

Cohort B



10 Week Pre-sessionals
Live Learning: Week 5

The University Language Centre

Timetable

Live learning lessons

Week 5	MONDAY 3 August	TUESDAY 4 August	WEDNESDAY 5 Aug.	THURSDAY 6 August COHORT A & B	FRIDAY 7 August
Live learning lessons	10.30-12.00 Navigating a journal article 1	10.30-12.00 Discussion: Want to be happier, stay in the moment	10.30-12.00 Extension & review	8.30-10.30 SWOT Analysis 11.00-12.00 Individual tutorials	10.30-12.00 Individual tutorials

Monday 3 August

Navigating a journal article 1

Student focused learning outcomes:

By the end of the lesson you will be better able to:

- find sources relating to your academic modules
- identify different publication types in a reading list
- distinguish different sections of a journal article
- identify strategies to navigate a journal article

1 Journal articles – Where do I start looking?

What is a good place to begin looking for useful texts for your modules and assignments during your degree course?

Share ideas with your classmates.

2 The reading lists for University of Manchester degree courses are available on the library website:

<https://www.library.manchester.ac.uk/search-resources/reading-lists/>

Access the website from a device and search for a reading list in your subject area. What kinds of texts are included?

3 The following reading list has been provided for students who are going to attend a seminar on student well-being.

Reading List

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students', *Journal of Happiness Studies*, 18(2), pp. 505-525. [Online]. Available at: <https://doi.org/10.1007/s10902-016-9736-y> (Accessed: 28 June 2019).

Dodge, R., Daly, A., Huyton, J. and Sanders, L. (2012). 'The challenge of defining wellbeing', *International Journal of Wellbeing*, 2(3), pp. 222-235. [Online]. Available at: doi:10.5502/ijw.v2i3.4 (Accessed: 28 June 2019).

Hanley, T., Winter, L. and Burrell, K. (2019). 'Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective', *British Journal of Educational Psychology*. [Online]. Available at: <https://doi.org/10.1111/bjep.12275> (Accessed: 28 June 2019).

Hughes, G., Panjwani, M., Tulcidas, P. and Byron, N. (2018). *Student Mental Health: The role and experiences of academics* [Online]. Available at: https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180129_student_mental_health_the_role_and_experience_of_academics_student_minds_pdf.pdf (Accessed: 28 June 2019).

Macaskill, A. (2013). 'The mental health of university students in the United Kingdom', *British Journal of Guidance & Counselling*, 41(4), pp. 426-441. [Online]. Available at: <https://doi.org/10.1080/03069885.2012.743110> (Accessed: 28 June 2019).

Neves, J. and Hillman, N. (2017). *Student Academic Experience Survey* [Online]. Available at: <https://www.hepi.ac.uk/wp-content/uploads/2017/06/2017-Student-Academic-Experience-Survey-Final-Report.pdf> (Accessed: 28 June 2019).

Reeves, A. (2018). Working in Further and Higher Education. In C. Feltham, T. Hanley and L. Winter. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. 4th edn. London: Sage.

Russell, J., Rosenthal, D. and Thomson, G. (2010). 'The international student experience: three styles of adaptation', *Higher Education*, 60 (2), pp. 235-249. [Online]. Available at: <https://doi.org/10.1007/s10734-009-9297-7> (Accessed: 28 June 2019).

Toor, N., Hanley, T. and Hebron, J. (2016). 'The facilitators, obstacles and needs of individuals with Autism Spectrum Conditions accessing further and higher education: A systematic review', *Journal of Psychologists and Counsellors in Schools*, [Online]. Available at: <https://doi.org/10.1017/jqc.2016.21> (Accessed: 28 June 2019).

4 Three common types of academic text are:

- Journal article
- Report
- Book chapter

- a. Match the items on the reading list to the common types of academic text.
- b. Are there any clues that help you to identify the text types?

For example, we know the first item on the reading list is a journal article because the journal title is given: *Journal of Happiness Studies*.

Choose one person in your group to share your ideas with the wider group.

5 Journal articles often discuss recent research. They can also discuss theories and suggest new ones.

In preparation for the seminar, you select the following article from the reading list:

Denovan, A. and Macaskill, A. (2017). 'Stress and Subjective Well-Being Among First Year UK Undergraduate Students', *Journal of Happiness Studies*, 18(2), pp. 505-525. [Online]. Available at: <https://doi.org/10.1007/s10902-016-9736-y> (Accessed: 28 June 2019).

- a. From the title, do you predict this article will discuss recent research or discuss recent theories and suggest new ones?
- b. Skim the article and write down the main headings.

You are now going to watch Dr Ross' video on how to read a journal article.

6 In the first part, *What is a journal article?* (0.00 – 2.06), Dr Ross described an academic/scholarly journal article.

- a. List the points given by Dr Ross.

7 In the second part, *What is a typical structure?* (2.07 to 3.06), Dr Ross explains the structure of research article.

- a. Do the main headings you wrote down Task 5b match the typical structure he describes?
- b. What is the purpose of each section?

8 Now watch the next section (3.07 – 5.15) of the video and make further notes.

- a. What are the strategies for reading a journal article, according to Dr Ross?
- b. Do you need to read all the sections in order?

9 Discuss the following questions with your group.

- Have your thoughts on how you will approach reading an article changed after listening to the talk?
- Do you think you will try a different strategy next time you read an article? Why? / Why not?

Prepare to share some of your answers with the whole class.

In Navigating a journal article (2), you will read the Denovan and Macaskill (2017) article. You will have reading homework to do before that lesson.

10 To prepare for the reading homework, you will read section 1. Background in order to identify the main points.

- a. Read paragraph 1 of the article in section *1. Background* (p.506). What is the main point of the paragraph (in this case, it is the thesis statement for the article)?
- b. Your tutor will allocate you another paragraph to identify the main point.

Thesis:
Para 2:
Para 3:
Para 4:
Para 5:
Para 6:
Para 7:

Your tutor will now assign you different sections of the text to read for the lesson Navigating a journal article (2).

Student(s) A = 1.1 Everyday Stress and Psychological Wellbeing (p.507)

Student(s) B = 1.2 Positive Psychology (pp.507-508)

Student(s) C = 1.3 Psychological Strengths (pp.508-509)

During that Integrated lesson, you will complete a notes template with your group.

Tuesday 4 August

Discussion: Want to be happier? Stay in the moment

Student focused learning outcomes:

By the end of the lesson you will be better able to

- refer to and discuss key ideas in the listening text
- reflect on peer and tutor feedback of your performance.

1 How happy do you feel today?

- Extremely happy
- Happy

- Fine
- Not that happy
- Miserable

Think of something that would make you feel happy if it happened right now or a place that you would feel happy in.

Share your thoughts with the group.

2 Discuss the questions about 'mind-wandering'.

- a. How often do you mind-wander?
- b. What do you usually think about when you mind-wander?
- c. Do you feel that mind-wandering helps or hinders your academic work? How?

As a group:

- Make a list of any benefits you experience from 'mind-wandering'.
- Make a list of any negatives you experience from 'mind-wandering'.

Be prepared to share your list with the wider group.

3 Seminar discussion

You are going to take part in a seminar discussion about 'mind-wandering' during academic studies.

During the discussion:

- Refer to ideas from the talk 'Want to be happier? – Stay in the moment'.
- Consider your initial thoughts which you shared on the discussion board.
- Consider what your group discussed in task 2 of this lesson – refer to any relevant points that were made.

The seminar should cover the following three points:

1. To what extent should students try to 'stay in the moment' during their studies?
2. Suggest some techniques to prevent students from 'mind-wandering'.
3. Agree on the techniques you think would work the best.

4 Reflect on your participation in the seminar.

Did you:

- make the points you wanted to make?

- refer to ideas from the talk and/or ideas other students had made on the discussion board or during part 2 of this class?
- respond to the points other students made?

5 Give feedback to your groupmates.

Consider the following questions when giving feedback:

- Did students interact well in the seminar?
- Did students sound interested and engaged during the seminar?
- Did students 'keep on track' and stick to the seminar questions?

6 What can students do to make online seminars natural and successful?

Wednesday 5 August

Extension & review

Thursday 6 August

A SWOT Analysis of Academic Performance

Student focused learning outcomes:

By the end of the lesson you will be better able to:

- demonstrate an understanding of SWOT analysis.
- identify the key components of SWOT analysis.
- use SWOT to construct a personal academic plan.

Introduction

A SWOT analysis is a planning technique used to help you identify Strengths, Weaknesses, Opportunities, and Threats as you complete your studies.

It is related to future planning where you will ask and answer questions to generate meaningful information. This information can then be used to create a tool for the evaluation of your performance.

The purpose of a SWOT is to help you achieve specific and achievable academic goals.

1 How do you conduct a personal SWOT analysis?

Think about your current academic performance. Look at the grid to help you.

<p style="text-align: center;">Strengths</p> <p>Things that I do really well, maybe even better than anyone else.</p>	<p style="text-align: center;">Weaknesses</p> <p>Things that I lack or things that I don't do very well.</p>
<p style="text-align: center;">Opportunities</p> <p>Things around me that could help me to achieve my goals.</p>	<p style="text-align: center;">Threats</p> <p>Things around me that may prevent me from achieving my goals.</p>

Note:

Strengths and Weaknesses are **Internal** to you.

Opportunities and Threats are **External** to you.

2 Ask yourself questions related to you and your studies.

These will help you take a balanced view of your academic performance.

Look at the two example grids below. You may have more questions you wish to add.

<p style="text-align: center;">Strengths</p> <p>What things do I do really well? What are my skills, values and interests? What do other people see as my strengths?</p>	<p style="text-align: center;">Weaknesses</p> <p>What areas do I need to develop? What should I avoid?</p>
<p style="text-align: center;">Opportunities</p> <p>What possibilities are open to me? What resources do I have? Which people can help me?</p>	<p style="text-align: center;">Threats</p> <p>What might cause me difficulties? What responsibilities do I have? Are there things that restrict me?</p>

<p style="text-align: center;">Strengths</p> <p>What do I do really well in life? What do other people see as the things I'm good at? What skills do I tend to rely on the most? What skills are the ones I've developed the most so far What personal qualities are strengths for me?</p>	<p style="text-align: center;">Weaknesses</p> <p>What do I do less well in life? What do other people suggest I need to be better at doing? What skills do I tend to avoid using? What personal qualities do I wish I had?</p>
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Opportunities	Threats
<p>What things work in my favour at the university?</p> <p>What resources do I have?</p> <p>What / Who can help me?</p> <p>What is changing in my life which may create new options for me?</p>	<p>What might cause me difficulties?</p> <p>What restrictions are there on me?</p> <p>Where are the gaps in my resources or sources of help?</p> <p>What is changing in my life which may close new options for me?</p>

3 How to answer your SWOT questions.

Look at the example grid below. Note: You don't need to use full sentences.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Good interpersonal skills. • Motivated. • Good team worker. • Organised – meet targets. • Leadership skills. 	<ul style="list-style-type: none"> • Try to do too much at once. • Find uncertainty difficult to manage. • Can be too single-minded. • Need to listen more.
Opportunities	Threats
<ul style="list-style-type: none"> • Teachers, assistants, admin, library, technicians help me. • Committed to study further. • Support by doing extra classes. • Supportive family. • Great circle of friends. 	<ul style="list-style-type: none"> • Balance between university and home. • Uncertain situation at university. • Integrated and online learning difficulties. • My priorities in life. • Not many friends - get lonely.

4 Complete your SWOT grid. Be honest (especially Weaknesses).

Use the questions given in this lesson.

You can use as many bullets points as you wish.

Write in note form, not full sentences.

Strengths	Weaknesses
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

5 Now you need to make your Personal Academic Plan.

Before you write your plan consider:

How can I Use each Strength?

How can I Stop each Weakness?

How can I Use each Opportunity?

How can I Defend against each Threat?

6 Creating your Personal Academic Plan.

Look at the grid below.

My Current Conditions

	Strengths	Weaknesses
Opportunities	S-O My Strategy	W-O My Strategy
Threats	S-T My Strategy	W-T My Strategy

7 Creating your Personal Academic Plan.

Consider what you wrote in your SWOT. Now write strategies that will help you improve your current situation. These strategies will form your Personal Academic Plan.

My Personal Academic Plan

	Strengths	Weaknesses
Opportunities	S-O My Strategy	W-O My Strategy
Threats	S-T My Strategy	W-T My Strategy

Thursday 6 & Friday 7 August

Individual tutorials

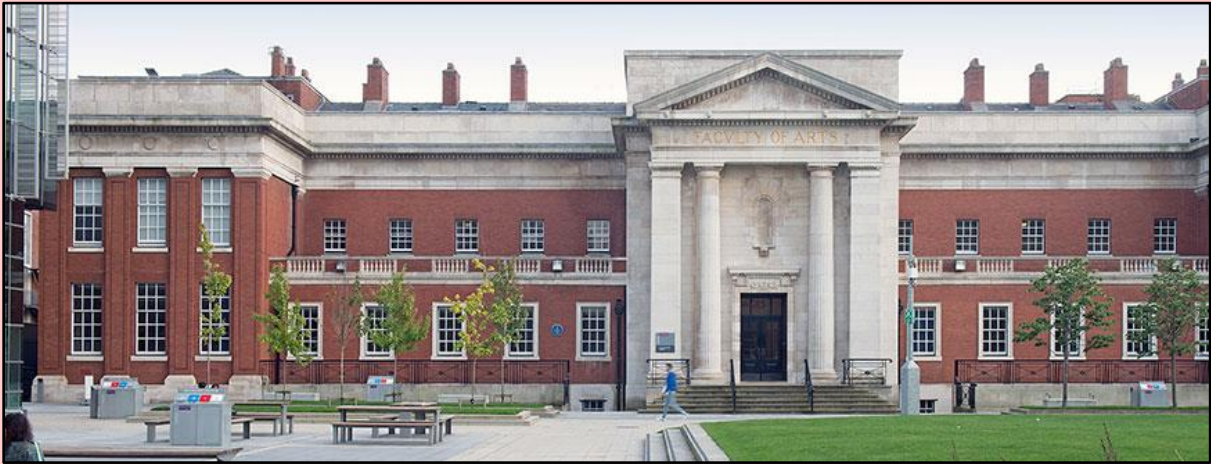
You will have a 10 to 15-minute tutorial with your tutor. It is an opportunity to discuss your SWOT analysis and ask any questions you may have.

Prepare to explain your study strategy for the remainder of the course based on your analysis of your strengths, weaknesses, opportunities and threats.

Prepare any questions you wish to ask your tutor.

Make notes during the tutorial.

Keep your notes to refer to in the future.



University Language Centre, The University of Manchester, Oxford Road, Manchester M13 9PL

website: www.manchester.ac.uk/languagecentre

email: presessional-support@manchester.ac.uk

telephone: +44 (0)161 306 3397