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| **Minor Award Name** | Research & Study Skills |
| **Minor Award Code** | 5N3113 |
| **Level** | 5 |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Time & Task Management | Screencast  Website  Website  Website | Thoughtful video that makes important links between academic success and successful self-management. Tools and strategies, based upon research, are provided to help learners make connections between time and task management and the successful achievement of short and long term academic goals.  A downloadable hard copy covering key concepts of time and task management.  More printable material on time and task management strategies, with the addition of a self-assessment questionnaire.  Advice for undergraduate students in the area of self-management, covering:   * Time-management strategies * Procrastination * Attitudes/ confidence strategies * Distractions * Mind and body | Dartmouth Academic Skills Centre  The McGraw Center, Princeton University  University of Kent  Student Learning Development, Trinity College Dublin | <http://www.dartmouth.edu/~acskills/videos/video_tm.html>  <http://www.princeton.edu/mcgraw/library/for-students/effective-time-management/>  <http://www.kent.ac.uk/careers/sk/time.htm>  <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/self-management/> |
| Writing | Web resource  PowerPoint | Essay Writing  8 steps to Brilliant Essay Writing. A learner guide to essay writing, useful as an introduction or as a reminder of good practice.  How To Write An Essay  Writing Paragraphs  Connective Words & Phrases  A one-page document of useful connective words that can be used in shaping an argument and avoiding repetition.  Writing Toolbox   * Mechanics of writing e.g. punctuation * Composition e.g. paragraphs, organising ideas. | TES Connect  TES Connect  TES Connect  TES Connect  James Madison University | <https://www.tes.com/teaching-resource/8-steps-to-a-brilliant-essay-6123038>  [https://www.tes.com/teaching-resouce/how-to-write-an-essay-6029284](https://www.tes.com/teaching-resource/how-to-write-an-essay-6029284)  <https://www.tes.com/teaching-resource/paragraph-writing-toolkit-6242722>  <https://www.tes.com/teaching-resource/linking-words-and-phrases-connectives-in-essays-3005805>  <http://coe.jmu.edu/learningtoolbox/writing.html> |
| Referencing | Website | Harvard Referencing Guide  In-depth guide to referencing.  Harvard Referencing Guide  Extensive list of examples. | Student Learning Development, Trinity College Dublin  Brunel University | <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/writing/references/>  <http://www.brunel.ac.uk/__data/assets/pdf_file/0020/161471/Harvard-Guide.pdf> |
| Making Presentations | Website | * Planning * Preparing * Practising * Presenting | Student Learning Development,  Trinity College Dublin | <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/presenting/> |
| Learning Styles | Website | Before trying to alter or improve ways of studying and learning, it is useful for the learner to understand how to go about their learning.  This section includes tools to assist the learner to assess their learning style, approach to studying and expectations around studying. | Student Learning Development, Trinity College Dublin | <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/study-skills/learning-style/> |
| Notemaking | Screencast  Website    Website | Cornell University Notetaking Method  A well-produced video that works through the Cornell method to provide learners with successful strategies for turning teacher words into student learning.  Notetaking  A number of strategies are explored, including the Cornell method. This reource also looks at notetaking from books, and at preparing notes for writing assignments.  Cornell University Notetaking Method  A downloadable hard copy of this notetaking method that is so popular with college and universitiy students around the world.  Notetaking Toolbox  Tips to overcome specific barriers to effective notetaking that individual learners may face. | Dartmouth Academic Skills Centre  Student Learning Development, Trinity College Dublin  James Madison  University  James Madison University | <http://www.dartmouth.edu/~acskills/videos/video_nt.html>  <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/study-skills/notes/>  <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>  <http://coe.jmu.edu/learningtoolbox/notetaking.html> |
| Reading | Screencast  Website  Website | Reading Improvement  Three specific strategies for becoming a more effective reader are explored:   * Prepare to Read * Increase Reading Rate * Improve Reading Comprehension (including a worked example of how to effectively employ the SQ3R method).   Reading Skills  A downloadable hard copy of the key skills addressed in the Reading Improvement screencast above.  Reading Toolbox  Some tips on overcoming specific challenges to effective reading. | Dartmouth Academic Skills Centre  Student Learning Development,  Trinity College Dublin  James Madison University | <http://www.dartmouth.edu/~acskills/videos/video_ri.html>  <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/study-skills/reading/>  <http://coe.jmu.edu/learningtoolbox/reading.html> |
| Studying | Screencast  Website  Website | Strategic Learning  A three-step approach to learning, moving information from short term to long term memory, and the value of group learning are explored.  Memory Skills  A downloadable resource aimed at improving learner memory skills.  Learning Toolbox  Tips on overcoming some specific challenges to learning. | Dartmouth Academic Skills Centre  Student Learning Development,  Trinity College Dublin  James Madison University | <http://www.dartmouth.edu/~acskills/videos/video_sl.html>  <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/study-skills/memory/>  <http://coe.jmu.edu/learningtoolbox/study.html> |
| Stress Management | Screencast  Website | This video explores the nature of stress and the importance of effective stress management strategies in combatting learner fatigue and depression. Research-based links between stress management and cognition are established.  This downloadable resource also contains a link to a podcast on Mindfulness. | Dartmouth Academic Skills Centre  Student Learning Development,  Trinity College Dublin | <http://www.dartmouth.edu/~acskills/videos/video_sm.html>  <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/self-management/stress/> |
| Revision and Exam Preparation | Website | This resource covers many topics around taking exams, including:   * Anxiety * Preparation * Performing | Student Learning Development, Trinity College Dublin | <https://www.tcd.ie/Student_Counselling/student-learning/undergraduate/topics/exams/> |
| Ethics in Research | DVD  Youtube clip | Project Nim  Sensational 1970s experiment in which a chimpanze is “adopted” by a New York family ostenstively to see if sign language could be taught to a primate. This experiment raises many ethical issues.  Zimbardo’s Stanford Prison Experiment | Director: James Marsh  BBC documentary | For sale, also available on Netflix  <https://www.youtube.com/watch?v=gb4Q20z0T1Q> |
| Sampling | Prezi | Good on a data projector, but far better on a smart board. | Emma Upton | <https://prezi.com/1kp2f4vxcq-9/sampling-methods/> |
| Book |  | A valuable resource that can work well as a course text book for 5N3113. Many of the skills required in this component are addressed with numerous graphics and activities. | Cottrell, S. (2013). *The Study Skills Handbook.* Palgrave. |  |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| Quality and Qualifications Ireland (QQI)  Further Education Support Service (FESS) | <http://www.qqi.ie/> [www.fess.ie](http://www.fess.ie) |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates  Online courses delivered mainly by Universities and Colleges worldwide.  Useful to search regularly for new courses and new start dates. Most courses are free. Charge often applies if assessment and certification is required.  Provide excellent CPD for individuals or resources that can support teaching and learning. | <https://www.mooc-list.com/>  What is a MOOC?  <https://www.youtube.com/watch?v=eW3gMGqcZQc>  Providers of MOOCs e.g.,  <https://www.mooc-list.com/>  <https://www.coursera.org/>  <https://www.udemy.com/>  <http://www.extension.harvard.edu/open-learning-initiative>  <https://www.uclaextension.edu/pages/search.aspx?c=free+courses>  <http://oyc.yale.edu/> |

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| **Level** | 5 |

The content of the programme module leading to this award is very broad and has the potential to cultivate good research and study skills in learners at levels 5 and 6 that may lay the foundation for good academic practices in their future studies in third level.

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Research and experimental methodologies** | Books | There are a range of books and web links available in the area of research design and methodology. Many are aimed primarily at third level students, but there are certainly elements of them that would be useful for level 5 & level 6 learners in planning, implementing, analysing and presenting their research.  It may be useful to compile a resource for students at levels 5 and 6 on research skills, encompassing all the aspects and considerations of research design, implementation, ethics, analysis and presentation. | Various authors | **Books:**  Creswell, J. & Plano Clark, V. (Editors). (2011) *Designing and Conducting Mixed Methods Research*, Sage Publications.  Creswell, J. (2002) *Research Design*. Sage Publications  Wilson, E. (2012) *School-based Research: A Guide for Education Students.*  Cohen, L., Manion, L. & Morrison, K. (2011) *Research Methods in Education*. Routledge.  Booth, W., Colomb, G. & Williams, J. (2008) The Craft of Research (3rd Edition).  **Web links:**  Research Design:  <https://www.nyu.edu/classes/bkg/methods/005847ch1.pdf>  <http://www.socialresearchmethods.net/kb/design.php>  <http://study.com/academy/lesson/types-of-research-design.html>  Experimental research:  <https://explorable.com/research-methodology>  <https://explorable.com/experimental-research>  <http://ocw.mit.edu/courses/aeronautics-and-astronautics/16-422-human-supervisory-control-of-automated-systems-spring-2004/lecture-notes/040604coop_decis.pdf>  <http://study.com/academy/lesson/non-experimental-and-experimental-research-differences-advantages-disadvantages.html>  <https://en.wikibooks.org/wiki/Social_Research_Methods/Experiments> |
| **Civil law relating to copyright and intellectual property rights and conventions** | website | Provides useful information on copyright, what it is, duration of protection, etc. copyright is something that level 5 and 6 learners may give little thought, so the importance of it, legislation and consequences of breaches of copyright are all important for teachers and students. | Irish patents Office website | <https://www.patentsoffice.ie/en/Copyright/Irish-Copyright-Legislation/> |
| website | Link to legislation - COPYRIGHT AND RELATED RIGHTS ACT, 2000 | Irish Statute Book | <http://www.irishstatutebook.ie/eli/2000/act/28/enacted/en/html> |
| **Ethical issues in fieldwork**  All of these resources may contribute to the development of ethical guidelines for learners conducting research. | Academic article - Ethics in Fieldwork: Reflections on the Unexpected | While this is aimed at a higher level than levels 5 & 6, it does provide useful pointers which may be useful in discussing ethical issues with students or for guiding students in their research in order that their research is ethical and that ultimately that no one is harmed in any way by the research conducted. | Jane Palmer,  Dena Fam,  Tanzi Smith,  Sarina Kilham | <http://www.nova.edu/ssss/QR/QR19/palmer14.pdf> |
| Article - Ethical Guidelines for Community/Ecological Fieldwork & Research | This may be useful for a Centre/College/Provider in contributing towards the drawing up of ethical guidelines for research within the organisation. | Mary Watkins | <http://www.pacifica.edu/gems/EthicalGuidelinesCommunity.pdf> |
| Article - Researching Minority Ethnic Communities: A Note on Ethics |  | Lorna Ryan | <http://www.ucc.ie/publications/heeu/Minority/ryan.htm> |
| Master’s Thesis | Pages 69-73, in particular, explore issues around research ethics. While this is part of a Master’s thesis, across this and the other links, common headings emerge in terms of ethical considerations in conducting primary research. | Patricia Rohan | <http://repository.wit.ie/1054/1/Understanding_the_reality_of_the_work_undertaken_by_the_Disability_Officer_in_relation_to_Student_Support_in_a_Third_Level_educational_Institution_in_Ireland.pdf> |
| Online report – Drug use among new communities in Ireland: an exploratory study | Section 3.9 Ethical Issues: deals briefly with the ethical issues of conducting this study | Merchants Quay Ireland | <http://www.drugs.ie/resourcesfiles/research/2004/MQINewComtsReport2.pdf> |
| Online report called – What is Smart? | Chapter 4, from page 35 onwards deals with ethical considerations in research involving children. This would be particularly useful for those involved in the delivery of childcare modules | Anna Fiona Keogh  Jean White  Children’s Research Centre, TCD | <https://www.tcd.ie/childrensresearchcentre/assets/pdf/Publications/What_is_Smart.pdf> |
| Research terminology | websites | Here is a selection of links to websites dealing with research terminology, they may be useful in compiling a glossary appropriate to levels 5 and 6 learners in order to ensure that they have a clear understanding of research terminology as well as how and when to use such terminology. | Various authors | <http://www.ecs.org/html/educationIssues/Research/primer/glossary.asp>  <http://writing.colostate.edu/guides/guide.cfm?guideid=90>  <http://www.researchconnections.org/childcare/research-glossary>  <https://student.societyforscience.org/glossary-research-terms>  <http://www.unesco.org/iiep/PDF/TR_Mods/Qu_Mod1.pdf>  <http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Factsheet_Research-Terms-Glossary.pdf> |
| **Mathematical skills involved in sampling, averaging and data representation** | websites | These links may provide support for learners to make sense of collecting, managing and presenting mathematical data. | Various authors | <https://en.wikipedia.org/wiki/Statistics>  <http://www.skillsyouneed.com/num/averages.html>  <http://wikieducator.org/images/9/90/JSMath6_Part2.pdf>  <http://www.encyclopedia.com/doc/1G2-3407500093.html> |
| **Developing coherent argument or discussions and valid conclusions** | Websites and books | There are a range of good resources available that may assist in guiding learners at levels 5 and 6 in their academic writing. Learners at these levels should be writing academically and following the normal conventions of academic writing, including the development of coherent arguments or discussions on selected topics |  | <http://www.history.ucsb.edu/faculty/marcuse/classes/204writingworkshop/pdfs/Galvan2009Ch10GuidlinesCoherentEssay.pdf>  <https://books.google.ie/books?id=FA5k6vsT-BcC&printsec=frontcover&dq=Angela+thody&hl=en&sa=X&redir_esc=y#v=onepage&q=Angela%20thody&f=false>  <http://library.bcu.ac.uk/learner/writingguides/1.15.htm>  <http://www.open.edu/openlearn/history-the-arts/culture/literature-and-creative-writing/what-good-writing/content-section-5.5>  <http://access-socialstudies.cappelendamm.no/c319365/artikkel/vis.html?tid=366435>  <http://www.cdtl.nus.edu.sg/success/sl29.htm>  <https://books.google.ie/books?id=4dBMSAAACAAJ&dq=academic+writing&hl=en&sa=X&sqi=2&redir_esc=y>  <https://books.google.ie/books?id=TWMJ2ByiWWAC&pg=PA26&dq=learning+to+write+academically&hl=en&sa=X&ved=0CE0Q6AEwBWoVChMIvPfumLrxyAIVB-4OCh1DfAr1#v=onepage&q=learning%20to%20write%20academically&f=false>  Thody, A. (2006) Writing and Presenting Research: Sage study skills. London: Sage Publications.  Remenyi, D & Bannister, F. (2013) Writing up your research for a dissertation or thesis: The quick guide series (2nd edition). United Kingdom: Academic Conferences and Publishing International Ltd. |

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| **Effective strategies for study and preparation for examinations** | websites | These are links to a range of websites on effective study strategies. Many third levels institutions have such guides for their students, mainly focussed on first year students, which would be the level to which level 5 and level 6 learners may progress, so this aspect of the programme presents the opportunity to lay the groundwork for good study techniques in the future. | various | <http://www.academictips.org/acad/>  <http://slc.berkeley.edu/study-and-success-strategies>  <http://www.cod.edu/people/faculty/fancher/study.htm>  <http://www.studygs.net/shared/studying.htm>  <http://psychcentral.com/lib/top-10-most-effective-study-habits/>  <http://thinkeracademy.com/5-study-skills-to-accelerate-your-learning/>  <http://www.huffingtonpost.com/2012/09/18/study-tips-10-techniques-_n_1893190.html>  <http://howtostudy.org/>  <http://homeworktips.about.com/od/studymethods/>  <http://homeworktips.about.com/od/studymethods/>  [http://www.studytechniques.org](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=40&cad=rja&uact=8&ved=0CG8QFjAJOB5qFQoTCNWH06OE8MgCFcpAJgodRxgEZw&url=http%3A%2F%2Fwww.studytechniques.org%2F&usg=AFQjCNEgBPCK4wdeopLum0teg_1ta0GQwA)  <http://www.samford.edu/departments/academic-success-center/how-to-study> |
| **Learning styles and techniques** | websites | This list of websites may be a useful starting point in terms of exploring learning styles and techniques. Teachers may find useful hints that support them to experiment with new strategies and techniques for the benefit of learners with different learning styles. Learners may learn better once they explore how they learn best and their own learning styles. There is an endless supply of resources in this area, these are just a few that may be a starting point.  Some of these resources may be of use to learners undertaking the childcare awards, particularly in relation to ways in which they can accommodate the different learning styles in children. | various | <http://www.csus.edu/indiv/p/pfeiferj/edte305/LearningStyle.html>  <http://blc.uc.iupui.edu/Academic-Enrichment/Study-Skills/Learning-Styles/3-Learning-Styles>  <http://www.learningrx.com/cognitive-learning-styles-and-learning-strategies-faq.htm>  <http://teach.com/what/teachers-teach/learning-styles>  <https://www.mindtools.com/mnemlsty.html>  <https://www.whitman.edu/academics/academic-resource-center/study-skills/learning-preferences-study-tips>  <http://www.thestudygurus.com/learning-styles/>  <http://www.edudemic.com/styles-of-learning/>  <http://www.education.com/reference/article/Ref_Teaching_Tips/>  <http://www.umassd.edu/dss/resources/facultystaff/howtoteachandaccommodate/howtoaccommodatedifferentlearningstyles/>  <http://www.studygs.net/visual.htm>  <https://www.examtime.com/blog/how-to-get-the-most-out-of-your-learning-style/>  <https://www.time4learning.com/learning-styles.shtml>  <http://www.dal.ca/content/dam/dalhousie/pdf/management/Faculty%20%26%20Staff/Techniques%20for%20all%20learning%20styles%20Felder.pdf> |
| **Time management** | websites | Time management is a big issue for learners. They have difficulty with managing their time effectively and this is evident from the large range of time management resources that are available, particularly via higher education institutes. The time management needs of learners will vary from course to course but it may be useful to develop a resource for learners to guide them in managing their study and research time more efficiently and effectively. These links may be a good starting point. | various | <http://web.stanford.edu/dept/CTL/Student/studyskills/time_manage.pdf>  <http://willshare.com/willeyrk/creative/papers/time.PDF>  <https://roosevelt.ucsd.edu/_files/academics/resources/time-management-strategies.pdf>  <http://www.eaop.uci.edu/PDF/handouts/Time%20Management%20Tips.pdf>  <http://www.ucd.ie/artspgs/studyskills/time.pdf>  <http://arc.duke.edu/documents/Effective%20Time%20Management.pdf>  <http://www.mytimemanagement.com/student-time-management.html> |
| **Presentation strategies appropriate for assessment conditions including essays, assignments, examinations, interviews, oral formal presentations or scientific reports** | Books and websites | It is important that learners understand what is meant by each assessment technique that they encounter in completing their assessments, in addition it is important that they be provided with guidelines on completing their assessments. While assessment briefs should tell them what they should do and how they should do it, the assessment briefs often may not give information on how to present assessment evidence. It may be useful for a centre/college/provider to consider developing a “guide to writing and presenting assessment work” for the learners. It would ensure that they meet requirements and it may make marking easier, as each learners would be presenting work in a particular format and following certain conventions, such as font type and size, margins, justification, headings, etc. Third level institutes often combine these guides with a guide to referencing. | various | Thody, A. (2006) Writing and Presenting Research: Sage study skills. London: Sage Publications.  <http://www.qqi.ie/Publications/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers,%20Revised%202013.pdf>  <http://fess.ie/assessment/assesment-of-learners>  <http://www.ucd.ie/t4cms/UCDTLA0039.pdf>  <https://www.dit.ie/media/images/study/maturestudents/Academic%20Writing%20Guide%202009.pdf>  <https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/assess.html>  <http://www.acae.edu.au/managing-assessment-items-and-presenting-suitable>  <http://www.open.ac.uk/choose/vocational-qualifications/about-us/putting-together-portfolio-evidence>  <https://www.assessmentday.co.uk/assessmentcentre/presentations.html>  <http://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf> |
| **Referencing** | websites | Referencing at levels 5 and 6 is essential and is frequently not done correctly. Learners may be unclear as to how to reference and there may be no adopted version of the Harvard referencing system in the college/centre/provider. Third level institutions generally have their Harvard referencing guides published on their websites. Each third level institute appears to have slightly different versions of the Harvard referencing system. It may be useful for the college/centre/provider to adopt one of these versions so that learners can reference consistently. While we may generally think of referencing in relation to books or articles, Learners may not be aware that it is possible to reference many other sources, such as advertisements, art, case studies, conference papers, correspondence, dance, diagrams, figures, images, tables, film, television, radio, interviews, magazines, law, leaflets, maps, microfilm, music, blogs, facebook, twitter, podcasts, newspapers, official publications, plays, software, technical standards, theses, translations, lectures, speeches, telephone call, DVDs, etc. |  | **A.I.T. Athlone Institute of Technology**  AIT Library Libguides- AIT Harvard Introduction.  <http://ait.libguides.com/c.php?g=280082>  **D.C.U. Dublin City University**  DCU Library Guide to Harvard Style of Citing and Referencing.  <https://www101.dcu.ie/library/Citing&ReferencingGuide/player.html>  **D.I.T. Dublin Institute of Technology**  Citing and Referencing – A short guide to the Harvard System  https://www.dit.ie/media/images/study/maturestudents/HarvardReferencingGuide.pdf  **D.K.I.T. Dundalk Institute of Technology**  Dundalk Institute of Technology – Credit where credit is due  <http://www.dkit.ie/documents/dkit-referencing-guidelines-and-how-avoid-plagiarism>  **G.M.I.T. Galway Mayo Institute of Technology**  GMIT Library Citing and Referencing Quick Guide  <http://library.gmit.ie/screens/gmitreferencingguide.pdf>  **IT Carlow. Carlow Institute of Technology**  A Guide to referencing in IT Carlow using the Harvard Referencing System  <http://link2data.itcarlow.ie/library/Credit_where_Credit_is_Due.pdf>  **M.U. Maynooth University**  The Maynooth University Guide to the Harvard Referencing System.  <https://www.maynoothuniversity.ie/sites/default/files/assets/document/The%20Ref%20Point%202nd%20ed%20final_0.pdf>  **N.U.I.G. National University Ireland Galway.**  Guide to Citing and Referencing using the Harvard Style.  <http://www.library.nuigalway.ie/media/jameshardimanlibrary/content/documents/support/Citing%20Guide%20Harvard%20style%2024062014.pdf>  Writing, Referencing and Avoiding Plagiarism - <http://www.nuigalway.ie/wrap/>  **T.C.D. Trinity College Dublin**  Referencing - The Harvard System.  <https://www.tcd.ie/drama-film-music/assets/pdf/Referencing%20-%20The%20Harvard%20System.pdfo>  **U.C.C. University College Cork**  RED Resources for Education @ University College Cork.  <http://red.ucc.ie/index.php/writing-plagiarism>  **U.C.D**. **University College Dublin**  Academic Integrity - Referencing, Citation & Avoiding Plagiarism: Referencing & Citation  <http://libguides.ucd.ie/academicintegrity/referencingandcitation>  **U.L. University of Limerick**  CITE it right. Guide to Harvard Referencing Style.  <http://red.ucc.ie/index.php/writing-plagiarism>  **W.I.T. Waterford Institute of Technology**  WIT Libraries – Harvard Referencing Guide  <http://library.wit.ie/files/guides/Harvard_Referencing_Guide_Oct_2012.pdf> |
| **Plagiarism** | websites | Plagiarism appears to be a big problem in Further Education, learners may not fully understand what constitutes plagiarism and teachers may not always know how to detect and deal with plagiarism. Colleges/centres/providers should have clear policy, procedures and processes on dealing with incidents of plagiarism (assessment malpractice). Here are some resources that may be useful in developing these processes. |  | **Information on plagiarism:**  <http://fess.ie/assessment/plagiarism>  <http://www.qqi.ie/Publications/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers,%20Revised%202013.pdf>  <http://www.plagiarism.org/>  <http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>  **Tools that may be useful in detecting plagiarism:**  <https://www.google.ie/>  <https://scholar.google.com/>  <http://turnitin.com/>  <https://www.grammarly.com/plagiarism?q=plagiarism&utm_source=google&utm_medium=cpc&utm_campaign=Search&utm_content=56705392446&utm_term=plagiarism&matchtype=e&placement=&network=g&gclid=Cj0KEQiAsNyxBRDBuKrMhsbt3vwBEiQAdRgPsqz0j5mEym5ra5U5EqSRix6wrXtvBMDRhv5FJCf1DNMaAiEg8P8HAQ>  <http://smallseotools.com/plagiarism-checker/>  <http://www.plagscan.com/seesources/analyse.php> |

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| **MOOCs (Massive Online Open Courses)** | |
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