

This document contains all text in the 5 Communication and Research Skills (CARS) modules

Communication and Research Skills (CARS) Module 1 - Start Your Assignment Right

SLIDE 1

Unpack the Question

Not sure what to do with your assignment?

Get started by unpacking the question!

Outcomes

By the end of this section you should be able to:

- Understand the expectations of academic writing at UWA
- Understand how assignment questions are framed
- Generate questions based on an assignment task

SLIDE 2

Before you begin the task of unpacking your question it is a good idea to review your unit outline so that you understand your unit requirements and assessment.

IMAGE OF UNIT OUTLINE

Contact details

Check the LMS site often! The Unit Coordinator will use LMS to distribute important messages about the Unit.

If you have a question about the unit, post your questions to the Discussion Forum in your LMS unit. The Forum is monitored by lecturers and tutors

Students should only email the Unit Coordinator about personal matters. Professor Jane Xyz: jane.xyz@uwa.edu.au

Be sure to check your instructors' communication preferences!

Unit description

Overview

This unit offers an introduction to climate change, with particular emphasis on popular opinion. It aims to assist you in separating fact from fiction and better communicating this issue.

Look for clues about the purpose of your assessment.

Learning Outcomes

Unit description

Learning Outcomes

At the end of this unit, you will be able to:

1. Describe the key debates about climate change
2. Evaluate depictions of climate change issues in the mass media
3. Construct a clear, logical and concise written argument, backed up by appropriate scientific evidence

Review the learning outcomes before starting your assignments. These indicate what your instructors think are the most important parts of the unit.

Unit Structures

Unit description

Unit Structure

There is one lecture per week over 10 weeks, and two tutorials, focussing on group discussion of the lecture/readings content and on your assignment preparation

Your unit structure will contain information about the context of the unit.

Assessment

Assessment

Students demonstrate achievement of the outcomes in a variety of ways; class participation (15%), written essays (40%), tutorial presentations (25%) and examinations (20%)

It is very important to note details such as weighting and due dates of assignments.

Academic Conduct

Academic Conduct

The University takes very seriously the matter of academic conduct by students. Policies are in place defining misconduct (including plagiarism) and the penalties that apply. The consequences can be severe, including exclusion from the University.

All students are to make themselves aware of the definitions and policies relating to academic misconduct, and with any additional requirements or stipulations provided by individual coordinators.

Learn more about the importance of academic integrity in the Academic Conduct Essentials unit (ACE).

Textbooks and Resources

From the University Library website, access Course Materials Online (CMO) for a list of digitalised materials (such as book chapters) for this unit. Search OneSearch to find materials that are on High Demand (three hour loan) in the subject libraries.

All lecture slides, lecture notes, lecture handouts and any recommended or supplementary readings will be accessible via the unit website on the University's Learning Management System (LMS).

Your suggested resources and reading lists may be a good starting point for your assignment research.

SLIDE 3

Example Question:

Throughout this module we will be using this typical assignment question for first year students:

Q

In the Australian mass media, climate change is often described as being the rise in global temperatures. However, some would argue that climate change is not just about global warming. Discuss, citing examples from the last 10 years.

SLIDE 4

Unpack the question

Successful students approach an assignment by breaking down the question into its key parts:

- 1 Task
- 2 Topic
- 3 Scope

Watch this video to see how this is done.

Video transcript

Unpack the question

(From *How to answer assignment questions*)

Introduction

With any new assignment, starting with the question is a good idea – *before* you begin researching and writing.

Understanding exactly what the assignment question is asking you to do is the key to success. Here's how you can unpack the question:

Unpack the question

You can break down any assignment question into three key components: *The task, the topic and the scope*.

Say the assignment asks you to:

“Review the scientific evidence for evolution.”

From here you can break up the question into the task, topic and scope.

The word ‘review’ is the *task* – it’s what you’re being asked to do; ‘evolution’ is the *topic* of the assignment; and most importantly, the ‘scientific evidence’ part limits the *scope* of the assignment.

Once you’ve identified the *task, topic and scope*, you can unpack these three elements further.

Let’s look at the task first:

Task

The *task* sets out what you’re being asked to *do*.

In assignment questions, you’ll often see directions such as ‘argue,’ ‘contrast’ and ‘define’; these are ‘task words.’

At university, these task words have specific meanings which tell you what you have to do.

Now let’s look at the topic and scope of the question more closely.

Topic and Scope

The topic is usually the easiest thing to spot - which makes it tempting to start the assignment without checking what the question is really asking you to do.

To avoid getting off track, look at the topic and the scope of the assignment together. This way, you can see the limits of the assignment and start planning the best way to approach it.

Together, the topic and the scope give important clues about how much you have to do, and in what depth.

Note that this question specifically asks you to review the scientific evidence on the subject (not just to write about evolution).

You can see the scope puts limits on the topic of the assignment.

Make sure you understand the *scope* of the project before you start researching and writing so you don't go off track.

Looking at the three key elements of the assignment together will ensure that you answer the *whole* question.

So, each time you get a new assignment question, ask yourself:

- What's the task?
- What's the topic?
- What's the scope?

Unpacking the question first will keep you on track so when you start researching and writing you'll know exactly what to focus on.

SLIDE 5

TRY THIS:

Test your ability to break the question down into its key parts:

DRAG the highlighted words and DROP them into the correct box.

In the Australian Mass Media, climate change is often described as being the rise in global temperatures. However, some would argue that climate change is not just about global warming. Discuss, citing examples from the last 10 years?

Answers:

Task: Discuss, Citing examples

Topic: Mass media, Climate change, global warming

Scope: Australian, last 10 years

SLIDE 6

Interrogate the question

Once you have broken down the question into its parts, the next steps are to interrogate the question.

View the following video for a good summary of this skill.

[Video transcript](#)

Interrogate the question

(From *How to answer assignment questions*)

Introduction

Once you've unpacked the assignment question and considered the task, topic and scope, you can look at what you already know and start thinking about what you need to do to answer the question.

This is a good time to *interrogate the question*.

Interrogate the question

Interrogating the question means looking at the assignment and seeing if you can extract more information from it.

This is the *thinking* stage. The more thinking and planning you do *before* you start writing, the more focused your research and writing will be.

This will help you to consider the *whole* question, and think about what the person marking your assignment will be looking for.

To interrogate the question, use the '5 Ws and 1 H.' This means looking at the question and asking:

Who (or which), What, Where, When, Why, and How.

This will help you to go into more depth and put the question into some sort of context.

Using the example question we looked at earlier, when you apply the '5 Ws and 1 H' to the assignment question, you can come up with other questions that might strengthen your focus.

For instance, you could start interrogating the question, and jotting down a few ideas such as:

- *What 'scientific evidence' should you focus on? From what research area? (Plant, marine, human biology?)*

- *Whose evidence?* Are you going to focus on research from a particular country (Australia, US, India, etc.)
- *The evolution of what exactly?* (Plants, humans, other animals?)
- *Or maybe, when?* Are you going to look at recent studies or earlier research, or both?

Applying the '5 Ws and 1 H' to the question will help you decide on the focus and direction of your assignment and keep you on track so you don't waste time finding information you don't need.

This is the benefit of thinking and planning *before* you start writing. Spending time on planning at this stage will focus your research and you'll be better equipped to answer the whole question.

SLIDE 7

As you've seen interrogating your question is a core way to unpack it...

This next activity will get you thinking about the types of questions you will need to ask for your assignment focus.

WHO (or WHICH)?	WHAT?	WHY?
WHERE?	WHEN	HOW?

Use the 5W's and 1H to unpack your assignment question

SLIDE 8

Interrogate the question

Our main TASK word is to "DISCUSS"

Which of these two questions would best help to unpack our task?

1. What are the key points that need to be discussed to address this question?
2. What are the main arguments I can make in support of this issue?

[Click here to see sample question](#)

In the Australian Mass Media, climate change is often described as being the rise in global temperatures.

However, some would argue that climate change is not just about global warming. Discuss, citing examples from the last 10 years.

Answer: 1. What are the key points that need to be discussed to address this question?

SLIDE 9

Interrogate the question

Our TOPIC words are: Mass media, Climate change and Global warming.

Which of these two questions would best help to unpack our topic?

1. What else is climate change about besides 'global warming'?
2. How much have global temperatures risen?

Answer: 1. What else is climate change about besides 'global warming'?

SLIDE 10

Interrogate the question

Brainstorming refers to the process of writing down anything you know or want to find out about your topic - without judging, or trying to refine or restrict your ideas.

Free-writing and mind mapping are two techniques to get your creative juices flowing.

SLIDE 11

Interrogate the question

Free-writing is a pre-writing technique that can help you get ideas down your topic.

Try free-writing by jotting down anything that comes to mind on these two questions below:

What else is climate change about?

Write whatever comes to mind

Where shall I look for mass media examples?

Try not to filter your thoughts

Slide 12

Mind Maps

Mind Mapping is a way to visually organise your ideas and the relationships between them.

ACTIVITY: Brainstorming and Free Writing

Mass Media + Climate change in Australia

Examples of media portrayals to discuss

Popular documentary on global temperature changes

Climate change as global warming

Climate is also ecological collapse, weather changes

Key media outlets (last 10 years)

SLIDE 13

Once you've completed this process of unpacking, interrogating and free writing on your question, you will be in a much better position to begin your research.

You would revisit this thinking and planning process as you research and become more informed about your essay topic.

SLIDE 14

Look for more clues

You don't have to be a great detective to find out what is expected of you.

Watch this short video to get some ideas of where to look and what to look for.

Hunt for more clues

(From *How to answer assignment questions*)

Introduction

Unpacking and interrogating the question will make sure you've considered the whole question and looked at all the possibilities. Now it's time to hunt for more clues. In particular it's a good idea to think about what the person marking your assignment will be looking for.

Hunt for more clues

Be on the lookout for clues from the assignment description, paying particular attention to details like:

- Is there a list of the assessment criteria?
- Is there a breakdown of marks, especially if there are sub-sections worth different percentages?

- Are there any specific formatting or presentation requirements?
- Have they specified a referencing style you should use?
- And, lastly, what is the word limit? (This is an important one. The general rule is to make sure you keep within 10% of the word limit either way because too little, or too many words, could end up costing you marks.)

Finally, after analysing the question, if there's anything you're unsure of, ask your lecturer and tutor for more details.

Making sure you know all the requirements for your assignment and sticking to the guidelines (like keeping to the word limit and using the correct referencing style and format) will ensure that you don't lose marks needlessly. Doing some detective work before you start writing will make sure you get the best marks you can.

SLIDE 15

Look for more clues

The marking key or assignment guidelines can tell you what is required.

Here is an example marking key, showing what is expected to achieve each grade level.

High Distinction (80% - 100%)

Content and research skills (40%)

- * Extensive, relevant and current reading.
All aspects of the question are addressed in depth.
- * Applies evidence and integrates convincingly with arguments.

Critical analysis, argument and original content (40%)

- * Detailed and insightful analysis of the issues
- * Sophisticated argument showing a high level of understanding, analysis of differing view points and the implication of these.
- * Insight into the topic and adds original thought to the debate.

Organisation, presentation and referencing (20%)

- * All aspects conform to highest academic standards.
- * Very well-written logically structured. Free of spelling and grammatical errors.
- * All sources appropriately acknowledged using correct referencing style.

(Distinction 70-79%)

Content and research skills (40%)

- * High level of relevant reading. Most aspects of the question are addressed in depth.
- * Applies evidence appropriately to support or refute arguments.

Critical analysis, argument and original content (40%)

- * Detailed analysis of the issues. Understands and analyses the differing points of view, and the implications of these.
- * Demonstrates insight into the topic and contributes some original thought.

Organisation, presentation and referencing (20%)

- * Most aspects conform to high academic standards
- * Coherent, effectively structured and free of spelling and grammatical errors.
- * Most sources are acknowledged with correct referencing style.

Credit (60%-69%)

Content and research skills (40%)

- * Adequate level of reading. Many aspects of the question are researched sufficiently.
- * Understands most of the theoretical issues and compares evidence in a satisfactory manner.

Critical analysis, argument and original content (40%)

- * Analysis of the issues involved and insight into the topic at a basic level.
- * Argument shows evidence of some basic understanding of the differing points

Organisation, presentation and referencing (20%)

- * Most aspects conform to acceptable academic standards.
- * Organization of thought aids the argument. Minor spelling and grammatical errors.
- * Most sources are acknowledged, with minor errors in the referencing.

Pass (50-59%)

Content and research skills (40%)

- * Question is addressed, but only some aspects are researched adequately.

- * Understands some of the theoretical issues but fails to compare the limited evidence provided.

Critical analysis, argument and original content (40%)

- * Very limited analysis of the issues.
- * Argument shows only a basic understanding of the topic and an awareness of some of the issues involved.

Organisation, presentation and referencing (20%)

- * Only some aspects conform to acceptable academic standards.
- * Organization of thought allows relatively easy reading. Spelling and grammatical errors.
- * Most sources acknowledged, but consistent errors in the referencing.

SLIDE 16

Well done, you have completed Module 1. Close this window to return to the CARS unit page.

Communication and Research Skills (CARS) Module 2 transcript

Find the best evidence

Slide One

Information search skills are important for your academic success!

Overview

By the end of this module, you should be able to:

- Decide what sources you need
- Find information
- Look at information with a critical eye
- Reference your sources

Slide Two

Example Question:

Throughout this module we will be reusing this typical assignment question for first year students (as seen in module 1): In the Australian mass media, climate change is often described as being the rise in global temperatures. However, some would argue that climate change is not just about global warming. Discuss, citing examples from the last ten years.

Slide Three

Finding Scholarly information

To find scholarly information, where do I start?

A good place to start is the unit's reading list in your LMS.

The references listed may be very relevant to your assignment topic; look them up in OneSearch to find similar materials.

- Contact Details
- Unit Description
 - Learning outcomes
 - Unit Structure
- Assessment
- Academic Conduct
- **Textbooks and Resources**

Slide Four

Where should you search? OneSearch!

OneSearch is the library's search tool for finding print and online materials.

Watch this video for tips on using Onesearch:

https://www.youtube.com/watch?feature=player_embedded&v=OCXnQcvJssg

Video transcript

Okay—here it is. Now we want to navigate to this OneSearch 'header'. Click on that.

Now, in order to access the full functionality of OneSearch we need to log in, and for that we will use our Pheme password.

Let us do that now.

Now, the first thing we are going to do is try a basic search. Let us try something like "climate change" AND "mass media". You will see that I am using 'AND' to combine the two phrases--"climate change" AND "mass media". You can use 'OR' instead of 'AND' and it will give a wider search result.

So, you can see here we have 798 results for our query--and you can see most of the results here are articles. Let us just say that we want see what books are available in the library on the subject. We would go over to theses 'limiters' or 'facets' on the side of the page and select 'available in the library'.

So, we have four books here that appear to relate to our search topic. You will notice there is a tab saying 'check availability', so you can click on that and we can see the location and call number of that book. This one is in the Reid Library. There is the call number and it is in the main collection on the third floor--and we can see that book is available.

We can see at any point we can remove *any* filter we have applied by clicking the link above the list--just like this.

So you can see by clicking that we have come back to our original search results of 798. Let us try this 'peer-reviewed articles' limiter.

You can see here we have a result of 387. Okay, so let us have a look at how we can view this resource online. ok, we will just scroll down to this article and we will click on the 'view online' tab; and you can see it is available from a number of databases there. Okay, let us go ahead and open that up.

You can see there it takes you to a new window and there is the full PDF text for this article and you can view that online or download that.

We have 387 articles here -- let us try to narrow it down a little more. I am going to try everything after 2010. We will just do that and then click 'refine'.

Okay, let us refine our results a little more. You will see there is a number of options here on the side. Let us try this 'more options' tab. It open up, and you can see we have a number of different options available.

It opens up and you see we have a number of different options available. Let us just say I am interested in 'journalism' and 'politics'. Let us 'tick' these. We will go 'continue' and let us see what we get.

Just 82 results, and you can even further limit your results by using these 'facets' on the side. For example, by author, by publication, by resource type or by subject.

Okay, so that is just a basic introduction to using OneSearch. You can see how we started with around about 800 entries there and we have narrowed it down to about 80. You can use these 'limiters' on the side to further refine your results.

It is also worth investigating some of the 'search tips' that are available on the OneSearch homepage via this tab. Inside you will find greater detail about more complex search techniques.

Slide Five

Building your search:

Search operators help you get the best results by specifying how the key concepts are searched.

Watch this animation to learn more:

https://www.youtube.com/watch?feature=player_embedded&v=VG9M8SPhgpc

Animation description

The image shows blue and black squares. Searching for the words blue OR square retrieves blue squares as well as black squares. Searching for the words blue AND square retrieves only blue squares (fewer results). Searching for the exact phrase "blue squares" using double quotation marks retrieves an even smaller set of results. [End of animation]

Journal articles are collected in a variety of databases which sometimes provide more focused search results than using OneSearch. This is because they use specialised subject terms specific to a subject area.

Also, OneSearch does not search *all* databases to which UWA has access, so you get more comprehensive results if you try other search tools. You can access the databases through the library's subject guides or through OneSearch. This is especially important if you're off campus.

If the full text for the journal article is not within the database you are searching, look for the "Find it at UWA" link, which will check to see if you can access the article through another online database.

OR expands search using synonyms,

AND Narrows a search by combining terms,

"" Using quotation marks will return only those exact words in that exact order.

Slide Six

The EXCLUDE function (under "more options") can be used in OneSearch to help you narrow your results.

Slide Seven

How can you improve your search results? Test your ability to expand or reduce your results.

DRAG the boxes above and DROP them into the correct heading below:

- add concepts using "AND"
- Remove concepts using the "EXCLUDE" Function
- Add limits (such as year, material type, subject)

You can expand your search criteria by:

- Remove limits (such as year, material type, subject)
- Include synonyms, using "OR"

Slide Eight

Finding Scholarly Information

You can find scholarly, also known as peer reviewed, articles in OneSearch.

Tip, the view online link in OneSearch will take you to the article.

Slide Nine

Decide What Sources You Need

Your lecturer may suggest using particular types of resources. Why does it matter? Good Sources = good assignments.

Click on the image to learn more about the different types of sources:

Tertiary: sources that review or summarize well-established areas of knowledge or practice. Often give an overview of existing primary and secondary materials Great starting point for researching a topic.

Secondary: sources that analyse, interpret, argue, review report on or present existing and emerging knowledge or provide new perspectives.

Primary: Documents or artworks created in the context or period that is being studied. They can be evidence of a thought or understanding at a particular moment in time. Can also refer to a new and original idea or area of research.

Slide Ten

Find The Best Evidence

Finding Scholarly Information

You can also find scholarly articles in other online databases. View the UWA library Subject Guides for advice on databases for your subject.

Want more info? Click here to listen to more information about finding journal articles.

Journal articles are collected in a variety of databases which sometimes provide more focused search results than using OneSearch. This is because they use specialised subject terms specific to a subject area.

Also, OneSearch does not search *all* databases to which UWA has access, so you get more comprehensive results if you try other search tools. You can access the databases through the library's subject guides or through OneSearch. This is especially important if you're off campus.

If the full text for the journal article is not within the database you are searching, look for the "Find it at UWA" link, which will check to see if you can access the article through another online database.

Slide 11

Find The Best Evidence

Finding scholarly information.

Have you heard of **Google Scholar**? It can be used for finding scholarly resources across a variety of subject disciplines and formats

TIP: When using google scholar, go to the settings to add UWA as a Library Link. Then you will be able to access full-text articles via UWA.

Slide 12

Find The Best Evidence

In this activity, match the information resources to the best search tool:

Search Tools

A. OneSearch

B. Databases (Find these in the subject guides)

C. Google Scholar

D. Web Searching

Information Resources

- I need to do in-depth searching in my subject area.
- I'm just getting started. I need to find books, articles, databases and more at UWA
- I need to explore the broadest range of scholarly resources
- I'm looking for reports from government, NGO or corporate websites

Answers:

- I need to do in-depth searching in my subject area. B Databases
- I'm just getting started. I need to find books, articles, databases and more at UWA. A OneSearch
- I need to explore the broadest range of scholarly resources. C Google Scholar
- I'm looking for reports from government, NGO or corporate websites D Web searching

Slide Thirteen

Find The Best Evidence

Finding Scholarly Information

When you write at uni, you need to search for evidence that will support your argument.

For essay writing, what does it mean to 'use evidence'? Which two answers are correct?

- A. Using examples and research findings to support and validate your ideas.
- B. Demonstrating that you have investigated and synthesized information from many sources.
- C. Conducted original experiments by yourself.

The correct answer is A and B. You need to be able to find and discuss evidence from a range of other sources to show you have considered different perspectives on your topic.

Slide Fourteen

Find The Best Evidence

Questions to guide your reading:

When reading, ask yourself: Can this article or book be used to...

- WHO (OR WHICH)
- WHAT
- WHY
- WHERE
- WHEN

- HOW
- Support a wider scientific definition of climate change?
- Demonstrate bias in mass media portrayals?
- Provide an example of Australian mass media reactions?

Slide fifteen

Find The Best Evidence

Effective reading. Click on the following headings for some effective reading techniques.

1. Identify your purpose: As you read, keep in mind your information need and what questions you need to answer to address your assignment task.
2. Skim: Skimming is an important skill to help you quickly decide if a resource will meet your information need. Focus on article summaries, headings, diagrams and opening and closing paragraph sentences.
3. Read in Depth: When you identify a relevant article, you will want to spend more time considering the author's arguments. Use techniques such as annotating the text, visually representing the main concepts or questioning how the information relates to your information need.
4. Reflect: By reflecting, you relate what you have read to the assignment task. This will help you apply these new ideas to support your own argument.

Slide sixteen Find The Best Evidence

Critically Evaluating Information.

You should evaluate information for its:

- Currency – is the information up to date?
- Authority – Has the information come from a reliable source?
- Relevance – Is the information relevant and answer your question
- Accuracy – Is the information well researched and supported by evidence?

Slide seventeen

Find The Best Evidence

Decide what sources you need.

Do you need to find scholarly sources? Let's practice identifying them! Which of these is a scholarly journal?

- a) The Economist is a scholarly journal:.
- b) The Journal of Agricultural Science is a scholarly journal:

Answer: B The Journal of Agricultural Science

Slide Eighteen

Find The Best Evidence

Critically Evaluating Information.

Click here to show Example Question: In the Australian mass media, climate change is often described as being the rise in global temperatures. However, some would argue that climate change is not just about global warming. Discuss, citing examples from the last ten years.

Take a look at this article:

Wikipedia. (2015). Media coverage of climate change. Wikipedia. Retrieved 18th June 2105, from http://en.wikipedia.org/wiki/Media_Coverage_Of_Climate_Change

Should you use this information in an academic essay?

Click 'Next' to answer on the next page

Slide Nineteen

Find The Best Evidence

Critically Evaluating Information.

Should you use this information in an academic essay?

Do you agree with these statements?

Q1: The information in this article is current? Yes No

Answer: Yes. The dates of the reference cited, and how recently the information was published indicate currency. This webpage was updated recently. Look for a “recently updated” or “last modified” date, usually at the bottom of the page.

Q2: The information is relevant to the assignment? Yes No

Answer: No. You must consider multiple factors when deciding relevance – Is the information appropriate in an academic setting, is it secondary, primary or tertiary, and is it relevant to my topic? It is okay to use tertiary information when starting out though, because it helps develop your understanding.

Q3: The information has potential biases? Yes No

Answer: Yes. A balanced discussion that considers multiple views is an indicator that an article has minimal bias. However, as we do not know who the author is we can not be sure that it is free from bias. You would have to explore it further and compare it to other sources before being sure.

Q4: The article has lots of references so it must be valid? Yes No

Answer: No. While the information appears to be supported by evidence and well-founded, you will have to look closer at the references for reliability and bias before deciding if the information is valid. The number of references is not an indicator of validity.

Slide twenty

Find The Best Evidence

Referencing

Academic integrity is highly valued at UWA, so it's essential to know how to cite your sources!

Step one: Make sure you have all of the relevant details about your sources.

Books or articles

Title: Book, chapter, article, journal

Names: Author, editors

Year: of publication

For books: place of publication and publisher

Online: DOI, URL, database, access date.

Websites

- Title of webpage
- Publisher or author
- Date of publication
- Access Date

Slide twenty-one

Find The Best Evidence

Referencing

Step two: Format your references.

A referencing style tells you how to format:

1. **In text citations** – References throughout your assignment.
2. **End text citations** –References at the end of your assignment.

Common Styles:

- Australian Guide to Legal Citation
- APA

- Chicago
- Harvard
- MLA Citation style
- Musicology
- Oxford
- Vancouver

TIP 1: Check your assignment guidelines or unit outline for which style to use.

TIP 2: View the UWA library's referencing guides to see the formatting requirements for a given style.

Slide Twenty-two

Find The Best Evidence

Referencing

The two main types of in-text citation styles are author/date and numbered.

- In-text citation example – Author/Date: Climate change is detected through changes in, for example, rainfall, ocean acidity and average temperature (Burroughs, 2007)
- In-text citation example – Numbered: Climate change is detected through changes in, for example, rainfall, ocean acidity and average temperature.¹

In Numbered styles, the full reference is included in footnotes or at the end of the document in numerical order.

Slide Twenty-three:

Find The Best Evidence

Referencing: Try this!

Your **end-text** reference includes important elements for locating the source of your information. Practise putting this book chapter reference in order using the APA Style Drag each element to the correct place..

Macmillan Press (1998). (pp. 22-34).
The New American Workplace. In P. Thompson (Ed.), London: Milkman, R.
Workplaces of the Future

APA reference list template:

Author surname, Initial. (Year). Chapter title. In Initial. Editor Surname (Ed). *Book title* (pp. xxx-xxx).
Location: Publisher

Correct answer: Milkman, R. (1998). The New American Workplace. In P Thompson (Ed.), *Workplaces of the future* (pp. 22-34). London: Macmillan Press.

Slide twenty-four:

Find The Best Evidence

Some unit coordinators at UWA require students to submit assignments through Turnitin, which is a program used to determine the works originality.

Check your LMS to find out if **Turnitin** is being used in any of your units.

Slide Twenty-five:

Find The Best Evidence

Well done, you have completed this module!

Close this window to return to the CARS unit page.

Communication and Research Skills (CARS) Module 3

Slide 1

Write your assignment – overview

In this module, you will improve the way you:

- Structure your assignment
- Build your argument
- Use evidence
- Review your work
- Use feedback to improve your work

Slide 2

Structure your assignment – Stop and think!

University assignments generally have an introduction, body and conclusion. What you expect to find in each? Roll over the diagram for our advice.

Your introduction is like an inverted triangle. Begin with the broad topic. End with your narrow argument (thesis statement), purpose and/or structure.

Body paragraphs are the place to develop different parts of your topic. Link these to your purpose and/or thesis statement.

Your conclusion is like a triangle. Begin with a narrow confirmation of purpose and/or argument, and a summary of your ideas. End with the broad significance and/or implications of these ideas.

Slide 3

Structure your assignment - Try this!

Drag and drop elements that fit under each part of your assignment.

Introduction

General statements of topic, significance and context, followed by specific statements of purpose, argument and/or structure.

- Yes, that's right! Use your introduction to set the scene and guide readers about what's coming next.

Body

Topic sentences linked to purpose, argument and/or structure, followed by explanations, evaluations, evidence and examples.

- Yes, that's right! Body paragraphs are the place to develop and support your ideas.

Conclusion

A summary of ideas, purpose and/or argument, followed by the overall significance and/or implications of your ideas.

- Yes, that's right! Use your conclusion to summarise ideas, then leave your reader with something to think about.

Slide 4

Structure essays and reports – Try this!

Do you know the common differences between essays and reports? Drag and drop statements that apply to each under the headings.

Essays

Purpose – Analyse and discuss issues and ideas

- Yes, that's right! Essays are generally designed to analyse and discuss issues and ideas.

Format – Paragraphs of continuous text

- Yes, that's right! Essays usually contain paragraphs of continuous text.

Features – Thesis statement and reasoned argument

- Yes, that's right! Essays frequently contain a thesis statement and reasoned argument.

Reports

Purpose – Present and discuss facts and findings

- Yes, that's right! Reports are generally designed to present and discuss facts and findings.

Format – Paragraphs divided into sections with headings

- Yes, that's right! Reports usually contain paragraphs divided into sections with headings.

Features – Visual elements like tables, figures and bullet points

- Yes, that's right! Reports frequently contain visual elements like tables, figures and bullet points.

Slide 5

Structure reports – Take a look!

For tips on how to write an effective report, click on each of the elements below.

Title

Use your **Title** to indicate the topic or main finding of your report. Make it interesting, but precise and informative.

Introduction

Use your **Introduction** to set the context of your report and establish its importance. Where relevant, outline key definitions, your purpose and/or your hypothesis.

Body

Group **Body** paragraphs into sections according to topic and function. Research reports, for example, typically include Aims, Materials and Methods, Results, and Discussion.

Conclusion

Use your **Conclusion** to summarise key points and main findings. Suggest implications and reinforce the significance of your work.

Abstract or Executive Summary

Note: You may not be asked to provide an abstract or executive summary. Ask your tutor or unit coordinator if you're not sure.

Provide an **Abstract** (summary of content) for a scientific report or journal article or an **Executive Summary** (summary and recommendations) for a business report or project proposal.

Slide 6

Structure essays – Watch this!

To see a well-written essay introduction, body paragraph and conclusion, watch this video.

VIDEO TRANSCRIPT:

Sample essay

Introduction

You can see that this sample introduction:

1. Opens with a general statement about the topic and its importance
2. Provides some background information to set the context.
3. State the position the author is taking: the thesis statement.
4. Mentions the points the essay will cover.

(The introduction is the first step in achieving your essay's purpose, which is to persuade your reader by presenting a compelling and convincing argument supported by valid evidence.)

Body

A typical body paragraph:

1. Develops an aspect of the argument.
2. Opens with a general statement or topic sentence.
3. Provide examples, evidence, explanations and evaluations to support each idea or statement.

(Effective body paragraphs support your argument through strong reasoning and scholarly evidence.)

Conclusion

An effective conclusion then:

1. Restates the author's position, rewording the thesis statement.
2. Sums up the main points made in the body.
3. Finishes with a strong statement about the wider context to demonstrate the significance of the essay.

(Your conclusion summarises your research and thinking, and leaves the reader thinking about the implications of your ideas.)

Slide 7

Build an argument – Take a look!

Effective essay writers thread their argument through each part of their assignment, linking ideas in the introduction to those in the body and the conclusion. Roll over each part of the diagram to find out more.

Introduction

Include a thesis statement (your argument) and the main points you will use to support this.

Body paragraphs

Develop your argument, discussing one main point in each new paragraph. Provide evidence to support each point.

Conclusion

Tie your argument together by restating your argument and summarising the main points you have made.

Slide 8

Build an argument – Watch this!

The core of an academic argument is your thesis statement. Effective thesis statements address the question. They are debatable, supportable and limited in scope. Watch this video to find out more.

VIDEO COVERS:

Introduction

A well written thesis statement:

Addresses the question - corresponds to your assignment question or task. This allows you to write in a way that is relevant.

Is debatable – it also contains a thesis that can be defended or refuted. This allows you to write in a way that is analytical.

Is supportable – a thesis statement is written in a way that allows you to support it with academically accepted evidence. This allows you to write in a way that is logical.

Limits the scope – and finally, your thesis statement limits the scope to what is achievable within the word limit. This allows you to write in a way that is clear, cohesive and concise.

Slide 9

Build an argument – Try this!

Question: The mass media often uses ‘climate change’ and ‘global warming’ interchangeably, but this isn’t accurate. Discuss.

Click on the most effective thesis statement for the essay question above:

1 This assignment will discuss how the mass media often portrays climate change as just global warming.

1 No. This just repeats the given topic.

2 Although there is more to climate change than global warming, the mass media often simplify this issue to communicate to a wider audience.

2 Yes! This outlines the writer’s position.

3 Climate change is the greatest threat to humanity ever, and drastic action needs to be taken, which I will outline.

3 No. This goes off topic.

Slide 10

Use evidence – Stop and think!

Academic arguments require thinking critically about evidence. Use this checklist to see whether you have done the critical thinking required for university assignments.

Have I:

Gathered a variety of appropriate referenced evidence?

Analysed what I’ve read, identifying main points and themes?

Compared different theoretical perspectives?

Been alert to writers’ biases, including my own?

Thought about gaps in logic and about what has not been said?

Evaluated claims and evidence?

Integrated ideas from a range of sources?

Formed my own conclusions?

Slide 11

Use evidence – Try this!

Show that you are thinking critically about evidence by beginning most paragraphs with ideas in your own words (your voice), and then integrating other people's words and ideas (their voices) into your argument. Click on these examples to find out more.

'Global warming' and 'climate change' have been used interchangeably in recent times to convey a new urgency around environmental issues.

Statement 1: This paragraph begins with a topic sentence with the topic and main point in the student's voice.

The United Nations Framework Convention on Climate Change define it as 'a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere' (2011, p. 5).

Statement 2: The student develops the topic with a quote from another source, referencing it clearly.

Such definitions minimise natural causes. Instead they emphasise human contributions to climate change and position global warming as a key issue.

Statement 3: The two sentences following the quote explain and analyse the quote, linking it to the student's main point.

By highlighting the largely man-made problem of global warming, they suggests a desire to motivate action on environmental issues.

Statement 4: The final sentence reinforces the paragraph's main point and the significance of what has been established.

Slide 12

Use evidence – Take a look!

Support and develop your ideas with different types of evidence, appropriately referenced. Hover over these types to find out more.

Direct Quotation

A direct quotation uses the exact words of another author. Enclose quotes in quotation marks.

Paraphrasing

Paraphrasing involves expressing someone else's idea(s) in your own words, without changing the original meaning.

Summarising

Summarising is using your own words to provide an overview of the main ideas of another text.

Tables and Figures

Tables and figures are used to display raw data, or to highlight information that is better described visually.

Slide 13

Use evidence – Watch this!

To learn more about using evidence, watch this video.

VIDEO COVERS:

Use evidence

Here we look at how to use direct quotations, paraphrasing, summarising and tables and figures when you write.

Direct quotation = using exact words

When you quote:

5. **Know why** – Be clear about your purpose: will you use the quote as support, or will you critique its ideas?
6. **Quote sparingly** – Keep your quotes to less than 10% of your word count. Only choose quotes that do or say exactly what you wish to express.
7. **Integrate quotes** – Introduce quotes and follow them up with a discussion.
8. **Use quotation marks for short quotes; block text for long quotes** – Enclose short quotes in quotation marks. Set off long quotes in block text, without quotation marks.
9. **Reference appropriately** – Include page numbers, using the required citation style.

Paraphrasing = significantly rewording ideas

To paraphrase (not plagiarise):

4. **Know why** – Be clear about your purpose: will it help develop your ideas?
5. **Read, look away, make notes** – Read first, then look away and make notes.
6. **Check** – Check that you've kept the original meaning but used different wording.
7. **Repeat** – Identify any strings of exact words. Paraphrase these or place quotation marks around them.
8. **Reference appropriately** – Reference using the required citation style.

Summarising = significantly reducing text length

To summarise:

4. **Know why** – Be clear about your purpose: will it help develop your argument?
5. **Skim and make notes** – Skim read the text, noting only main points.
6. **Summarise** – Summarise your notes.
7. **Check** – Check that you've kept the original meaning but reworded ideas.
8. **Reference appropriately** – Reference using the required citation style.

Tables and Figures = visual elements

To use a table or figure:

1. **Know why** – Be clear about your purpose: will the table or figure illustrate your point?
2. **Integrate tables and figures** – Introduce tables and figures and follow them up with a discussion.
3. **Number and label** – Number tables and figures independently. Include titles above tables, and titles and captions below figures.
4. **Check** – Make sure that titles and captions are self-explanatory.
5. **Reference appropriately** – If you have taken or based your figure or table on information from another source, use the required citation style of referencing.

Slide 14

Review your work – Take a look!

Good writing is clear. You can use the word 'clear' and the acronym C.L.E.A.R. to help you review your work.

Is my writing...?

Clear

Meaning of the writing...

Highlights core messages; Make core messages easy to find: place them in your introduction and conclusion; reinforce them in topic sentences.

Is my writing...?

Cohesive

Meaning of the writing...

Is easy to follow; Make your writing predictable and easy to follow: say what you're going to say, say it and say what you said.

Is my writing...?

Logical

Meaning of the writing...

Uses logic, reasoning and evidence; Use reasoning and evidence to support ideas: explain, give examples, provide evidence and evaluate ideas.

Is my writing...?

Expressed well

Meaning of the writing...

Is expressive and technically correct; Ensure your writing is expressive and technically correct: indicate your purpose and the significance of ideas.

Is my writing...?

Analytical

Meaning of the writing...

Explores relationships between ideas; Explore the relationships between ideas: synthesise, compare, discuss and critically evaluate ideas.

Is my writing...?

Relevant

Meaning of the writing...

All pertains to the topic or question; Ensure relevance: check all material you include is central to the topic or question under discussion.

Slide 15

Review your work – Stop and think!

Use this checklist to ask questions about the big picture (macro-features) first:

Characteristics

Clear

Question

Have I signalled my assignment structure in my introduction?

Characteristics

Cohesive

Question

Does the argument in my introduction match the one in my conclusion?

Characteristics

Logical

Question

Have I supported my topic sentences with explanations, examples and evidence?

Characteristics

Expressed well

Questions

Have I indicated my purpose in my introduction? Have I stated the significance of my ideas in my conclusion?

Characteristics

Analytical

Question

Have I compared, discussed, synthesised and critically analysed ideas?

Characteristics

Relevant

Question

Have I answered the question?

Then check micro-features like word choice, punctuation, grammar and spelling.

Slide 16

Review your work - Try this!

Once you've checked the big picture, check that you've varied your wording. For examples of how you can vary transition signals, click on words in the left column.

Purpose

Express Similarity

Transition Signals

- Likewise
- Similarly
- Equally

Purpose

Add Ideas

Transition Signals

- Furthermore
- In addition
- Moreover

Purpose

Contrast Ideas

Transition Signals

- However
- In contrast
- On the contrary

Purpose

Describe Results

Transition Signals

- As a result
- Therefore
- Consequently

Purpose

Commence Ideas

Transition Signals

- First
- To begin with
- Firstly

Purpose

Sum Up

Transition Signals

- In conclusion
- To summarise
- In brief

Slide 17

Review your work – Watch this!

Watch a presentation by Dr Alison Jaquet, Learning Skills Officer, that provides some quick tips for reviewing your work.

VIDEO TRANSCRIPT

Hi, I'm Alison one of the learning skills advisors in STUDYSmarter here at UWA and I am here to just to give you a few quick tips about reviewing your work.

Firstly, it's important to think about the revision of your work right from the outset, so when planning your assignment think about allocating a good amount of time to revision. Once you've written a final draft make sure you take a break before reviewing, try removing yourself from your work for a while this will enable you to view it with fresh eyes.

Another tip is to print out your assignment, many people find reading a hard copy much easier than editing on a computer screen and try changing your environment for the revision process, move away from your desk and go somewhere more relaxed - this will help to clear your head and it might give you a different perspective to view it from.

When proofing look at grammar, spelling and wording and try reading your assignment aloud because sometimes you can hear what you can't see. If you can, have somebody else read your work because if somebody who is unfamiliar with the assignment topic can understand it then you are probably on the right track.

Finally, take into account feedback that you have received on previous assignments this might help you to identify areas to focus on when reviewing your current assignment.

That's it from me, good luck!

Slide 18

Use feedback – Try this!

How would you address these comments? Click on the comments for our advice.

Comments

Unclear

Action

Check that my introduction, topic sentences and conclusion tell a clear story.

Comments

Focus? This paragraph doesn't flow with the rest.

Action

Spend more time planning paragraphs. Avoid adding paragraphs simply to make up the word count!

Comments

This is not an appropriate source.

Action

Think carefully about the credibility of the sources I use. When in doubt, ask a Librarian.

Comments

Use the correct referencing style.

Action

Check assignment instructions and the University Library Guides. Ask for advice from a Librarian.

Comments

Too many quotes – I want to know what you think!

Action

Attend writing, reading and thinking workshops run by STUDYSmarter or use their resources.

Comments

Pay more attention to the question.

Action

See a STUDYSmarter Learning Skills Advisor at a WRITESmart Drop-in about my assignment topic.

Slide 19

Use feedback – Stop and think!

Review your marker's feedback to help you improve. Roll over the questions for more information.

Q1 Who can I ask?

Q1: You can ask your tutor, lecturer, or unit coordinator. Check your unit outline to find out how. Did you know? You can also ask a Learning Skills Advisor or librarian at the WriteSmart drop-ins.

Q2 How do I prepare?

Q2: Read through the comments, your assessment and the assessment criteria. Note your questions.

Q3 What should I do next?

Q3: Make an action plan for future assignments. Attend STUDYSmarter and Library workshops to improve skills.

Well done, you have finished Module 3. Close this window to return to the CARS unit page.

Communication and Research Skills (CARS) Module 4

Slide 1

Text Captions:

In this module, you will learn how to:

Plan your presentation

Create your structure

Design your support materials

Practise and present

Review and use feedback to improve your skills

Overview

Oral presentation skills

Slide 2

Text Captions: Think about...

Your purpose

Your key message

How you will be assessed

Slide 3

Text Captions: Planning

There are many types of presentations. You may be presenting one of the following:

Performance

Role play

Lecture

Debate

Interview

Prepared speech

Seminar

Group presentation

Tutorial

Discussion

Also think about the purpose of your presentation: Do you want to inform, persuade, demonstrate, inspire or entertain your audience?

Slide 4

Text Captions: 'What's the main point that I want the audience to remember?'

This is your key message.

A key message is:

Clear

Concise

Relevant

Engages the audience

Planning - Ask

Slide 5

Text Captions: Deliver Your Oral Presentation

Planning - Try this!

Presentation topic:

The mass media often uses 'climate change' and 'global warming' interchangeably, but this isn't accurate. Discuss.

Which of these is the most 'purposeful' and appropriate key message?

- A. The mass media should start reporting on climate change more accurately.
- B. Carbon emissions have increased exponentially in the last 100 years, and we must act now to change this.
- C. There have been an increasing number of documentary films made about climate change in recent years.

Answer A. Good choice!

This message takes the form of a statement and is clear, concise, relevant and tailored to the audience. A good key message will engage your audience and encourage them to ask 'why?' and 'how?'.

Slide 6

Text Captions: Planning

Often, the following factors are considered:

Content – clear message, relevant ideas, structure

Delivery – voice, use of visual aids, confidence

Audience interaction – eye contact, answering questions

Consider your marking key and plan accordingly!

How will your presentation be assessed?

Slide 7

Text Captions: Planning - Watch this!

Watch the video to learn more about planning your presentation.

Video transcript:

Now you've thought about the purpose of your presentation, your key message and checked how you'll be assessed, it's time to consider some of the practical aspects of your presentation ...

... Like checking if you've been given any specific instructions and how long your presentation needs to be. For example, have you been asked to provide handouts and are you expected to leave time at the end for questions?

This is also a good time to make decisions about what to include and what you don't need – keep your presentation concise and to the point.

One of the most important elements to consider is your audience. Your presentation needs to be clear, relevant and interesting to engage them – so it's a good idea to think about how much they already know about your topic and decide if there are any aspects of your presentation that will need to be explained. Also think about what your audience might want to know about your topic and what they are expecting.

You may already know what message or information you want your audience to go away with; now you can focus on how you present your message in a way that engages their interest. If they're interested they're likely to have questions they want to ask; so be prepared to answer questions about your topic!

The venue for your presentation is another element to consider: if you're not already familiar with it, go and check how the room or theatre is set up. Think about where to stand so that everyone in the room will be able to see you as well as your visual aids. And check if everyone will be able to hear you - if the venue is a large lecture theatre, you may need to use a microphone.

Another reason for checking the venue for your presentation is to make sure you know how to use the audio-visual equipment, for example to set up your slide show. You can also decide whether to use a USB presentation 'clicker' or pointer for your slides - this will allow you to move more freely around the room, to move between slides more easily and to direct the audience's attention to what you want to focus on.

Slide 8

Text Captions: Planning

Check that your presentation has these components.

Click each heading to learn more.

Message

Understand the key message or purpose of your presentation. Consider: what one message do you want your audience to walk away with at the end?

Context

Think about the context. Are you asked to give a brief overview or an in-depth look? Will you be making an informal remark in a tutorial or in an assessed formal presentation? How long is your talk?

Logical structure

Your audience doesn't get a second chance to read over what you've said - they have to understand it as you are saying it.

Introduce your concept and background information first, then move to the main content of your presentation. Present your evidence and give examples.

Finish with a summary.

Evidence

Just like in a written piece of work, you must use evidence in your oral presentations to support your key messages.

Make sure the evidence you use is appropriate and relevant to the topic.

Support materials

Support materials might include handouts, PowerPoint slides, or even objects to display.

When choosing and designing support materials consider what you want to achieve and whether the materials support your goals.

Slide 9

Text Captions: Planning

Your presentation structure should have three distinct parts: Introduction, Body, and a Conclusion.

Click on the diagram to discover the structure for each part of a presentation.

Conclusion:

Allocate 10-20% of your speaking time to the conclusion. Recap your main points and reinforce your key message. End with recommendations or suggestions for further research and make your concluding statement brief, catchy, memorable and clear. Include any acknowledgments or references if needed.

Body:

60-80% of your speaking time should be spent on the body. Include 3 or 4 key ideas with supporting evidence and discussion. Keep it simple but informative and use transitions to move smoothly from one key point to the next.

Introduction:

Allocate 10-20% of your speaking time to your introduction.

Provide a brief outline of your presentation to give the audience insight into the topic and structure of your presentation.

Slide 10 - Planning - Try this!

Text Captions: Where do these statements belong? Drag each example to the right part of the presentation.

1. "While the media often simplifies and sensationalises climate change, it nevertheless positions it as a problem that we must solve."

Answer: CONCLUSION

Right! As well as summarising two key points of the argument, this sentence ends with a statement of the bigger picture. This is important so that you finish with a reminder of your central ideas and a conclusive declaration. The audience is included in the use of the words 'our' and 'we' to leave a final, resonant impression. This is much more effective than saying: 'ok, that's the end'.

2. "The mass media uses and sometimes confuses the terms 'climate change' and 'global warming', but why does this matter?"

Answer: INTRODUCTION Right! Posing a question is a great way to hook the audience and to introduce them to your central problem.

3. "The United Nations Framework Convention on Climate Change recently provided a new definition of climate change which pinpoints man-made global warming as a central issue."

Answer: BODY Right! This is a valuable piece of evidence from an authoritative source. It can be used as evidence for your answer, but it only partially addresses the question, so will most usefully appear in the body of the presentation alongside other ideas.

Slide 11

Text Captions: Combining visual aids and words together can help the audience remember the content of your presentation.

Designing

[Image]

Several days after Raj's presentation, Mira remembered...

10% of what Raj said. 35% of Raj's visuals. 65% of what Raj presented visually and verbally.

Slide 12

Text Captions: Designing

Types of visual aids

Whiteboards, flipcharts, posters, handouts and slides can be used to:

Explain concepts and ideas

Emphasise your message

Support what you're saying

Make your visuals

SIMPLE

VISIBLE

LEGIBLE

Slide 13

Text Captions: Designing

Visual aids help your audience remember and engage with your message.

Click each heading to reveal ideas for making great support materials.

WHAT? What kind of presentation are you giving? Interactive? Factual? Your slides should support your purpose and message.

WHY? Why are you designing slides? The usual reason is to help your audience learn or engage.

HOW? PowerPoint and Keynote are popular software. You can find alternatives by searching the web.

Slide 14

Text Captions: Designing

Click on the slide below that you think works best to convey a clear message.

Yes! It has minimal text and simple visuals that convey meaning (they're not just for decoration). Remember, slides are for the audience to read, not the presenter.

No, this slide is not very effective! Problems:

Too much text, too small font

Not enough colour contrast

Does not add value to the presentation

Note! Slides are for the audience to read, not the presenter.

Slide 15

Text Captions: Use this checklist when designing your slides

Here are some tips for developing slides that are relevant, readable, and interesting.

Choose a simple layout to highlight your key message

Use only 2-3 colours

San Serif fonts, such as Arial and Verdana, are easier to read on a screen

Fonts should be at least 28-36 point

Keep visuals simple and bold

Bonus: Save files in multiple locations!

Designing

Slide 16

Text Captions: Your presentation - Watch this

Now that you're prepared, it's time to practise and present! Watch the video for tips on presenting.

Video transcript

When you deliver a presentation you're presenting more than just your topic, your research or your slides; you're also presenting yourself – so it's worth spending time on developing your presentation skills.

The good news is you have some great tools to use - and the more you practise using them, the better your presentations will be.

The tools in your kit are: your voice, your eyes, your face, your gestures and your body language. Using these effectively can really enhance your presentation. Here are a few tips on how you can make the most of them:

Your voice is your most versatile presentation tool; you can use your voice to convey how you feel about your topic, to emphasise your key points and to draw attention to particular aspects of your presentation.

You can also create an impact by varying your volume: lowering your voice can convey the seriousness of a point or situation, while placing a louder emphasis on your key points will draw your audience's attention to them.

Varying the pitch of your voice will help you to engage your audience and can convey your own level of interest in your topic – speaking in a monotone will imply that you're bored with your topic as well as making your presentation boring for your audience!

Your audience will want to hear every word of your presentation, so pronounce your words clearly and try not to let your voice trail away at the end of words or sentences. Make your consonants (like t) crisp and clear.

Finally, slow down and use pauses between your points to give your audience time to process what you're saying.

Making eye contact with your audience is the best way to build a rapport with them and keep them interested in what you have to say. Aim to include everyone by keeping your gaze moving around the room. If you find it difficult or embarrassing to look directly into people's eyes, try looking at a point just above their eyes.

Your body language can convey as much to your audience as your words. Use hand gestures to reinforce what you're saying, for example to point, describe or demonstrate something. Your facial expressions can help to set the tone for your presentation and to convey your intention, for example to show humour, friendliness or seriousness.

If you're able to move around while giving your presentation (in other words if you're not positioned behind a lectern with a fixed microphone),

Slide 17

Text Captions: What type of presenter are you?

It is daunting to present to a group, but with practice and feedback you can improve your skills.

Click here to use a self-assessment quiz to evaluate your presentation style. When you're finished, close the quiz window to return to this page. http://uwa.qualtrics.com/SE/?SID=SV_78VMWOO1fbmutY9

Self-reflection

As daunting as the job of presenting to a group may be, with practice and feedback you can improve your skills.

Use this self-assessment tool to reflect on and evaluate your presentation style.

Reflect on presentations you have given in the past and select the option that matches you most closely. You may like to keep note of your selections as you work through the tool.

Experience

- A. I've done quite a lot of public speaking. It doesn't bother me at all.
- B. I've had some experience presenting to a group, though not a huge amount.
- C. I've not had much experience at presenting to a group.

Nerves

- A. I turn my nerves into energy for the presentation - no one can tell how nervous I really am.
- B. I manage my nerves fairly well, but if things go wrong I tend to lose my composure.
- C. I feel that my nervousness is obvious to everyone when I am presenting.

Eye contact

- A. I try to maintain good eye contact throughout my presentation, looking directly at various audience members.
- B. I try to look at the audience, but often forget to.
- C. I tend to look down at my notes and avoid looking at the audience.

Voice

- A. When presenting I use a strong, clear voice, and I vary the volume and pace of my speaking.
- B. I'm told that I speak in a bit of a monotone voice when I present.
- C. My voice gets very shaky when I present and people sometimes can't hear me.

Gestures

- A. When I present I make natural and confident gestures.
- B. When I present I'm usually shaking too much to make any gestures at all!
- C. When I present I tend to either gesture too much, or not at all.

Did you answer:

Mostly A?

Congratulations, you are quite experienced and confident when it comes to presenting. Remember, even the best presenters regularly reflect on their skills and seek feedback so as to continue to improve.

Mostly B?

Public speaking may make you feel a little uncomfortable, but you are well on your way to becoming an experienced and effective speaker. Try seeking feedback and reflecting on the areas that you find particularly difficult as a way to develop your skills even further.

Mostly C?

You're not alone in being a bit daunted by the prospect of presenting to a group. Clubs on campus, such as UWA Toastmasters, are a great place to develop and practice your presentation skills. You'll find it much easier to control your nerves as you gain more practice and hone your skills.

A mixture of A, B, and C?

You have some very good skills when presenting, but there are some areas that you could develop. Try seeking feedback and reflecting on the areas that you find particularly difficult as a way to develop your skills even further. Clubs on campus, such as UWA Toastmasters, are a great place to develop and practice your presentation skills.

Slide 18

Text Captions: Your presentation - Using feedback

Joe, an undergraduate student, has asked Lucy Reilly from STUDYSmarter for feedback on his presentation.

Watch this video to see his first attempt at delivering the presentation. When you're finished, click Next to see Lucy give him feedback.

Video transcript:

Joe's first practice

Hi everyone, today I want to discuss how the mass media uses and sometimes confuses the terms 'climate change' and 'global warming', and why it matters. I will argue that although global warming is a key feature of climate change it is not the only factor, but what I am interested in, is why global warming has become the media's common focus and I will give three reasons for this.

One, for simplicity, there is a need to communicate complex climate science to a wide audience in a way that we can all understand. Climate change has many effects whereas global warming is, as the name suggests simply an increase in temperatures.

Two, a recent redefinition of the terms, in 2011, the United Nations provided a new definition of climate change that pinpoints man made global warming as a central issue. Now, this is markedly different to older definitions that labelled climate change as a broad historical phenomenon that included natural as well as human causes, so the new focus is on us, our reliance on fossil fuels is causing climate change.

Three, the impact, the increasingly visual 24 hour news site draws upon the emotive imagery associated with global warming. For these three reasons global warming often becomes the focal point of the wider global climate debate. Thank you.

Slide 19

Text Captions: Your presentation - Using feedback

Watch Lucy give Joe feedback in this video.

When you're finished, click Next to see Joe incorporate Lucy's feedback in his presentation.

Lucy gives Joe feedback

Lucy: Well done Joe, I have a little bit of feedback for you and we will just go through the feedback on this form that I have written out. Your overall content was great, the aims they were clearly stated and the presentation itself was really well structured, particularly your introduction. I thought that your first two points were really strong but your third was a little vague.

Joe: Yep

Lucy: So if you include some examples, a little more elaboration I think it will really get your point across.

Joe: Sure

Lucy: In terms of presentation you can see here that generally in terms of confidence, body language, I've said you need a little bit more practice and that's because I think you were grasping on to the podium a bit.

Joe: Yep

Lucy: Yeah. So if you free up your hands it will allow you to use body language which will open you up and also help you to convey your key points. Eye contact also needs to be increased but I think that will come with practice and really knowing your content.

Slide 20

Text Captions: Your presentation - Using feedback

In this video, Joe gives his presentation again.

Compare how he performed before and after the feedback. In what ways did he improve?

Joe's final presentation

Hi everyone, today I want to discuss how the mass media uses and sometimes confuses the term 'climate change' and 'global warming' and why it matters. I will argue that although global warming is a key feature of climate change it is not the only factor, but what I am interested in is why global warming has become the media's current focus and I will give three reasons for this.

Firstly for simplicity, there is a need to communicate complex climate science to a wide audience in a way we can all understand. Climate change has many affects where as global warming is as the name suggests, simply an increase in temperatures.

Secondly a recent re-definition of terms, in 2011, the United Nations provided a new definition of climate change that pinpoints man made global warming as a central issue. Now this is markedly different to older definitions that labelled climate change the broad historical phenomenon that included natural as well as human causes, so the new focus is on us, our reliance on fossil fuel is causing climate change.

Thirdly the impact, the increasingly visual 24 hour news cycle draws upon the emotive imagery associated with global warming. So what I mean by this is that global warming is often represented by shocking graphics of ice caps melting and sea levels rising, if anybody has seen An Inconvenient Truth they would know that this is Al Gore's strategy. In contrast other significant effects like increasing ocean acidity do not have a handy image repertoire to appeal to our emotions.

For these three reasons global warming often becomes the focal point of the wider climate debate. Thank you.

Slide 21

Text Captions: Planning - How will you be assessed?

This example marking key shows what markers usually look for in oral presentations.

Content

Structure was logical and easy to follow

Marking Criteria

Message/purpose was clear and relevant

Body language was appropriate and used effectively

Visual aids were well designed and used effectively

Evidence presented was relevant and appropriate

Aims/objectives were clearly stated and relevant.

Eye contact was used effectively

Stance was confident and relaxed

Clear voice, with good variety, volume and pace

Presentation Skills

Slide 22

Text Captions: Giving feedback

It's important to know how to give constructive feedback in a way that won't damage someone's self-esteem.

A good way of giving feedback is the sandwich format

PRAISE Something you thought worked well

SUGGESTION

frame this in a positive way

For example, "next time you might like to consider..."

PRAISE Something else you thought worked well

Slide 23

Text Captions: Giving feedback

Here is a sample form for giving feedback to others using the praise - suggestion - praise format.

Some things to look for:

What did they do well?

What could they improve?

What worked best?

Eye-contact (did they look at the audience?)

Volume (could you hear them clearly?)

Diction (did they pronounce words clearly?)

Expression (did they vary their voice?)

Stance (did they look relaxed, comfortable, confident?)

Slide 24

Text Captions: Well done, you have completed this module!

Close this window to return to the CARS unit page.

Slide 1 - Outcomes

Text Captions: Overview

In this module, you will learn how to:

Get your team started

Understand different personal approaches

Interact with the team

Anticipate and resolve problems

Use feedback to improve

Slide 3 -

Text Captions: Planning - Watch

Lecturers set team projects for many reasons, including:

To mirror real world environments

To promote diversity

To help you learn to deal with complex relationships and challenges

To help you gain leadership and negotiation skills

In this video, Professor Caroline Baillie discusses why team projects are important to your learning

Video transcript

Caroline Baillie

I'm Caroline Baillie, I teach in Engineering and at the moment teach a course called Global Challenges. Students in Engineering work in groups a lot and it's very important for that because this simulates what happens in the real world, it's really good for them to work in interdisciplinary groups as well.

What happens in Engineering in practice is you will work with other types of people from communities, other stake holders, industry members perhaps business people, economists. You have to learn how to understand different ways of working, different ways of being, also people from different cultures and different countries, different ways of looking at the world. So learning to work in groups is the key factor in all of that learning.

To see how other people think, how they work, work flexibly and dealing with uncertainty, the fact that problems are messy and

Slide 4

Text Captions: Planning - Think

What does an effective team look like?

EFFECTIVE

TEAM

Has equity in decision making

Sets clear goals & processes

Identifies and resolves problems

Communicates well

Slide 5

Text Captions: Working with others can sometimes be difficult.

Taking time to set up the group before you start will help you anticipate and overcome any challenges.

Planning - Get your team started

Slide 6

Text Captions: Planning

5 steps to get your team started

Click on each step to learn more

GOALS: Decide on team goals and objectives

TEAM TALK: Get to know your team members

PLAN: Allocate team roles to allow for a timekeeper, note taker, leader and finisher

ROLES: Decide who will do what

GROUND RULES: Establish rules and agree on them to prevent arguments later

Slide 7

Text Captions: Planning - Goals

Step 1 Define your team goals and objectives

Your goal is the big picture; it's what you hope to achieve at the end.

The objectives are the steps that you will take in order to reach your goal.

Slide 8

Text Captions: Planning - Think

When setting your objectives, consider how the team will be assessed.

Will each team member receive the same mark?_

Will team members evaluate each other?

Can anonymous feedback be given to the lecturer?

Is the grade just a pass/fail?

Will the team's planning documents or records be submitted to the lecturer?

Tip: Refer to your unit outline or marking key.

Slide 9

Text Captions: Planning - Goals

An informal chat is a good way to determine team members' strengths. Be considerate of cultural and personal differences as this may affect team contributions and dynamics.

Step 2

Click on each person to learn more about them.

Carlo: "I am running for Guild President. I am also a member of my local Rotary club where I do lots of volunteer work in the community."

Alex: "I have experience working in administration. I work on Fridays in an office where I am an executive officer. I take the minutes and set the agendas for the meetings."

Rishen: "I thought about studying journalism before I changed my mind and enrolled in this course. I enjoy using words and would be happy to compile the final draft of our project."

Mia: "I like to deal with numbers. I'm not so good with essays but I enjoy data analysis. My dad owns his own business and I usually help him out with the account keeping."

Slide 10

Text Captions: Submit

Planning - Goals

Allocate team roles to the person who has the skills and experience. Drag the role to the person who is best suited.

TIME

KEEPER

NOTE

TAKER

FINISHER

Step 3

Carlo: Correct! The Leader coordinates the team and collates ideas. They keep the group on track and ensure that everyone is participating.

Rishen: Correct! The Finisher is the person who edits the work ensuring that the wording flows, that formatting is correct and that all references are complete.

Alex: Correct! The Note Taker writes the meeting notes and records actions for each member. They keep the team informed on completed actions.

Mia: Correct! The Timekeeper schedules the group meetings, sets deadlines and monitors progress to ensure the timeline is maintained.

Slide 11

Text Captions: Click on the headings to see some tips for planning effective group work.

Step 4

Setting time frames

Allocating work

Create realistic time frames for completion.

Ask which work individuals prefer to complete.

Allow enough time for editing the final draft.

Make the process as fair as possible.

Set a meeting schedule.

Identify preferences and negotiate.

Planning - Goals

Slide 12

Text Captions: Planning - Goals

It's important for your team to agree on guidelines for working as a group. Here are some examples of ground rules you might use.

Step 5

Prepare an agenda for every team meeting

Set a time limit for meetings

Ensure individuals attend & participate in meetings

All members should come to meetings prepared

Use consensus for making team decisions

Encourage constructive feedback

Ensure roles and tasks are shared equally

Individual and team commitments should be honoured

Members will ask for & provide for help when needed

Slide 13

Text Captions: Understanding different_personal approaches

Effective team work requires effective communication. We all have different styles of communication.

Do you know what yours is?

Take our personality test! http://uwa.qualtrics.com/SE/?SID=SV_3vHcsRTJpNb7rwh

A DISC test is a simple personality assessment tool. Select the answers that are most like you from this questionnaire.

This is not a validated DISC test. It is intended only to get you thinking about aspects of your personality and how you work as part of a team.

When working in a team I feel the most important thing is:

- A. Being organised
- B. Creating a friendly team environment
- C. Achieving results
- D. Supporting others in the team

When I work in a team I enjoy:

- A. Conducting research
- B. Inspiring others
- C. Problem solving
- D. Encouraging discussion

I like team meetings to be:

- A. Structured
- B. Informal
- C. Focussed on achieving goals

D. Inclusive of everyone's opinion

When working in a team I tend to be:

A. Conscientious

B. Impulsive

C. Direct

D. Cautious

If your highest score is in...

D: you have numerous Dominance (D) aspects to your personality.

I: the Influence (I) aspects are prominent in your personality.

S: your personality has many Steadiness (S) aspects.

C: you have numerous Compliance (C) aspects to your personality.

If you have a mix of results, it means that you have a variety of aspects from all four styles in your personality.

These results are intended only as a guide.

Want to know more? Please close this window and proceed to the next screen in CARS to find out more about each of the personality aspects.

Slide 14

Text Captions: Personality aspects

We all have a mix of the four personality aspects below.

Click on each box to learn more.

Dominance:

Likes

Challenges

Results

To take charge

Strengths

Self-reliant

Focussed

Risk taker

Delegates tasks

Influence:

Likes

Being sociable

Friendly environment

Approval

Strengths

Enthusiastic

Persuasive

Negotiation

Creative problem solver

Steadiness

Likes

Security

Regularity

Steady pace

Strengths

Stabiliser

Loyal

Patient

Good listener

Compliance

Likes

Accuracy

Organisation

Conscientiousness

Strengths

Attention to detail

Logical thinking

Focussed

Precise

Slide 15

Dominance

When working with a 'Dominance' personality you should:

be on time

stay on task

be direct

And avoid:

rambling or repeating yourself

Influence

When working with an 'Influence' personality you should:

be open to their playfulness

recognise their achievements

encourage their spontaneity

And avoid:

too much routine

Steadiness

When working with a 'Steadiness' personality you should:

prioritise work

be consistent

set deadlines

And avoid:

sudden changes in work structure

Compliance

When working with a 'Compliance' personality you should:

give clear instructions

set achievable tasks

be precise

And avoid:

Slide 16

Text Captions: When things go wrong

In group work situations, you're likely to encounter many different challenges. Understanding different communication styles can help resolve any difficulties that arise.

How would you deal with difficulties in a team situation? Select the correct answer for each of the scenarios from the options provided on the following screens. Click the forward arrow to continue.

Slide 17

Text Captions: Working in Teams

When things go wrong

Q1

Would you...

Mai dominates team meetings. She is always talking and never lets anyone else have a say. It's affecting your team's ability to share ideas and make a decision that everyone agrees with.

Interrupt and talk louder than her?

Correct. It is important that everyone in the team has the opportunity to make decisions. You need to acknowledge Mai while letting others have their say. Acting inappropriately yourself will only make the situation worse.

Slide 18

Text Captions: Working in Teams

When things go wrong

Q2

Would you...

Vincent leaves early from almost every meeting saying he has something else on. The ground rules you agreed on said that everyone should attend the meetings.

Announce the ending time at the start of the next meeting and ask if anyone has a scheduling conflict?

Correct. Opening the next meeting with a discussion about schedules is a good way to address this concern. It highlights the agreed ground rules and calls attention to the fact that team members should be available for the whole meeting.

Slide 19

Text Captions: Working in Teams

When things go wrong

Q3

Would you...

Susie and Kristof have side conversations with each other during team discussions. It's distracting for everyone else.

When one of them is next contributing to the team discussion, start a side conversation of your own?

Correct. Although it may be difficult, the best thing to do is to ask them as politely as possible to postpone their conversation. To function effectively team members need to be able to respect each other and work together on the team goals.

Slide 20

Text Captions: Working in Teams

When things go wrong

Q4

Would you...

To put it bluntly, Zainab is a know-it-all. He's constantly talking about his other degree and his experience in the corporate world. He's not always right, and the rest of the team are struggling to get their ideas across.

Establish a 'round the table' protocol at meetings where each team member has a chance to speak in turn?

Correct. Addressing the issue publicly in a confronting way is not constructive, nor does it help the team to effectively communicate. Establishing a way for each team member to contribute is a good approach.

Slide 21

Text Captions:

When things go wrong

Follow these 4 steps to anticipate and resolve problems. Click on each step to learn more.

This 4 step approach has been adapted from:

Fisher, K., Tayner, S., & Belgard, W. (1995). *Tips for teams: A ready reference for solving common team problems*. New York: McGraw-Hill.

1. Acknowledge the problem
2. Understand the issues
3. Agree on a solution
4. Make an action plan

Gain some common ground on the problem.

Try to understand the problem from different angles.

Be open to other team members' interpretation of the issues involved.

Be respectful of different perspectives, observations, and points of view.

Acknowledge that a problem exists and needs to be dealt with.

Raise the potential problem at a team meeting.

Ask team members if they are experiencing the same problem.

Your ultimate goal is to collaborate in reaching a solution that satisfies everyone's needs.

Slide 22

Which of these habits are good or bad? Drag across to see if you are correct!

GOOD HABITS

Anticipate and resolve problems

Remain calm

Express your feelings and concerns

Address problems as they arise

Be ready for compromise

Actively listen to what others are saying

Deal with one problem at a time

Try to take others' perspectives

Don't interrupt

Be specific about what is bothering you

BAD HABITS

Withdraw or avoid the problem

Criticise

Become defensive

Fight to win

Place blame

Deny responsibility

Keep score

Slide 23

Text Captions: Receiving feedback on your work

Click on each part of the diagram to find out more about each technique for receiving feedback.

Ask

Actively Listen

Acknowledge

Action plan

Thank you

When requesting feedback, let the person know why you are requesting it. Try to be specific in your request.

Listen to what they are saying without interrupting. Show your interest through body language and verbal clues (nodding, saying 'yes').

Develop an action plan for improvement. Discussing the issue with someone may give you a new perspective.

Express your appreciation. It is sometimes just as difficult to give feedback as it is to hear it.

Show the person that you have been actively listening by summarising or paraphrasing their words. Ask for specific examples of what isn't working so that you can find ways to improve.

Slide 24

Text Captions: Giving feedback to others

Giving peer feedback is a way of making a valuable contribution to another person's learning. Click on the boxes to see some tips for giving helpful feedback:

TIP

Focus on team members' behaviours and accomplishments, and link these to the team's goals.

Be honest and constructive in your evaluation. Provide a balance between positive and negative feedback.

Use specific examples. Avoid generalising words such as "always/never".

Don't use personal, nasty or overly emotive language.

Slide 25

Text Captions: Using feedback to improve

Click on the arrows to learn about each step.

Action

Set aside time to review all the information and data you have gathered from evaluation, feedback, and reflection. Compare the feedback you have received from peers, tutors, and lecturers with your self-reflections.

Plan

Although it is uncomfortable receiving negative feedback, it does contain a lot of useful data that is intended to be helpful. Use positive feedback as an indicator of what to continue doing next time, rather than simply shrugging it off.

Digest

Plan how you will improve by coming up with specific goals and objectives based on the feedback you received.

Review

Focus on your goals and objectives. It won't be easy but don't give up! Accepting and turning evaluation, feedback, and reflection into action will help you develop, improve, and grow at UWA.

Slide 26

Text Captions: Well done, you have completed this module!

Close this window to return to the CARS unit page.