and then we could target gamers."

“We should work together with the Ministry of Education and a company that makes apps to develop educational applications for the device, so that parents will want it for their kids.”

7.Question 7

When evaluating a solution for a university problem, which of the following do you need to consider?

Refer to lesson 4.4a and 4.4b

*Check one option.*

Your evaluation criteria

All of the above

Common sense

Key words or phrases in the problem

Whether you have answered the question

8.Question 8

Consider the following example from a university Education course:

“A student, Jane, has just transferred to Mr B’s class from a school across the country. After one term in class he notices that Jane is not doing her homework. This results in Jane almost failing her mid-semester test. He decides to transfer her to a lower level class with easier content. However, this actually makes the problem worse, and Jane’s marks continue to decline.

Describe how you would approach this problem and what measures you would take to help Jane.

Assessment Criteria:

* Definition of problem
* Evidence of reflection on the issues
* Evidence of logical development of ideas
* Integration of relevant theory and research
* Reference to academic sources appropriate to the question
* Correct academic referencing: in-text and reference list
* Overall level of analysis in reflection."

Using the question and the assessment criteria, which of the following would be an adequate response to this problem?

Refer to lesson 4.4a and 4.4b

*Check one option.*

C. Describe a couple of different reasons why Jane might be acting the way she is. For example, that she is lazy; that she is actually too intelligent and is acting out because she is bored in class; that she is becoming depressed because she misses her old school and friends. Support these reasons with research into student motivation, as well as research into the issues students face when they transfer to new high-schools.

D. Describe your approach to the problem(s) and what measures you would take to help Jane, ensuring that you support your ideas with evidence such as research into the best ways to motivate students or help students transition into new schools.

Both C and D

WEEK 5

## 5.1 Review

**TOTAL POINTS 3**

1.Question 1

What is the most important part of communicating your solution?

Check one option.

Being clear and concise: The shorter you can make your solution, the better.

Being correct

Making sure you clearly articulate each step in your solution path in detail

Tailoring your answer to your audience and including the details most important to them.

2.Question 2

Consider the following question:

“Given a right-angled triangle with one side measuring 3cm and the other side measuring 4cm, what is the length of the hypotenuse? Show your working.”

Which of the following would be an adequate answer?

Check one option.

5cm

9 + 16 = 25

a2 + b2 = c2

32 + 42=c2 9 + 16 = 25 c (hypotenuse) = 5 cm

3.Question 3

Consider the following question asked in an Education tutorial:

“You’re on your practicum placement in a new school and a student in your Science class has not done his/her homework for the second time this week. Another teacher tells you that the student is usually really good and probably just needs someone to talk to him/her. School policy states that you should give the student a lunch-time detention. What do you do?”

Which of the following is an appropriate response in a tutorial?

Check 3 options.

“I don’t know, I’d give the student a detention because it’s school policy. You have to stop disrespectful behaviour quickly before it gets out of hand – they’re probably just doing it because you are a practicum teacher.”

“Hmm…I think it is best to talk to the student, see what is going on. Lots of different studies suggest that an abrupt change in attitude can be a reflection of problems that the student is facing outside of school.”

“Who cares? It’s only a week”.

“It depends on the student. I mean, if they’re nice and co-operative in class, I’d be more inclined to talk to them, but if they’re really disrespectful I might use it as a chance to discipline them.

## 5.2 Review

**TOTAL POINTS 3**

1.Question 1

What should you do before you sit an exam?

Check 3 options.

Check what will be covered in the exam.

Read your textbook cover-to-cover.

Practice writing (and thinking) under time pressure.

Listen to every lecture recording again and make detailed notes.

Make sure you understand all of the core concepts in the exam.

2.Question 2

According to the lecture, which questions should you answer first in an exam?

Check one option.

The questions that you know the answer to – get them out of the way!

The questions you are unsure about – you can spend more time on them this way.

The hardest questions on the test – save the easiest for last.

3.Question 3

Consider the following question from a Linguistics exam:

“Summarize the pronunciation issues a native Thai speaker might face when learning to speak English.”

What is the function word or phrase in this question?

Check one option.

Pronunciation issues

Native Thai speaker

English

Learning to speak

Summarize

## 5.3 Review

**TOTAL POINTS 3**

1.Question 1

Imagine that you are working with a group of 4 people and have just been given the following problem to solve:

“You are part of a consultation team that has just been hired by the new CEO of a major multi-national company. A company-wide survey has revealed that there is high absenteeism, low productivity and that 31% of employees are bored or otherwise unsatisfied with their work. Additionally, 13% are seriously considering offers from rival companies. The company is losing money, and work that should take a few days is taking weeks to complete.

In the attached documents, you will find the results of two surveys and four focus groups with employees, as well as a breakdown of which departments are experiencing the lowest work satisfaction. Your group should provide a report detailing 3 measures that you would recommend to the CEO to improve workplace productivity and morale.”

In your group, what is the first thing you would do?

Check one option.

(a). Create a brainstorm. Ensure everyone in the groups contributes their ideas and write them all down.

(b). Introduce yourself.

(c). Assign different roles to different people: one person to summarize the surveys, two people to summarize the focus groups and the last person to summarize the breakdown of the departments.

(d). Create an agenda for this meeting, make sure everyone has everyone else’s contact details and organize a schedule for meetings.

2.Question 2

Considering the same question:

“You are part of a consultation team that has just been hired by the new CEO of a major multi-national company. A company-wide survey has revealed that there is high absenteeism, low productivity and that 31% of employees are bored or otherwise unsatisfied with their work. Additionally, 13% are seriously considering offers from rival companies. The company is losing money, and work that should take a few days is taking weeks to complete.

In the attached documents, you will find the results of two surveys and four focus groups with employees, as well as a breakdown of which departments are experiencing the lowest work satisfaction. Your group should provide a report detailing 3 measures that you would recommend to the CEO to improve workplace productivity and morale.”

The four people in the group are:

Tim – Is OK at maths, but doesn’t like it, often quiet, but good at interpreting what people say.

José – Great with numbers, good at conveying information, not great at interpreting what people say.

Amar – Good with numbers and management theory, very opinionated

Jenna – Hates maths, slightly disorganized, good at summarising and synthesising information.

Who in the group would be the best person to ask to summarize the surveys?

Check one option.

(a). Tim

(b). José

(c). Amar

(d). Jenna

3.Question 3

Considering the same question:

“You are part of a consultation team that has just been hired by the new CEO of a major multi-national company. A company-wide survey has revealed that there is high absenteeism, low productivity and that 31% of employees are bored or otherwise unsatisfied with their work. Additionally, 13% are seriously considering offers from rival companies. The company is losing money, and work that should take a few days is taking weeks to complete.

In the attached documents, you will find the results of two surveys and four focus groups with employees, as well as a breakdown of which departments are experiencing the lowest work satisfaction. Your group should provide a report detailing 3 measures that you would recommend to the CEO to improve workplace productivity and morale.”

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José – Great with numbers, good at conveying information, not great at interpreting what people say.

Amar – Good with numbers and management theory, very opinionated

Jenna – Hates maths, slightly disorganized, good at summarising and synthesising information.

Which two people in the group would be the best to ask to summarise the focus groups?

Check two options.

(a). Tim

(b). José

(c). Amar

(d). Jenna

## 5.4 Review

**TOTAL POINTS 3**

1.Question 1

If you need help writing essays, what can you do?

**Check three options.**

(a). Ask a friend who doesn’t go to your university to write your essay for you.

(b). Ask a friend to read over your essay and help you edit it.

(c). Go to the university’s writing centre or your field’s library for help.

(d). Use online writing resources from your university (or another university!).

(e). Post your essay online and crowd-source the editing process.

2.Question 2

Imagine that you have just walked out of your mid-semester exam and, after talking to your friends in the class, realise that you completely misinterpreted the last question. The exam was worth 10% of your grade. A week later you find out you failed the test because of that question.

What could (or should) you do?

Check one option.

(a). Let it go.

(b). Go to your lecturer’s office and ask to take the exam again.

(c). Ignore it.

(d). Stop your once-a-week tennis session, the only time you exercise, so you can use the time to study for the rest of the term.

3.Question 3

Imagine that it is the first week of term. After looking through your course outlines for the next term, you realize that you have the following readings and assignments to do in the first four weeks:

1. Linguistics1002: Phonetics. Weekly problem sets, worth 5% each and a chapter of the textbook each week.

2. English1002: The Romantics. One book to read each week, plus a 1, 000 word essay due in Week 4 worth 40%.

3. Physics1001: Life Physics. Weekly problem sets, worth 2% each, and a 1,000 word lab report of an experiment you conduct in class due in Week 2 worth 15%.

4. Business1004: Leadership. 2 weekly readings and a 10 minute group presentation due in Week 4 worth 35%

What work should you do each week?

Check one option.

(e). All of the above

**Summative Quiz - Module 5**

**TOTAL POINTS 8**

1.Question 1

Consider the following assignment from a university course:

“You are part of a consultative team that has been hired by the Board of Executives for a well-known construction company. The company has recently seen a significant increase of accidents on worksites. Workers are angry about the accidents and are threatening strikes, and management are worried about both their employees’ safety and loss of productivity.

You have been hired to help alleviate the tension and get the workers back working as soon as possible. In order to do this, you will need to recommend measures to reduce or eliminate the number of accidents on the worksites.

Present your team’s approach to the class in a 10 minute presentation as though they were the Board of Executives, with an extra 5 minutes at the end for questions.”

When giving the presentation (and thus communicating your solution), who is your target audience?

Refer to lesson 5.1a and 5.1b

*Check one option*.

(a). Your lecturer or tutor

(b). Your classmates

(c). The hypothetical Board of Executives

(d). Primarily (b)., but with considerations for (a). and (c).

(e). Primarily (c)., but with considerations for (b). and (a).

(f). Primarily (a)., but with considerations for (b). and (c).

(g). Only (a). and (b).

2.Question 2

Considering the same university assignment as above:

In what style should the presentation be in?

Refer to lesson 5.1a and 5.1b

*Check one option.*

(a). Formal

(b). Informal

3.Question 3

Which of the following are examples of active revision for exams?

Refer to lesson 5.2a

*Check four options.*

Setting a time limit and doing a practice exam under exam conditions

Doing practice essays or short answers

Re-listening to lectures

Reading and highlighting a textbook

Friendly debates of main theories with classmates

Making flash cards

4.Question 4

Consider the following exam format:

Exam: Worth 40%, 2hours with 10 minutes extra reading time.

Part 1: 10 Multiple-choice questions, 10%

Part 2: 5 Short Answer Questions, 25%

Part 3: An 800 word Essay, 65%

In general, how much time would you allocate for the multiple choice questions?

Refer to lesson 5.3a and 5.3c

*Check one option.*

No more than 15 minutes in total

No more than 5 minutes in total

4 minutes per question (read, understand, strategize, check)

Half an hour (3 minutes per question)

5.Question 5

Imagine that you are taking a course in Landscape Architecture. As part of the course you need to give a 10 minute group presentation on sustainable design for urban parks. The presentation needs to include:

1. A definition of sustainable design for urban parks

2. The principles for sustainable design

3. Three examples of sustainable design for urban parks

4. An analysis of each of the example parks in relation to the principles

There are four people in your group: you, James, Rie and Ali.

What is the best way to divide the tasks\*?

(\*an example, not the only way!)

Refer to lesson 5.3a and 5.3b

*Check one option.*

One person does one of each for the four points. For example, James writes the definition, you write the principles, Rie finds the examples and Ali writes an analysis for each of Rie’s examples. You come together at the end and make the presentation.

One person writes the definition and the principles of sustainable design, and the other three each find an example and then analyze it according to the principles. You come together at the end and make the presentation.

Everyone works on everything together as a team.

Three people do everything and the last person presents it to the class.

6.Question 6

Imagine that you are taking a course in Landscape Architecture. As part of the course you need to give a 10 minute group presentation on sustainable design for urban parks. The presentation needs to include:

1. A definition of sustainable design for urban parks
2. The principles for sustainable design
3. Three examples of sustainable design for urban parks
4. An analysis of each of the example parks in relation to the principles

There are four people in your group: you, James, Rie and Ali.

Consider the example answer from Question 5: “One person does one of each for the four points. For example, James writes the definition, you write the principles, Rie finds the examples and Ali writes an analysis for each of Rie’s examples. You come together at the end and make the presentation. “

Is this a good distribution of tasks?

Refer to lesson 5.3a and 5.3b

*Check one option.*

Yes, as each person has a clearly defined task.

Yes, as the tasks reflect the strengths of each member of the group.

No, as the tasks don’t reflect the strengths of each member of the group.

No, as one person should be in charge of making the presentation.

No. The tasks are not evenly weighted: there is a lot more involved in analyzing something than there is in finding an example.

7.Question 7

Imagine that it is Friday and you have just finished week 7 of your first semester. You’ve been a bit distracted from study because you have been socializing quite a lot, have a part time job and have joined a volleyball team. However, you’ve just realised that next week you have to do the following:

1. A Linguistics problem set, worth 5%, due on Thursday

2. Read chapter 6 of your Linguistics textbook for a tutorial on Monday

3. Read Jane Austen’s *Persuasion* for an English tutorial on Friday

4. A Physics problem set, worth 2%, due Monday

5. A Physics lab report, worth 20%, due Tuesday

6. Two readings for a Business seminar on Tuesday

You haven’t started any of them. The problem sets usually take you about one hour each to complete, but you are a slow reader. The lab report and readings will take three or four hours each, easily. Your English lecturer said that you don’t have to read every book on the list. In Business you are marked on your participation in seminars.

Which of the tasks do you **need** to complete over the weekend in order to stay on top of your work?

Refer to lesson 5.4a and 5.4c

***Check four options****.*

Read Jane Austen’s *Persuasion.(có)*

The Business readings (có)

The Linguistics problem set (có) (0,167)

The Physics lab report (có)

The Physics problem set

Read chapter 6 of your Linguistics textbook. (có)

8.Question 8

You’ve just gotten back your lab report from your Physics lecturer. She tells you that it was a good effort, but that it “needs to be more academic”. There are a lot of comments on the report about stylistic mistakes that you’ve made, but she hasn’t included any information on what you should have done instead.

She is now away for the next two weeks on a conference and the replacement lecturer tells you bluntly that she doesn’t have time to answer your questions. Unfortunately, you have another lab report due the day after your normal lecturer returns.

Where should you go for help?

Refer to lesson 5.4a and 5.4d.

***Check three options.***

A peer, either in the same class or who has done the class before

A writing center at the university

Your Physics tutor

A good friend who gets high marks in English but doesn’t study Physics

Your dog

SSL3

**WEEK 1**

**1.1 Practice quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the following are learning objectives for this MOOC?

*Check all that apply.*

Identify types of argument, and bias within arguments, in order to better evaluate the strength of arguments.

Understand the importance and function of critical thinking in academic culture.

Recognize the importance & function of problem solving & creative thought within academic study.

Apply problem-solving strategies to issues related to university life & study.0

Critically evaluate the reliability of sources for an academic context.

Communicate clearly across a variety of different contexts and to a wide range of audiences by adapting communicative styles appropriately according to cultural and societal expectations.

2.Question 2

Which of the following are NON-assessed activities on this MOOC?

*Check all that apply.*

Short quizzes after each lesson

In video questions & polls

Discussion board posts

Quizzes after each module.

Final summative assessment

3.Question 3

What percentage of your total marks is the final summative assessment worth?

*Check one option only.*

5%

15%

50%

35%

**1.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the following are some of the core values and expectations of academic culture mentioned by academics in 1.2a?

*Check all that apply.*

Academic integrity

Freedom

Critical thinking

Intellectual inquiry and communication

Ethical contribution

The contingency of knowledge

2.Question 2

What metaphor do Molinari and Kavanagh (2013) use to describe critical thinking?

*Check one option*.

A slippery eel

A proud lion

A lazy sloth

A friendly dog

3.Question 3

At university, what is an argument?

*Check one option.*

An angry disagreement between two people

An attempt to defend, validate or explain a conclusion using specific reasons or evidence

A more polite term for a fight

Another word for a conclusion

**1.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

In lesson 1.3a, Jonathon mentions that he learnt two valuable skills when he struggled to pass a first year university course. What were they?

*Check two options*

How to ask for help

Flexibility

Curiosity

Resilience

2.Question 2

In lesson 1.3a, why does Ben say he felt comfortable at university?

*Check one option.*

Because he met lots of new people

Because he was pushed to think in new ways

Because it gave him the confidence to have an opinion

3.Question 3

In lesson 1.3b, Jenni contrasts her essay writing and argumentation at the beginning of her university course with the argumentation at the end. What differences did she notice?

*Check two options.*

At the end of her course, she wrote more about how she felt.

At the end of her course, she wrote longer arguments.

At the end of her time at university, she was able to use references more to support her propositions.

At the end of her course, she made broader, more cohesive arguments.

**1.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

*Mohammed is a third year undergraduate student studying epidemiology. His professor is highly regarded in the field and Mohammed is very excited to study under him. While trying to replicate one of his professor’s experiments, Mohammed notices that another student has made a mistake while calculating the data for the experiment. In one of the equations, one of the signs is around the wrong way. This has made the results of the experiment seem really positive. However, when Mohammed does his calculations, he notices that his results aren’t very good at all.*

*Mohammed does the calculations multiple times. He consults a few other students, and they all come up with the same thing. It isn’t an assignment, and students are allowed to collaborate and work together, so Mohammed tells the student about the mistake. However, the other student shrugs and refuses to change it because it is the same as the one used in the original paper.*

What is Mohammed **required**to do?

*Check one option*.

Mohammed isn’t **required**to do anything.

He **must**tell the professor because the student is falsifying his/her results.

He **must**go to the dean of the faculty and accuse the other student of academic misconduct.

2.Question 2

Consider the following situation.

*Mohammed is a third year undergraduate student studying epidemiology. His professor is highly regarded in the field and Mohammed is very excited to study under him. However, after seeing another student use an incorrect equation while trying to replicate one of his professor’s experiments, Mohammed notices that his professor made a small error when calculating the data for the original experiment. When Mohammed fixes the error, it changes the results so much that the conclusion isn’t correct any more. Mohammed checks the original and his own multiple times but he still gets the same result.*

*Mohammed is very concerned because the paper with the published results of the experiments his professor did has been referenced many times.*

What **should**Mohammed do?

*Check one option.*

Bring this to his professor’s attention as soon as possible.

Go to the head of the school and tell her that his professor has been falsifying his results.

Do nothing. Mohammed obviously isn’t doing the calculations properly as his professor is much more intelligent and knows much more about the subject than he does.

3.Question 3

Consider the following situation.

*Mohammed is a third year undergraduate student studying epidemiology. His professor is highly regarded in the field and Mohammed is very excited to study under him. However, while trying to replicate one of his professor’s experiments, Mohammed notices that his professor made a small error when calculating the data for the original experiment. When Mohammed fixes the error, it changes the results so much that the conclusion isn’t correct any more. Mohammed checks the original and his own multiple times but he still gets the same result.*

*Mohammed is very concerned because the paper with the published results of the experiments his professor did has been referenced many times.*

*Mohammed decides to approach his professor with the mistake and his calculations. However, his professor tells him not to worry about it and that “is just how science is”. His professor does nothing.*

What should Mohammed do now?

*Check one option.*

Go to the head of the school and tell her that his professor is has been falsifying his results.

Do nothing. Maybe that is just how science is done in epidemiology.

Go to the head of the school and ask for their opinion on the situation.

Tell his friend who works at the university’s newspaper all about it, so they can write up an expose on his professor.

**Summative Quiz - Module 1**

**TOTAL POINTS 5**

1.Question 1

“A wise man … proportions his belief to the evidence.” – David Hume

What quality of academic culture does this relate to?

*Check one option.*



The contingent nature of academic knowledge



The need for proof to support opinions



The use of research to produce knowledge



The importance of independent learning

1 point

2.Question 2

Consider the following situation:

*For a course Timmy is taking, he has to conduct a research experiment and write a full research report. Part of the research report is a literature review. Timmy feels really lucky because earlier in the semester they had to write a literature review for the same class.*

Can Timmy use the same literature review he did earlier in the course for this assignment?

*Check one option.*



No, this would be considered self-plagiarism.



No, this would be considered Fabrication.



Definitely. If it is on the same topic for the same course, Timmy does not need to write the literature review again.



It depends; Timmy should check his course outline or lecturer to make sure.

1 point

3.Question 3

Which of the following is a trait of critical thinking according to lecture 1.2b?

*Check two options.*



It aims to be objective and free from bias.



It is easy and carefree.



It is forceful and persuasive.



It reflects on its own basis, background and reasons.

4.Question 4

How had university changed some of the people interviewed in lesson 1.3a?

*Check two options.*



It had given them better people skills.



It had helped them understand communication in different contexts.



It caused them to change careers and become actors.



It had caused them to ask people their feelings.

1 point

5.Question 5

What is argumentation?

*Check one option*.



Taking a stance or position in relation to a topic



A set of reasons to show that a conclusion is valid



An angry disagreement



The process of disagreeing with someone

WEEK 2

**2.1 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the habits of mind or dispositions discussed in lesson 2.1a is reflected in the following quote?

*“When I started thinking about my assignment question, the first thing I did was to start applying some of the techniques that I had learnt in my course. My lecturer had talked about a set of criteria that could be applied to problems in my field, so I used that to start generating solutions.”*

*Check one option.*

Metacognition

Self-confidence

Being systematic

Being open-minded

2.Question 2

Which of the habits of mind or dispositions discussed in lesson 2.1a is reflected in the following quote?

*“The final assignment in my organisational behavior course was a complex case study assignment about some issues in a large company. It’s unrealistic to expect in a tricky situation such as this that there is only one possible answer.”*

*Check one option.*

Maturity

Truth-seeking

Being analytical

Metacognition

3.Question 3

Which of the habits of mind or dispositions discussed in lesson 2.1a is reflected in the following quote?

*“Through my university course my lecturers really helped me reflect on my own thinking processes. One unit in particular made me do so using an online reflective blog. It was a bit of a pain at the time, but I recognize now how useful it is.”*

*Check one option.*

Metacognition

Truth-seeking

Being analytical

Inquisitiveness

**2.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following list of traits of the different spheres of argumentation.

1. Uses any example or means as evidence in arguments

2. No fixed rules for reasoning or evidence

3. Aimed at a specific audience

4. Tries to change opinions or values

5. Adheres to strict rules about data collection and analysis

6. Aimed at the general public

Which traits describe the technical sphere of argumentation?

1 and 2

2 and 3

3 and 4

3 and 5

3. Aimed at a specific audience

5. Adheres to strict rules about data collection and analysis

4 and 5

4 and 6

2.Question 2

Consider the following list of traits of the different spheres of argumentation.

1. Uses any example or means as evidence in arguments

2. No fixed rules for reasoning or evidence

3. Aimed at a specific audience

4. Tries to change opinions or values

5. Adheres to strict rules about data collection and analysis

6. Aimed at the general public

Which traits describe the personal sphere of argumentation?



1 and 2

1. Uses any example or means as evidence in arguments

2. No fixed rules for reasoning or evidence

2 and 3

3 and 4

3 and 5

4 and 5

4 and 6

3.Question 3

Which argument sphere does the following argument belong to?

*“We definitely need the new rail system in this area. Buses are usually late, and it’s a long way to drive to the city. It’s a bit more comfortable getting a train too I think.”Check one option.*

The technical sphere of argumentation

The private sphere of argumentation.

The public sphere of argumentation

The personal sphere of argumentation

**2.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the following are characteristics of argument fields?

*Check three options.*

Shared processes of thought

Agreement on what knowledge is

Common object of study

Shared opinion on the common object of study

Shared academic discipline such as biology or law

2.Question 2

Apart from academic disciplines, what are some other things that can define an argument field?

*Check two options.*

School of thought

Courtroom

Profession

Faculty

3.Question 3

Think back to the lesson on differences in argumentation in History and Biology. What is an example of a difference in argumentation in the arts and social sciences courses on the one hand, and science courses on the other?

*Check one option.*

In arts and social sciences courses students will generally need to engage in argumentation much earlier in their courses than science students.

In arts and social sciences courses students will generally need to engage in argumentation much later in their courses than science students.

In the sciences argumentation generally takes the form of arguing for solutions.

In the arts and social sciences argumentation generally takes the form of arguing for solutions.

**2.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What is a questioning stance, according to the lesson?

*Check two options.*

A way of reading a text

A way of standing that improves concentration

A way of approaching a text

A general way of life

2.Question 2

Why is a questioning stance a central part of academic culture, according to Brick, Herke and Wong (2016)?

*Check one option.*

Because students are assessed on their ability to adopt a questioning stance

Because students need to analyze the reliability of sources

Because it is a form of independent learning

Because argument and debate advance knowledge

3.Question 3

Why do we need to take a questioning stance in our learning at university?

*Check one option.*

Because it is so important in academic culture

To poke holes in an argument

To more fully understand the topic you are learning

To avoid the ‘who cares’ questions

**2.5 Summative Quiz - Module 2**

**TOTAL POINTS 8**

1.Question 1

Consider the following situation.

A group of engineering students are doing a group assignment. The assignment asks them to calculate the ability of a tall building to withstand wind, earthquakes and other potential stresses. One student, who has worked through all the set questions and activities in class, knows how to address the question and helps the others students complete the assignment with assurance.

Which of the following dispositions or habits of mind for critical thinking is the student displaying?

*Check one option.*



Truth-seeking



Self-confidence



Inquisitiveness



Metacognition

1 point

2.Question 2

Consider the following situation.

A student is asked to do a feminist analysis of a movie. The student already has strong opinions about both feminism and the film they must analyse. However, they make a mental note of their biases when conducting research. The student makes sure they read sources representing a variety of different views, rather than just their own.

Which of the following dispositions or habits of mind for critical thinking is the student displaying?

*Check one option.*



Being systemic in your thinking



Self-confidence



Inquisitiveness



Metacognition

1 point

3.Question 3

Which argument sphere does the following argument belong to?

*“Proponents of the new rail network say that it will reduce traffic and car emissions. What is overlooked, however, is the enormous bill for the cost of the new rail network will present to current and future generations, a bill that the citizens of this state will be paying off for quite some time.”*

*Check one option.*



The technical sphere of argumentation



The media sphere of argumentation.



The public sphere of argumentation.



The personal sphere of argumentation

1 point

4.Question 4

Which argument sphere does the following argument belong to?

*“In contrast with many neoclassical theorists, who see government spending as constrained, modern monetary theory (MMT) sees government spending as relatively less limited. This is because according to MMT the very notion of government debt is a misnomer due to the government’s control over the fiat money supply. Thus spending on infrastructure projects is often seen as advantageous, particularly at times of low interest rates.”*

*Check one option.*



The technical sphere of argumentation



The academic sphere of argumentation



The public sphere of argumentation



The personal sphere of argumentation

1 point

5.Question 5

Consider the following methodology, which can be considered an argument field.

Conversation analysis is a well-defined method and school of thought that analyses language from a social perspective. It seeks to study naturally occurring talk, either in everyday conversations or institutional settings such as schools and organizations. Any conversation analysis must be strictly based on the actual conversation, and outside categories (such as the race or class of the speaker) cannot be imposed unless they are referred to in the conversation being analyzed. Conversation analysts seek to find out what actions are performed by speakers in conversation (e.g. telling stories, making arrangements), and how they organize their talk in order to do that. They use a special mode of analysis to understand how actions are performed in talk called the *next turn proof procedure*. In this procedure, the action of the speaker is understood by examining how the following speaker understood them. When discussing the organization of talk, conversation analysts use terms such as turns, sequence organization and repair (how speakers fix errors in their talk).

When thinking about Conversation Analysis as an argument field, what is a specialized process of thought?

*Check one option.*



The next turn proof procedure



Sequence organization and repair



What actions are performed in the talk-in-interaction, and how the talk is sequentially organized into turns and sequences



Naturally occurring talk-in-interaction.

1 point

6.Question 6

Consider the following methodology, which can be considered an argument field.

Conversation analysis is a well-defined method and school of thought that analyses language from a social perspective. It seeks to study naturally occurring talk, either in everyday conversations or institutional settings such as schools and organizations. Any conversation analysis must be strictly based on the actual conversation, and outside categories (such as the race or class of the speaker) cannot be imposed unless they are referred to in the conversation being analyzed. Conversation analysts seek to find out what actions are performed by speakers in conversation (e.g. telling stories, making arrangements), and how they organize their talk in order to do that. They use a special mode of analysis to understand how actions are performed in talk called the *next turn proof procedure*. In this procedure, the action of the speaker is understood by examining how the following speaker understood them. When discussing the organization of talk, conversation analysts use terms such as turns, sequence organization and repair (how speakers fix errors in their talk).

When thinking about Conversation Analysis as an argument field, what is object of study?

*Check one option.*

The next turn proof procedure

Sequence organization and repair

What actions are performed in the talk-in-interaction, and how the talk is sequentially organized into turns and sequences

Naturally occurring talk-in-interaction

1 point

7.Question 7

Consider the following abstract for an academic journal article.

Mega-events, such as the Olympic Games and world fairs, are a major factor in tourism development, urban revitalization, and urban reimaging strategies. However, despite their economic, social, and political significance, it is only within the last decade that substantial attention has been paid to their impact and legacies. This article provides a discussion of the scope and definition of mega-events, an analysis of the reasons why mega-events are held, and offers an examination of the housing and social impact of mega-events on host cities and regions with special reference to the housing and social planning of the Sydney 2000 Olympic Games. The article concludes that the focus on the economic dimension of events is often at the expense of social, environmental, and political analyses.

(Hall, C. M., & Hodges, J. (1996). The party's great, but what about the hangover?: The housing and social impacts of mega-events with special reference to the 2000 Sydney Olympics. *Festival Management and Event Tourism*, *4* (1-1), 13-20.)

A student has taken a questioning stance towards this article. Here are some of the questions he has asked of the text.

1. “What are the qualifications of C.M. Hall and J. Hodges?”

2. “How could the information included in this article be used to better organise mega-events in the future?”

3. “What are the weaknesses of their position on the impacts of mega-events?”

4. “Do I agree with their notion that the economic dimension of these events is in contradiction to environmental and social analyses?”

5. “What evidence are Hall and Hodges using?”

6. “Does their argument make sense?”

Which of these questions are content questions?

*Check one option.*

1, 2 and 3

1, 5 and 6

2, 3 and 4

3, 4 and 6

1 point

8.Question 8

Consider the following abstract for an academic journal article.

Mega-events, such as the Olympic Games and world fairs, are a major factor in tourism development, urban revitalization, and urban reimaging strategies. However, despite their economic, social, and political significance, it is only within the last decade that substantial attention has been paid to their impact and legacies. This article provides a discussion of the scope and definition of mega-events, an analysis of the reasons why mega-events are held, and offers an examination of the housing and social impact of mega-events on host cities and regions with special reference to the housing and social planning of the Sydney 2000 Olympic Games. The article concludes that the focus on the economic dimension of events is often at the expense of social, environmental, and political analyses.

(Hall, C. M., & Hodges, J. (1996). The party's great, but what about the hangover?: The housing and social impacts of mega-events with special reference to the 2000 Sydney Olympics. *Festival Management and Event Tourism*, *4*(1-1), 13-20.)

A student has taken a questioning stance towards this article. Here are some of the questions he has asked of the text.

1. “What are the qualifications of C.M. Hall and J. Hodges?”

2. “How could the information included in this article be used to better organise mega-events in the future?”

3. “What are the weaknesses of their position on the impacts of mega-events?”

4. “Do I agree with their notion that the economic dimension of these events is in contradiction to environmental and social analyses?”

5. “What evidence are Hall and Hodges using?”

6. “Does their argument make sense?”

Which of these questions are context questions?

*Check one option.*

1, 2 and 3

1, 5 and 6

2, 3 and 4

3, 4 and 6

1 point

WEEK 3

**3.1 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Have a look at the following statement. Which sentence is the conclusion?

*I have the right to leave work after lunch. According to the Universal Declaration of Human Rights, article 24, everyone has the right to rest and leisure, including reasonable limitation of working hours. I have been working an unreasonable amount of hours.*

*Check one option.*

The first sentence

The second sentence

The third sentence

2.Question 2

Have a look at the following argument. What is one problem with the argument?

*According to the Universal Declaration of Human Rights, article 24, everyone has the right to rest and leisure, including reasonable limitation of working hours. I have been working an unreasonable amount of hours. Therefore, I have the right to leave work after lunch.*

*Check one option.*

The conclusion doesn’t logically follow the premises.

The premises are not logically connected.

The first premise is not valid.

The second premise is not strong, because the definition of ‘reasonable’ is unclear and needs to be further illustrated.

3.Question 3

Have a look at the following argument. What is the problem with the conclusion?

*I have the right to leave work after lunch. According to the Universal Declaration of Human Rights, article 24, everyone has the right to rest and leisure, including reasonable limitation of working hours. I have been working an unreasonable amount of hours.*

*Check one option.*

The conclusion comes before the premises.

The conclusion is not the most logical result of the premises.

The conclusion does not follow from the premises.

**3.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Have a look at the following passage. What is wrong with the argument?

*Every morning, as it gets closer to midday, the temperature rises. At the same time, I always start to feel hungry. Therefore, an increase in temperature makes me hungry.*

*Check one option.*

It assumes that there is a cause-effect relationship between the two trends.

It draws a conclusion based on too few examples.

It misrepresents the original argument.

2.Question 2

Which of the following statements can be considered hasty generalizations?

*Check one option*.

All generalizations are bad.

All homeless people are unemployed.

Winter months are colder than Summer months.

3.Question 3

Have a look at the following passage. What is wrong with the counter-argument?

*Argument: Research suggests that restorative and reparative punishments, such as community-service sentences, result in a reduction of repeat offenders. This is particularly the case for minor, non-violent offenses. The justice system should reduce the amount of prison sentences and increase the number of community-service sentences for minor, non-violent offences.\**

*Counter-argument: According to crime statistics, between 50% and 60% of all released prisoners will re-offend. If you take criminals out of jail and let them free on the street you will be putting innocent people’s lives in danger.\**

*\*Arguments are fictional*

*Check one option.*

It assumes that there is a cause effect relationship between the two trends.

It draws a conclusion based on too little evidence.

It misrepresents the original argument.

**3.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What is one of the downsides to using deductive reasoning in a university context?

*Check one option*.

Deductive reasoning needs to use strong, fixed language and this means it can be more easily

attacked and disproven than other forms of reasoning.

Deductive reasoning is weaker than other forms of reasoning.

Deductive reasoning uses probabilities and is therefore not always true.

2.Question 2

What are the two main types of reasoning that you find at university?

*Check two options*.

Reasoning that moves from specific observations to general conclusions

Reasoning that moves from theory to practice

Reasoning using probabilities

Reasoning that moves from general statements to specific conclusions.

Reasoning using generalizations.

3.Question 3

Consider the following argument:

The Artape people have lived on the island of Staples for between 20,000 and 25,000 years. A number of archaeological sites have been radiocarbon dated to around 19,000 BC, although there is evidence of some tools being used by hunters as early as 23,000 BC. They are thought to have migrated across from Africa on land bridges that existed before the last ice age. Archaeological evidence, such as oral stories, rock pictures and some ancient fossils, suggests that there was trade between the main land and the smaller island across these land bridges, but this stopped when the seas rose around 12,000 years ago.\*

\*Fictional people & history

What kind of reasoning is evident here?

*Check one option.*

This is an example of reasoning from specific observations to general conclusions.

This is an example of reasoning from general observations to specific conclusions.

This is an example of reasoning using probabilities.

**3.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What is the problem with the following ‘laundry list’ approach to the issue of homelessness?

Mental health issues >

Poverty > homelessness

Unemployment >

*Check two options.*

The factors are not related to each other.

The factors are not relevant.

The list doesn’t demonstrate the relationship between each factor and how they are related.

The list only indicates a one way relationship between the causes and effect.

2.Question 2

How can re-framing the following statement as a cycle (or a ‘feedback loop’) help create a better understanding of the issue?

*Mental health issues, unemployment and poverty are all factors that lead to homelessness.*

*Check two options.*

Thinking in terms of a cycle shows that it is not only a cause-effect relationship, and that homelessness itself can contribute to the factors of mental health issues, unemployment and povertyas well.

It shows that all factors are equally important.

It demonstrates that the factors are all inter-related and therefore a solution that addresses only one factor would not be sufficient to solve the issue.

3.Question 3

As well as the benefits mentioned in regards to the feedback loop above, why else would it be useful to see the issue of homelessness through a systems thinking perspective, looking at the issue as a web of interrelated components?

*Check two options.*

To see how complex and confusing everything is

To be able to see how insignificant individual factors are overall

To be able to see what occurs between each of the individual components

It helps understand the complexity of the issue and to see the bigger picture.

**Summative Quiz - Module 3**

**TOTAL POINTS 8**

**1.Question 1**

**Have a look at the following argument based on an advertisement. What are the implicit (unspoken) premises?**

***There are many young, beautiful people on a beach having fun. They are drinking Cool Cola. You should buy Cool Cola.***

*Check two options.*

That Cool Cola makes the young, beautiful people in the advertisement happy

That Cool Cola is high in sugar and should only be drunk in moderation

That if you buy Cool Cola you will also be young, beautiful and happy

That the young people are actors hired to promote Cool Cola

**2.Question 2**

**Have a look at the following argument. What is the problem with the conclusion?**

***Cool Cola makes people happy. There are many young, beautiful people on a beach having fun. They are drinking Cool Cola.***

*Check one option.*

The conclusion comes before the premise.

The conclusion does not follow from the premises.

The conclusion is not the most logical result of the premises.

1 point

3.Question 3

Consider the following argument:

*The Artape people have lived on the island of Staples for between 20,000 and 31,000 years. A number of archaeological sites have been radiocarbon dated to around 20,000 BC. They are thought to have migrated across from Africa on land bridges that existed before the last ice age. Movement between the main land and Staples across these land bridges was quite common. Archaeological evidence, such as oral stories, rock pictures and some ancient fossils, suggests that the Staler people, the ancestors of the Artape, used the island for hunting from as far back as 31,000 BC. However, there is no evidence of settlement or continuous habitation of the island until around 25,000 BC, when evidence of temporary camps starts. It is not until 20,000 BC that we start to see evidence of permanent dwellings. All migration from the main land to Stapes stopped when the seas rose around 12,000 years ago. \**

*\*Fictional peoples & History*

What is the conclusion of this argument?

*Check one option*.

The Artape people and their ancestors have lived on the island of Staples for between 20,000 and 31,000 years.

Movement between the main land and Staples across these land bridges was quite common.

All migration from the main land to Staples stopped when the seas rose around 12,000 years ago.

Archaeological evidence, such as oral stories, rock pictures and some ancient fossils, suggests that the Staler people, the ancestors of the Artape, used the island for hunting from as far back as 31,000 BC.

1 point

4.Question 4

*People lived on the island of Staples as far back as 19,000 BC. Man-made artifacts have been found at a number of archaeological sites. These man-made artifacts have been carbon dated to 19,000 BC. For example, a partial leg bone of a juvenile marsupial herbivore was discovered at one of the sites. This partial leg bone has been sharpened into a bone point. There is clear evidence of sharp stone tools being used to refine the bone, which were also found at the site. The fossil has no carnivore tooth marks on it and was found in a shelter on a steep escarpment unsuitable for climbing by this kind of marsupial herbivore. Only humans have the capability and dexterity to make and use these kinds of tools. This leg bone tool, therefore, was made by humans. This serves as evidence that humans lived on the island of Staples as far back as 19,000 BC. \**

*\*Fictional historical account*

What kind of formal reasoning is being used in this example?

*Check one option*.

This is an example of reasoning from specific observations to general conclusions.

This is an example of reasoning from general observations to specific conclusions.

This is an example of reasoning that combines general and specific observations to make a general conclusion.

This is an example of reasoning using probabilities.

1 point

5.Question 5

Have a look at the following passage. What is wrong with the argument?

*During the 2000s smart phone sales and ownership increased dramatically. At the same time, warfare in the Middle East escalated. It is clear that smart phones usage was a main contributor to the intensity of international warfare in the 2000s.*

*Check one option.*

It assumes that there is a cause-effect relationship between the two trends.

It draws a conclusion based on too few examples.

It misrepresents the original argument.

1 point

6.Question 6

Have a look at the following passage. What is wrong with the counter-argument?

*Argument: Sometimes when you are having trouble writing your assignment it is good to take a short break.*

*Counter-argument: Procrastinating instead of doing your work means nothing will ever get done.*

*Check one option.*

It assumes that there is a cause effect relationship between the two trends.

It draws a conclusion based on too few examples.

It misrepresents the original argument.

1 point

7.Question 7

What problems are there with the following ‘laundry list’ approach to the following issue:

|  |  |  |
| --- | --- | --- |
| Too many private cars | => |  |
| Inadequate public transport | => | **congestion** |
| Insufficient road networks | => |  |

*Check two options.*

It suggests a one-way relationship between the causes and the effect.

It doesn’t provide any solutions to the problem.

It suggests that there are only three causes that contribute to the issue.

It suggests that each factor is of equal importance.

1 point

8.Question 8

How can re-framing the following statement as a cycle (or a ‘feedback loop’) help create a better understanding of the issue?

*Too many private cars, inadequate public transport and insufficient road networks are all factors that lead to congestion.*

*Check two options.*

It shows that each factor equally contributes to the issue.

Representing the situation as a cycle allows us to see how minor each individual factor is in the overall scheme of things.

Representing the situation as a cycle shows how the factors are interdependent and can effect each other.

It shows that any solution would have to address all of the factors that contribute to the issue.

WEEK 4

**4.1 Practice Quiz**

**TOTAL POINTS 5**

**1.Question 1**

**Is the following sentence a claim or evidence?**

***Homelessness is still a major issue in Australia because policy makers haven’t made a concerted effort to fund and commit to one particular project for an appropriate length of time.***

*Check one option.*

A claim

Evidence

Both a claim and evidence

2.Question 2

Analyze the following paragraph. What is the**origin**of the evidence?

*Homelessness is still a major issue in Australia because policy makers haven’t made a concerted effort to fund and commit to one particular project for an appropriate length of time. This is clear from research that has analyzed the history of homelessness programs in recent years. Parsell, Jones & Head draw on an extensive list of published articles and government reports analyzing homelessness programs in the UK, USA and Australia to conclude that “[a]ttracted by the successes in the UK and USA, Australian policy makers attempted a piecemeal transfer making it unlikely that the goal of permanently ending homelessness will be achieved” (Parsell, Jones & Head, 2012)*

*Reference:*

Parsell, C., Jones, A. and Head, B. (2013)*.*Policies and programs to end homelessness in Australia: Learning from international practice*. International Journal of Social Welfare,*13, 10–23.

*Check one option*

The arguer’s personal experience

Anecdotal experience that the arguer heard from others

The authors’ personal experience

The authors’ interpretation of other people’s experience

3.Question 3

Analyse the following paragraph. What is the**mode**of the evidence?

*Homelessness is still a major issue in Australia because policy makers haven’t made a concerted effort to fund and commit to one particular project for an appropriate length of time. This is clear from research that has analyzed the history of homelessness programs in recent years. Parsell, Jones & Head draw on an extensive list of published articles and government reports analyzing homelessness programs in the UK, USA and Australia to arrive at the conclusion that “attracted by the successes in the UK and USA, Australian policy makers attempted a piecemeal transfer making it unlikely that the goal of permanently ending homelessness will be achieved” (Parsell, Jones & Head, 2012).*

*Reference:*

Parsell, C., Jones, A. and Head, B. (2013). Policies and programs to end homelessness in Australia: Learning from international practice*. International Journal of Social Welfare,*13, 10–23.

*Check one option.*

Print media

Electronic media

Verbal communication

4.Question 4

Analyze the following paragraph. What is the**purpose**of the evidence?

*Homelessness is still a major issue in Australia because policy makers haven’t made a concerted effort to fund and commit to one particular project for an appropriate length of time. This is clear from research that has analyzed the history of homelessness programs in recent years. Parsell, Jones & Head draw on an extensive list of published articles and government reports analyzing homelessness programs in the UK, USA and Australia to arrive at the conclusion that “attracted by the successes in the UK and USA, Australian policy makers attempted a piecemeal transfer making it unlikely that the goal of permanently ending homelessness will be achieved” (Parsell, Jones & Head, 2012).*

*Reference:*

Parsell, C., Jones, A. and Head, B. (2013). Policies and programs to end homelessness in Australia: Learning from international practice*. International Journal of Social Welfare,*13, 10–23.

*Check one option.*

Academic

Non-academic

5.Question 5

Analyze the following paragraph. What is the**source**of the evidence?

*Homelessness is still a major issue in Australia because policy makers haven’t made a concerted effort to fund and commit to one particular project for an appropriate length of time. This is clear from research that has analyzed the history of homelessness programs in recent years. Parsell, Jones & Head draw on an extensive list of published articles and government reports analyzing homelessness programs in the UK, USA and Australia to arrive at the conclusion that “attracted by the successes in the UK and USA, Australian policy makers attempted a piecemeal transfer making it unlikely that the goal of permanently ending homelessness will be achieved” (Parsell, Jones & Head, 2012).*

Reference:

Parsell, C., Jones, A. and Head, B. (2013).Policies and programmes to end homelessness in Australia: Learning from international practice*. International Journal of Social Welfare,*13, 10–23

Primary

Secondary

Tertiary

**4.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What is the difference between a bias and an assumption?

*Check one option.*

A bias is a form of stereotype while an assumption is a type of evidence.

A bias is a type of evidence while an assumption is a form of stereotype.

A bias is a type claim with no evidence and an assumption is a prejudice for or against someone or something.

A bias is a prejudice for or against someone or something and an assumption is a type of claim with no evidence.

2.Question 2

Consider the following statement.

*We can see three types of homeless living on the streets of Albuquerque. There are those poor souls that are homeless due to bad luck; there are drunkards and drug addicts; and there are inveterate criminals.*

What is the main kind of bias present?

*Check one option.*

False classification scheme

Bias is hidden in language.

Use of an ad hominem

Positioning the reader in the same in-group

3.Question 3

What kind of bias is present in the following statement?

*The key to solving homelessness is social housing.*

*Check one option.*

Use of logical connectors creates bias

Positioning the reader in the same in-group

Use of emotive language

Use of certain or definitive language

**4.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What problem is there with the following evidence?

*Homelessness is an increasingly worrying problem in the USA. According to Langdon and Kass (1985), “[homelessness] is a national crisis of ever-increasing proportions. Hundreds of thousands of persons across the country are so desperately poor that they lack even minimal shelter” (p.305). They state that there are more homeless people now than any time since the Great Depression.*

*Reference:*

Langdon, J. K. & Kass, M.A. (1985). Homelessness in America: Looking for the Right to Shelter.*Columbia Journal of Law and Social Problems, 19*(3), 305-392.

*Choose one option.*

Reliability

Sample size

Currency

Relevance

2.Question 2

What questions can you ask to determine if the evidence is relevant to the conclusion?

*Check two options.*

Does the evidence support the conclusion?

If I took the evidence away, would it make a difference to the conclusion?

Does the evidence seem convincing?

Is the evidence old and out-of-date?

3.Question 3

What problem is there with the following argument?

*There are more homeless people now than at any time since the Great Depression. The Great Depression ended with the onset of World War II. Therefore, a similar momentous event is needed to end the current plight of homelessness.*

*Check two options.*

Nothing. It is a good argument.

The premises are false.

The link between the two premises is only a correlation, not a causal relationship.

The conclusion is not the most logical outcome from the premises.

**4.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following statement.

“In the case of some areas of the internet that are heavily regulated, online trade has suffered from excess government regulation and control. It’s not hard to imagine the same thing happening if that kind of control was extended to all areas of the online economy.”

What type of argument is this?

*Check one option.*

Argument from analogy

Generalization

Causal argument

Quasilogical argument

2.Question 2

Consider the following statement.

“There are many vulnerable children on the internet outside government protection, but vulnerable children need the government to protect them, so more government surveillance is needed.”

What type of argument is this?

*Check one option.*

Argument from analogy

Generalization

Causal argument

Quasilogical argument

3.Question 3

Consider the following statement.

“A failure to act on threats made on social media sites by both the government and authorities has led to female users abandoning certain sites.”

What type of argument is this?

*Check one option.*

Argument from analogy

Generalization

Causal argument

Quasilogical argument

**Summative Quiz - Module 4**

**TOTAL POINTS 8**

1.Question 1

Consider the following argument.

*Young people in lowly-paid jobs need to be given rental assistance from the government. They also need to get paid more by their employers. Perhaps employers could receive tax breaks from the government, which they could then pass on to young employees as higher wages.*

Which of the following statements, about the claims and evidence in this argument, are true?

*Check two options.*

‘Employers getting tax breaks from the government’ is a form of evidence in this argument.

Rental assistance is necessary for lowly-paid poor people’ is a claim of this argument.

The origin of the evidence in this argument is not clearly stated.

No evidence is presented in this argument.

1 point

2.Question 2

Consider the following argument.

*Homelessness is often considered the preserve of the middle-aged, but it also falls heavily on young people. In the Springton area, for example, quite a few homeless people can be observed, particularly in the area bound by Holroyd and 4th St.*

What is the origin of the evidence?

*Check one option.*

Non-academic

Primary

Verbal communication

Personal experience

1 point

3.Question 3

Consider the following statement.

*The laws were criticised as being ‘out of touch’ and ‘antiquated’.*

How is bias displayed in this statement?

*Check one option.*

False classification schemes

Use of passive voice to hide responsibility

Ad hominem

Appealing to membership of a common group

1 point

4.Question 4

Consider the following statement.

*The treatment of homeless people is a sad indictment on this government and its policies.*

How is bias displayed in this statement?

*Check one option.*

Use of emotive language

Ad hominem

Appealing to membership of a common group

Use of logical connectors and appealing to membership of a common group

1 point

5.Question 5

Consider the following argument.

*All pugs are dogs. Dogs are good pets. All dogs are mammals. Therefore, all pugs are mammals.*

What questions can you ask to determine if the evidence is relevant to the conclusion in the following statement?

*Check two options.*

If I took the evidence away, would it make a difference to the conclusion?

Is the evidence old and out-of-date?

Does the evidence seem convincing?

Does the evidence support the conclusion?

1 point

6.Question 6

What problem is there with the following argument?

*I have all my best ideas in the shower. I need to regularly have good ideas when I am at work. Therefore, I need to have numerous showers during the day in order to perform well at work.*

*Check one options.*

Nothing. It is a good argument.

The premises are false.

The premises are not connected.

The conclusion is not the most logical outcome from the premises.

1 point

7.Question 7

Consider the following argument.

*Social housing should be considered an opportunity to move past current market-based methods of organizing shelter for people, rather than as a burden for governments.*

What type of argument is this?

*Check one option.*

Dissociation argument

Co-existential argument

Generalization

Causal argument

1 point

8.Question 8

Consider the following argument.

*The current crisis with homelessness in Dartshire, our sister city in so many ways, is an important lesson to us here. The same problem could well occur here too if city hall doesn’t provide more options for those without accommodation in the near future.*

What type of argument is this?

*Check one option*.

Quasilogical argument

Generalization

Co-existential argument

Argument from analogy

1 point

**5.1 Practice Quiz**

**TOTAL POINTS 5**

1.Question 1

Read the following argument. Identify which sentences are part of the argument chain.

*(1) A significant percentage of people experiencing homelessness are aged between 0-24 years of age. (2) One contributing factor for youth homelessness is a lack of exit planning after leaving statutory care, juvenile justice or medical facilities. (3) If there was increased funding for exit planning then youth at risk would have more opportunities for support. (4) If there were more opportunities for support then there would be a higher chance of intervention when at-risk youth face homelessness. (5) This would lead to a decrease in youth homelessness. (6) Therefore, funding for better exit planning would lead to a decrease in youth homelessness.*

*Check one option.*

Every sentence

Sentences 1, 2 and 3

Sentences 3, 4 and 5

Sentences 3, 4, 5 and 6

2.Question 2

Read the following argument. Is sentence (5) an appropriate sentence for a chain argument?

*(1) A significant percentage of people experiencing homelessness are aged between 0-24 years of age. (2) One contributing factor for youth homelessness is a lack of exit planning after leaving statutory care, juvenile justice or medical facilities. (3) If there was increased funding for exit planning then youth at risk would have more opportunities for support. (4) If there were more opportunities for support then there would be a higher chance of intervention when at-risk youth face homelessness. (5) This would lead to a decrease in youth homelessness. (6) Therefore, funding for better exit planning would lead to a decrease in youth homelessness.*

*Check one option.*

Yes, because it is a conclusion to the argument.

Yes, because it links the previous premise with a new premise.

No, because the antecedent (the 2nd part) of sentence 4 does not become the precedent (1st part) of

sentence 5.

No, because it doesn’t use ‘if’ in the precedent (1st part of the sentence).

1 point

3.Question 3

Read the following statement. What is the purpose of the argument?

*If there was increased funding for exit planning for youth leaving statutory care, juvenile justice or medical facilities then there would be a decrease in youth homelessness. There is not increased funding, so there will not be a decrease in youth homelessness.*

*Choose one option.*

To prove a point

To refute an idea

To warn the audience of a terrible mistake

Slippery slope

4.Question 4

Read the following statement. What is the problem with the conclusion?

*If there was increased funding for exit planning for youth leaving statutory care, juvenile justice or medical facilities then there would be a decrease in youth homelessness. There is not increased funding, so there will not be a decrease in youth homelessness.*

*Check two options.*

It is not the most logical outcome of the premise.

It does not use necessary hedging, or cautious, language.

Nothing, it is a good argument.

The conclusion is not a logical consequence of the premises.

5.Question 5

Read the following statement. What is wrong with the argument?

*If there is no funding for exit planning for young people leaving juvenile justice then those at-risk youth will not have adequate support or stability. If they don’t have adequate support or stability they will not be able to focus on their studies. If those youth are unable to focus on their studies they will drop out of school. If they drop out of school they will not be able to gain employment or be engaged meaningfully. This would lead them to a life of petty crime and worse.*

*Check two options.*

The premises do not logically follow each other.

The premises do not present the most logical progression.

There are too many generalizations and assumptions for the argument to be convincing.

There is no conclusion.

**5.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

(Adapted from Vasudevan, A. (2011, November 3). The sinister logic behind criminalising squatting. *The Guardian*. Retrieved from https://www.theguardian.com/commentisfree/2011/nov/03/criminalising-squatting-law-trespass-homeless)

“Any right that owners may claim to property is superseded by the rights of homeless people to shelter” is which part of the Toulmin model of argumentation?

*Check one option.*

Backing

Evidence

Qualifier

Warrant

2.Question 2

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

(Adapted from Vasudevan, A. (2011, November 3). The sinister logic behind criminalising squatting. *The Guardian*. Retrieved from https://www.theguardian.com/commentisfree/2011/nov/03/criminalising-squatting-law-trespass-homeless)

“This right to shelter applies in almost all cases of unoccupied properties” is which part of the Toulmin model of argumentation?

*Check one option.*

Evidence

Rebuttal

Claim

Qualifier

3.Question 3

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

(Adapted from Vasudevan, A. (2011, November 3). The sinister logic behind criminalising squatting. *The Guardian*. Retrieved from https://www.theguardian.com/commentisfree/2011/nov/03/criminalising-squatting-law-trespass-homeless)

“The right to shelter is an inalienable human right” is which part of the Toulmin model of argumentation?

*Check one option.*

Backing

Claim

Evidence

Rebuttal

**5.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the following are characteristics JUST of critique?

*Check three options.*

Questioning assumptions

A structural rather than just an individual worldview

Socially and politically active

Focussing on power and inequality

2.Question 2

A common focus of critique is on unjust ideologies. Which of the following views on unjust ideologies are features of critique, according to the lecture?

*Check two options.*

The influence of unjust ideologies can be seen in thinking and theory itself.

Unjust ideologies are only found in politics.

Unjust ideologies are created by individuals who want to control the people.

Unjust ideologies help maintain unequal power structures.

3.Question 3

In which of the following faculties would you be more likely to find critique as a way of understanding and analyzing the world?

*Check two options.*

Education

Computer Science

Biology

Literary Studies

**5.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Which of the following should you include in a reflection?

*Check four options.*

Review and analysis of a topic, practice, theory or experience

A detailed description of your day leading up the specific experience

Questions about a topic, practice, theory or experience

In-depth critical analysis of an argument

Possible answers or solutions

Research and evidence

2.Question 2

Consider the following reflection from a university course in Education. Note that this particular reflection had a word limit of 200-550 words, and students were instructed to reflect on the idea of being a critically reflective teacher.

Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para. 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me. While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least. What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it. While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, LA: Jossey-Bass.

Now, consider just this section: “While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least.”

Which stage of Baker’s (1996) critical reflection is this an example of?

Significance

Identification & description

Implications

3.Question 3

Consider the same reflection from a university course in Education. Note that this particular reflection had a word limit of 200-550 words, and students were instructed to reflect on the idea of being a critically reflective teacher.

Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me. While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least. What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it. While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, LA: Jossey-Bass.

Now, consider just this section: “While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.”

Which stage of Baker’s (1996) critical reflection is this an example of?

Identification & description

Significance

Implications

**Summative Quiz - Module 5**

**TOTAL POINTS 8**

1.Question 1

Read the following argument. Which sentences are part of the argument chain?

*(1) Better data on homelessness would ultimately contribute to a decrease in homelessness. (2) There is currently a need for a client information system that would help provide assessment, referrals and information sharing across the multiple homelessness services. (3) Improved communication across the different services would ensure that the clients’ needs are being addressed. (4) Moreover, improved data would help identify which services are most in demand. (5) If the in-demand services were identified then it would mean greater resources could be allocated to those areas. (6) This would allow for greater outreach to homeless people with services that they need. (7) If this was successful then it would mean more people experiencing homelessness received the support that they needed.*

*Check one option.*

All of them

1, 2, 3, 4 and 5

1, 4, 5, 6 and 7

4, 5, 6 and 7

2.Question 2

Read the following argument. Which sentence is the conclusion?

*(1) Better data on homelessness would ultimately contribute to a decrease in homelessness. (2) There is currently a need for a client information system that would help provide assessment, referrals and information sharing across the multiple homelessness services. (3) Improved communication across the different services would ensure that the clients’ needs are being addressed. (4) Moreover, improved data would help identify which services are most in demand. (5) If the in-demand services were identified then it would mean greater resources could be allocated to those areas. (6) This would allow for greater outreach to homeless people with services that they need. (7) If this outreach was successful then it would mean more people experiencing homelessness received the support that they needed.*

*Check one option.*

(1)

(2)

(3)

(4)

(5)

(6)

(7)

3.Question 3

For a piece of reflective writing, where should you begin?

*Check one option*.

With something you have recently learned

With an experience or event that raised questions or demonstrated a gap in your knowledge

In front of the mirror

With an object

4.Question 4

Consider the following reflection from a university course in Education. Note that this particular reflection had a word limit of 200-550 words, and students were instructed to reflect on the idea of being a critically reflective teacher.

*Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me. While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least. What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it. While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.*

*Brookfield, S. (1995). Becoming a critically reflective teacher. San Francisco, LA: Jossey-Bass.*

Which of the following sections of the text does the student talk about the *significance* of the event or experience?

*Check two options.*

While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to re-evaluate our practice; to, in effect, become aware.

While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least.

What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it.

Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me.

1 point

5.Question 5

Consider the following argument.

*There are numerous examples of people struggling to remove squatters due to the inadequacy of the law. For example, Imran Lakhani, despite finding squatters on his property while working overseas, struggled for 6 months to remove the squatters in his house. Dale Morrison faced similar issues too when she and her family returned from holiday to find squatters in their house. These cases clearly demonstrate that laws against squatting on private property should be tightened. Of course, these changes would only apply to private property to retain people’s right to protest on public land.*

Which of the following statements from this text is the Claim?

*Check one option.*

“There are numerous examples of people struggling to remove squatters due to the inadequacy of the law.”

There is none.

“… these changes would only apply to private property to retain people’s right to protest on public land.”

“These cases clearly demonstrate that laws against squatting on private property should be tightened.”

6.Question 6

Consider the following argument.

*There are numerous examples of people struggling to remove squatters due to the inadequacy of the law. For example, Imran Lakhani, despite finding squatters on his property while working overseas, struggled for 6 months to remove the squatters in his house. Dale Morrison faced similar issues too when she and her family returned from holiday to find squatters in their house. These cases clearly demonstrate that laws against squatting on private property should be tightened. Of course, these changes would only apply to private property to retain people’s right to protest on public land.*

Which of the following statements from this text is the Warrant?

*Check one option.*

These cases clearly demonstrate that laws against squatting on private property should be tightened.”

“… these changes would only apply to private property to retain people’s right to protest on public land.”

“There are numerous examples of people struggling to remove squatters due to the inadequacy of

the law.”

There is none.

7.Question 7

Consider the following fictional newspaper article.

*Homeless man Mike Davis pulled himself back on his feet with some hard work in his new microbusiness, cleaning local restaurants and bars. While his microbusiness might have given him a newfound sense of dignity, along with a few dollars, Mike confessed to his case manager Susan Lee at New Choices Welfare that he still had a unfulfilled dream – to find his long-lost sister in the city of Bramingham. That’s when Susan, in conjunction with Flyaway Travel, worked to make Mike’s dream a reality …*

A cultural studies theorist critiques the article in the following way.

*Another example of the responsibilisation of homelessness can be seen in an article in the Southern Messenger (Diaz, 2011). A narrative of individual self-help, supported by the newspaper’s advertisers, is told, ignoring the broader systemic nature of homelessness.*

Which feature of critique, outlined in lesson 5.3a, can be found in the theorist’s writing?

A structural worldview is needed, where individual issues are socio-political phenomena.

Unjust ideologies maintain unequal power structures.

The university is an agent of change rather than just a place to transmit thought.

Theory is never neutral, but either maintains or challenges unequal power structures.

8.Question 8

Consider the following fictional newspaper article.

*Homeless man Mike Davis pulled himself back on his feet with some hard work in his new microbusiness, cleaning local restaurants and bars. While his microbusiness might have given him a newfound sense of dignity, along with a few dollars, Mike confessed to his case manager Susan Lee at New Choices Welfare that he still had a unfulfilled dream – to find his long-lost sister in the city of Bramingham. That’s when Susan, in conjunction with Flyaway Travel, worked to make Mike’s dream a reality …*

A cultural studies theorist continues critiquing the article in the following way.

*Narratives of individual responsibility, such as the Southern Messenger article, serve to redirect blame towards the homeless for their fate. This ideology then reinforces how the broader housing system, that prioritizes the exchange-value of houses on the market rather than their use-value as accommodation, creates a homeless underclass.*

Which feature of critique, outlined in lesson 5.3a, can be found in the theorist’s writing?

Unjust ideologies maintain unequal power structures.

The university is an agent of change rather than just a place to transmit thought.

Theory is never neutral, but either maintains or challenges unequal power structures.

A structural worldview is needed, where individual issues are socio-political phenomena.

SSL4

**WEEK 1**

* 1. **Practice Quiz**

.Question 1

Which of the following are learning objectives for this MOOC?

*Check all that apply.*



Critically evaluate the reliability of sources for an academic context.



Communicate clearly across a variety of different contexts and to a wide range of audiences by adapting communicative styles appropriately according to cultural and societal expectations.

*.*



Apply problem-solving strategies to issues related to university life & study.



Understand the importance and function of critical thinking in academic culture.



Recognize the importance & function of problem solving & creative thought within academic study.



Confidently engage in constructive and critical dialogue with respect and professionalism.

2.Question 2

Which of the following are NON-assessed activities on this MOOC?

*Check all that apply.*



In video questions & polls.



Quizzes after each module



Final summative assessment.



Short quizzes after each lesson



Discussion board posts.

3.Question 3

What percentage of your total marks is the final summative assessment worth?

Check one option only.



3%



15%



53%



35%

**1.2 Practice Quiz**

What is academic culture?

*Check one option*.



Clothes and other paraphernalia with the university’s logo printed on them



The types of food available on campus.



The beliefs, principles and approaches to study, work and life that a university upholds.

2.Question 2

In lesson 1.2b, what form of communication does Helen Drury say is a core form of communication in academic culture?

Check one option.

Face-to-face interaction.

Writing

Presentations

Reading

3.Question 3

According to Alyssa O’Brien in lesson 1.2b, how long does it take to master communication skills?

*Check one option.*

1 year

5 years

Your whole life.

2-3 years

**1.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

In lesson 1.3a several students talk about how they stay motivated. Which of the following ways of staying motivated did they mention?

*Check two options.*

Gaining new knowledge.

Going out, or talking with friends

Getting a high-paying job at the end.

Meeting new people in university clubs.

**1 / 1 point**

2.Question 2

What are the two elements of resilience that Simon Messner refers to in lesson 1.3b?

*Check two options.*

The ability to bounce back quickly when you experience a stressful situation.

The ability to adapt to stressful situations.

Maintaining your motivation over a long period.

Being able to write for long periods of time.

**1 / 1 point**

3.Question 3

What are two ways to stay motivated according to Simon Messner in lesson 1.3b?

*Check two options.*



Create a study timetable based on the best time of day for you to study.

Vary where you study every day to maintain interest.

Always study by yourself to avoid distraction.

Have long-term and short-term goals, and reflect back on them.

**1.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following situation.

*Mike is a first year undergraduate studying Philosophy at university and his housemate, Jon, is a first year Nutrition student. As part of one of his courses, Jon needs to collect data on the eating habits of first year university students. To do this, he has asked Mike and nine of his other friends to keep a record of what they eat, and when, for a week.*

*Mike agrees to help, and keeps a fairly accurate record of what he has eaten. When the week is up Jon asks Mike to email him his data. However, when Mike is typing up his eating habits for the week, he realises that he hasn’t eaten any vegetables at all. Not wanting to seem unhealthy, especially because he doesn’t want Jon to judge him, he pretends that he made a pumpkin soup and adds that to his list. He also adds a couple of salads to some of his main meals and deletes one of the chocolate bars. Satisfied, he emails the list to Jon.*

What is the problem in this scenario?

*Check one option.*

Jon didn’t go through ethics approval before collecting his data.

Jon should have asked strangers, not his friends, to collect the data for his assignment

Mike is falsifying data and this will twist the results of Jon’s research.

Mike is a Philosophy student and therefore Jon shouldn’t have asked him.

2.Question 2

Consider the following situation.

*Mike is a first year undergraduate studying Philosophy at university and his housemate, Jon, is a first year Nutrition student. As part of one of his courses, Jon needs to collect data on the eating habits of first year university students. To do this, he has asked Mike and nine of his other friends to keep a record of what they eat, and when, for a week.*

*Mike agrees to help, and keeps a fairly accurate record of what he has eaten. When the week is up Jon asks Mike to email him his data. However, when Mike is typing up his eating habits for the week, he realises that he hasn’t eaten any vegetables at all. Not wanting to seem unhealthy, especially because he doesn’t want Jon to judge him, he pretends that he made a pumpkin soup and adds that to his list. He also adds a couple of salads to some of his main meals and deletes one of the chocolate bars. Satisfied, he emails the list to Jon.*

Can *Jon* get in trouble for academic misconduct?

*Check one option.*

No, Mike is in a different field to Jon and therefore it doesn’t matter.

No, though it will tarnish his results and not make them valid.

Yes, because he hasn’t collected data from a random sample and instead used his friends

Yes, because he is putting Mike in an uncomfortable position by collecting data about his health and his eating habits.

3.Question 3

Consider the following situation.

Mike is a first year undergraduate studying Philosophy at university and his housemate, Jon, is a third year Nutrition student. As part of one of his courses, Jon needs to collect data on the eating habits of first year university students. To do this, he has asked Mike and nine of his other friends to keep a record of what they eat, and when, for a week.

Mike agrees to help, and keeps a fairly accurate record of what he has eaten. When the week is up Jon asks Mike to email him his data. However, when Mike is typing up his eating habits for the week, he realises that he hasn’t eaten any vegetables at all. Not wanting to seem unhealthy, especially because he doesn’t want Jon to judge him, he pretends that he made a pumpkin soup and adds that to his list. He also adds a couple of salads to some of his main meals and deletes one of the chocolate bars. Satisfied, he emails the list to Jon.

Can Mike get in trouble for academic misconduct?

*Check one option*

Yes, because he is not being honest.

Yes, because he has falsified data.

Yes, because he has plagiarized.

No, he hasn’t violated academic integrity

No, he can’t get in trouble for academic misconduct.

**Summative Quiz - Module 1**

**TOTAL POINTS 5**

1.Question 1

*“A wise man … proportions his belief to the evidence.”*– David Hume

What quality of academic culture does this relate to?

*Check one option.*

The need for proof to support opinions.

The use of research to produce knowledge.

The importance of independent learning.

The contingent nature of academic knowledge.

1 point

2.Question 2

Dave is going to give a presentation in his human resource management class tomorrow. He needs to present on the topic of organisational communication, but he has been busy with work and other assessments, and doesn’t have much of an idea about what to do. He remembers that last semester he gave a presentation on organisational behaviour, and that he could just copy and paste certain portions from that presentation into his current one to save time.

What kind of academic misconduct would Dave be committing if he used part of his previous presentation?

*Check one option.*

It isn’t academic misconduct because Dave made the original presentation.

Plagiarism

Falsification of data

Fabrication of data

Facilitation of academic misconduct

Cheating

1 point

3.Question 3

Throughout high school Tomoko had hoped to go to university and study something creative. She always enjoyed drama and art classes at school, and even received a prize for her artwork in her final year of school. Tomoko got a very good mark in her university entrance exam and her parents convinced her to study business law. Unfortunately, throughout her first year she has struggled with motivation.

What are some things Tomoko could try in order to stay motivated at university, according to lesson 1.3b?

*Check three options.*

She could think about her personal values and goals and whether they align with her course of study.

She could plan her time better.

She could employ cognitive behavioural therapy to change some of her habits.

She should keep things in her life in balance, and make sure she has time for activities outside university such as meeting friends, exercising or practicing her art.

She could identify her key strengths in the course and how to use them.

She could try positive visualisation and imagine herself as successful.

1 point

4.Question 4

How are critical thinking and communication linked, according to the academics in 1.2b?

*Check two options.*

Communication is necessary to engage in questioning, which is central to critical thinking and academic culture in general.

Communication is needed to form an argument, and thus display critical thinking.

Communication is critical to thinking.

You need to be able to communicate in order to criticise others.

1 point

5.Question 5

Why are communication skills important at university, according to the academics in 1.2b?

*Check two options.*



So that you can communicate effectively with administrative staff if you have any problems.



Because communication skills are necessary for online communication in the 21st century.



Because communication forms a relationship between people and also with bodies of knowledge.



Because good ideas are not much use unless you can communicate it.

1 point

WEEK 2

**2.1 Practice Quiz**

1.Question 1

Which of the following are texts?

*Check all that apply*

A game of football

An interpretive dance performance about migration

A conversation between a student and an administrative staff member over options for deferring a course for half a year

A piece of hip hop graffiti on a wall.

2.Question 2

Consider the following rhetorical situation.

A student is having some financial difficulties and needs to work full-time and save money. They are unable to study while they are working, and the student needs to defer for half a year. They go to the student support centre in their university, and talk to an administrative staff member about their options. The student support centre is organised like a bank or other customer support centre, with officers sitting at individual desks and university marketing material on the walls. The staff member consults texts on their computer as they talk to the computer. At the end of the consultation the student goes away to consider their options.

What is the purpose in this rhetorical situation?

*Check one option.*

a. To defer for six months from university

b. To talk to an administrative staff member

c. To consult texts on a computer

d. To give advice and assistance to students with issues surrounding their enrolment and other related matters at university.

3.Question 3

Consider the following rhetorical situation.

A student is having some financial difficulties and needs to work full-time and save money. They are unable to study while they are working and the student needs to defer for half a year. They go to the student support centre in their university, and talk to an administrative staff member about their options. The student support centre is organised like a bank or other customer support centre, with officers sitting at individual desks and university marketing material on the walls. The staff member consults texts on their computer as they talk to the computer. At the end of the consultation the student goes away to consider their options.

Based on this information, which of the following can be considered social and political influences on this rhetorical situation?

*Check two options.*

a. Class differences between the student and the administrative staff member

b. The marketization of universities which leads to administrative areas such as this resembling more commercial spaces

c. Unionization of administrative staff members

d. A lack of financial support for students

**2.2 Practice Quiz**

1.Question 1

What advice does Dr Alyssa O'Brien give for making the most out of lectures?

*Check two options.*

a. Build a relationship with your lecturer.

b. Read the course readings.

c. Talk to your classmates.

d. Sit at the back.

2.Question 2

What two observations does Dr Marie Stevenson make about students working in groups?

*Check two options.*

a. Younger students tend to let older students do the bulk of the work.

b. Females tend to let males do the bulk of the work..

c. Non-native speakers tend to let native speakers do the bulk of the work.

d. Part-time students tend to let full-time students do the bulk of the work.

**1 / 1 point**

3.Question 3

What advice do the students give for communicating effectively at university?

*Check two options.*

a. Refer to your work experience when communicating at university.

b. Attend orientation week.

c. Follow up emails with spoken conversations.

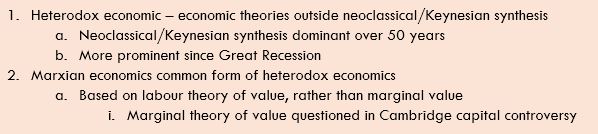
d. Attend talks.

**2.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What form of lecture note-taking is this text?



*Check one option.*

a. Cornell format

b. Numeric-alphabetic format

c. Oxford format

d. Outline format

2.Question 2

Jiyoung is an international student from Korea studying in Australia. In the past, she has had trouble participating in seminars, but over the last month, she has successfully attained her goal ‘Speak once in a seminar.’ According to lesson 2.3a, what goals can she set herself now to increase her participation?

*Check two options*.

a. Refer back to what someone else contributed to the discussion.

b. Challenge an argument made in the seminar.

c. Speak twice in each seminar.

d. Make a presentation.

3.Question 3

What are two things you can do to participate actively in tutorials?

*Check two options.*

a. Bring questions from the lectures.

b. Speak as much as possible.

c. Keep up with the other parts of your course.

d. Talk about what you’re doing on the weekend.

**2.4 Practice Quiz**

1.Question 1

Consider the following situation.

You are in a Political Science tutorial examining non-traditional security. Your tutor has given you a hypothetical scenario involving a security threat. There are four people in your group – Steve, Gwen, Myriam and Ajay. You each have to play a role as the head of a government department. You must work together to coordinate your departments after the security incident. Myriam, who is playing Minister for Immigration, is the first to speak, saying, ‘We’ll call the army to secure the airports.’

Myriam’s statement is an example of …

*Check one option.*

a. a proposal

b. an assertive

c. a joint activity

d. an assertion

2.Question 2

Consider the following situation.

You are in a Political Science tutorial examining non-traditional security. Your tutor has given you a hypothetical scenario involving a security threat. There are four people in your group – Steve, Gwen, Myriam and Ajay. You each have to play a role as the head of a government department. You must work together to coordinate your departments after the security incident. Myriam, who is playing Minister for Immigration, is the first to speak, saying, ‘We’ll call the army to secure the airports.’

Is Myriam’s use of an assertion here a good idea?

*Check one option.*

a. Yes, because she is role-playing the head of a government department.

b. Yes, because someone needs to take control in this situation.

c. No, because she should be quiet and wait for the other members to speak.

d. No, because she is amongst peers.

3.Question 3

Consider the following situation.

You are in a Political Science tutorial examining non-traditional security. Your tutor has given you a hypothetical scenario involving a security threat. There are four people in your group – Steve, Gwen, Myriam and Ajay. You each have to play a role as the head of a government department. You must work together to coordinate your departments after the security incident. Myriam, who is playing Minister for Immigration, is the first to speak, saying, ‘We’ll call the army to secure the airports.’

Myriam’s assertion here is probably not the best thing to say to coordinate this group activity, and she should instead use a proposal. What would be a good example of a proposal she could use?

*Check one option.*

a. Call the army to secure the airports.

b. How about we call the army to secure the airports?

c. Nice weather we’re having, isn’t it?

d. Calling the army is a crypto-fascist response that imperils democracy.

**Summative Quiz - Module 2**

**LATEST SUBMISSION GRADE**

1.Question 1

What is the purpose of a tutorial or recitation?

*Check one option.*

To practice and extend lecture content through discussions and problem sets.

To impress your tutor.

Interaction between the tutor and the students.

To provide one-on-one tutoring to students.

2.Question 2

Which of the following is an assertion?

*Check two options.*



“We might start with writing up the results.”



“I think the next step is writing up the results, but um, what do you guys think?”



“The next step is to write up the results.”



“Write up the results by Friday.”

3.Question 3

Which of the following is a proposal?

*Check two options.*



“I think the next step is writing up the results, but um, what do you guys think?”

“The next step is to write up the results.”



“Write up the results by Friday.”



“We might start with writing up the results.”

4.Question 4

What advice does Dr George Ridgway give for getting the most out of your tutorials?

*Check one option.*

Present to the other people in the tutorial.

Be engaged with the topic of the tutorial.

Guide other people through the topic of the tutorial.

Only talk to your tutor.

5.Question 5

What suggestions do the students make about how to find out what is expected of you from an assignment?

*Check two options.*

Email administrative staff with the faculty.

Check the unit of study outline.

Make an appointment to meet with a lecturer or tutor.

Asking your friends from high school.

6.Question 6

You’re in a lecture for your course on ‘Cross-cultural communication’ on the topic of code-switching and translanguaging. Which of the following are suitable ways to participate during the lecture?

*Check two options.*

Do the readings for the week on your laptop.

Ask a question at the end about what Gumperz meant about contextualization cues, which was mentioned in the readings.

Ask a question about whether you can have an extension for your assignment that’s due next week.

Ask a question on what ‘translanguaging’ means.

**7.Question 7**

**Consider the following situation.**

***You are studying a unit titled ‘Pedagogy and Professional Practice’ as part of your education degree. 10% of your final mark is a reflective blog, where students must reflect on course content and relate it to their experiences in the classroom. Students are also expected to respond to others’ blog posts.***

**Who is the audience in this rhetorical situation?**

*Check one option.*

Lecturers and students

Administrative staff

Lecturers

Students and administrative staff

**8.Question 8**

**Consider the following situation.**

***You are studying a unit titled ‘Pedagogy and Professional Practice’ as part of your education degree. 10% of your final mark is a reflective blog, where students must reflect on course content and relate it to their experiences in the classroom. Students are also expected to respond to others blog posts.***

**What is the purpose in this rhetorical situation?**

*Check one option.*

To assess students

To reflect on your own and other students’ ideas and experiences

To write a blog

To gain marks

WEEK 3

**3.1 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What are two ways that Dr Marie Stevenson says university students can do to understand their lecturer’s expectations for written assignments?

a. Read the assignment instructions carefully.

b. Ask the lecturer questions.

c. Guess what the lecturer expects based on comments they make in the lectures.

d. Do the same thing that you did for another unit with a similar written assignment.

**2.Question 2**

**Helen Drury describes the main differences between three types of writing you will encounter at university – essays, reports, and proposals. Which of the three text types are the following notes referring to?**

**- Audience is important for this text**

**o Usually written for a client, boss etc**

**- Persuasive text, including cost implications, feasibility etc**

**- Has a definite structure**

***Check one option.***

a. Essays

b. Reports

c. Proposals

3.Question 3

**Helen Drury describes the main differences between three types of writing you will encounter at university – essays, reports, and proposals. Which of the three text types are the following notes referring to?**

**- Typically persuasive**

**- Must take a position in the introduction**

**- Your voice must be clear throughout**

***Check one option.***

a. Essays

b. Reports

c. Proposals

**3.2 Practice Quiz**

**TOTAL POINTS 3**

**1.Question 1**

**What is a key concept in an essay question?**

*Check one option*.

a. An often abstract idea, theory or belief that needs to be defined or explored.

b. A static, unproblematic idea that needs to be included in your essay.

c. A key idea with known and consistent effects that you need to describe in detail.

d. A specific word such as *discuss, analyse*or *compare* that tells you what you need to do in the essay.

2.Question 2

What do you do if you are unsure about what kind of text (essay, research report, professional report, proposal, reflection etc.) you are required to produce for a particular assignment (and your course outline isn’t clear)?

*Check one option.*

a. Choose whichever text you know you can do best.

b. Ask your lecturer or tutor.

c. Choose the same kind of text as what you produced for your last assignment.

d. Ask a friend or other student in the class.

**3.Question 3**

**What rhetorical areas will have the *biggest* effect on how you write a report at university?**

*Check two options.*

a. Author

b. Place

c. Audience

d. Purpose

e. Media

f. Social and political influences

**3.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Why do we conduct research for essays?

*Check three options.*

a. So you can copy paragraphs to use in your essay.

b. So you can support an idea that you already have.

c. So you can support a well-known fact.

d. To find out more about an idea or concept you aren’t sure of.

e. To help refine an idea.

2.Question 2

When should you conduct research?

*Check two options*

a. As soon as you get your question

b. During the planning stage

c. Only after you’ve written a first draft

d. While you are drafting your assignment

3.Question 3

Generally, where do references to other sources appear in a research report?

*Check three options.*

a. Reference list

b. Results

c. Title

d. Introduction

e. Discussion

**3.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

**What is a thesis statement?**

*Check one option.*

a. A short, single sentence that summarises your response to the question

b. The first sentence of your essay

c. A short but detailed paragraph answering the question, similar to an introduction

d. Your main argument

**2.Question 2**

**For research reports, in which of the following sections would you find background information or references to general principles in your field?**

*Check one option.*

a. Results

b. Conclusion

c. Rule

d. Introduction

**3.Question 3**

**Consider the following structure.**

**1. Opening paragraph**

**2. Identification of problem or situation**

**3. Presentation of data**

**4. Processing of data**

**5. Closing**

**What is this an example of?**

***Check one option.***

a. Hand’s structure for essays

b. Johnson’s structure for research reports

c. Reynold’s structure for presentations

d. Lung’s structure for professional reports

**Summative Quiz - Module 3**

**1.Question 1**

**Consider the following question.**

***In groups of 3-4, develop an online marketing strategy for the product and business of your choice. Write a … … to the company’s board of directors detailing your marketing strategy. Your …. . should include:***

***- an executive summary***

***- an overview of relevant literature for online marketing in that industry***

***- details of the target markets and possible online marketing strategies***

***- reasons for your choices, along with reasons why the company should adopt your strategy.***

**This assignment is an example of a/an …**

***Check one option.***

essay

report

proposal

**2.Question 2**

**Consider the following question.**

***“Beneath their surface of playfulness, the Harry Potter series of books contain darker truths more suitable for adults rather than children.” Do you agree? If so, what might they be? You may choose to discuss particular scenes or recurrent themes in detail.***

**This assignment is an example of a/an …**

*Check one option.*

proposal

essay

report

**3.Question 3**

**Consider the following question.**

***“Analyse the role of ritual as a means of social control in the Classical period (250-900AD) of Maya culture.***

**Which of the following things do you think you would be *expected* to do in this essay?**

*Check three options.*

Provide a comprehensive list of all of the rituals performed during the Classical period of Maya culture.

Provide an anecdote of a time when you visited the Maya archaeological site of Calakmul in Campeche, Mexico.

Describe in detail how certain rituals were performed during the Classical period of Maya culture using specific archaeological evidence to support your claims.

Discuss different theories that suggest rituals are used as a means of social control

Describe the kinds of rituals in the Classical period of Maya culture.

Analyse how specific rituals of the Classical period of Maya culture did/did not provide a means of social control.

**4.Question 4**

**Which of the following points are true about professional reports at university?**

*Check three options.*

Their structure is usually Introduction-Methodology- Results-Discussion/Conclusion.

Language must be brief and key points quickly understood.

They have both real audiences and imagined audiences.

May follow guidelines set by professional bodies or publishers.

Purpose is to show familiarity with experimental methods.

A key aim of these reports is to display understanding of how knowledge is generated in your field.

5.Question 5

How do you use research in essays, according to lesson 3.3a?

*Check two options.*

To clarify our main ideas.

To make it look like we have read a lot.

In order to copy the other sources’ text and use it in our own.

To add authority to our arguments.

6.Question 6

Where do most references to other information sources generally occur in professional reports?

*Check one option.*

Towards the beginning, as you contextualise the problem or situation you are addressing with other sources.

In the middle as you present your data.

Towards the end as you present any recommendations you might have.

You generally don’t need to do research for professional reports.

7.Question 7

Consider the following essay question.

*“‘For all its revolutionary gestures,*Fight Club*ultimately reinforces a conservative, hegemonic model of masculinity.’ Do you agree or disagree?*

Which of the following is the best example of a thesis statement for this essay question?



A conservative, hegemonic model of masculinity can be seen in both the narrator’s relationship with Tyler Durden and in the activities of the fight club itself.

Despite the masculine themes of *Fight Club*, the movie contains a significant feminist subtext which questions rather than reinforces a hegemonic model of masculinity.

Subject positions allocated to male characters range from the patriarchal and hegemonic through to the highly feminised.

Possibly *Fight Club*’s most striking scenes are the fight scenes in the ‘fight club’ itself.

8.Question 8

Consider the following abstract from a research report. Each sentence has been numbered.

*1.This study researches the relationship between managers’ and employees’ perceptions of person-job fit (P-J) and person-organisation fit (P-O). 2. Survey data were gathered from 345 employees and 62 managers from a multinational logistics company. 3. The data showed that there was a low correlation between manager’s and employee’s perceptions of P-J fit. 4. However, there was a much greater correlation between the two groups’ perceptions of P-O fit. 5. The study highlights the need for greater communication and consistency within organisations on job expectations and best fit to jobs.*

Which sentence or sentences are the Results section?

*Check one option.*

Sentences 3 and 4.

Sentences 4 and 5.

Sentence 3.

Sentence 2.

Sentence 1.

Sentence 5.

Sentences 1 and 2.

Sentence 4.

WEEK 4

**4.1 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What two pieces of advice does Dr Marie Stevenson give for writing a good first draft?

*Check two options.*

a. Get started.

b. Make a plan and stick to it.

c. Make a plan and be flexible.

d. Focus on your language use.

2.Question 2

What two pieces of advice does Dr Helen Drury give for refining and editing a first draft?

*Check two options.*

a. Rewrite all your topic sentences.

b. Try to understand your topic better.

c. Check that your introduction matches your conclusion.

d. Read you topic sentences to make sure they predict the main idea of the paragraph.

3.Question 3

How does Dr Alyssa O’Brien see use of visual aids at university as different from using visuals in other rhetorical situations?

*Check two options.*

a. Visual aids serve as evidence for your argument.

b. They can be shared on social media.

c. Visual aids must be made by academics.

d. Visual aids must be cited correctly.

**4.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

According to Sowton (2012), what are the three functions of an essay introduction?

*Check 3 options.*

a. A map

b. A mirror

c. A microphone

d. A marketing tool

e. A microscope

f. A microcosm

2.Question 2

Which of the following are characteristics of the language of professional reports?

*Check two options.*

a. The sentences are less complex than in formal academic writing.

b. Use of recommendations

c. Long noun phrases

d. Passive verb forms

3.Question 3

Consider the following excerpt from a university essay.

Crop rotation changed considerably in the 18th century in Britain. Farmers in Flanders pioneered a four-field crop rotation system which meant fewer fields were left fallow. Charles Townsend introduced this to Britain, and, as a result, crop yields improved. The introduction of greater cultivation of turnips and clover also lead to a rise in the number of ruminant animals raised, and the use of these animals increased yields of meat and dairy products.

What can this writer do to improve cohesion in this passage?

*Check one option.*

a. Use word chains.

b. Use pronouns to refer to other parts of the text.

c. Use conjunctions.

d. Use of THEME-NEW structures to connect setences better

**4.3 Practice Quiz**

**TOTAL POINTS 3**

**1.Question 1**

**Consider the following essay question.**

***Discuss the series of events that led to the First World War. What part did the system of alliances play in causing the conflict? Was a military arms race between the Great Powers a major influence? Did colonialism play a part in leading to the conflict?***

**Here is a student’s essay introduction and conclusion in response to this question.**

***The First World War was one of the largest conflicts of the 20th century, leading to millions of deaths both in Europe and around the world. Unlike other conflicts in the 20th century, the causes of the conflict were many and various, and historians have had a difficult time deciding what the primary causes were. The system of alliances, rising militarism amongst the Great Powers, the politics surrounding a united Germany, and even the Industrial Revolution have been posited as short and long term causes of the war. However, it is two of these in particular – the system of alliances in Europe, and a military arms race in Europe – that were particularly prominent causes of the conflict.***

***To sum up, the combination of the system of alliances and rising militarism amongst European countries – leading to an arms race amongst the countries – were the two main causes of the First World War. The system of alliances lead to an “excessively rigid framework” (Taylor, 1969), which was unable to deal with diplomatic events such as the assassination of Archduke Franz Ferdinand. Coupled with this was the immense military buildup and planning amongst the Great Powers, which created a great impetus for war. It is these two issues, in excess of others, that led to the bloodshed of the First World War.***

**The student has unfortunately failed to address one part of the question. Which part of the question has the student failed to answer?**

*Check one option.*

a. The system of alliances amongst the Great Powers.

b. The role of colonialism in causing the First World War.

c. The military arms race as a cause of the First World War.

d. Domestic issues for the European Great Powers.

1 point

2.Question 2

Which of the following techniques for polishing and refining academic writing are usually *specific* to writing reports and proposals?

*Check two options.*

a. Writing section headings.

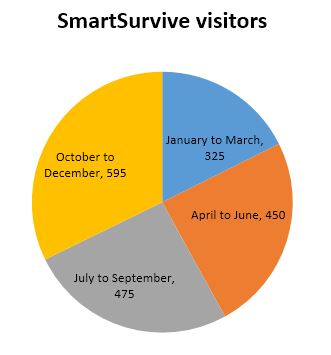
b. Writing an abstract or executive summary.

c. Make a reverse outline.

d. Check that you have answered the question.

3.Question 3

Consider the following information graphic and corresponding text in a design specification report, detailing the creation and usage of an online resource for stroke survivors.



*“Usage of the SmartSurvive site gradually increased throughout 2015. After its launch in January, the first quarter saw 325 visitors to the site. Usage plateaued in the second and third quarters at 450 and 475 visitors respectively, before jumping to 595 visitors in the last quarter.”*

Which of the following statements about the visual aid and accompanying writing are true?

*Check two options*.

a. The student has failed to adequately describe the main information from the visual aid in the writing.

b. The visual aid has not been properly labelled.

c. The wrong form of visual aid has been used.

d. The visual aid doesn’t work together with the text.

**4.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Why does Sowton (2012) suggest reading your text backwards?

*Check one option.*

a. To check the structure

b. To make a reverse outline

c. To check the grammar

d. To check for font use

**2.Question 2**

**How can you use the search function on a word processor to check your writing before submission?**

***Check one options.***

a. To check for names in references

b. To check the formatting

c. To check for correct paragraph structure.

**3.Question 3**

**What question should you ask yourself first when checking the format of your writing?**

***Check one option.***

a. “Are the paragraphs indented?”

b. “What number paragraph is this?”

c. “Have I followed my lecturer’s formatting guide?”

d. “Does this look like an essay/report?”

**Summative Quiz - Module 4**

1.Question 1

Consider the following text from a student essay.

*Performance management can be defined as the set of practices within an organisation designed to measure and improve staff performance (DeNisi & Pritchard, 2006). The first element of performance management – to measure staff performance – is often termed performance appraisal. Performance management’s second main part – to improve staff performance – is more commonly connected with human resource development. Performance management’s role in measuring staff performance can be traced all the way back to the work of Frederick Taylor and scientific management. On the other hand, performance management’s role in improving staff performance is more recent, deriving inspiration from the work of Elton Mayo and the influence of humanist psychology on the study of business.*

What element of coherence can be used to improve this writing?

*Choose one answer.*

Use a logical division of ideas.

Clearly state their main ideas.

Don’t use over-complicated grammar

Order the writing into chronological order.

2.Question 2

Consider the following text from a student essay.

*Performance management can be defined as the set of practices within an organisation designed to measure and improve staff performance (DeNisi & Pritchard, 2006). The first element of performance management – to measure staff performance – is often termed performance appraisal. Performance management’s second main part – to improve staff performance – is more commonly connected with human resource development. Performance management’s role in measuring staff performance can be traced all the way back to the work of Frederick Taylor and scientific management. On the other hand, performance management’s role in improving staff performance is more recent, deriving inspiration from the work of Elton Mayo and the influence of humanist psychology on the study of business.*

What element of cohesion can be used to improve this writing?

*Choose one answer.*

Greater use of conjunctions.

Greater use of word chains.

Use Theme-New structures to connect sentences.

Use of pronouns to avoid repetition.

3.Question 3

Is the following sentence more characteristic of research reports, or professional reports? Why?

*Check one option.*

*“The rapid development of the Chinese hybrid economic model may largely be attributed to the reforms initiated by Chen Yun in the late 1970s and early 1980s.”*

Research report, because it uses passive forms and hedging.

Research report, because it is referring to historical findings.

Professional report, because it is making a recommendation.

Professional report, because it is referring to business

**4.Question 4**

**What are two pieces of advice about writing essays and reports that the academics in lesson 4.1 give?**

***Check two options****.*

Write your executive summary first.

Make a plan but be flexible.

Cite any visual aids taken from other sources correctly.

Focus carefully on your language use when writing your first draft.

5.Question 5

Consider the following data on the proportion of female employees in 6 companies.

|  |  |
| --- | --- |
| Company | Proportion of female employees |
| Company 1 | 39% |
| Company 2 | 29% |
| Company 3 | 58% |
| Company 4 | 48% |
| Company 5 | 73% |
| Company 6 | 45% |

Which form of data graphic would best represent this information?

*Check one option.*

Pie chart.

Line graph.

Venn diagram.

Bar chart.

6.Question 6

Consider the following excerpt taken from the final draft of an essay on leadership.

*The first form of leadership identified by Burns (cited in Hays, 2016), transactional leadership, is commonly associated with everyday management. Transactional leadership is largely seen as recruiting the participation of employees through material rewards, and in cases where employees do not follow directives, through punishments. The appeal of the transactional leader is attained by appealing to employees own self-interest through such things as incentives and job security. The transactional leader is seen as someone who is responsive to external threats and directives from leaders above, and largely works within the organizational culture. Their overall objective is to maintain the status quo. Many writers feel that the transactional leader is somehow inferior to the transformational leader outlined below, but in my opinion organisations need transactional leaders as much as transformational leaders. If an organisation had too many transformational leaders, it would be a case of ‘too many chiefs not enough Indians’. In contrast with transactional leaders, transformational leaders are seen as proactive rather than just reactive. Transformational leaders inspire followers through their ideals, idea and morals rather than ….*

**What *structural* issue does this excerpt have?**

*Check one option.*



It lacks coherence.



The paragraphing is wrong.



It doesn’t answer the question.



It lacks cohesion.

7.Question 7

Consider the following excerpt taken from the final draft of an essay on leadership.

*The first form of leadership identified by Burns (cited in Hays, 2016), transactional leadership, is commonly associated with everyday management. Transactional leadership is largely seen as recruiting the participation of employees through material rewards, and in cases where employees do not follow directives, through punishments. The appeal of the transactional leader is attained by appealing to employees own self-interest through such things as incentives and job security. The transactional leader is seen as someone who is responsive to external threats and directives from leaders above, and largely works within the organizational culture. Their overall objective is to maintain the status quo. Many writers feel that the transactional leader is somehow inferior to the transformational leader outlined below, but in my opinion organisations need transactional leaders as much as transformational leaders. If an organisation had too many transformational leaders, it would be a case of ‘too many chiefs not enough Indians’. In contrast with transactional leaders, transformational leaders are seen as proactive rather than just reactive. Transformational leaders inspire followers through their ideals, idea and morals rather than ….*

**What language issues does this excerpt have?**

*Check two options.*

It sometimes is more like spoken language.

It is sometimes too personal in tone.

It contains a double negative.

It contains some grammar errors.

8.Question 8

When you are checking that you have answered your question when polishing your essay, there are three steps suggested in lesson 4.3a. Here are the three steps presented out of order:

1. Highlight the sentences in your introduction and conclusion that address each part.

2. Highlight which topic sentences address each part.

3. Break down the question into its relevant parts

What is the correct order for this process?

2, 1, 3

2, 3, 1

1, 3, 2

3, 2, 1

**WEEK 5**

**5.1 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Dr Marie Stevenson makes two good recommendations about the use of PowerPoint in presentations. What are they?

*Check two options.*

a. Give out printouts of any PowerPoint slides you use.

b. Don’t use too many PowerPoint slides.

c. Don’t just read out your PowerPoint slides.

d. Make your PowerPoint slides as colourful as possible.

2.Question 2

Dr Stevenson also makes a number of points about use of voice in presentation. Which of the following comments did she make?

1. “Speak directly to your audience.”

2. “Don’t speak too loud so people are forced to listen closely.”

3. “Don’t speak too fast.”

4. “Take pauses.”

*Check one option.*

a. 1,2

b. 2, 3

c. 3, 4

d. 1, 4

**3.Question 3**

**Dr Alyssa O’Brien suggests that there are two challenges facing students doing presentations in academic contexts. What are they?**

a. Determine the format and expectations of presentations in your academic field.

b. Find your own argument and present it with authority.

c. Summoning the confidence to present in public.

d. Having the technical knowledge to create amazing PowerPoint presentations.

**5.2 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following presentation assessment from a Linguistics unit entitled ‘Language and Power.’

*Students will need to individually present each week on the readings for that week. Each student will be allocated a week in which to present. The presentations will last for 15 minutes, with the final 5 minutes allocated to discussion of the topic amongst the tutorial group. Student will be required to quickly present the main points of the readings, find similarities and differences, and try to apply the ideas to real world language situations. They will also need to lead the discussion in the final 5 minutes of the presentation.*

What is the main purpose of this presentation?

*Check one option.*

a. To entertain the audience

b. To practice spoken communication skills

c. To display subject knowledge and critical thinking skills

d. To persuade the audience

2.Question 2

Consider the following presentation assessment from a Linguistics unit entitled ‘Language and Power.’

*Students will need to individually present each week on the readings for that week. Each student will be allocated a week in which to present. The presentations will last for 15 minutes, with the final 5 minutes allocated to discussion of the topic amongst the tutorial group. Student will be required to quickly present the main points of the readings, find similarities and differences, and try to apply the ideas to real world language situations. They will also need to lead the discussion in the final 5 minutes of the presentation.*

You are going to make this presentation next week, and would like to show a video of a short segment of classroom discussion. What are your three most important considerations with regard to Place before you make your presentation?

*Check three options.*

a. The seating arrangement in the room

b. Whether the projector is working.

c. Whether the sound is working.

d. Whether you can use PowerPoint or not.

e. Whether you can play the video file of the classroom discussion on the computer in the room.

3.Question 3

Which of the following are possible ways to organise the body of your presentation, according to lesson 5.2b?

*Check three options.*

a. Chronological order

b. Specific to General

c. Natural structure

d. Residues approach/comparing points of view

e. General to Specific

f. Resources approach

**5.3 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

Consider the following slide from a presentation on crop rotation in the 18th century.



What problems does it have in terms of readability of text?

*Check three options.*

a. There is not enough text.

b. The heading is too large.

c. The body text is too small.

d. There are too many fonts being used on the slide.

e. There is too much text on the slide.

f. There are some misspelled words.

2.Question 2

Consider the following slide from a presentation on crop rotation in the 18th century.



What problems does it have in terms of use of images?

*Check two options.*

a. The images are too small.

b. The images need more contrast to stand out.

c. The pictures are not related to the text.

d. There is not enough space around the images.

**3.Question 3**

**What is signposting language?**

*Check one option.*

a. Language found on signs around university.

b. Language used to preview a presentation in the introduction.

c. Directions on your script about how to use body language in your presentation.

d. Words and phrases designed to explicitly signal the structure of a presentation to an audience.

**5.4 Practice Quiz**

**TOTAL POINTS 3**

1.Question 1

What tips does lesson 5.4a give for engaging your audience?

*Check three options.*

a. Move around the room a lot during your presentation to raise the energy levels.

b. Apologise if you make any errors.

c. Make sure you minimise your accent, if you have one.

d. Make eye contact with your audience.

e. Don’t turn your back on the audience.

f. Model the engagement you want from your audience.

**2.Question 2**

**Which of the following are techniques suggested in lesson 5.4b for engaging your audience at the beginning of your presentation?**

**Check two options.**

a. Tell a joke.

b. Have a short quiz.

c. Put up a discussion question.

d. Talk about how you got to the presentation.

3.Question 3

It’s the end of the presentation, and someone had asked you a difficult question. What do you do?

*Check two options.*

a. Ask them to repeat the question to buy more time.

b. Move on to the next question without answering it.

c. Throw the question back to the audience to answer.

d. Ask them to be quiet for a minute or two while you look up the answer on your phone.

**Summative Quiz - Module 5**

**LATEST SUBMISSION GRADE**

1.Question 1

Consider the following presentation assessment from an undergraduate business unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

Who is/are your audience/audiences for this presentation?

*Check one option.*

B, C and D

A, B and C

D. Imaginary board of directors

A, B and D

A. Students

B and C

A and B

C. Administrative staff

B. Academics

2.Question 2

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

What kind of research will students need to do for the *presentation*?

*Check one option.*

B. Research into the organisation to which the presentation is addressed.

C. Research into the market demographics for the online marketing campaign.

A. None

Both B and C.

3.Question 3

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

What will be the best structure for the body of this presentation?

Narrative structure.

Chronological structure.

General to Specific.

Residues approach.

4.Question 4

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

Your group member would like to give the following introduction to the talk.

*‘Good afternoon everyone. Today’s presentation will outline our proposed online marketing plan for XYZ industries. Our presentation will firstly give the theoretical background for our proposed plan. We will then present information on the demographics we will be targeting, and following that the channels and schedules for the online market plan. We would ask you to please save any questions until the end.’*

What do you think of the introduction?

It’s fine.

It’s missing a thesis statement.

It’s missing an outline of what each presenter will be talking about.

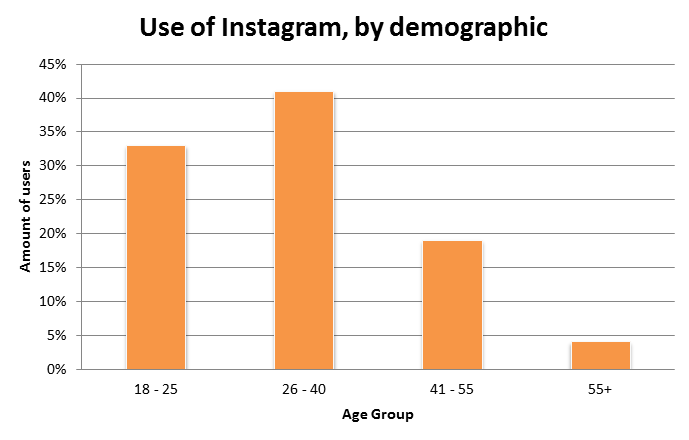
It’s missing a definition of key terms.

5.Question 5

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

Here is an information graphic one of your group members wants to present in the presentation.



What do you think of this information graphic?

*Check one option.*

It’s fine.

The information should be presented as a pie chart

The columns should be different colours.

The information should be presented as a line graph.

6.Question 6

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

One of your group members would like to write out the full script for the presentation. What are two of the drawbacks with this approach?

*Check two options.*

It might result in you missing points or rambling.

It will limit your ability to adapt the presentation to different situations.

Reading off a piece of paper will cause your audience to disengage.

It might lead to your presentation being more unstructured.

**7.Question 7**

**Consider the same presentation assessment from an undergraduate business course unit of study outline.**

***Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.***

**You have started delivering your presentation but you have noticed that the audience seem disengaged, and are not paying attention. What do you do?**

*Check two options.*

Make eye contact.

Smile and stand taller.

8.Question 8

Consider the same presentation assessment from an undergraduate business course unit of study outline.

*Groups of 3-4 will design an online marketing campaign for the organisation of their choice. They will write a report addressed to the organisation’s marketing director, giving reasons for their choices. Groups will also present their campaign in the final lesson of the course. The presentation must be addressed to the company’s board of directors, and will need to ‘pitch’ their marketing strategy to the board, as well as giving reasons for their choices. The presentation will last for 10 minutes, with extra time at the end for questions.*

Someone asks a difficult question at the end, criticising part of your online marketing campaign aimed at students and saying that students use different kinds of online media. What is a suitable reply?

*Check two options.*

“No, you’re wrong. Our research proves our position is correct."

“That’s an interesting point. What are other people’s views? Do you think, as students, you would respond to this campaign?”

“That’s a valid point. However according to Smith and Jones (2015) students …”

“Well, we did a lot of research on this so I think our point is correct.”

**What is the difference between primary, secondary and tertiary sources?**

*Check one option*.

 ***The differences are whether they are first-hand, second-hand or third-hand accounts of events.***

**Which of the following is an example of a secondary source in the Sciences?**

*Choose one option.*

***textbooks***

**Why are different kinds of sources used in different disciplines?**

Check one option.

***Because they use different kinds of information in different ways.***

**According to Pat, where can you conduct the most fine-grained searches for information?**



***journal databases on the library site***

**What two differences does Pat identify in information sources that come from different places, for example from Google or library databases?**

*Check two options.*

******

***quality***

******

***Range***

**Why do you need to consider what information you already have on a subject?**

*Check two options*

******

***to identify additional evidence you need***

***.***

******

***to identify gaps in your knowledge***

**What are some synonyms for ‘artificial intelligence’?**

*Check two options.*

******

***robot***

******

***machine learning***

#### 2.4b Developing a Search Strategy

Does using quotation marks on search terms, such as “artificial intelligence”, widen or narrow your search?

******

***Narrow***

Does using **AND** in your search widen or narrow your search?

***narrow***

Does using **OR** in your search widen or narrow your search?

*Check one option.*

******

***Widen***

#### 2.4c Documenting and Evaluating the Search Strategy

**How does Anne Goodfellow define an information need?**

*Check one option.*

******

***You don’t have an answer and you’re motivated to find the answer.***

#### 2.4c Documenting and Evaluating the Search Strategy

**What two reasons does Anne give for documenting your search strategies?**

***Check all that apply.***



***Because it saves you time.***

******

***Because it stops you searching the same places and repeating yourself.***

**WEEK 3**

**3.1**

**How can we tell if an information source has a scholarly purpose?**



***a. By the language used.***

******

***b. It has a reference list.***

***C draws***

What do we mean by the ‘authority’ of an author?



***Their credibility and reputation***

**What is an example of an information source created for an academic audience?**

***d. Peer-reviewed journals***

**When we check for objectivity, and we check to see if the writer has an agenda, we are checking to see if their writing shows any \_\_\_\_\_\_\_\_.**

***Bias***

**What is one way that we can check on the accuracy of information presented in an information source?**



***accuracy of cited information***

**If an information source shows currency, it means the information source is \_\_\_\_\_.**

***Up to date***

**3.3 a**

**Which pieces of information does this lesson recommend you include in the file name of an ebook, journal article, or course reading?**

***keywords***

***author’s surname***

***year of publication***

**Who do you think the main audience is for Wikipedia articles?**

1. ***the general public***