People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of 'Tiaret'

Faculty of Letters and Languages

Department of English

Study Skills

A Course for Second year Undergraduate EFL Students

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2025-2026

Course Guide

1. Course General Information

Course Title	Study Skills
Course Format (Delivery Mode)	Hybrid (Blended)
Access to the Course	Moodle https://moodle.univ-tiaret.dz/course/view.php?id=1225 Google Classroom (Course Announcements)
Target Audience	Second Year Undergraduate EFL Students
o *Credit(s)*	4
o *Coefficient(s)*	2
o *Semester hourly volume*	45-55 hours
o *Contact hours per week*	3h
o *Evaluation/Assessment Methods*	*Formative and Summative Assessment:* In-class and online activities
Class Type	Tutorial (CC=40%, Exam=60%)
Course Creator	**Dr. Abdelhadi Amina** Department of English, Faculty of Letters & Languages, Ibn Khaldoun University of Tiaret, Algeria
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2. Course Description

The **Study Skills** course, worth four credits and structured over two semesters, is designed for second-year English bachelor students, building on the foundation provided in the first-year program. It supports the development of essential academic, personal, and self-management skills needed for success in higher education. The course explores learning strategies, research literacy, reflective and independent learning, collaboration, academic writing, and digital competencies. Its primary aim is to provide practical tools and approaches that strengthen study habits, critical thinking, and metacognitive awareness.

The course is structured into lessons with clear objectives, intended learning outcomes, guided notes, and practical exercises. Worksheets, checklists, and reflection tasks help students apply strategies, monitor progress, and develop skills relevant to both academic and research contexts. Interactive activities, such as group discussions, role-plays, and peer exercises, encourage active engagement and the practical application of learning strategies, fostering confidence and independence in their studies. In line with a **constructive approach**, students are guided to actively build knowledge through experience, collaboration, and self-reflection, while the teacher acts as a facilitator who provides guidance, prompts, and feedback to help learners make sense of new concepts rather than simply receiving them passively.

The six units are carefully sequenced to create a smooth progression from foundational study skills to advanced research, writing, and presentation abilities. This design reflects the principle of **scaffolding** in constructivist learning: each unit provides structured support at the beginning, gradually reducing it as students become more autonomous. By building step by step, learners are able to connect prior knowledge to new content, deepen their understanding, and transfer strategies across contexts. Each unit therefore not only connects logically to the next but also ensures that students develop increasing competence in independent learning, academic communication, and research practices. By the end of the course, students will have acquired practical strategies, digital skills, and reflective habits that allow them to study effectively, conduct research efficiently, and participate confidently in higher education.

3. **Course Content**

The **Study Skills** course is structured into six units. Each unit includes sections that outline intended learning outcomes, activities, and instructional materials, and conclude with reflection, self-evaluation worksheets, and a portfolio. The first unit, **Building Independent Learning Skills**, introduces strategies for self-motivation, time management, goal-setting, and digital competencies, helping students apply practical tools for academic and personal growth. The second unit, **Collaboration and Feedback Skills**, develops teamwork, communication, and conflict-resolution abilities while fostering reflective practices through receiving and applying feedback effectively. **Research Foundations and Preparation**, the third unit, covers the purpose, context, and critical thinking skills needed for research, providing a conceptual basis for practical tasks. **Research Planning and Process**, the fourth unit, guides students in planning research projects, framing questions, and identifying research gaps. The fifth unit, **Academic Writing, Research Tools, and Reporting,** emphasizes developing core writing skills, such as adopting appropriate style and tone, summarizing, and synthesizing information, while also introducing practical research tools like questionnaires and interviews, and guiding students in translating their findings into structured reports. Finally, the unit '**Academic Research Communication'** equips students to analyze, interpret, and present data 'like tables and graphs' using visual tools AI applications and effective presentation methods. Together, these six units provide smooth and integrated progression from foundational learning to applied research and communication competence.
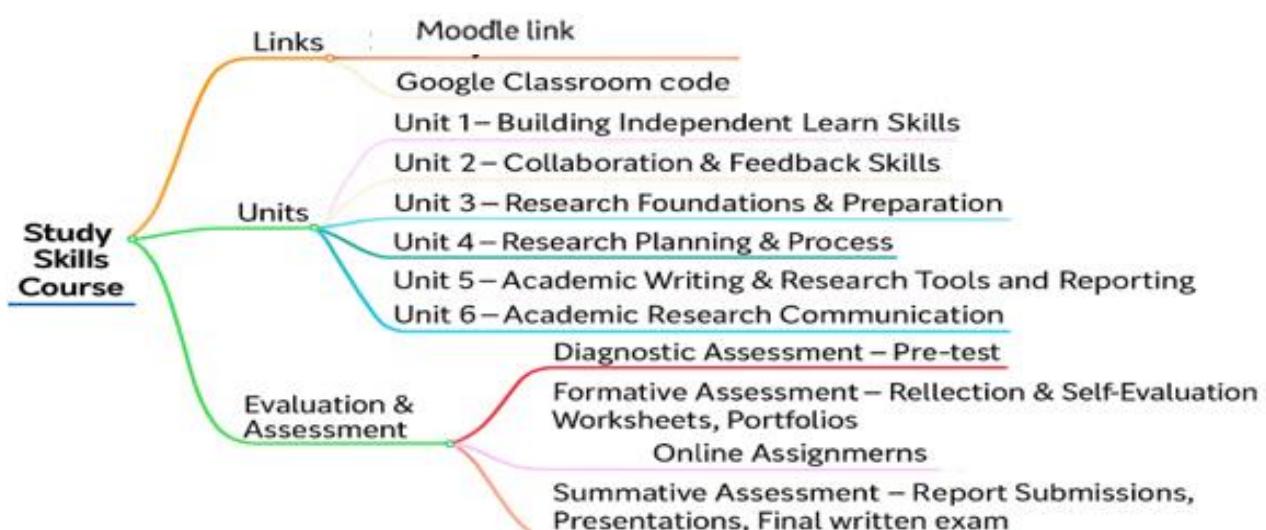

Figure 1. The Present Course Mind map

4. Course Requirements (Pre-requisites & Core-requisites)

The Study Skills course is designed to equip students with essential academic, personal, and self-management skills to support their transition to university-level study. The first unit, ***Preparing for University and Building Foundations,*** serves as a prerequisite for all subsequent units. It helps students reflect on available resources, recognize their strengths, record achievements, and begin constructing a portfolio to track progress and growth.

While there are no strict prior course requirements, students are expected to have basic proficiency in academic reading, writing, and digital tools, as these skills will be applied throughout the course. This foundational unit ensures that all students start with a common understanding and are prepared for the more advanced study skills, research, and academic tasks covered in later units.

5. Course Objectives

The objectives of the course are aligned with Bloom's revised taxonomy, emphasizing cognitive, practical, and reflective skill development.

Upon completion of this course, students will be able to:

i. Must know :

o Remember key concepts related to independent learning, research planning, and academic study strategies.

ii. Know what to do:

o Understand approaches to time management, collaborative learning, and research foundations.
o Critically evaluate strategies for academic success, including identifying reliable sources and structuring tasks.
o Examine academic writing conventions, argumentation, and effective presentation of research.

iii. Know how to do:

- o Apply study strategies to plan, organize, and monitor learning tasks effectively.
- o Conduct basic research activities, including literature review, note-taking, and data collection.
- o Use digital tools and online platforms to enhance learning, collaboration, and presentation skills.
- o Develop reflective skills through self-assessment, portfolio compilation, and evaluation of personal progress.

6. Assessment Methods and Grading Policies

The course assessment combines continuous evaluation with a summative final component:

- o **Continuous Assessment (CC=40%)** – Includes graded in-class and online activities, including standardized tests, reflections & self-evaluation worksheets, homework checks, term projects, class discussions 'Q&A', student portfolios and assignments submission via Moodle platform. Continuous assessment encourages ongoing engagement and skill development throughout the course.
- o **Final Written Exam (60%)** – Evaluates understanding and application of study strategies, research planning, and academic writing principles.

7. Course Online Instructional Materials and Study Aids

To support learning and provide flexible access to resources, students should regularly consult the Moodle platform for:

- o SCORM lessons, narrated presentations, and slides corresponding to each study unit.
- o Links to relevant websites, audio/video resources, and collaborative workshop activities.
- o A glossary of key terms and a list of reading at the end of each unit.
- o A discussion board for peer-to-peer and student-instructor interaction, questions, and feedback sharing.

5. **Course Study Units**

Units	Content	Pages
Prerequisites: ***Preparing for University and Building Foundations***	**1.1** Preparing for University Life **1.2** What is Learning? **1.3** Personal Resources and Skills Development **1.4** Recording Achievements **1.5** What is a Portfolio?	13
	📝 Reflection & Self-Evaluation Worksheets 🛠 Remediation Tasks	17

Unit 1: Building Independent Learning Skills	1.1. **Learning Styles and Study Strategies**
	   1.1.1. Identifying Learning Preferences
	   1.1.2. Study Techniques
	   1.1.3. Metacognitive Strategies
		20

	1.2. **Reflective vs. Independent Learning**	28

	1.3. **Developing Independent Learning Skills**
	   1.3.1. Self-Motivation & Discipline
	   1.3.2. Time Management & Prioritization
	   1.3.3. Goal setting & Self-Assessment
	   1.3.4. Stress Management & Wellbeing
		33

	1.3. **ICT for Independent Learning**
	   1.3.1. Digital Tools for Productivity
	   1.3.2. Online Learning Platforms
	   1.3.3. Information Literacy & Evaluating Sources
		38

	📝 Reflection & Self-Evaluation Worksheets 📁 Portfolio ⏳ Online Assignment	

Prerequisites:

Preparing for University and Building Foundations

Unit Aim: This unit serves as a prerequisite for the following course units by supporting students' transition to university and fostering essential academic, personal, and self-management skills. It encourages them to reflect on resources, record achievements, and begin building a portfolio to track progress and growth.

Format	Lecture /Discussion	
Sections	1.1. Preparing for University Life 1.2. What is Learning? 1.3. Personal Resources and Skills Development 1.4. Recording Achievements 1.5. What is a Portfolio?	
Intended Learning Outcomes	1. Understand the transition to university and expectations of higher education. 2. Recognize different perspectives on learning and their relevance to success. 3. Identify and reflect on personal resources and skills for growth. 4. Practice recording achievements for academic and personal development. 5. Explain the purpose and structure of a learning portfolio.	
Learning Activities	*In Class*	Group discussion, reflection task, role-play scenarios
	Online	Individual assignment, self-assessment checklist, forum post
Instructional (Blended) Materials	*In Class*	Class notes, guided activities, problem-based tasks
	Online	Checklists
Assessment__Diagnostic		Class discussions, peer feedback on tasks, online Q&A board.

🗐 Prerequisites: *Preparing for University and Building Foundations*
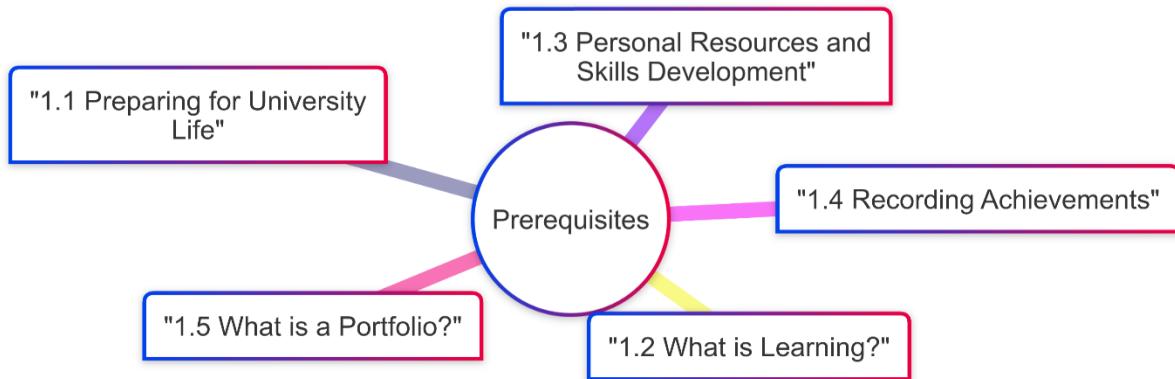
The **"Prerequisites"** section establishes the foundation for the second-year *Study Skills* course by consolidating knowledge and competencies introduced in the first year. The component **"Preparing for University Life"** equips students with an understanding of academic expectations, independence, and adjustment to the culture of higher education, aligning with research that highlights the importance of transitional support in promoting student success (Tinto, 2012). **"What is Learning?"** engages students with theories and processes of learning, encouraging reflection on how learning occurs and how awareness of learning strategies enhances performance (Biggs & Tang, 2011). Additionally, the part **"Personal Resources and Skills Development"** strengthens essential transferable skills such as communication, teamwork, and resilience, which are consistently identified as crucial for academic and professional growth (Yorke & Knight, 2006). Similarly, **"Recording Achievements"** emphasizes reflective practice and the documentation of progress through logs, journals, or personal development planning, which support self-regulation and lifelong learning (Moon, 2004). Finally, **"What is a Portfolio?"** introduces students to the use of portfolios as curated evidence of skills and achievements, a practice recognized for its value in both assessment and employability (Barrett, 2007). Together, these prerequisites provide a scaffold that ensures students are academically and personally prepared to engage with the more advanced demands of independent learning and study skills in the second year.

References

Barrett, H. (2007). Researching electronic portfolios and learner engagement: The REFLECT initiative. *Journal of Adolescent & Adult Literacy, 50*(6), 436–449. https://doi.org/10.1598/JAAL.50.6.5

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.

Moon, J. (2004). *A handbook of reflective and experiential learning: Theory and practice.* Routledge Falmer.

Tinto, V. (2012). *Completing college: Rethinking institutional action.* University of Chicago Press.

Yorke, M., & Knight, P. (2006). *Embedding employability into the curriculum.* Higher Education Academy. https://www.advance-he.ac.uk/knowledge-hub/embedding-employability-curriculum

🎯 **Learning Outcomes** : By the end of this preliminary section, students will be able to :

1. Recognize the expectations of university-level independent study.
2. Demonstrate readiness to reflect on personal study habits and adapt strategies.
3. Show basic ICT literacy and willingness to use digital tools for learning.
4. Communicate effectively in English in both written and spoken academic contexts.
5. Begin a personal portfolio that documents progress, achievements, and self-reflection.

📁 **Lesson Plan Snapshot**

o **Duration:** 60 minutes (introductory session)
o **Materials:** Whiteboard/markers, handout checklist, projector, sample apps/websites
o **Pedagogical Strategy:** Interactive orientation + guided reflection
o **Structure:**
   - Warm-up activity
   - Group discussion
   - Instructor mini-input on key prerequisites
   - Checklist self-assessment & feedback

🌟 **Warm-up Task – "What Do I Bring With Me?"**

➲ **Activity 1: High School vs. University Skills**

Prompt	Ask: **"What skills or tools did you already use in high school to study effectively?"**	• Using notebooks • Group study • Highlighting texts • YouTube tutorials
Sharing	Students brainstorm individually, then share aloud or in pairs.	List may include Note-taking, summarizing, watching videos, peer discussions.
Instructor organizes	**Teacher clusters responses under categories:** • Academic Awareness • Study Practices • ICT Skills • Reflection • Communication	**Example grouping:** • "Highlighting" → Study Practices • "YouTube tutorials" → ICT Skills • "Group study" → Communication • "Keeping a planner" → Reflection

📝 **–Notes & Demonstrations**

1.1. Preparing for University Life

This component introduces students to the **transition from secondary to higher education**, highlighting the increased independence, responsibility, and adaptability required at university.

Students are guided to recognize the differences in learning environments, teaching styles, and assessment methods. They also explore the importance of time management, self-motivation, and building a support network.

1.2. What is Learning?

This section introduces students to **theories and processes of learning**, including surface learning, deep learning, and strategic learning (Biggs & Tang, 2011). It emphasizes how awareness of learning strategies can enhance academic success. Students reflect on how they learn best and explore tools for improving retention and understanding.

1.3. Personal Resources and Skills Development

This component focuses on **developing transferable skills** that support academic and professional growth. Students learn the value of self-awareness, resilience, teamwork, and communication as resources that enhance learning. ICT literacy and digital readiness are also emphasized.

1.3.1. Academic Awareness: University = more independence, less direct supervision.

→ keeping track of multiple deadlines at once.
☞ *Reflection:* How do I currently remember deadlines?

1.3.2 Foundational Study Practices: Familiarity with notetaking, summarizing, exam preparation.

→ mind maps, flashcards, practice questions.
▤ *Mini Task:* Share one technique that worked for you in high school.

1.3.3. Readiness for Reflection: Growth mindset: being open to improving habits.

Reflection journals or self-checklists as tools.
➲*Prompt:* Which study habit of mine is strong? Which is weak?

1.3.4. ICT Literacy: Basic use of Word, email, browsers, search engines.

→ Moving toward apps, online platforms, and digital organization tools.
▤ *Mini Task:* Students open a new digital tool (Google Calendar, Trello) and try to list one upcoming task.

1.3.5. Communication Readiness: Academic English (reading, writing, discussion).

→ Emphasis on peer collaboration and class participation.
➲ *Prompt:* How confident am I in group discussions?

⮱ Activity 2: Recording Achievements & Building the Portfolio

Prompt	"How can we track progress this semester?"	Journals, digital folders, portfolios.
1. Brainstorm	Students suggest ways to record achievements.	E-portfolio, reflection journal.
2. Instructor Input	Introduce the idea of a personal **portfolio** (can be notebook or digital).	Portfolio contains: reflections, assignments, self-ratings.
3. Practice	Students set up the first page: "My University Transition Goals."	Example entry: "I want to improve time management."

▯ –Notes & Demonstrations

1.4. Recording Achievements: The *ongoing process* of noting down what you did, learned, and struggled with.

- o **Nature**: Informal, continuous, like a personal diary of learning.
- o **Purpose**: To reflect, monitor progress, and identify areas for improvement.
- o **Format**:
    - o Journals/logs
    - o Checklists
    - o Progress trackers
    - o Quick reflections

1.5. A **portfolio**: *curated collection* of your most important and best evidence of skills, progress, and achievements.

- o **Nature**: Selective, polished, and organized for others to see.
- o **Purpose**: To showcase growth for assessment, feedback, or employability.
- o **Format**:

    - o Reflection highlights
    - o Best assignments or projects
    - o Certificates or achievements
    - o Self-assessments with commentary

➔ **Example**: A portfolio entry might include:

Section	Example Entry
Date	12 March 2025
Activity	Reading activity
What I Learned	New vocabulary: *predict, summarize, infer*
My Challenge	Summarizing the main ideas was difficult
My Plan	Write short summaries after each reading

☞ There are different formats or layouts you can use to organize your portfolio entries. They are like *frames* or *designs* (tables, checklists, or simple question forms) that help you write clearly and keep your work structured.

➔ *Reflection Worksheet*

```
Date: _____
Topic: _____
What I learned today: _____
What was difficult: _____
My plan to improve: _____
```

➔ *Checklist Worksheet*
☑ I wrote the date and topic
☑ I explained what I learned
☑ I wrote at least one challenge
☑ I made a plan for improvement

➔ **Progress Tracker Table**

Week	Activity	What I Learned	Challenge	My Next Step
1	Vocabulary game	Learned new words	Forgot spelling	Practice 5 words daily
2	Listening task	Understood main ideas	Missed details	Re-listen with subtitles

☞ Your portfolio is **not for grading**. It is your **learning diary** — a tool for self-growth and reflection.

Reflection & Self-evaluation Worksheet

1 Part A – Preliminaries Checklist

Question	✓	Notes
Do I understand how university learning differs from school?	☐	
Have I used study strategies before (note-taking, summarizing, revision)?	☐	
Am I open to reflecting on my strengths and weaknesses?	☐	
Can I use digital tools for learning (Word, email, search engines)?	☐	
Do I feel ready to read, write, and speak in English for academic purposes?	☐	

2 Part B – Open Reflection

- One strength I bring to university study is: _____
- One skill I need to develop more is: _____
- One digital tool I want to explore further is: _____

3 Part C_Teacher's Diagnostic Checklist (with Remedies)

Area	Signs of Struggle	Activity / Strategy
Academic Awareness	Confusion about independence vs. high school	☐ Read a short story/case about a student moving from high school to university. ☐ Discuss with a partner: "What is different? What is similar?" ☐ Write one sentence about how you will handle independence.
Study Practices	Few strategies beyond memorization	☐ Quick recall: write 3 things you remember from last lesson. ☐ Make a small concept map of today's topic. ☐ Try a new note-taking strategy (highlight keywords, connect ideas).
Reflection	Resistant or blank self-assessment	☐ Share one success and one challenge from your last task with a partner. ☐ Write one sentence about what you learned from the sharing. ☐ Share with a new partner to see different ideas.
ICT Literacy	Difficulty opening/using digital tools	☐ Watch a step-by-step demo of the digital tool.

		☐ Ask a peer helper for guidance.
		☐ Practice on your own and note any difficulties.
Communication	Shy & hesitant in group sharing	☐ Write a short reflection (2–3 sentences) on a topic.
		☐ Read your reflection aloud to a partner.
		☐ Gradually join small group discussions, then try sharing in class.

4 **Part E_ Reflection Boxes**

1. Academic Awareness Reflection:

2. Study Practices Reflection:

_____

3. Personal Reflection:

- What challenge did I face today?_____

- What is my plan to improve?_____

4. ICT Literacy Reflection:

- Tool/task I practiced: _____
- Difficulty I faced: _____
- How I solved it / plan to improve: _____

5. Communication Reflection:

- Topic I shared: _____
- How I felt sharing: _____
- Next step to improve: _____

Study Units

1. **Building Independent Learning Skills**

2. **Collaboration and Feedback Skills**

3. **Research Foundations and Preparation**

4. **Research Skills: Planning and Process**

5. **Academic Writing and Research Literacy Skills**

6. **Research Data, Technology, and Presentation Skills**
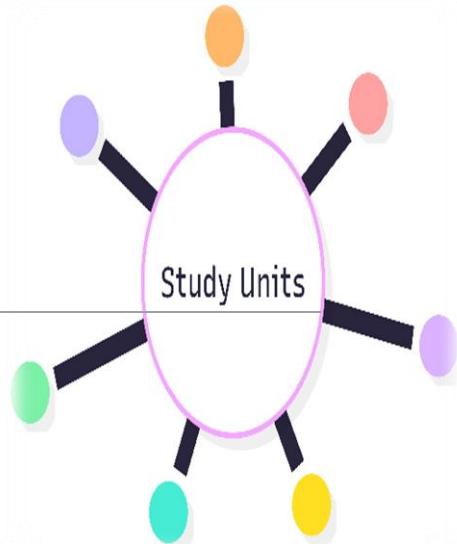
1	**Building Independent Learning Skills**

Unit Aim: This unit aims to equip students with the skills and strategies necessary for becoming effective independent learners, focusing on reflective practice, self-regulation, time and stress management, and the use of digital tools to support learning.

Format	Lecture / Discussion
Sections	1.1 Learning Styles and Study Strategies 1.2 Reflective vs. Independent Learning 1.3 Developing Independent Learning Skills 1.4 ICT for Independent Learning
Learning Objectives	This unit offers you opportunities to: 1. Identify personal learning preferences and effective study approaches. 2. Differentiate between reflective and independent learning. 3. Apply self-management strategies (motivation, time management, coping pressure). 4. Use ICT tools to enhance independent learning
Learning Activities	**In-Class:** Reflection task, peer/group discussion **Online:** Individual assignment (upload reflection on Moodle)
Instructional Materials	**In-Class:** Class notes, discussion prompts **Online:** Study aids/resources on Moodle, further reading list
Assessment __Formative	Reflection worksheet + group activity outcomes Participation: Teacher/student discussion board Student portfolio

1.1 Learning Styles and Study Strategies
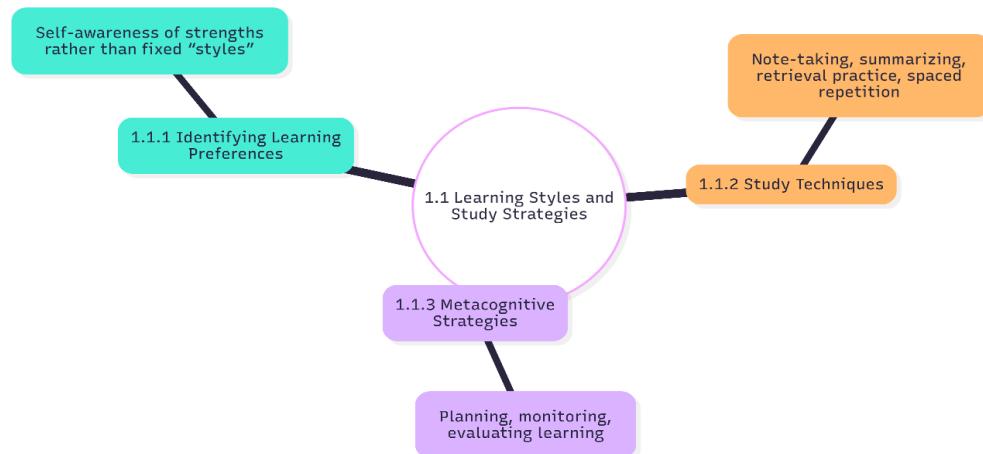
The section **" Learning Styles and Study Strategies"** provides a structured overview of key approaches that support effective learning, drawing on findings from educational psychology. It begins with **Identifying Learning Preferences**, which emphasizes the importance of developing self-awareness of individual strengths rather than relying on fixed "learning styles." Research has shown that rigid categorization into styles has limited empirical support, while self-awareness allows learners to flexibly adapt to different learning tasks (Pashler et al., 2008). Building upon this foundation, the section introduces **Study Techniques**, highlighting evidence-based practices such as note-taking, summarizing, retrieval practice, and spaced repetition. These techniques have been consistently validated in cognitive psychology as effective means of enhancing retention and long-term mastery of material (Dunlosky et al., 2013). The final component, **Metacognitive Strategies,** stresses the higher-order processes of planning, monitoring, and evaluating learning. Metacognition, first conceptualized by Flavell (1979), is regarded as a central determinant of effective self-regulated learning, enabling learners to assess their progress, adjust strategies, and achieve greater autonomy (Zimmerman, 2002). Taken together, these three dimensions—self-awareness, practical study strategies, and metacognitive control—form a coherent framework for developing independent and sustainable learning practices.

References

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Flavell, J. H. (1979). *Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry.* American Psychologist, 34(10), 906–911.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). *Learning styles: Concepts and evidence.* Psychological Science in the Public Interest, 9(3), 105–119.

Zimmerman, B. J. (2002). *Becoming a self-regulated learner: An overview.* Theory Into Practice, 41(2), 64–70.

🎯 **Learning Outcomes :** By the end of this section, students will be able to :

1. Recognize different learning styles and how they impact study and research.
2. Explore personal learning preferences.
3. Apply practical strategies to improve their study and research process.

📁 **Lesson Plan Snapshot**

- o **Duration:** 90 minutes
- o **Materials:** Whiteboard, sticky notes, handouts, projector (optional)
- o **Pedagogical Strategy:** Constructivist
  (experience → reflection → definition → explanation → application).
- o **Structure:**
  - Warm-up task
  - Pair & Group activity: Reflection wall
  - Notes with examples
  - Guided practice & peer discussion
- o **Reflection & Self-evaluation:** worksheet completion

🌟 **Warm-up Task – Activating Prior Knowledge**

➲ **Activity: "How Do You Learn Best?"**

☞ **Give each student one sticky note.** **Prompt:** *"When preparing for an exam or research project, what is the very first thing you usually do?"*	**Examples students may write:** • *I re-read my notes* • *I make flashcards* • *I highlight my textbook* • *I discuss with a friend*
1. Students post sticky notes on the board.	Sticky notes are visible for all; class can see variety of study habits.
3. Instructor clusters responses into categories: • Visual (diagrams, charts, mind maps) • Auditory (listening, discussing) • Reading/Writing (summarizing, note-taking) • Kinesthetic (practicing, experimenting)	**Example grouping:** • "Make a mind map" → *Visual* • "Discuss with a friend" → *Auditory* • "Re-read notes" → *Reading/Writing* • "Practice problems" → *Kinesthetic*
4. Lead short discussion: 👉 *"What does this variety tell us about how people approach studying?"*	**Expected insight:** • *Different learners prefer different strategies.* • *There is no single 'best' way to study.* • *Effective learners often combine multiple approaches.*

📝 – Notes with demonstrations

1. A learning style is an individual's preferred way of absorbing, processing, and retaining information. It reflects how someone best understands and interacts with new knowledge or skills. Learning styles are preferences, not fixed traits, and effective learners often combine multiple styles depending on the task.

2. Types of Learning Styles with Examples

a. **Visual Learners** 🖼 : Prefer to learn through images, diagrams, charts, and visual aids.

→ Using a mind map to organize vocabulary or a flowchart to summarize a story.

b. **Auditory Learners** 🎧 : Learn best through listening, discussion, or verbal explanation.

→ Listening to a podcast in English, discussing a topic in groups, or reading aloud.

c. **Reading/Writing Learners** 📄 : Prefer reading texts and taking notes; benefit from writing summaries or lists.

→ Rewriting grammar rules, summarizing an article in own words, using flashcards.

d. **Kinesthetic Learners** ✋ : Learn best through hands-on activities, movement, and practice.

→ Role-playing a dialogue, doing experiments, or acting out a story scene.

☞ No single style is "best." Most learners **benefit from combining strategies** across different styles depending on the task.

✳ Group Activity – Reflection Wall

🖊 **Task 1 –** Compare strengths and weaknesses of different preferences.

1. Divide class into 4 groups: Visual, Auditory, Reading/Writing, Kinesthetic.	**Students are assigned or self-select into groups.**

2. Each group answers on flipchart paper:
• What does this learner usually do?
• What are the advantages?
• What are the challenges/limitations?
	Visual → mind maps, diagrams, color coding.
	  Advantage: see connections clearly.
	  Challenge: struggle with large amounts of text.
	Auditory → discussions, podcasts, lectures.
	  Advantage: learn by listening and dialogue.
	  Challenge: studying harder alone.

	Reading/Writing → summaries, rewriting notes, outlines. *Advantage*: strong with essays and reports. *Challenge*: slow for large volumes. **Kinesthetic** → labs, role-play, hands-on practice. *Advantage*: deep understanding through doing. *Challenge*: some abstract concepts harder to grasp.
3. Groups present	**Each group shares key points; audience may ask questions.**
4. Instructor summarizes: "Learning styles are flexible—effective learners combine strategies."	**Students understand** that no single approach is "best," mixing methods is most powerful.

📝−Notes with Demonstrations

2. Study Strategies are deliberate techniques—such as note-taking, summarizing, highlighting, mind mapping, or self-testing—that students use to actively process, organize, and retain information for more effective learning.

a. **Cornell Notes (Notetaking):** A structured note-taking system (organizes information efficiently and improves review) dividing the page into three sections:

- **Cues / Questions** (left column)
- **Notes** (right column)
- **Summary** (bottom)
  Purpose: → **Demonstration (Shape Layout):**

Cues	← e.g., Synonyms, Questions
Notes	← Main details, examples
Summary	← Key takeaway sentence
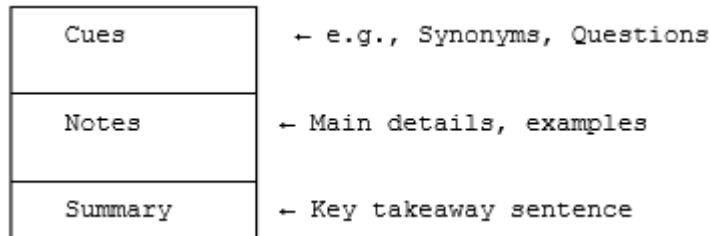
→ **Example:**

- **Cues:** Synonyms for *Happy*
- **Notes:** cheerful, joyful, delighted, glad, thrilled
- **Summary:** "*Happy* can be expressed in many ways depending on context."

b. **Summarizing & Paraphrasing:** Condensing a passage into your own words (without losing meaning) to improve comprehension and retention.

→ **Demonstration (Flow Shape):**

```
[Original Passage] → [Identify Key Ideas] → [Rewrite in Own Words] → [Summary Sentence]
```

- *Original Passage:* "William Shakespeare is considered one of the greatest writers in the English language. His plays include tragedies like *Hamlet*, comedies like *A Midsummer Night's Dream*, and histories such as *Richard III*."
- *Summary Sentence:* "Shakespeare wrote famous tragedies, comedies, and history plays."

c. **Mind Mapping / Concept Mapping:** Visual diagram connecting ideas around a central concept. Shows relationships between categories and subcategories.

→ **Demonstration (Branch Shape):**

```
              [Central Idea]
              /     |      \
         Branch1  Branch2  Branch3
          /  \      |        \
      Sub1   Sub2  Sub1      Sub2
```
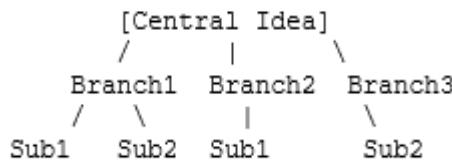
- *Central Idea:* Essay Writing
- *Branches :*
  - Introduction → Hook, Thesis
  - Body → Topic sentences, Evidence
  - Conclusion → Summary, Closing statement

d. **Retrieval Practice:** Actively recalling information from memory instead of rereading. Strengthens long-term memory.

→ **Demonstration (Arrow Shape):**

```
[Study Material] → [Close Notebook] → [Recall from Memory] → [Check Accuracy]
```

- *Study Material:* Vocabulary words (benevolent, cautious, ecstatic)
- Students close their notebooks, recall the words, then check for accuracy.

e. **Spaced Repetition:** Reviewing material at increasing intervals to improve long-term retention and prevent forgetting.

→ **Demonstration (Timeline Shape):**

```
Day 1 → Day 3 → Day 7 → Day 30
```

- *Day 1:* Learn words benevolent, ecstatic, cautious
- *Day 3:* Review flashcards
- *Day 7:* Use words in sentences
- *Day 30:* Self-quiz

f. **Reflection Question:** Connecting strategies to personal learning context encourages **metacognition** and purposeful study.

→ Demonstration (Loop Shape):

```
[Strategy Used] → [Reflect on Usefulness] → [Apply to Learning Context] → [Adjust Strategy]
```

- *Strategy:* Cornell Notes
- *Reflection:* Useful during grammar explanations
- *Application:* Students plan to use it for taking notes on new vocabulary
- *Adjustment:* Add synonyms or example sentences in Notes section

✿ Group Activity – Text Study

🖉 Task 2– Short Text:

The Industrial Revolution, which began in the 18th century, transformed economies from agriculture-based to industry-based. It introduced new machinery, factories, and transportation methods. While it led to economic growth and urbanization, it also caused poor working conditions and social challenges.

Provided with the given text, assign each group one method
- Group 1 → Cornell Notes
- Group 2 → Concept Map
- Group 3 → 5-sentence summary
- Group 4 → Flashcards (terms & definitions).

→ Groups produce a concrete product:

Groups exchange outputs → explain their method to others.

→ Other groups reflect:
"Would this help me? Why/why not?" (Students compare strategies and discover personal preferences).

"Which strategy felt natural? Which was challenging? Why?"

→ Emphasizing metacognition: choosing strategies purposefully makes studying more effective.

📝 –Notes with Demonstrations

1. Metacognition is the process of thinking about your own thinking. It involves planning, monitoring, and evaluating your learning strategies to improve understanding, retention, and problem-solving.

→**Example:**

o **Planning:** Before reading a text, a student decides to use a **Concept Map** to organize key ideas.
o **Monitoring:** While reading, the student asks: "Do I understand this paragraph? Should I rephrase it in my own words?"
o **Evaluating:** After completing the text, the student reflects: "Using the Concept Map helped me see the main ideas clearly, but summarizing would have helped me remember details better."

📋 **Reflection & Self-evaluation Worksheet**

1 **Part A – Individual Reflection & Self-Evaluation:** *Assess your learning strategies, effectiveness, and personal growth.*

Self-Evaluation Question	My Response / Rating
Did I complete today's learning tasks effectively?	☐ Always ☐ Often ☐ Sometimes ☐ Rarely
Which strategies worked best for me today?	☐ Note-taking ☐ Summarizing ☐ Retrieval practice Other: _____
Which strategies were challenging for me? Why?	☐ Time management ☐ Focus ☐ Understanding material Other: _____
Did I stay focused and manage my time well?	☐ Excellent ☐ Good ☐ Fair ☐ Needs improvement
What new insight did I gain about my learning style?	Open-ended response: _____
How will I improve or adjust my strategies next time?	Open-ended response: _____

2 **Part B – Vocabulary & Concepts Self-Check**

Word / Concept	Meaning / Explanation	Can I use it correctly?
		☐ Yes ☐ Sometimes ☐ No
		☐ Yes ☐ Sometimes ☐ No

3 **Part C – Reflection on Group/Peer Learning:** *Evaluate your participation and learning from peers.*

```
        +---------------------------+
        |  Did I share my ideas     |
        |  clearly during discussions? |
        | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------+
                    |
                    ↓
        +---------------------------+
        | Did I listen and learn    |
        | from my peers' strategies? |
        | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------+
                    |
                    ↓
        +---------------------------+
        | Did I contribute to helping |
        | others understand the material? |
        | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------+
                    |
                    ↓
        +---------------------------+
        | How can I improve my      |
        | participation next time?  |
        | Open-ended response: _____|
        +---------------------------+
                    |
                    ↓
        (back to the top — reflection is continuous)
```

1.2 Reflective vs. Independent Learning

Reflective learning emphasizes the process of examining past experiences in order to improve future practice. Kolb's *Experiential Learning Cycle* illustrates this with a **four-stage circular diagram**: *Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation*. This cycle shows that learning does not end with experience but deepens through reflection and testing new approaches (Kolb, 1984). Similarly, Schön's model of the *reflective practitioner* highlights two layers of reflection, which can be represented in a **double-arrow diagram**: *reflection-in-action* (thinking while doing) and *reflection-on-action* (thinking after doing) (Schön, 1983). Both frameworks underscore the value of reflection in developing critical awareness of one's own learning strategies.

In contrast, **independent learning** stresses autonomy and responsibility. Zimmerman's *Self-Regulated Learning Cycle* can be represented as a **triangle diagram** with three interdependent phases: *forethought* (planning and goal setting), *performance* (strategy use and monitoring), and *self-reflection* (evaluation and adaptation) (Zimmerman, 2002). This framework highlights that independent learners are not passive recipients of information but active agents who plan, act, and review their learning.

When integrated, reflective and independent learning form a complementary system. A **Venn diagram with two interlocking circles** demonstrates this relationship: one circle represents reflective learning (Kolb, Schön), the other represents independent learning (Zimmerman). The overlap shows shared benefits such as *critical awareness, autonomy, and adaptability*. In research contexts, this integration is crucial: reflective practice enhances ethical and methodological awareness, while independent learning equips students to manage complex tasks with confidence.

References

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Zimmerman, B. J. (2002). *Becoming a self-regulated learner: An overview.* Theory Into Practice, 41(2), 64–70.

🎯 **Learning Outcomes :** By the end of this section, students will be able to:

1. Experience both reflective and independent learning.
2. Define and differentiate between reflective and independent learning.
3. Understand why both approaches matter in research.
4. Practice using both approaches in a small assignment plan.

📁 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Worksheets, flipchart/board
- **Pedagogical Strategy:** Constructivist (experience → reflection → definition → explanation → application)
- **Structure:**
  - o Warm-up task
  - o Notes with examples
  - o Guided practice & peer discussion
  - o Reflection & self-evaluation

💥 Warm-up Task – Mini Study Coach

➲	Activity	Student Action
Instructor presents 3 short situations:	**1) Last-Minute Crammer** You have two exams in the same week. In high school, you always studied the night before. How will you prepare differently at university? **2) Passive Reader** You read chapters for class but forget most of the key ideas. How will you change your reading strategy to remember and apply what you learn? **3) Shy Participant** In group discussions, you rarely share because you fear making mistakes. How will you build confidence and participate more actively?	Each pair chooses (or is assigned) one scenario based on their personal experiences.
Student Task Flow	**Students think about:** *What would I usually do?* *Why does it/not work?* *What could I change?*	Write 2–3 quick notes.
	One is the **"student"** with the problem, the other is the **"study coach"** asking reflective questions e.g., *What worked?* What **new independent strategy** will I try next time? (e.g., create a 7-day plan, use active reading notes, set a goal to speak once per discussion…).	Swap roles after 2 minutes.
	Volunteers share their new independent strategies they designed.	Build a class pool of strategies.

📝 **Notes with Demonstrations**

1. Reflective Learning: Looking back at past experiences (successes and failures) to identify lessons and improve future performance.

→ Reviewing feedback from a previous report to avoid repeating mistakes.

2. Independent Learning: Taking responsibility for your own learning by setting goals, managing time, and making decisions without heavy reliance on others.

→ Searching for sources and scheduling writing time independently.

3. Combined Importance

- Reflection improves quality.
- Independence ensures progress.
- Together: Both are essential for successful research outcomes.

🍀 **Group Activity – Reflection & Independent Plan**

🖊 **Task 1** –Reflect on your last project and plan better strategies for independent learning.

- **Write on cards:**

  - *Green card:* What worked well

  - *Red card:* What did not work

  - *Yellow card:* What you would change next time

- **Place all cards on a board or table.**

- Organize them into *challenges, strategies, and improvements*.

- Explain how reflection helped **improve your next plan**.

📋 **Reflection & Self-evaluation Worksheet**

1 **Part A – Self-Reflection:** *Reflect on your learning today. Think of this as a continuous cycle.*

Planning & Independence

- How well did I plan my learning tasks today?
  - ☐ Very well   ☐ Moderately   ☐ Slightly   ☐ Not at all
- Did I take initiative without relying on guidance?
  - ☐ Always   ☐ Sometimes   ☐ Rarely   ☐ Never

Strategy Application

Which strategy helped me most today? (Tick all that apply)

- ☐ Journaling
- ☐ Timelines
- ☐ Concept Mappin
- ☐ Mind Mapping
- ☐ Peer Discussion
- ☐ Other: _____

Which strategy was the most challenging? Why?

_____

_____

Reflection & Insight

What lesson did I learn from previous assignments?

_____

Did I notice patterns in my learning habits?

- ☐ Yes
- ☐ Somewhat
- ☐ No

Continuous Improvement

How can I improve my planning and reflection for next time?

_____

2 **Part B – Creative Self-Check :** *Use checkmarks, emojis, or short phrases to indicate your experience.*

Skill / Activity	How did I feel?	How confident am I?
Planning my tasks	😃 😐 ☹️	☐ High ☐ Medium ☐ Low
Reflecting on past work	😃 😐 ☹️	☐ High ☐ Medium ☐ Low
Collaborating with peers	😃 😐 ☹️	☐ High ☐ Medium ☐ Low
Applying new strategies	😃 😐 ☹️	☐ High ☐ Medium ☐ Low

3 **Part C – Peer & Group Learning:** *Draw a small mind map showing how your peers' ideas influenced your learning.*

- Central node: **"Today's Group Learning"**
- Branches: Key insights, strategies observed, new ideas you'll try.

Part D – Creative Reflection

1. Speed Reflection (1–2 min)

- Write 3 words that describe how you learned today:
  1. _____
  2. _____
  3. _____

2. Emoji Timeline

- Draw 4 emojis along a timeline showing your engagement during today's session:
  o Start → Middle → Peer Exchange → End

3. Advice to Future Self

- Write a short note to yourself: *"Next time I will…"*

4 **Part E – Self-Assessment Stars:** *Rate your overall learning today by filling in stars* ⭐ *(1 = just starting, 5 = mastery)*

Stars	Level	Description
⭐⭐⭐⭐⭐	**Mastery**	I applied strategies independently **and** reflected deeply.
⭐⭐⭐⭐	**Confident**	I applied strategies but still needed some guidance.
⭐⭐⭐	**Developing**	I tried strategies but still need support.
⭐⭐	**Beginner**	I struggled to plan or reflect.
⭐	**Just starting**	I need significant help.

✍️ **My rating today:** ☆ ☆ ☆ ☆ ☆
(*Shade in the number of stars that matches your experience.*)

1.3 Developing Independent Learning Skills
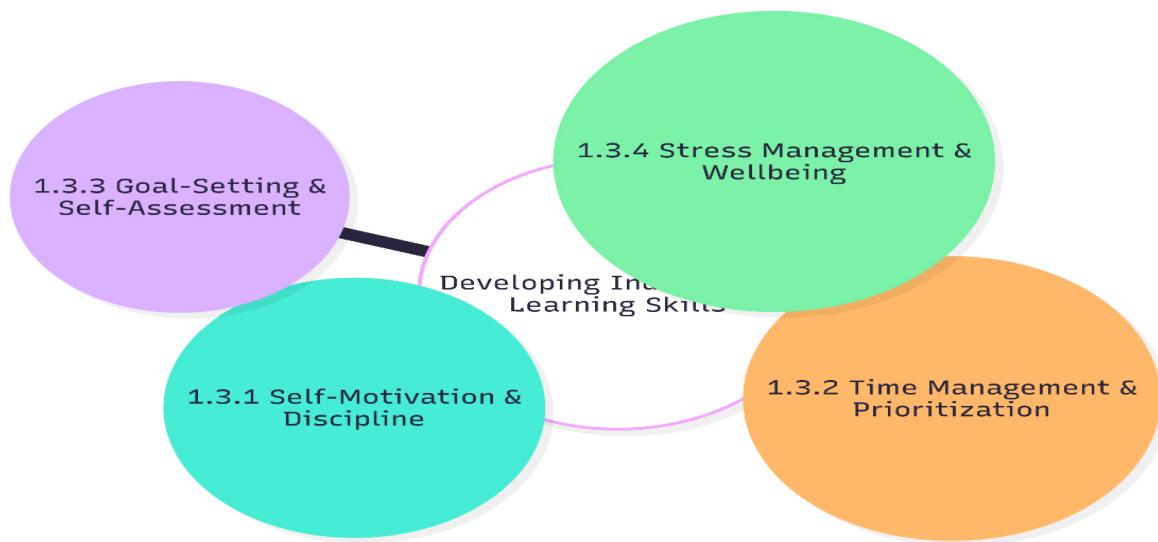
The section **"Developing Independent Learning Skills"** highlights four key elements that support effective self-directed study. First, **self-motivation and discipline** provide the drive and consistency necessary for sustained learning, with self-determination theory stressing autonomy and competence as critical motivators (Deci & Ryan, 2000). Second, **time management and prioritization** enable learners to organize tasks and allocate resources efficiently, with research linking these skills to higher academic achievement and lower stress (Macan et al., 1990). Third, **goal-setting and self-assessment** help students set clear, challenging objectives and evaluate their progress, reflecting principles of goal-setting theory and self-regulated learning (Locke & Latham, 2002). Finally, **stress management and wellbeing** ensure that independent learning is sustainable, as practices such as mindfulness and balanced routines support focus and persistence (Credé, 2018).

Taken together, these four dimensions create an integrated framework in which motivation drives effort, time management structures learning, goals guide direction, and wellbeing sustains performance—equipping students to thrive academically and personally.

References

Credé, M. (2018). *A meta-analytic review of the relationship between study habits and academic performance.* Perspectives on Psychological Science, 13(2), 235–257.

Deci, E. L., & Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being.* American Psychologist, 55(1), 68–78.

Locke, E. A., & Latham, G. P. (2002). *Building a practically useful theory of goal setting and task motivation: A 35-year odyssey.* American Psychologist, 57(9), 705–717.

Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). *College students' time management: Correlations with academic performance and stress.* Journal of Educational Psychology, 82(4), 760–768.

🎯 **Learning Outcomes**: By the end of this section, students will be able to:

1. Demonstrate strategies for staying motivated and disciplined in study.
2. Apply effective time management and prioritization techniques.
3. Set realistic academic goals and use self-assessment tools to track progress.
4. Recognize the importance of wellbeing and stress management in independent learning.

📁 **Lesson Plan Snapshot**

- **Duration**: 90 minutes
- **Materials**: Whiteboard, timers, sticky notes, reflection worksheets, projector (optional)
- **Pedagogical Strategy**: Constructivist approach
- **Structure**:
    o Warm-up activity
    o Guided discussion with examples
    o Group activity (simulation / planner design)
    o Reflection & worksheet self-evaluation

💥 **Warm-up Task – "What Gets You Going?"**

➲	Activity 1 – "What Stops Me from Studying?"	Activity 2 – "What Gets Me Started?"
➲ **Prompt**	Write one personal obstacle to studying on a sticky note. *(Examples: procrastination, distractions, lack of time, stress)*	"When you have a big task, what helps you get started?" *(Possible: coffee, music, deadline pressure, breaking into steps, rewards)*
Student Task	Students post sticky notes on board.	

Instructor groups responses into themes & categories:	• Motivation & discipline • Time management • Goal clarity • Stress & wellbeing	• Internal motivators (self-drive, curiosity, goals) • External motivators (deadlines, teacher feedback, rewards)
4 – Discussion / Wrap-Up	• Which obstacle do you face most often? • What strategies have helped you overcome it?	Notice how some motivators come from **within (intrinsic),** while others depend on outside factors **(extrinsic)**. Which ones work best for you?"

📝 **Notes with Demonstrations**

1.3.1 Self-Motivation & Discipline : The ability to take initiative and stay focused, consistent with learning tasks, even without external pressure.

→ **"Pomodoro Technique" (Timer Method)**

- o Study 25 minutes → short 5-min break → repeat 4 cycles → long 15-min break.
- o **Purpose:** builds focus, reduces procrastination.
- o **Example**: While revising vocabulary, set a timer, focus fully, then reward yourself with a short break.

☞ **Reflection Question**: *When do I usually lose focus? How could a timer help me?*

1.3.2. Time Management & Prioritization: Organizing tasks by importance and urgency to maximize productivity.

→ **"Eisenhower Matrix"**

- o *Quadrants:*
1. Urgent + Important → Do now__ Submit assignment due tomorrow.
2. Important, not urgent → Plan for later__ Plan research project.
3. Urgent, not important → Delegate / minimize__ Reply to a casual message.
4. Not urgent, not important → Eliminate__ Scrolling social media.
- **Example**: "Exam revision" → Quadrant 1; "Netflix" → Quadrant 4.

☞ **Reflection Question**: *Which quadrant do I spend most of my time in?*

1.3.3 Goal setting & Self-Assessment: Creating clear, measurable learning goals and checking progress regularly..

→ **SMART Goals Framework:** *Specific, Measurable, Achievable, Relevant, Time-bound*

o   *Specific*: Learn 20 new words.
o   *Measurable*: Quiz yourself at the end of the week.
o   *Achievable*: 4 words per day.
o   *Relevant*: Improves academic vocabulary.
o   *Time-bound*: Complete in 5 days.

- **Example**: Instead of "I will study English," → "I will learn 10 new academic words and use them in sentences by Friday."

☞ **Mini Task**: Each student writes one SMART goal for their English learning.

☞ **Self-Assessment Tool**: Rating scales (1–5 stars) after tasks to measure progress.

1.3.4 Stress Management & Wellbeing : Maintaining mental and physical balance while studying (Balancing academic demands with personal health)

o   **"*Box Breathing" Exercise (4-4-4-4)*** : Inhale for 4 seconds → Hold 4 → Exhale 4 → Hold 4. Repeat x4 cycles.

o   Short movement/stretch breaks.
o   Journaling quick reflections on stress triggers.

→ **Discussion**: "What small daily habit keeps you balanced when studying?" (How sleep, exercise, and breaks improve focus)

☞ **Reflection Question**: *Which wellbeing habits help me learn best?*

✖️ **Group Activity – Planner Simulation**

🖊 **Task 1 –** Apply all four independent learning strategies.

1. **Divide into 4 groups** → each group takes one focus (Motivation, Time, Goals, Stress).
2. Each group creates a **mini "survival guide" poster** with:
    o   One strategy
    o   One real-life student example
    o   One tip for overcoming challenges
3. Groups present & exchange → peers vote for "Most Practical Guide."

Group Task: Survival Guide

Motivation   Time   Goals   Stress

Mini Poster:
• 1 strategy
• 1 example
• 1 tip

Mini Poster:
• 1 strategy
• 1 example
• 1 tip

Mini Poster:
• 1 strategy
• 1 example
• 1 tip

Mini Poster:
• 1 strategy
• 1 example
• 1 tip

Group Presentations

Peer Voting:
"Most Practical Survival Guide"
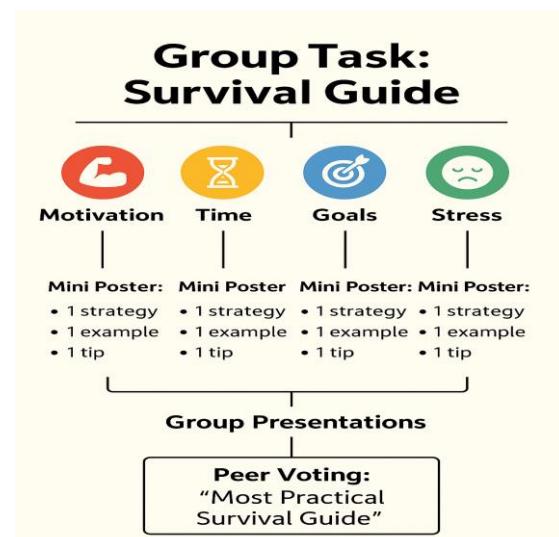
📋 Reflection & Self-evaluation Worksheet

1 **Part A – Daily Skills Checklist**

Self-Evaluation Question	Tick (✔)	Notes
Did I stay motivated today?	☐	
Did I manage my time well?	☐	
Did I set clear goals for myself?	☐	
Did I take care of my wellbeing (breaks, focus, calm)?	☐	
My biggest challenge today was:		_____
My improvement step for next session is:		_____

2 **Part B – Open Reflection**

- My strongest independent learning habit today was: _____
- A challenge I faced: _____
- One adjustment I will try next time: _____

1.4 ICT for Independent Learning
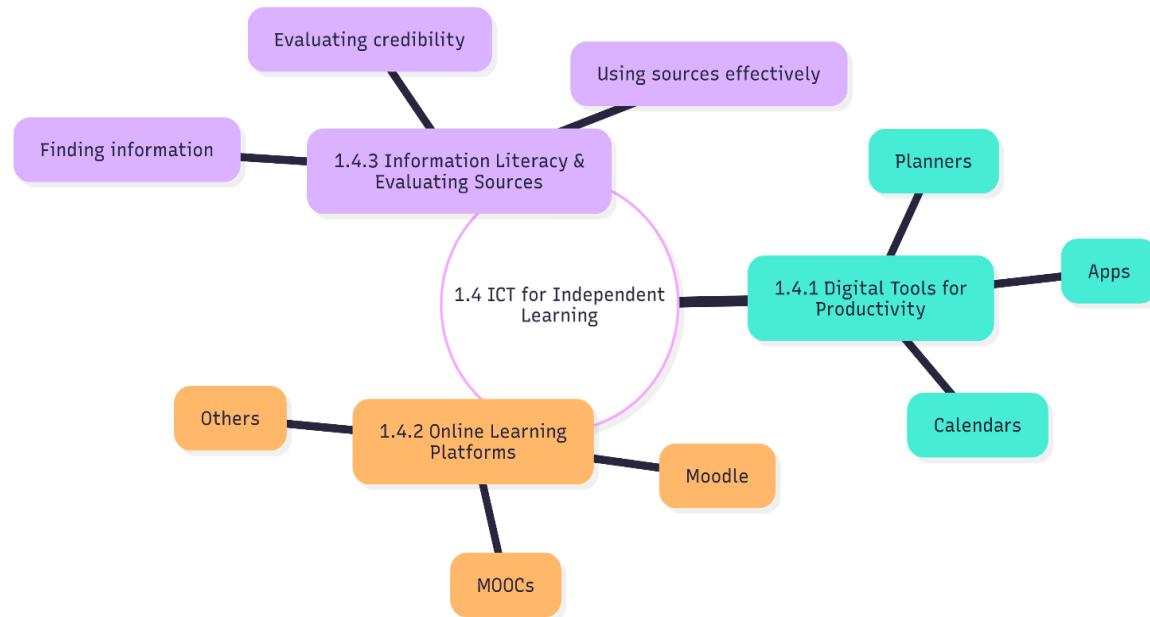
The section **"ICT for Independent Learning"** emphasizes the role of digital technologies in supporting self-directed study. First, **digital tools for productivity** such as planners, apps, and calendars help students structure tasks and manage time effectively, reducing procrastination and promoting accountability (Woodcock, Middleton, & Nortcliffe, 2012). Second, **online learning platforms** like Moodle and MOOCs expand access to flexible, interactive, and globally available educational content, enabling learners to personalize their pace and deepen engagement (Hrastinski, 2008; Yuan & Powell, 2013). Finally, **information literacy and evaluating sources** equip students to locate, assess, and use information responsibly. Frameworks such as the *ACRL Framework for Information Literacy* highlight the importance of judging credibility, avoiding bias, and applying sources effectively in academic work (ACRL, 2016; Head, 2013).

References

Association of College & Research Libraries (ACRL). (2016). *Framework for Information Literacy for Higher Education.* Chicago: ACRL.

Head, A. J. (2013). *Learning the ropes: How freshmen conduct course research once they enter college.* Project Information Literacy Research Report.

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Woodcock, B., Middleton, A., & Nortcliffe, A. (2012). Considering the smartphone learner: Developing innovation to investigate the opportunities for students and their interest. *Student Engagement and Experience Journal, 1*(1), 1–15.

Yuan, L., & Powell, S. (2013). *MOOCs and open education: Implications for higher education.* JISC CETIS.

🎯 **Learning Outcomes**: By the end of this section, students will be able to:

1. Identify and use digital tools for productivity and organization.
2. Navigate online learning platforms effectively for self-directed study.
3. Apply information literacy skills to evaluate and select credible sources.

📁 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Laptops/phones, projector, internet access, sample digital tools (Google Calendar, Trello, Moodle, Coursera), worksheet
- **Pedagogical Strategy:** Blended learning + Guided practice
- **Structure:**
   o Warm-up activity
   o Instructor demo of tools (with short practice tasks)
   o Group task: "Digital Learning Challenge"
   o Reflection & worksheet self-evaluation

🌟 **Warm-up Task – "Digital Footprint in Learning"**

➲ The instructor asks students	"Which apps or websites do you use daily for learning or organization?"
Student Task	Students list tools on the board, e.g.: *YouTube, Google Docs, Quizlet, Notion...*
	Cluster responses into themes, e.g.: *productivity, learning platforms, information sources…*
Debrief Question	*"Do these tools really help your learning, or just fill time?"*

📝 **Notes with Demonstrations**

1.4.1 Digital Tools for Productivity : Using technology to stay organized, manage time, and keep track of learning progress.

➔ **Tool Example – Google Calendar or Trello**

- Google Calendar: schedule study sessions, set reminders for deadlines.
- Trello/Notion: organize assignments into boards, checklists, deadlines.

Mini Demo: Instructor shows how to create a weekly study plan on Google Calendar.

→ Scheduling "Essay Draft" as a recurring task until due date.

☞ **Reflection Question:** Which digital tool could replace my current paper-based method?

1.4.2 Online Learning Platforms : Accessing structured content and courses beyond the classroom.

→   - **Moodle** – Uploading assignments, accessing readings.

     - **MOOCs (Coursera, EdX, FutureLearn)** – Free global courses.

     - **YouTube EDU** – Bite-sized explanations.

Mini Task: Students browse one Moodle platform and find a course relevant to English or their field of study. Each student introduces their chosen course in one sentence.

☞ **Reflection Prompt:** How could I integrate one online course or video into my weekly learning routine?

1.4.3 Information Literacy & Evaluating Sources: Being able to search, filter, and judge the reliability of digital information.

Tool – CRAAP Test (Currency, Relevance, Authority, Accuracy, Purpose):

1. **Currency** – Is the source up-to-date?
2. **Relevance** – Does it answer my learning need?
3. **Authority** – Who is the author/publisher?
4. **Accuracy** – Is the information supported by evidence?
5. **Purpose** – Is it unbiased, or trying to sell/persuade?

→ Compare a Wikipedia entry vs. an academic article on the same topic.

Mini Task: Students check one source they recently used and apply the CRAAP criteria.

☞ **Reflection Question:** Which online source do I trust most, and why?

✿ Group Activity – "Digital Learning Challenge"

🖊 **Task 1** –Apply ICT tools for independent learning.

Option 1 – Build Your Digital Toolkit

- Group 1: Suggest 2–3 **organization tools** for daily planning.
- Group 2: Suggest 2–3 **online learning resources** (platforms or apps).
- Group 3: Suggest 2–3 **strategies for evaluating information online.**

- Class combines all suggestions into a shared **Digital Toolkit Poster**.

Option 2 –Digital Study Survival Guide

- Each group creates a **poster/infographic** showing:

  - One ICT tool (app/platform/source)
  - One student scenario (e.g., preparing for an exam, writing a paper, learning vocabulary)
  - A step-by-step "How this tool helps" guide.

  - Gallery walk & peer feedback.

Reflection & Self-evaluation Worksheet

1 **Part A – ICT Skills Checklist**

Self-Evaluation Question	Tick (✔)	Notes
Did I try using at least one new digital tool today?	☐	
Did I explore an online learning platform?	☐	
Did I apply criteria to check a source's credibility?	☐	
Do I feel more confident using ICT for learning?	☐	

2 **Part B – Open Reflection**

- The most useful ICT tool I learned today was: _____
- A challenge I faced while using ICT: _____
- One digital strategy I will try next week: _____

3 **Part C – Peer & Group Learning**

🖊 **Task:** Draw a small mind map showing how your peers' ideas influenced your learning.

- **Central node:** *"Today's Group Learning"*
- **Branches:** Key insights, strategies observed, new ideas you'll try.
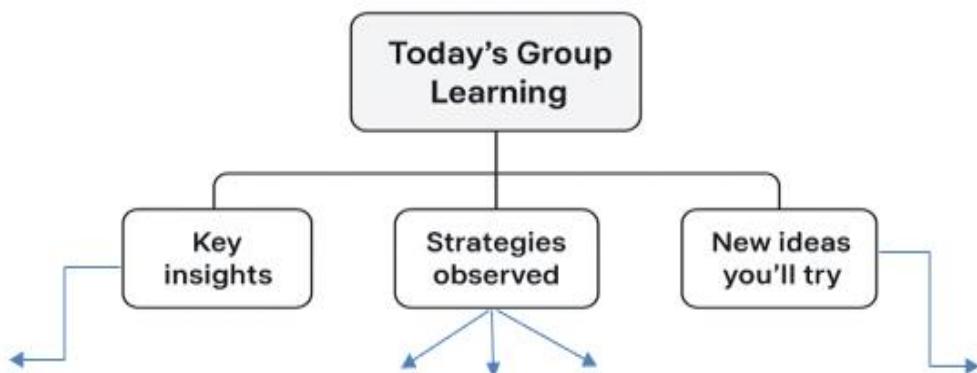
📁 **Student Portfolio – Unit 1: Building Independent Learning Skills**

✍ **Student Name:** _____

📅 **Date:** _____

Section 1 – My Learning Preferences & Strategies (1.1)

- Strengths I discovered about my learning approach:

  _____

- Study techniques I practiced (note-taking, retrieval, spaced repetition):

  _____

- Which technique worked best for me and why?

  _____

- Metacognition – How I planned, monitored, or evaluated my study:

  _____

Section 2 – Reflection vs. Independence (1.2)

- Example of when reflection helped me improve my learning:

  _____

- One way I became more independent as a learner**:**

  _____

Section 3 – Independent Learning Skills (1.3)

3.1 Self-Motivation & Discipline

- My motivation strategy: _____

3.2 Time Management & Prioritization

- Tool/Method I tried (e.g., Eisenhower Matrix): _____
- Reflection: _____

3.3 Goal-Setting & Self-Assessment

- My SMART Goal this unit: _____
- Did I achieve it? ☐ Yes ☐ Partly ☐ No
- Evidence : _____

3.4 Stress Management & Wellbeing

- Strategy I practiced (breathing, exercise, breaks, journaling): _____
- Reflection: _____

Section 4 – ICT for Independent Learning (1.4)

4.1 Digital Tools for Productivity

- Tool I used (app/calendar/planner): _____
- How it helped: _____

4.2 Online Learning Platforms

- Platform/course/video I explored: _____
- Key takeaway: _____

4.3 Information Literacy & Evaluating Sources

- Source I checked: _____
- CRAAP Test outcome: ☐ Trustworthy ☐ Not Trustworthy
- Reflection: _____

Section 5 – My Evidence of Progress

📌 Attach or list any evidence (screenshots, notes, planner pages, online certificates, self-reflection worksheets).

Section 6 – Final Reflection

- My strongest independent learning skill now is: _____
- The biggest challenge I still face is: _____
- My next step for improvement is: _____

2   Collaboration and Feedback Skills

Unit Aim: This unit aims to develop students' ability to work collaboratively in academic contexts, particularly in research, by enhancing teamwork, communication, conflict resolution, and feedback application skills.

Format	Lecture / Discussion

Sections	2.1.Collaborative Research Skills
	    2.1.1. Working with Others: Pair Work vs. Group Work
	    2.1.2. Effective Communication Strategies: Listening and Understanding
	    2.1.3. Conflict Resolution in Research Teams
	2.2.Skills of Receiving and Applying Feedback
	    2.2.1. Communicating Effectively with Mentors and Peers
	    2.2.2. Receiving, reflecting on, and Applying Feedback

Learning Objectives	This unit offers you opportunities to: 1. Differentiate between pair work and group work in collaborative academic contexts. 2. Apply effective communication strategies, including active listening and feedback. 3. Demonstrate conflict resolution skills within study or research teams. 4. Communicate and collaborate effectively with peers and mentors to enhance outcomes.
Learning Activities	**In-Class:** Collaborative task, role-play & simulation, peer feedback workshop. **Online:** Reflection journal, discussion forum & feedback integration task.
Instructional Materials	**In-Class:** PowerPoint slides & lecture notes, handouts with teamwork and communication strategies. **Online:** Study aids (Moodle resources: articles, instructional videos and reflection templates), reading list
Assessment __Formative	Reflection worksheet + group activity report/presentation Discussion board participation Student portfolio

2.3.   Collaborative Research Skills
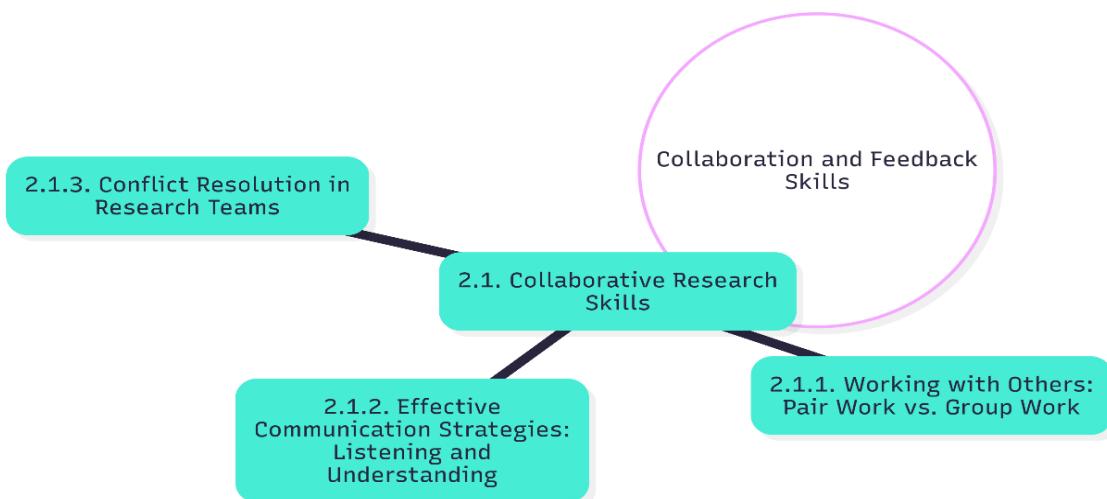
The section **"Collaborative Research Skills"** highlights the value of collaboration and feedback in academic and research settings. It identifies three core elements. First, **working with others through pair work and group work** develops awareness of different collaborative dynamics, with evidence showing that structured teamwork enhances achievement and interpersonal skills (Laal & Ghodsi, 2012). Second, **effective communication strategies**, particularly active listening and understanding, build trust, reduce misunderstandings, and strengthen group cohesion (Robinson, Kilgore, & Warren, 2017). Third, **conflict resolution in research teams** equips students to manage disagreements constructively, improving creativity, satisfaction, and productivity (DeChurch & Marks, 2001).

Collectively, these components provide students with the skills to engage productively in research teams, preparing them for both academic success and professional collaboration (Johnson, Johnson, & Smith, 2014).

References

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Robinson, S. B., Kilgore, W., & Warren, S. J. (2017). Care, communication, support: Core for designing meaningful online collaborative learning. *Online Learning, 21*(4), 29–51. https://doi.org/10.24059/olj.v21i4.1240

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Differentiate between pair work and group work in collaborative learning and research.
2. Apply effective communication strategies, including active listening and understanding.
3. Demonstrate strategies for conflict resolution within study or research teams.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** Whiteboard, case scenarios, role-play cards, discussion prompts, reflection worksheets
- **Pedagogical Strategy:** Collaborative & experiential learning
- **Structure:**
  - Warm-up activity
  - Guided mini-lecture with examples
  - Group simulation/role-play activity
  - Reflection & self-evaluation worksheet

🌟 Warm-up Task – "Teamwork in Action"

Prompt	**"Think of a time you worked with others (class, project, or sports). What went well? What was challenging?"** The instructor may share a quick personal example to model reflection.
Student Task	Students write **one positive** (on a green sticky note) and **one negative** (on a red sticky note). -They briefly share with a partner before placing notes on the board. **Examples of student answers:** ✓ *Positive:* "We finished our project faster because we divided tasks." ✓ *Positive:* "I learned new ideas from my partner." × *Negative:* "One person did all the work, others didn't help." × *Negative:* "We argued and wasted time."
Instructor Role	Instructor collects and **clusters responses** into themes/ Volunteers can help group the notes: *Pair Work / Group Work / Communication / Conflict.* *Wrap-up:* Highlight patterns (e.g., "Many positives were about sharing ideas; many negatives were about unequal effort.") and ask: *"What surprised you most about your peers' experiences?"*

2.1.1 Working with Others: Pair Work vs. Group Work: Understanding when to use pairs and when to use larger groups in academic collaboration.

- o *Pair Work* → Peer review of writing (focused, detailed feedback).
- o *Group Work* → Designing a research presentation (multiple ideas, shared tasks).

→ **Comparison Chart (Key Factors):**

Aspect	Pair Work	Group Work
Efficiency	Faster, easier to coordinate between two people.	Slower, more time needed to organize multiple members.
Ideas & Perspectives	Limited to two viewpoints (more focused).	Rich diversity of ideas and perspectives.
Accountability	Each person's contribution is clear.	Risk of unequal participation (some may do more, others less).
Workload Balance	Simple division of tasks (e.g., split essay sections).	Larger tasks can be divided among more members.
Best Used For	Peer review, pair discussions, practicing dialogues.	Group projects, presentations, brainstorming sessions.

⮡ **Mini Task:** Students complete their own **T-chart** of "Best for Pair Work" vs. "Best for Group Work" with examples from their personal experience.

☞ **Reflection Question:** Which setting helps me focus more? Which pushes me to share ideas?

2.1.2 Effective Communication Strategies: Listening and Understanding: Active listening, paraphrasing, and questioning for clarity (One student explains an idea, partner repeats back ("So what you mean is…").

→ **Passive vs. Active Listening**

Aspect	Passive Listening	Active Listening
Eye Contact	Avoids or looks away	Maintains steady, friendly eye contact
Body Language	Distracted posture, fidgeting, looking at phone	Nods, leans slightly forward, shows interest
Responses	Short, vague replies: "Uh-huh… okay…"	Meaningful feedback: "I see… That's interesting…"
Engagement	Interrupts or changes topic	Waits patiently, lets speaker finish
Understanding	Doesn't confirm meaning	Paraphrases or summarizes: "So, you mean that…"

Questions	Rarely asks questions	Asks clarifying questions to deepen understanding

☞ **Reflection Question:** Which listening habits do you notice in yourself more often (active or passive)?

2.1.3 Conflict Resolution in Research Teams: Learning how to manage disagreements constructively so collaboration remains productive.

→ **Case Scenario (Simulation):**
Two students disagree on the direction of their research project. Example: *One wants to focus on surveys, while the other prefers interviews.*

→ **Conflict Styles in Research Teams**

Style	Description	Strengths	Weaknesses	Best Used When…
Competing	Asserting your own views strongly, aiming to "win."	Quick decisions, clear direction.	Can damage relationships, others may feel ignored.	Urgent situations, when a strong stance is needed (e.g., ethical concerns).
Avoiding	Ignoring the conflict	Prevents escalation, allows cooling-off.	Issues remain unresolved, may lead to frustration.	When the issue is minor, or emotions are too high.
Accommodating	Prioritizing others' needs over your own.	Maintains harmony, shows flexibility.	Your needs may be overlooked, risk of resentment.	When relationships matter more than the issue, or the decision is low-stakes.
Collaborating	Working together to find a win-win solution.	Builds trust, creates balanced outcomes.	Takes time and effort, requires strong communication.	When the issue is important and both sides' input is valuable.

☞ **Reflection Question:** Which style would be most effective for the case scenario (disagreeing on research methods)?

✌️ **Pair Activity _Peer Review (Pair Work vs. Group Work)/ 'Echo points'**

🖊 **Task 1:** One student explains an idea for 2 minutes (any class-related topic). The partner must repeat back using paraphrasing (*"So what you mean is…"*) and ask at least one clarifying question.

- o **Switch roles** after 2 minutes.
- o **Reflection:** *Which listening habits do you notice more in yourself—active or passive?*

🖊 **Task 2: 'draw what you hear'**

Step 1 – Speaker Role:

- Partner A describes a simple object, scene, or shape (e.g., *a house with two windows and a tree on the left*) **without naming it directly**.

Step 2 – Listener Role:

- Partner B listens carefully and **draws what they hear** on paper.
- No interruptions or clarifying questions allowed until the end.

Step 3 – Compare & Clarify:

- Partner A shows the original idea vs. Partner B's drawing.
- Partner B explains how they understood the instructions.
- Switch roles and repeat with new descriptions.

Step 4 – Reflection:

- "What made the description clear or unclear?"
- "How did active listening (eye contact, focus, paraphrasing later) improve my understanding?"

✡️ **Group Activity – Conflict Resolution Simulation**

🖊 **Task 3: Scenario:** Students act out a disagreement in a research project (e.g., surveys vs. interviews)

- Each group assigns roles (Student A, Student B, mediator, observers).
- The two students act out the conflict, using different **conflict styles** (competing, avoiding, accommodating, collaborating).
- Observers note which style was used and how effective it was.
- Group discusses: *Which style would be most effective for this case? Why?*

📋 **Reflection & Self-evaluation Worksheet**

1 **Part A – Skills Checklist**

Self-Evaluation Question	✓	Notes
Did I work effectively with my partner/group?	☐	
Did I listen actively and check understanding?	☐	
Did I handle disagreements constructively?	☐	
My biggest collaboration challenge was:		
My improvement step for next time is:		

2 **Part B – Open Reflection**

- My strongest collaboration skill today was: _____
- A challenge I faced was: _____
- One adjustment I will try next time is: _____

3 **Part C – Peer & Group Learning**

☞ **Reflection:** Think about today's teamwork. Tick the box if you actually did this today.

☐ **Pair Work:** I learned something new from working with just one partner.

☐ **Group Work:** I gained new ideas or perspectives from the group.

☐ **Communication:** I listened carefully and responded thoughtfully to others.

☐ **Conflict:** I helped handle disagreements in a positive way.

☐ **My Takeaway:** I left with one idea or skill I can use next time.

💡 **Tip:** You can sketch a little mind map if you like — put "Today's Group Learning" in the middle and branch out your answers.

Part C – Peer & Group Learning

Reflection: Think about today's teamwork. Write or draw your thoughts in the bubbles.

Pair Work
What did I learn from working with just one partner?

Group Work
What new ideas or perspectives came from the group?

Today's Group Learning

Communication
How well did I listen and respond to others?

Conflict
How did we handle disagreements?

My Takeaway
One idea or skill I'lll use next time.

2.2.   Skills of Receiving and Applying Feedback
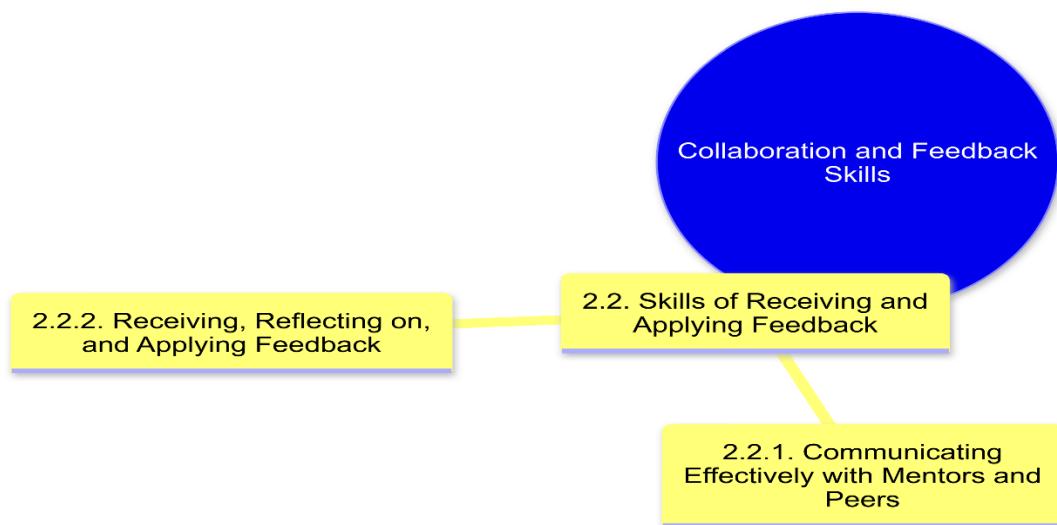
The section **"Skills of Receiving and Applying Feedback"** stresses that feedback is most effective when it is actively communicated, reflected upon, and applied. **Communicating effectively with mentors and peers** ensures that feedback is understood as constructive guidance rather than criticism, fostering dialogue that promotes clarity and learner autonomy (Nicol & Macfarlane-Dick, 2006). **Receiving, reflecting on, and applying feedback** highlights the learner's responsibility to interpret comments, evaluate their relevance, and integrate them into future work. Research shows that students who develop "feedback literacy" achieve greater improvement because they engage with feedback as an ongoing learning process (Boud & Molloy, 2013; Hattie & Timperley, 2007). Overall, these skills frame feedback as a cycle of communication, reflection, and application, which enhances academic development and prepares students for professional environments where continuous improvement is essential.

References

Boud, D., & Molloy, E. (2013). *Feedback in higher and professional education: Understanding it and doing it well.* Routledge.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218. https://doi.org/10.1080/03075070600572090

🎯 **Learning Outcomes**

By the end of this section, students will be able to:

1. Communicate effectively with mentors and peers during feedback sessions.
2. Distinguish between *receiving* and *applying* feedback.
3. Reflect on feedback constructively and turn it into concrete improvement steps.

📒 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** Whiteboard, role-play cards, sticky notes, sample feedback forms, reflection worksheets
- **Pedagogical Strategy:** Experiential learning & peer mentoring
- **Structure:**
    - Warm-up activity
    - Guided mini-lecture with examples
    - Pair & group role-play tasks
    - Reflection & self-evaluation worksheet

🌟 Warm-up Task – "Feedback Flash"

➲ "Think of the last time you received feedback (from a teacher, peer, or mentor). How did it feel? What did you do with it?"

Student Task	• Write one positive experience (on a green sticky note). • Write one challenging experience (on a red sticky note).	✓ *Positive:* "I improved my essay after my teacher pointed out grammar mistakes." ✗ *Challenging:* "The comments felt too harsh, and I didn't know how to start improving."
Instructor Role	Cluster sticky notes into two themes: • Emotional Reactions (felt encouraged, felt discouraged) • Action Responses (I applied it / I ignored it / I didn't understand it) **Wrap-up** Highlight: "Good feedback only works if we know how to use it."	

📝 Notes with Demonstrations

2.2.1 Communicating Effectively with Mentors and Peers

- Asking clarifying questions: "Could you give me an example of what you mean?"
- Paraphrasing feedback: "So, you're saying my introduction is too general?"
- Showing openness: Using body language (nodding, note-taking).

Mini Task: "Feedback Echo"

- Student A gives short feedback (e.g., "Your presentation slides were too wordy").

- Student B paraphrases back ("So, you think I should use fewer words on my slides?").
- Switch roles.

2.2.2 Receiving, Reflecting on, and Applying Feedback

- **Receiving:** Stay calm, don't interrupt, thank the giver.
- **Reflecting:** Ask: *"What does this mean for me?" / "How does it connect to my goals?"*
- **Applying:** Turn feedback into an action step. Example:
  - Feedback: "Your essay lacks examples."
  - Application: "I will add two concrete examples in my next draft."

✌️ **Pair Activities**

🖊 **Task 1 – "Feedback Sandwich" Role-play**

- In pairs, Student A gives feedback to Student B using the *sandwich method* (Positive → Constructive Criticism → Positive).
- Example: "Your voice was clear (positive). You could slow down a bit (criticism). I liked how you used examples (positive)."
- Switch roles.
- Reflection: *"Which part was easiest to say? Which part was easiest to hear?"*

🖊 **Task 2 "Feedback Ladder" :**

1. Work with a partner.
2. Take a piece of feedback you received recently.
3. Move it up the ladder:

   a. **Hearing** – What was said?
   b. **Understanding** – What does it mean?
   c. **Reflecting** – How does it relate to your work or behavior?
   d. **Action Plan** – What concrete step will you take based on this feedback?
4. Discuss each step with your partner and decide on an action you can take.

✖ Group Activity – Conflict Resolution Simulation

✏️ Task 3– Conflict Resolution Simulation

a. One student acts as *mentor*, another as *student*, and others observe.

b. Mentor gives short feedback (strengths + improvement point).

c. Student practices **receiving without defensiveness** (listens, asks clarifying questions, summarizes the feedback).

d. Observers check: Did the student ask questions? Did they create an action plan?

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Skills Checklist

Tick if you did it today:

☐ I asked clarifying questions when receiving feedback.
☐ I paraphrased feedback to check understanding.
☐ I turned feedback into a concrete improvement step.
☐ I stayed calm and open even if feedback was critical.
☐ I applied at least one suggestion immediately.

2️⃣ Part B – Open Reflection

- The most useful feedback I received today was: _____
- One thing I did well when receiving feedback was: _____
- One thing I need to improve is: _____
- Next time, I will apply feedback by: _____

3 **Part C – Peer & Mentor Learning**

Reflection: Tick the box if you actually experienced this today.

☐ I learned something valuable from peer feedback.

☐ I understood better after paraphrasing the feedback.

☐ I asked questions that clarified vague feedback.

☐ I made at least one change based on feedback.

☐ My main takeaway: Feedback is only useful if I apply it.

💡 **Tip:** *Draw a mini "Feedback Ladder" in your notes:*

Hearing →

Reflecting →

Applying →

Improving.

📁 **Student Portfolio – Unit 2: Collaborative Research Skills**

✍️ **Student Name:** _____

📅 **Date:** _____

Section 1 – My Experience with Pair & Group Work (2.3.1)

• One example of successful **pair work** I experienced:

_____

• One example of successful **group work** I experienced:

_____

• Which setting (pair or group) helps me learn best, and why?

_____

• My personal contribution style in collaboration:

_____

Section 2 – Communication Strategies in Collaboration (2.3.2)

• One listening habit I used today (active or passive): _____
• An example of when paraphrasing or clarifying improved my understanding:

_____

• Challenge I noticed in my communication:

_____

• My strategy to become a better active listener:

_____

Section 3 – Conflict Resolution in Research Teams (2.3.3)

3.1 Identifying Conflict
• Conflict situation I experienced or role-played: _____
• My natural response style (Competing / Avoiding / Accommodating / Collaborating):
_____

3.2 Reflection on Styles
• Strength of my conflict style: _____
• Weakness of my conflict style: _____
• Which style worked best in our case scenario, and why? _____

3.3 Moving Forward
• Conflict resolution strategy I will try in the future: _____

Section 4 – Evidence of Collaboration

📌 Attach or list evidence (peer notes, group T-chart, screenshots of group chats/online collaboration, role-play notes, reflection worksheets).

Section 5 – Skills Checklist (Self-Evaluation)

✔ **Tick the boxes that apply:**

☐ I worked effectively with my partner/group.
☐ I listened actively and checked understanding.
☐ I paraphrased or asked clarifying questions.
☐ I helped handle disagreements constructively.
☐ I contributed fairly to tasks.

Notes: _____

Section 6 – Peer & Group Learning

• I learned something new from pair work: _____
• I gained fresh perspectives from group work: _____
• One idea or skill I can use in future teamwork: _____

Optional: Sketch a mini mind map of **"What I Learned About Teamwork"**.

Section 7 – Final Reflection

• My strongest collaborative skill now is: _____
• The biggest challenge I still face in collaboration is: _____
• My next step for improvement is: _____

| 3 | **Research Foundations and Preparation** |

Unit Aim: This unit introduces the foundations of academic research and preparation. It emphasizes understanding research contexts, developing critical thinking, and exploring motivations behind research. Students will also examine the rhetorical situation in research to strengthen their preparation for future projects.

Format	Lecture / Discussion
Sections	3.1. What is Research? Understanding Research Contexts 3.2. Critical Thinking and Problem-Solving in Research 3.3. Why Research: Motivations and Objectives of Research 3.4. Rhetorical Situation in Research
Learning Objectives	This unit offers you opportunities to: a. Define and explain key concepts of research and research contexts. b. Apply critical thinking and problem-solving skills in identifying research issues. c. Analyze the motivations and objectives that guide academic research. d. Examine rhetorical situations in research and their influence on scholarly communication. e. Demonstrate foundational preparation skills for conducting academic research.
Learning Activities	**In-Class:** Concept mapping, group analysis of research scenarios, case study discussions, rhetorical analysis exercises. **Online:** Practice exercises on evaluating research contexts & discussion forum
Instructional Materials	**In-Class:** PowerPoint slides & lecture notes, handouts with case studies and rhetorical examples. **Online:** Study aids (Moodle resources: articles, instructional videos and research preparation templates), reading list
Assessment __Formative	Reflection worksheet + group activity report/presentation Discussion board participation Student portfolio

3. 1. What is Research? Understanding Research Contexts
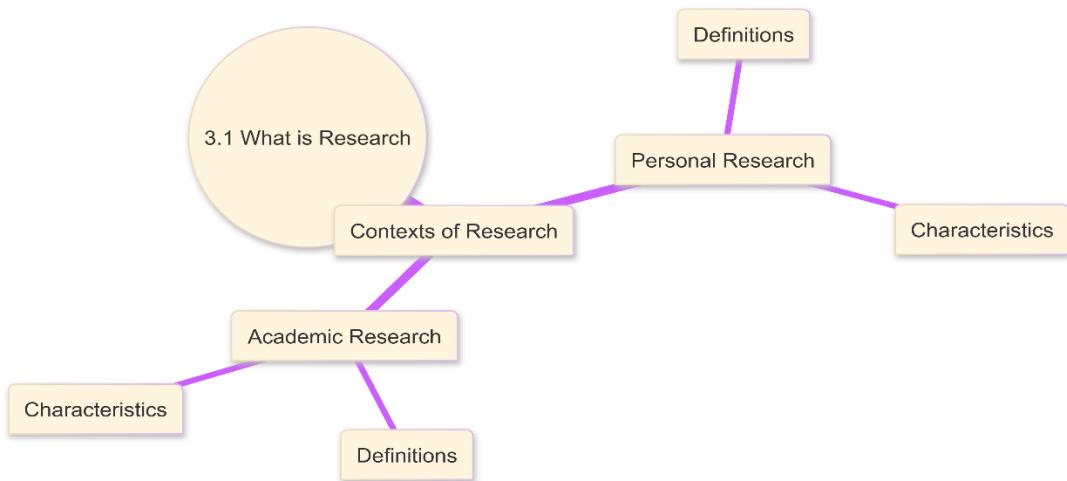
The section **" What is Research?"** introduces students to the meaning and scope of research by examining both personal and academic contexts. **Personal research** refers to the informal inquiries individuals carry out in daily life, such as solving problems or making informed decisions. While often unsystematic, it still demonstrates curiosity, evidence gathering, and reflection (Gray, 2018). **Academic research**, by contrast, is systematic and methodologically rigorous, guided by clear purposes, ethical considerations, and contributions to scholarly knowledge (Creswell & Creswell, 2018). Its characteristics include transparency, reliability, and dissemination through peer-reviewed outlets that build collective understanding (Bryman, 2016). By highlighting the differences and connections between personal and academic research, this section shows that inquiry ranges from everyday problem-solving to structured scholarly investigation, encouraging students to view research as both a practical and academic process.

References

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Gray, D. E. (2018). *Doing research in the real world* (4th ed.). SAGE Publications.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define research and distinguish between personal (everyday) and academic research.
2. Identify the key characteristics of both personal and academic research.

3. Apply questioning and critical thinking to evaluate assumptions about research-related modules.
4. Formulate a basic academic research question and outline steps to investigate it.

📔 Lesson Plan Snapshot

- **Duration :** 90 minutes
- **Materials:** Whiteboard, sticky notes, handouts with definitions, reflection worksheets
- **Pedagogical Strategy:** Guided discussion, case analysis, reflective questioning
- **Structure :**
  - Warm-up activity (questioning assumptions)
  - Guided mini-lecture (definitions, characteristics, contexts)
  - Pair & group reflection tasks
  - Practice: framing research questions & comparing personal vs. academic research
  - Reflection worksheet

💥 Warm-up Task – "Questioning Assumptions"

➲ Scenario / Prompt	Details
Imagine a student tells you:	*"The Study Skills module is boring and pointless. It doesn't really help with research."*
Student Task	1. Decide: Will you accept this assumption or question it? 2. Write at least two clarifying questions. *Examples:* "Why do they find it boring?" / "Could it be the teaching style rather than the skills themselves?"
Instructor Role	Cluster student responses into categories: - **Personal Factors** (interest, learning style, motivation) - **Teaching Factors** (delivery style, engagement strategies) -**Research Relevance** (long-term usefulness for academic inquiry)

📝 Notes with Demonstrations

1. Personal Research (Everyday Research): is the informal and flexible process of gathering, analyzing, and interpreting information in order to solve problems or make everyday decisions. It is unstructured, driven by individual curiosity or practical needs, and usually limited in scope. Its results are not generalizable beyond the person conducting it.

Key Features:

- Informal, flexible, and spontaneous.
- Purpose-driven (directly relevant to personal needs).
- Small in scope, quick, efficient, and non-generalizable.

→ Searching online for *"best laptop for students"* or asking friends for study tips.

2. Academic Research: is a structured, systematic, and rigorous investigation that seeks to answer questions or solve problems while contributing to a broader body of knowledge. It requires documentation, references, and peer review, and aims to produce generalizable and reliable results.

Key Features:

- Structured, systematic, and methodical.
- Purpose: expands or contributes to knowledge.
- Requires proper documentation and references.
- Subject to peer review and evaluation.
- Seeks generalizable findings.

→ A controlled study comparing the *learning outcomes of students using digital note-taking versus handwritten notes*.

3. Comparing Personal vs. Academic Research

Feature	Personal Research	Academic Research
Structure	Flexible, unstructured	Formal, systematic, rigorous
Purpose	Solve individual problems	Contribute to knowledge base
Scope	Limited, personal	Broad, generalizable
Documentation	Rarely documented	Fully documented & referenced

💡 **Tip : Draw a Research Spectrum in your notes:**

Personal Inquiry → Structured Academic Research → Published Knowledge.

📖 **Anchoring Definitions (for Handouts/Slides)**

- **Ackoff (1961):** "A careful investigation or inquiry especially through search for new facts in any branch of knowledge."
- **Leedy (1989):** "A procedure by which we attempt to find systematically, and with demonstrable fact, the answer to a question or resolution of a problem."
- **Kerlinger (1970):** "The systematic, controlled, empirical and critical investigation of hypothetical propositions about presumed relations among natural phenomena."
- **Clifford Woody:** "Research comprises defining and redefining problems, formulating hypotheses, collecting, organizing and evaluating data, making deductions and reaching conclusions, and at last carefully testing the conclusions."

Key Characteristics of Academic Research:

- Systematic, scientific, and logical.
- Moves from the known to the unknown.
- Both a process and a voyage of discovery.

✌️ Pair Activities

🖊️ Task 1 – Multiple-Choice Quiz with Discussion Prompts

1. Choose your answer for each question.
2. Share and defend your choice with your partner. Use the discussion prompt as a guide.
3. Join another pair and compare reasoning.

Q1. Which of the following is an example of personal research?
A) A published study in a peer-reviewed journal.
B) Asking friends which laptop brand they recommend. ✓
C) Writing a research paper with proper citations.
D) Designing a controlled experiment with participants.

💬 *Discussion Prompt:* Why does B count as personal research, while A, C, and D do not?

Q2. Academic research is characterized by…
A) Flexibility, speed, and spontaneity.
B) Broad scope, documentation, and peer review. ✓
C) Informal decisions for personal needs.
D) Non-generalizable results.

💬 *Discussion Prompt:* Which key words in option B show the difference between academic and personal research?

Q3. Why are results of personal research usually non-generalizable?
A) Because they are not based on any real data.
B) Because they depend on individual context and needs. ✓
C) Because they are always wrong.
D) Because they are not peer-reviewed.

💬 *Discussion Prompt:* Can you think of a time when you did "personal research" (e.g., buying something, solving a small problem)? Why would your findings not apply to everyone else?

🖊️ Task 2 – Personal vs. Academic Case Study

- Students are given two examples (e.g., choosing the cheapest phone vs. conducting a usability study on phones).

➲ Identify which is personal research and which is academic research, with reasons.

✖ Group activity_ Scenario Card

🖊 Task 3 – 🎬

YouTube Research

A student wants to improve their exam preparation. They go on **YouTube** and search for "Top 10 study techniques for exams." They watch several videos, compare advice, and then try one or two strategies.

1. What makes this an example of **personal research**?
2. Can information from YouTube be considered **reliable** for academic purposes? Why or why not?
3. How might the student **move from personal research to academic research** in this case?

📋 Reflection & Self-evaluation Worksheet

1 Part A – Checklist

☐ I can define personal vs. academic research.

☐ I questioned assumptions instead of taking them for granted.

☐ I reformulated an everyday statement into a researchable question.

☐ I identified at least one characteristic of academic research.

2 Part B – Reflection

- The most useful insight I gained about research today was: _____
- A difference between personal and academic research I hadn't noticed before is: _____
- One area where I need more practice is: _____

3 Part C – Group Activity Reflection

Reflection: Tick the box if this happened during the group task.

☐ Our group successfully placed each scenario on the Research Spectrum.

☐ We discussed differences between **personal** and **academic** research.

☐ I contributed at least one idea to the group discussion.

☐ I listened to my peers and considered their viewpoints.

☐ My main takeaway: Research can be seen as a continuum, not just two separate categories.

3.2.   Critical Thinking and Problem-Solving in Research
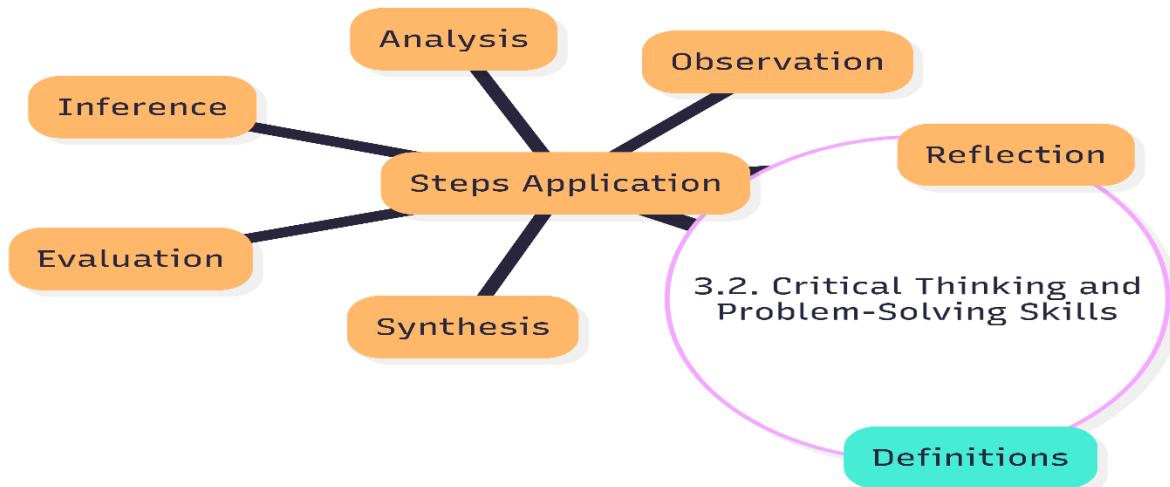
The section **"Critical Thinking and Problem-Solving Skills"** highlights the cognitive processes essential for effective reasoning and decision-making. Critical thinking applies skills such as observation, analysis, inference, evaluation, and synthesis to develop deeper understanding (Facione, 2015). When extended to practical challenges, these skills form the basis of problem-solving, with **reflection** guiding learners to assess outcomes and refine strategies (Brookfield, 2012). Developing these abilities strengthens academic performance and prepares students for professional and civic contexts that require evidence-based, adaptable decisions (Halpern, 2014). Overall, the section presents critical thinking and problem-solving as iterative processes that turn information into informed judgments and actionable solutions.

References

Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions.* Jossey-Bass.

Facione, P. A. (2015). *Critical thinking: What it is and why it counts.* Insight Assessment.

Halpern, D. F. (2014). *Thought and knowledge: An introduction to critical thinking* (5th ed.). Psychology Press.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define critical thinking and explain its role in academic writing and research.
2. Distinguish between observation, analysis, evaluation, inference, reflection, synthesis, and problem-solving.
3. Apply each step through guided tasks.
4. Reflect on how critical thinking supports research and writing.

📁 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Case study handout (Ms. Thompson's classroom example), slides on critical thinking steps, informal vs. formal writing examples, reflection worksheets
- **Pedagogical Strategy:** Case study, guided analysis, pair & group tasks, practice rephrasing exercises
- **Structure:**
    o Warm-up activity (spotting informal language)
    o Guided mini-lecture (critical thinking steps applied to writing)
    o Case study analysis in groups
    o Reflection worksheet

💥 **Warm-up Task – " The Mystery Box "**

➲ **The teacher places a "mystery box" (or shows a picture/scenario). The class must investigate it using the 7 steps of critical thinking.**

Scenario / Prompt	
On the classroom desk is a closed box labeled: ***"Do Not Open Until Tomorrow."***	
Student Task Flow	- **Observation** – What do you notice? (Describe only what you see: shape, size, label). - **Analysis** – What might explain why the box is here? (Brainstorm possible reasons). - **Evaluation** – Which explanations are strong, which are weak? (Judge by logic/evidence). - **Inference** – What is the most reasonable conclusion about the box? - **Reflection** – How did your thinking process guide you? Did you jump to assumptions? - **Synthesis** – Combine your group's best ideas into one clear explanation. - **Problem-Solving** – Imagine you are in charge: What should the class do about the box (open, wait, ask teacher, ignore)? Decide and justify.
Debrief (5–7 min)	- Groups share their reasoning.
Teacher highlights how each stage connects to academic critical thinking.	

📝 **Notes with Demonstrations**

1. What is Critical Thinking in Research & Writing?

Critical thinking is the disciplined process of observing, analyzing, evaluating, and reflecting in order to make reasoned judgments. In academic writing, it ensures clarity, precision, and credibility.

Steps of Critical Thinking (Applied to the Case Study)

Evaluation   Analysis

Inference   Observation

Reflection   Synthesis
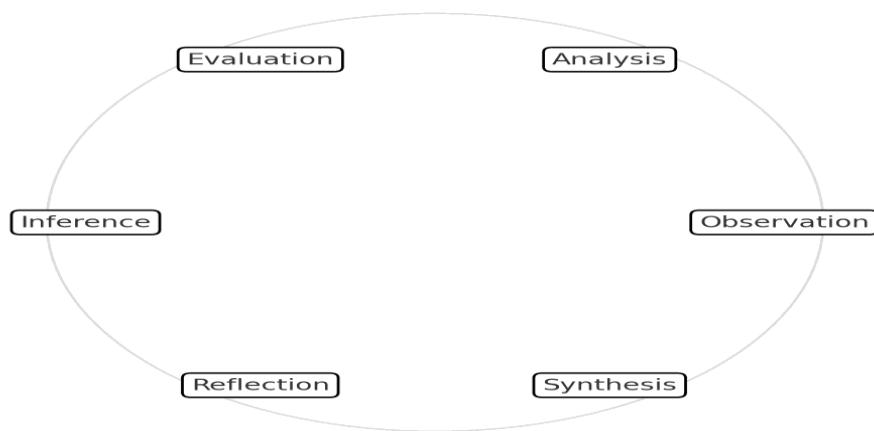
3. Why it Matters:
Using academic language strengthens arguments, ensures credibility, and allows ideas to be communicated clearly to a scholarly audience.

→ **Context:** A high school language arts teacher, Ms. Thompson, notices a recurring issue in her students' writing assignments. While the students excel in informal communication—often using social media platforms to share thoughts and ideas—they struggle with academic writing conventions, resulting in lower grades on essays and research papers.

a. **Observation:** Ms. Thompson reviews essays on climate change and notices students use terms like *"lit"* or *"vibe"* instead of academic language, making arguments vague.
b. **Analysis:** Although students understand the content, their informal style weakens clarity and seriousness.
c. **Evaluation:** She considers how social media influences their language use and realizes students may not see the need for context-appropriate language.
d. **Inference:** She concludes students transfer informal habits into essays because they lack exposure to formal writing.
e. **Reflection:** She recognizes she hasn't explicitly taught how to shift between informal and formal writing, and sees this gap affects performance.
f. **Synthesis:**
    o Vocabulary workshops.
    o Peer review focused on clarity and formality.
    o Exercises comparing informal vs. formal writing.
g. **Problem-Solving:**
    o Assignments requiring formal language.
    o Reflection journals to track language use.
    o Access to academic writing resources.

✌️ **Pair Activities**

🖊️ **Task 1 – Observation Challenge**: Look at this image/cartoon/short text (teacher provides).

- **Write down** *five things you notice* (pure observation, no interpretation).

- **Then compare with a partner**: Did you observe the same things, or did someone slip into opinion too soon?

🖊 **Task 2 – Analysis Puzzle**: You are given a short case:

A school introduces tablets for all students. Some grades improve; some don't.

- **Analyze:** What possible factors explain the mixed results?
- **Sort them** into **"likely causes"** vs. **"less likely causes."**

🖊 **Task 3 – Evaluation Debate**: Read two short arguments on a topic (e.g., "Homework should be banned").

- **Evaluate each:** Which uses stronger evidence? Which is more persuasive? Why?
- Share with your group and decide which argument is *more credible*.

🖊 **Task 4 – Inference Game**: You overhear: *"The library lights are off and the doors are locked."*

- What inferences can you make? (e.g., "The library is closed," "The librarian is absent").
- Then, test: Which inferences are *reasonable*, which are just *assumptions*?

✳ **Group activities**

🖊 Task **5 – Reflection Role Play**: In groups of three:

- One student explains a decision they made recently (e.g., "I studied late last night").
- Partner 2 asks reflection questions: *Why did you choose that? Did it work? What would you change?*
- Partner 3 notes down the reflective insights. Then switch roles.

🖊 **Task 6 – Synthesis Builder**: Each pair is given two different texts on the same issue (e.g., climate change solutions).

- Student A summarizes text 1, Student B summarizes text 2.
- Together, they **synthesize**: combine ideas into one new, stronger conclusion.

🖊 **Task 7 – Problem-Solving Workshop**
Scenario: *Your class wants to raise funds for a charity, but half the students prefer a bake sale, and half want a sports event.*

- Identify the problem.
- List possible solutions.
- Evaluate pros/cons of each.
- Decide on the best solution as a group and explain why.

Reflection & Self-evaluation Worksheet

1 Part A – Checklist
☐ I separated observation from interpretation.
☐ I practiced analyzing causes and effects.
☐ I evaluated the strength of arguments.
☐ I distinguished inferences from assumptions.
☐ I reflected on decisions and outcomes.
☐ I synthesized multiple sources into one conclusion.
☐ I practiced problem-solving with reasoning.

2 Part B – Reflection

- The most useful critical thinking skill I practiced today was: _____
- One skill I need to improve is: _____
- A real-life situation where I can use this skill is: _____

3.3. Why Research: Motivations and Objectives of Research

The section **"Why Research: Motivations & Objectives"** explains that research begins with underlying **motivations**—such as curiosity, solving problems, or addressing gaps in knowledge—which are framed by reflective questions like *why, what, and which?* (Booth, Colomb, & Williams, 2016). These motivations must then be translated into clear **research objectives**, which specify what the study intends to achieve and how it will be carried out (Creswell & Creswell, 2018). Strong research connects motivations with objectives to maintain focus and coherence, ensuring that the purpose behind the study is logically aligned with its measurable aims (Kothari, 2004).

References

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define research motivations and explain their importance.
2. Identify different types of motivations that drive researchers.
3. Connect research motivations to research objectives.
4. Reflect on their own motivations for conducting research.

📔 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Case scenarios, slides on research motivations and objectives, reflection worksheets
- **Pedagogical Strategy:** Warm-up discussion, guided mini-lecture, individual & pair activities, scenario-based exercises, reflection
- **Structure :**
    o Warm-up activity (Recap: Ms. Thompson scenario)
    o Guided mini-lecture (research motivations and objectives)
    o Individual and pair activities (motivation matching, scenario analysis)
    o Reflection worksheet

🌟 **Warm-up Task – " Ms. Thompson's Motivation"**

Scenario (a recap): Ms. Thompson, a high school language arts teacher, notices her students are skilled at informal writing on social media but struggle with academic writing in essays and research papers.

Student Task Flow	1. Think (Individual): What observations might have sparked Ms. Thompson's curiosity about her students' writing deficiencies? 2. Pair: Discuss with a partner what might motivate her to research this gap. 3. Share: As a class, list Ms. Thompson's possible motivations (e.g., helping students succeed, solving a persistent teaching challenge, curiosity, gaining recognition).
💬 **Debrief Question**	Why are motivations like Ms. Thompson's important in shaping the direction of research?

📝 **Notes with Demonstrations**

---

1. Research Motivations: are the underlying reasons or drives that inspire an individual to explore a specific topic or question. They often originate from:

- **Personal experience** (e.g., noticing a problem)
- **Professional goals** (e.g., improving teaching practices, career advancement)
- **Societal needs** (e.g., solving social problems, contributing to knowledge)

2. Why Motivations Matter

- Provide **purpose and direction** for research.
- Shape research questions, design, and methods.
- Ensure research addresses meaningful problems and generates useful knowledge.

3. Common Motivations to Consider

a. To solve challenging problems.
b. Curiosity to find out unknown facts.
c. Curiosity to explore new methods or ideas.
d. To create or innovate.
e. To serve society.
f. To gain recognition or career advancement.

→ **Example Discussion:**

- A teacher might be motivated by curiosity (why students struggle) and by a desire to improve student outcomes (societal/service motivation).

4. Connecting Motivations to Research Objectives

The **purpose of research** is to discover answers through systematic investigation. Research objectives define what the study aims to achieve:

Objective Type	Purpose	Scenario Example
Exploratory	Gain familiarity or new insights	A new teacher explores how slang from social media appears in student essays.
Descriptive	Accurately portray characteristics of a person, group, or situation	A researcher documents common errors students make when shifting from informal to formal writing.
Diagnostic	Determine frequency or associations	A linguist investigates how often students who use social media daily struggle with essay structure.
Hypothesis-Testing	Test causal relationships	An education researcher tests whether writing workshops reduce the use of informal terms in essays.

✐ Summary Point:

- *Motivations* answer "why" research is conducted.
- *Objectives* answer "what" the study seeks to achieve.
- Together, they provide **direction, purpose, and clarity** in research planning.

✌️ Individual & Pair Activities

Scenario: A high school teacher notices that students use various digital tools (tablets, apps, online platforms) in their daily learning. Some students improve their understanding and performance, while others seem distracted or struggle to benefit. The teacher is curious about how these tools affect learning outcomes and wants to explore which strategies support all students effectively.

🖊️ Task 1 – Motivation Match

Based on the scenario, identify which motivations might drive the teacher to research this issue:

- ○ Curiosity   ☐
- ○ Solve challenging problems   ☐
- ○ Serve society   ☐
- ○ Recognition   ☐
- ○ Creativity   ☐
- • Compare your selections with a partner and explain your reasoning.

🖊️ Task 2 – Motivation & Objective Matching

Match each research motivation to the most appropriate type of research objective based on the classroom technology scenario:

Motivation	Research Objective
Curiosity	___
Solve challenging problems	___
Serve society / support students	___
Creativity / Innovation	___

1. Work with a partner to fill in the blanks.
2. Discuss why each motivation fits with its corresponding objective.
3. Share your answers with the class.

🧩 Group Activities

🖊️ Task _3 – Scenario & Motivation Reflection

Each group recalls a situation they observed (class, work, or daily life).

- Step 1 – **Describe:** What did you notice? Why is it interesting?
- Step 2 – **Identify Motivation:** Curiosity, problem-solving, serving others, or creativity.

- **Step 3 – Link to Objective:**

    o Exploratory → curiosity/interest
    o Descriptive → understand patterns
    o Diagnostic → solve problems
    o Hypothesis-Testing → test solutions/innovations

- **Step 4 – Share:** Present scenario, motivation, and linked objective to the class.

📋 Reflection & Self-evaluation Worksheet

1 Part A – Checklist
☐ I can explain what research motivations are.
☐ I can distinguish between the four types of research objectives.
☐ I can connect motivations to research objectives.
☐ I can formulate research questions based on objectives.

2 Part B – Reflection

1. Which motivation resonates most with me?
   → _____
2. How does this motivation shape my approach to research?
   → _____
3. Which research objective type aligns with my interests?
   → _____
4. Write one example research question inspired by your motivation.
   → _____

3.4.   Rhetorical Situation in Research

The section "Rhetorical Situation in Research" explains that every research project is shaped by a rhetorical situation—meaning the context, purpose, audience, and constraints that influence how the research is framed and communicated (Bitzer, 1968). Researchers must consider **why the study matters (exigence), who it addresses (audience), and what conditions or limitations shape it (constraints)**. By recognizing these rhetorical elements, scholars ensure their work is not only methodologically sound but also meaningful and persuasive in the broader academic and social context (Booth, Colomb, & Williams, 2016; Swales, 1990). Effective research writing responds to its rhetorical situation by clearly articulating its significance, aligning with disciplinary conventions, and anticipating the expectations of its intended readers.

References

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy & Rhetoric, 1*(1), 1–14.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings.* Cambridge University Press.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define the rhetorical situation in the context of research.
2. Identify the key components: exigence, audience, and constraints.
3. Analyze how rhetorical context shapes research questions and arguments.
4. Reflect on their own research in terms of rhetorical situation.

📁 Lesson Plan Snapshot

- **Duration**: 90 minutes
- **Materials**: Case scenarios, slides on rhetorical elements, analysis worksheets
- **Pedagogical Strategy**: Warm-up scenario, guided mini-lecture, small group analysis, individual reflection
- **Structure**:
  - Warm-up activity (Recap: Ms. Thompson scenario)
  - Guided mini-lecture (exigence, audience, constraints)
  - Group analysis of scenarios (identify rhetorical situations)
  - Reflection worksheet

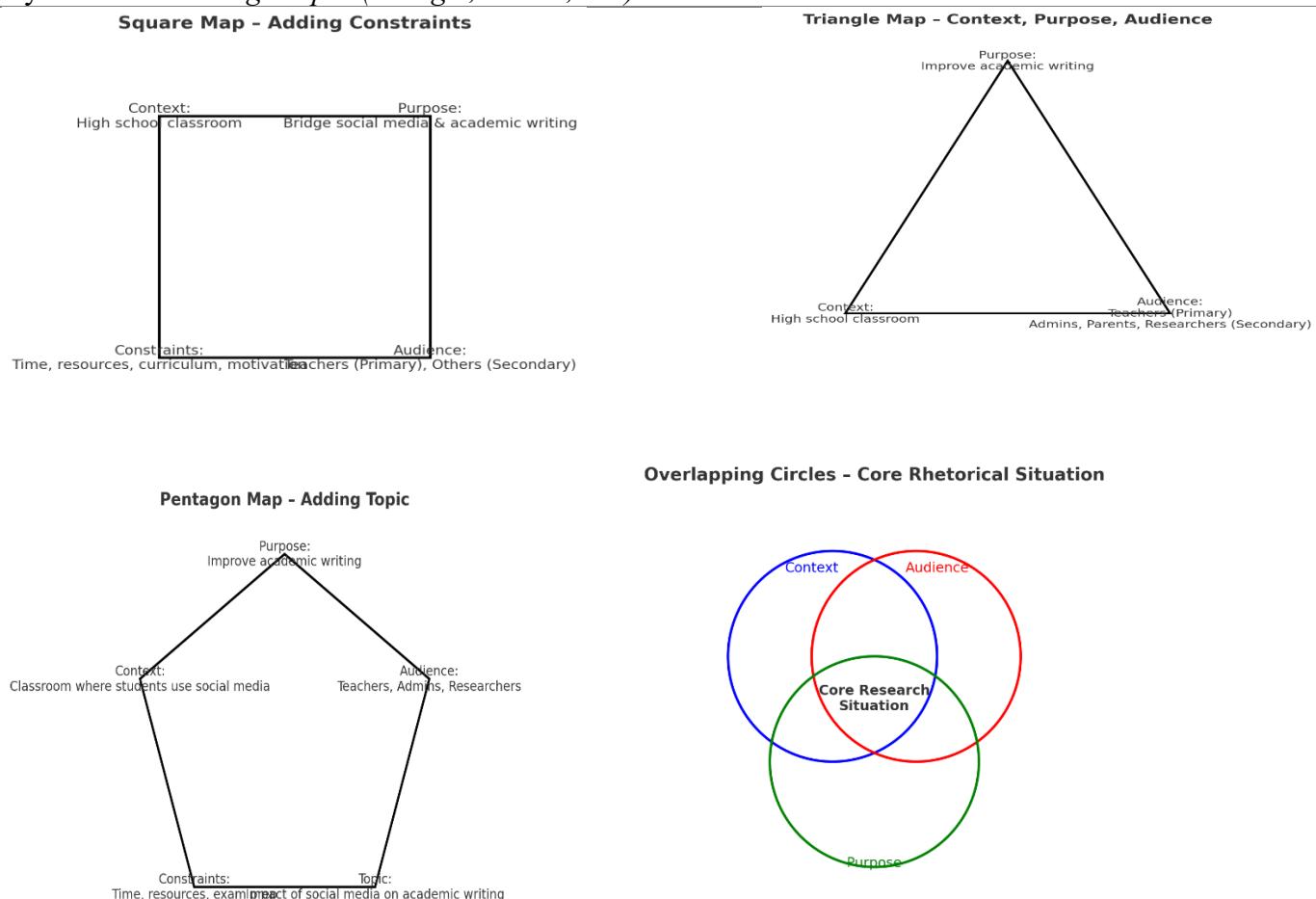## 💥 Warm-up Task – "Spot the Rhetorical Situation"

Scenario (recap):
Ms. Thompson, a high school language arts teacher, notices her students write fluently on social media but struggle with academic writing. She decides to research this issue.

Student Task Flow	1. **Think (Individual):** From the scenario, identify the **context** (where the problem is happening). 2. **Pair:** With a partner, define Ms. Thompson's **purpose** (why she is researching this issue). 3. **Share (Class):** As a class, list possible **audiences** for her research. Then, decide which is the **primary audience** and which are **secondary audiences**.

Debrief Question

- How does identifying context, purpose, and audience help us understand the rhetorical situation in research?

- Based on this scenario, what elements can you add to expand the rhetorical situation? Try to map your answers *using shapes (triangle, circles, etc.)."*

Square Map – Adding Constraints

Context:
High school classroom

Purpose:
Bridge social media & academic writing

Constraints:
Time, resources, curriculum, motivation

Audience:
Teachers (Primary), Others (Secondary)

Triangle Map – Context, Purpose, Audience

Purpose:
Improve academic writing

Context:
High school classroom

Audience:
Teachers (Primary)
Admins, Parents, Researchers (Secondary)

Pentagon Map - Adding Topic

Purpose:
Improve academic writing

Context:
Classroom where students use social media

Audience:
Teachers, Admins, Researchers

Constraints:
Time, resources, examples

Topic:
Impact of social media on academic writing

Overlapping Circles – Core Rhetorical Situation

Context

Audience

Core Research
Situation

Purpose

1. **What is a Rhetorical Situation?**
   - A framework describing how communication is shaped by:
     - **Exigence**: the issue or problem demanding attention.
     - **Audience**: those who can act upon or respond to the research.
     - **Constraints**: factors that limit or influence how research is carried out (resources, ethics, disciplinary norms).

→ (**Optional extensions:** Topic and Purpose may also be included to expand the analysis.)

2. **Why It Matters in Research**
   - Helps align research purpose with audience expectations.
   - Guides choices in research design, methods, and presentation.
   - Enhances persuasiveness and relevance of findings.
3. **Common Elements of the Rhetorical Situation**
   - **Exigence**: A gap in knowledge, a social problem, or a practical challenge.
   - **Audience**: Peers, policymakers, practitioners, the public.
   - **Constraints**: Time, funding, access to data, disciplinary standards.

   → **Example**:

   - *Exigence:* Students struggle with transitioning from informal to academic writing.
   - *Audience:* School administrators and fellow teachers.
   - *Constraints:* Limited class time, availability of teaching resources.
4. **Connecting Rhetorical Situation to Research Writing**
   - **Research Question** reflects exigence.
   - **Framing of Results** adapts to audience needs.
   - **Methods and Style** respect disciplinary and institutional constraints.

✌️ **Individual & Pair Activities**

✏️ **Task 1: "**Problem noticed → Exigence → Audience → Constraints → Map**"**

1. **Think (Individual)**: Write down **one problem you've noticed** in your own educational context (classroom, university, or learning experience).
   Examples students might come up with:
   - "Students are distracted by phones during lectures."
   - "Some classmates copy assignments from AI tools instead of doing original work."
   - "Many students struggle to participate in group discussions in English."
2. **Pair**::

   - Exchange problems with a partner. Help each other **frame it into a rhetorical situation** by asking:

   - What is the **exigence** (why this issue matters)?

o Who is the **audience** (who should care or act on it)?
o What are possible **constraints** (time, resources, ethics, access)?

- Draw your **rhetorical triangle (or map)** showing the problem's:

  o Exigence
  o Audience
  o Constraints
  o *(Optional: add Purpose or Topic if you want to expand.)*

- Post or present the maps. Compare how the same type of problem (e.g., AI use, participation, technology distractions) can look **different depending on the rhetorical situation**.

� Group Activities

✏ Task 3 –From Shape to Research Paragraph

1. Each group will be given a **shape** (e.g., a rhetorical triangle, Venn circles, or a pentagon map). Examples:

Rhetorical Triangle

Exigence:
AI weakens exam readiness

Audience:
Lecturers & Admins

Constraints:
Ethics & Time

EXIGENCE
Emojis blur the line between informal and professional communication in teacher–student emails

AUDIENCE
Students and teachers

CONSTRAINTS
Cultural interpretations and availability of emails as corpus

PURPOSE
Assess whether emojis help or harm professionalism in academic emails

TOPIC
The use of emojis in professional teacher–student emails

2. Inside the shape are **keywords** for a rhetorical situation (Exigence, Audience, Constraints — and possibly Purpose or Topic).

3. Your group must **synthesize a short research-style paragraph (5–7 sentences)** that frames a research problem using these elements.

📋 **Reflection & Self-evaluation Worksheet**

1 Part A – Checklist

☐ I can explain the rhetorical situation in research.
☐ I can identify exigence, audience, and constraints.
☐ I can analyze how rhetorical context shapes research writing.
☐ I can apply rhetorical situation analysis to my own research.

2 Part B – Reflection

1. What is the exigence driving my current/future research?
   → _____
2. Who is my primary audience, and how do their expectations shape my work?
   → _____
3. What constraints do I face, and how can I manage them?
   → _____
4. Write one example research question shaped by a rhetorical situation.
   → _____

📁 Student Portfolio – Unit 3: Research Foundations and Preparation

✍️ **Student Name:** _____

📅 **Date:** _____

3.1 What is Research: Understanding Research Contexts

A. My Research Encounters
• One example of research I've done in daily life (personal decision, online search, etc.):

_____

• One example of academic research I've experienced (assignment, project, etc.):

_____

• Key difference I noticed between personal and academic research:

B. Research Settings
• Research feels most natural to me in this context: _____
• One challenge I face when approaching research tasks: _____
• My strategy to better handle different research contexts: _____

3.2 Critical Thinking and Problem-Solving in Research

• One observation I made during research: _____

• One reflection I had after analyzing the information:

_____

• An example of how I synthesized ideas from different sources:

_____

• Challenge I faced in analyzing or questioning assumptions:

_____

• Strategy I will use to strengthen my critical thinking skills:

_____

• One critical thinking strategy I will use more in my research is:

3.3 Why Research: Motivations and Objectives of Research

A. Personal Motivation
• A topic I feel curious about: _____
• Why does it matter to me? _____

B. Research Purpose
Tick the purpose that best matches my topic idea:
☐ Exploratory (curiosity/interest)
☐ Descriptive (understanding patterns)
☐ Diagnostic (solving a problem)
☐ Hypothesis-Testing (testing a claim)

C. Reflection
• One motivation that drives me most as a researcher: _____
• One motivation I need to strengthen: _____

3.4 Rhetorical Situation in Research

A. Triangle Reflection
Draw or imagine the triangle of research: **Audience – Context – Purpose**.
• My audience is: _____
• The context of my research (where/when it matters): _____
• My purpose is: _____

B. Application
• One way I can adapt my research to my audience: _____
• One challenge I face in defining context or purpose: _____
• A strategy I will use to balance all three (audience, context, purpose): _____

Section 4– Final Reflection

• My strongest research skill now is: _____
• The biggest challenge I still face in research is: _____
• My next step for improvement is: _____

4	Research Planning and Process

Unit Aim: This unit aims to equip students with the skills needed to plan and prepare academic papers by understanding research writing conventions, identifying gaps, defining problems, formulating research questions, and organizing ideas into a coherent research plan.

Format	Lecture / Discussion

Sections	**4.1. Academic Writing papers: Articles, Dissertations, and Theses**
	4.2. Studying Research Titles: Keywords
	4.3. Identifying Research Gaps
	4.4. Research Process through Scenarios
	    4.4.1. Sources and Criteria for Defining Research Problems
	    4.4.2. Narrowing and Expanding the Scope of Research
	    4.4.3. Formulating a Research Question: SMART Strategy
	    4.4.5. Primary vs. Secondary Research
	    4.4.6. Research Planning Process: Creating a Mind Map

Learning Objectives	This unit offers you opportunities to: 1. Recognize the structure and conventions of academic papers. 2. Analyze research titles, keywords, and gaps to establish a research focus. 3. Define and refine research problems and formulate SMART research questions. 4. Plan and organize research effectively using primary/secondary sources and mind mapping.
Learning Activities	**In-Class:** Title/keyword workshop, gap-spotting, SMART question practice, mind mapping. **Online:** Research gap reflection, keyword analysis task, mind map submission, discussion forum.
Instructional Materials	**In-Class:** short abstracts, keyword handouts, gap identification worksheets, mind map sheets. **Online:** instructional videos, research planning templates, online mind mapping tools, reading list.
Assessment __Formative	Reflection worksheet, group activity report/presentation, Title and keyword improvement task Discussion board participation Student portfolio

4.1. Academic Writing Papers: Articles, Dissertations, and Theses

Progression of Academic Writing Papers
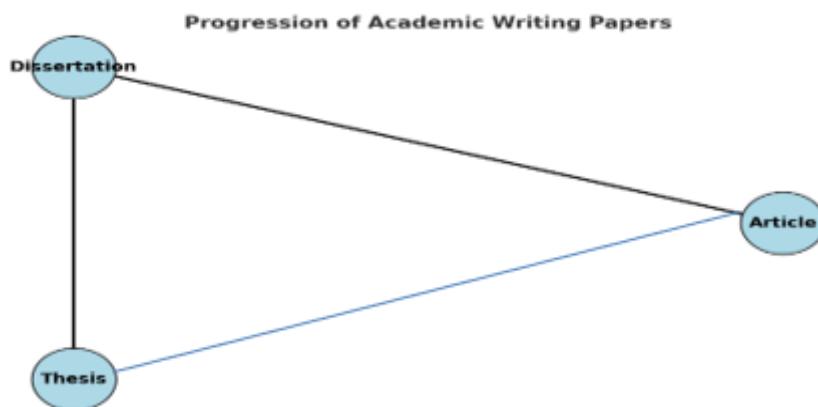
The section **"Progression of Academic Writing Papers"** outlines the developmental path of scholarly writing from **thesis** to **dissertation** and finally to **journal article**. A **thesis**, usually at the master's level, demonstrates a student's ability to apply research methods to a specific problem while showing mastery of relevant literature (Murray, 2017). A **dissertation**, particularly at the doctoral level, expands this by requiring originality, depth, and a significant contribution to knowledge, showcasing the researcher's independence and sustained analytical rigor (Phillips & Pugh, 2010). Building on these, a **journal article** distills key findings into a concise format for dissemination to the wider academic community, focusing on clarity, precision, and contribution to scholarly debates (Belcher, 2019). Together, these stages represent the evolution of academic writing—from demonstrating competence, to advancing original research, to sharing knowledge with the global scholarly audience.

References

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). University of Chicago Press.

Murray, R. (2017). *How to write a thesis* (4th ed.). Open University Press.

Phillips, E. M., & Pugh, D. S. (2010). *How to get a PhD: A handbook for students and their supervisors* (5th ed.). Open University Press.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Distinguish between the structure and purpose of articles, dissertations, and theses.
2. Identify key conventions of academic writing, including tone, style, and referencing.
3. Analyze examples of papers to understand similarities and differences in organization.
4. Apply conventions to plan their own academic writing projects.

📒 **Lesson Plan Snapshot**

- **Duration**: 90 minutes
- **Materials**: Sample articles, dissertation excerpts, thesis outlines, slides on structure/conventions
- **Pedagogical Strategy**: Mini-lecture, comparative analysis, guided discussion, peer activity
- **Structure**:
  - o Warm-up activity (quick compare: article vs. dissertation vs. thesis)
  - o Guided mini-lecture (conventions & structures)
  - o Group analysis (sample texts)
  - o Individual task (outline planning)
  - o Reflection

💥 Warm-up Task – "Spot the Difference"

Student Task Flow	1. *Think (Individual)*: Write down what you know about the difference between an article and a thesis. 2. *Pair*: Compare answers with a partner. 3. *Share*: As a class, create a quick comparison chart (length, purpose, audience, structure).
💬 **Debrief Question**	Why is it important to understand the conventions of different academic papers before writing your own?

📝 Notes with Demonstrations

Academic Articles

- o Shorter in length (5–20
- o pages).
- o *Audience:* academic journals, peers.
- o *Purpose:* communicate specific findings.
- o *Structure:* Abstract, Introduction, Methods, Results, Discussion, References (IMRAD).

Short (5-20 pages)
Journal audience
Specific findings
IMRAD structure

2. **Dissertations**
   - o Written at Master's level.
   - o *Length*: 80–120 pages (varies).
   - o *Purpose:* demonstrate research competence and contribute to knowledge.
   - o Includes literature review, methodology, findings, discussion, conclusion.

80-120 pages
Master's level
Demonstrates competence
Lit review + methods + findings

3. **Theses**
   - o Doctoral level.
   - o *Length:* 150–300+ pages.
   - o *Purpose:* original contribution to the field.
   - o Stronger emphasis on theoretical framework and originality.

150-300+ pages
Doctoral level
Original contribution
Theory + originality emphasized

✌️ Individual & Pair Activities

🖊️ Task 1– Quick Reflection

- Question: *"Which type of academic paper do you think you will write first, and why?"*
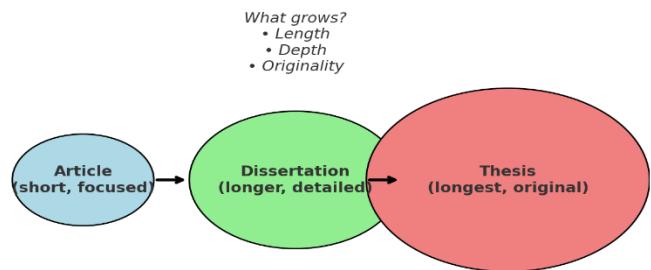- Students write 3–4 sentences individually.

🖊️ Task 2– "From Small to Big"

- Teacher draws three circles on the board:

  Article → Dissertation → Thesis.

- Students brainstorm **what grows or changes** (length, depth, originality).

- Class builds the diagram together.

Visual Task – From Small to Big

What grows?
• Length
• Depth
• Originality

Article (short, focused) → Dissertation (longer, detailed) → Thesis (longest, original)

❌ Group Activities
🖊️ Task3– Comparative Analysis

- In small groups, students receive **three short samples**:
    1. A journal article excerpt
    2. A dissertation chapter excerpt
    3. A thesis introduction
- Identify key features → **structure, tone, referencing, and audience**.
- Groups create a **comparison table** and share highlights with the class.

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Checklist

☐ I can distinguish between articles, dissertations, and theses.

☐ I can identify their audiences and purposes.

☐ I can analyze examples to extract key features.

☐ I can begin to apply conventions in my own writing.

2 **Part B – Reflection**

- Which academic paper type do I feel most prepared to write?
- What aspects of structure do I need to practice more?
- How will understanding audience help me adapt my writing?

4.2 Studying Research Titles: Keywords

The section **"Studying Research Titles: Keywords"** highlights the importance of keywords as concise descriptors that capture the core focus of a study. Well-chosen keywords enhance research visibility by improving indexing and retrieval in databases, thereby increasing the likelihood of citations (Hartley, 2008; Jamali & Nikzad, 2011). Effective keyword selection requires balancing specificity and generality, with guidance from indexing systems like *Scopus* recommending standardized terms for maximum discoverability (Elsevier, 2021). For students and researchers, analyzing keywords in titles fosters awareness of disciplinary trends and equips them to select terminology that strengthens the impact and accessibility of their own work.

References

Elsevier. (2021). *Scopus Content Coverage Guide*. Elsevier. https://www.elsevier.com/solutions/scopus/how-scopus-works/content

Hartley, J. (2008). Academic writing and publishing: A practical handbook. Routledge.

Jamali, H. R., & Nikzad, M. (2011). Article title type and its relation with the number of downloads and citations. *Scientometrics, 88*(2), 653–661. https://doi.org/10.1007/s11192-011-0412-z

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Explain the role of keywords in research titles.
2. Identify effective and ineffective research titles.
3. Select appropriate keywords to reflect research focus and scope.
4. Revise and improve sample research titles.

📒 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Sample research papers, keyword worksheets, slides on title conventions
- **Pedagogical Strategy:** Warm-up activity, guided mini-lecture, peer-editing tasks, group discussion
- **Structure:**
    - Warm-up activity (quick title comparison)
    - Guided mini-lecture (types of research titles + role of keywords)
    - Pair activity (keyword spotting in sample titles)
    - Group editing activity (improving weak titles)
    - Reflection worksheet

💥 **Warm-up Task – "Which Title Works Better?"**

➲ **Students are shown two sample titles:**	- *Title A:* "Students and Online Learning" - *Title B:* "Exploring the Impact of Online Learning Platforms on EFL Students' Vocabulary Development"
Student Task Flow	1. **Think:** Which title is clearer and why? 2. **Pair:** Identify the keywords in each title. 3. **Share:** Class discussion – What makes Title B more effective?
💬 **Debrief Question**	How do keywords in a title affect a reader's first impression of the research?

📝 **Notes with Demonstrations**

1. **Functions of Research Titles:**
    - Grab attention
    - Reflect main topic or problem
    - Indicate research scope/method/focus
2. **Types of Titles:**
    - Descriptive (state the topic)
    - Declarative (state a finding/claim)
    - Interrogative (state a question)
3. **Role of Keywords:**
    - Help readers quickly identify the research focus
    - Improve discoverability in databases/search engines
    - Clarify scope (population, context, variable)

→ Weak title: "Social Media and Students"

→ Improved title: "The Effect of Instagram Reels on Algerian EFL Students' Academic Vocabulary"

✌ Pair & ✥ Group Activities

🖊 Task 1 – Keyword Spotting

Sample Titles:

1. *"Social Media and Students"*
2. *"The Impact of Instagram Reels on EFL Learners' Academic Vocabulary in Algeria"*
3. *"Language Learning"*
4. *"Parental Involvement in Enhancing Reading Skills among Primary School Children"*
5. *"AI Tools in University Exams: Opportunities and Challenges"*

👉 Students highlight **keywords** (e.g., *impact, Instagram Reels, EFL learners, academic vocabulary, Algeria*).

💬 **Class discussion :** Which titles are **too vague** ? Which are **strong and specific**?

🖊 Task 2 – Title Revision (Pairs)

Vague Titles → Improve with Keywords

1. *"Teaching Writing"* → *"Teaching Argumentative Writing to Second-Year EFL Students at University Level"*
2. *"Technology in Education"* → *"Using Kahoot! to Improve Vocabulary Learning among Algerian High School Students"*
3. *"Autism and Communication"* → *"The Effect of Parent-Partnered Therapy on Communication Skills in Children with Autism"*

👉 Pairs rephrase titles to **add population, context, and focus**.

🖊 Task 3 – Group Editing Challenge

Poorly Written Titles (One Per Group):

1. *"Some Ideas about Language"*
2. *"Problems Students Have"*
3. *"Learning English Better"*
4. *"Computers in Teaching"*

👉 Groups rewrite into **clear academic titles**, e.g.:

- *"Challenges Faced by Algerian Secondary Students in Learning English as a Foreign Language"*
- *"The Role of Computer-Assisted Instruction in Enhancing Listening Comprehension in EFL Classrooms"*

Each group **justifies changes** (clarity, focus, keywords, academic style).

Reflection & Self-evaluation Worksheet

1 Part A – Checklist

☐ I can explain the role of keywords in a title.

☐ I can identify strong vs. weak titles.

☐ I can revise titles to improve clarity and focus.

2 Part B – Reflection

1. What makes a title effective in your opinion?
   → _____

2. How do keywords influence the scope of your research?
   → _____

3. Revise your own tentative research title by adding at least two strong keywords.
   → _____

3 Part C – Group Reflection

☐ We identified effective keywords in sample titles.

☐ We collaborated to revise vague titles.

☐ I contributed one idea to improve a title.

☐ My main takeaway: Strong keywords make research titles clearer, focused, and discoverable.

4.3. Identifying Research Gaps
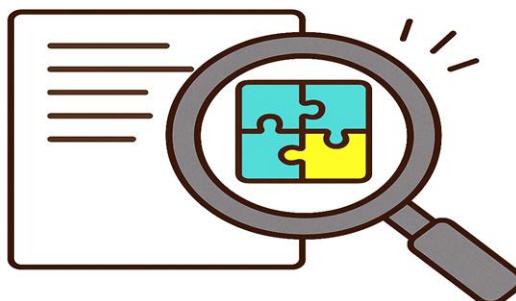
The section **"Identifying Research Gaps"** explains that research gaps are areas where existing studies are limited, inconsistent, or incomplete. Recognizing such gaps ensures originality and relevance, preventing duplication and advancing knowledge (Booth, Colomb, & Williams, 2016). Common strategies include reviewing literature for contradictions, unstudied contexts, or limitations highlighted by prior research, as well as using tools like citation analysis and thematic mapping (Creswell & Creswell, 2018; Snyder, 2019). Effectively identifying gaps requires both critical reading and creative framing, enabling researchers to pose significant questions that extend disciplinary boundaries and address emerging issues (Webster & Watson, 2002).

References

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104,* 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly, 26*(2), xiii–xxiii.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define what a research gap is and why it matters.
2. Identify different types of gaps (theoretical, methodological, contextual).
3. Spot research gaps in sample studies.
4. Propose their own potential research gaps for future work.

📔 **Lesson Plan Snapshot**

- **Duration**: 90 minutes
- **Materials**: short abstracts, slides with gap types, brainstorming worksheets, sticky notes
- **Pedagogical Strategy**: Guided lecture, pair exercises, group challenges, creative reflection
- **Structure**:
  - o Warm-up: "Missing Piece Puzzle"
  - o Mini-lecture: Types of research gaps
  - o Pair Activity: Spot the missing piece in articles
  - o Group Challenge: Gap Hunt
  - o Reflection

💥 **Warm-up Task – "Missing Piece Puzzle"**

The teacher shows a puzzle picture with one missing piece.

- **Think:** Why can't the puzzle be considered complete?
- **Discuss:** How is this similar to research where something is left unexplored?
- **Debrief:** Missing pieces in research = *gaps that future studies can fill.*

📝 **Notes with Demonstrations**

◆ **What is a Research Gap?**

- A gap is something that previous studies have not fully explained, tested, or explored.
- Identifying a gap shows where *your research can contribute new knowledge.*

◆ **Types of Research Gaps:**

1. **Theoretical Gap** → Missing or weak theory.
   - o Example: Many studies describe online learning, but few link it to motivation theory.
2. **Methodological Gap** → Weakness in methods used.
   - o Example: Prior studies used only surveys; no experiments were done.
3. **Contextual Gap** → Not enough focus on a group, region, or setting.
   - o Example: Many studies done in the US, few in Algeria.
4. **Practical Gap** → Real-life problems not addressed.
   - o Example: Research on social media ignores teachers' classroom challenges.

✌️ **Pair Activity – Spot the Gap**

✏️ **Task 1 – Abstract Analysis**

Students receive **short abstracts** from real or simplified studies (e.g., topics: *vocabulary learning in EFL, effects of social media on students, classroom management strategies*).

- **Underline**: what the study already covers.

- **Circle**: what is missing or underexplored.
- **Pair discussion**: What questions or areas could be explored further?

✏️ Task 2 – "The Missing Piece" Game

- Teacher shows three abstracts with highlighted covered aspects.
- Groups guess: *What is the missing angle?* (population, method, context, time).
- Quick sharing with the class.
-

� Group Challenge – The Gap Hunt

✏️ Task 3 – Mini Gap Spotting

- Each group receives **two abstracts on a similar theme** (e.g., online learning).
- Compare: What both studies focused on, and what neither addressed.
- Groups present their "gap statement" in one sentence: *"Future research could focus on …"*

✏️ Task 4 – Each group gets one research abstract.

- Identify the focus.
- Ask: "What's missing?" (theory, method, context, practice).
- Write the gap on a sticky note.
- Post on class "Gap Wall" (board/flipchart).
- Groups explain why this gap matters.

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Individual Reflection

☐ I can define a research gap.
☐ I can distinguish between different gap types.
☐ I can identify gaps in given studies.
☐ I can propose possible gaps for my own work.

2️⃣ Part B – Vocabulary & Concepts Self-Check

Check if you can explain and apply today's key concepts.

| Word / Concept	Meaning / Explanation	Can I use it correctly?
Research gap		☐ Yes ☐ Sometimes ☐ No
Theoretical gap		☐ Yes ☐ Sometimes ☐ No
Methodological gap		☐ Yes ☐ Sometimes ☐ No
Contextual gap		☐ Yes ☐ Sometimes ☐ No

Practical gap ☐ Yes ☐ Sometimes ☐ No

3 **Part C – Reflection on Group/Peer Learning**

Evaluate how you learned from and contributed to peers.

```
        +---------------------------------+
        | Did I share my gap ideas clearly?|
      | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------------+
                        |
                        ↓
        +---------------------------------+
        | Did I listen and learn from my  |
        | peers' observations of gaps?    |
      | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------------+
                        |
                        ↓
        +---------------------------------+
        | Did I contribute to helping my  |
        | group understand gaps better?   |
      | ☐ Always ☐ Often ☐ Sometimes ☐ Rarely |
        +---------------------------------+
                        |
                        ↓
        +---------------------------------+
        | How can I improve my peer       |
        | participation next time?        |
        | Open-ended response: _____ |
        +---------------------------------+
                        |
                        ↓
        (back to the top — reflection is continuous)
```

4.4. Research Process through Scenarios
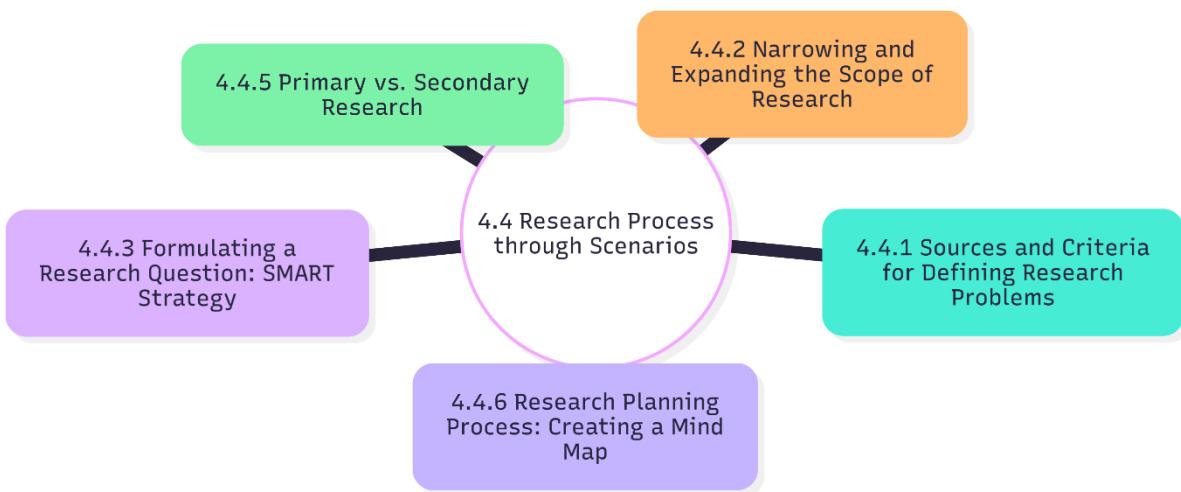
The section **"Research Process through Scenarios"** outlines a step-by-step approach to developing research. It starts with defining the research problem by identifying sources and criteria, since clarity at this stage underpins the entire study (Creswell & Creswell, 2018). The scope is then narrowed or expanded to ensure the topic is manageable and significant (Booth, Colomb, & Williams, 2016). Next, a research question is framed using the **SMART strategy**, making it specific, measurable, achievable, relevant, and time-bound (Doran, 1981). Researchers then distinguish between **primary and secondary research** to select appropriate evidence (Walliman, 2017). Finally, creating a **mind map** visually organizes concepts and provides a clear plan for execution (Buzan & Buzan, 2010). Together, these stages form a logical and coherent process for effective research development.

References

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Buzan, T., & Buzan, B. (2010). *The mind map book: Unlock your creativity, boost your memory, change your life.* BBC Active.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review, 70*(11), 35–36.

Walliman, N. (2017). *Research methods: The basics* (2nd ed.). Routledge.

4.4.1. Sources and Criteria for Defining Research Problems

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Identify different sources for defining research problems (literature, practice, policy, personal interest).
2. Apply academic criteria to evaluate whether a problem is research-worthy.
3. Distinguish between trivial and significant research problems.
4. Draft a preliminary problem statement based on clear criteria.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** case examples, journal abstracts, checklists
- **Pedagogical Strategy:** Guided lecture, problem evaluation exercise, peer review
- **Structure:**
  - o Hook & Warm-up
  - o Mini-lecture: Sources + criteria
  - o Group Exercise: Rating problem statements
  - o Peer Review: Exchange and critique
  - o Reflection

🌟 Hook – Recap: 'Ms. Thompson's Classroom Scenario'

➲ Scenario	"A high school teacher, Ms. Thompson, notices something striking in her classroom. Her students excel at expressing themselves on social media—posts, captions, and comments flow easily. Yet when they sit down to write academic essays, their skills collapse. Informal fluency is not transferring into structured, formal writing, and their grades are suffering."
Student Task Flow	- **Think:** What's the **research problem** here? - **Discuss:** Which sources (teaching practice, policy, media, literature, technological changes) are relevant? - **Share:** What makes this problem research-worthy?
💬 **Debrief Question**	- Why is turning daily observations into academic research problems important?

➲ **The teacher reads out 3 statements (e.g.:**	- "Students prefer online classes." - "There is limited research on how online learning impacts shy learners." - "Technology is everywhere today''.
Student Task Flow	1. **Think:** Which one sounds more like a research problem? 2. **Discuss:** Why?
💬 **Debrief Question**	Not all issues are "researchable." What makes one of these a problem worth studying?

📝 **Notes with Demonstrations**

🔷 **Definition of a Research Problem:** A research problem is a **specific issue, difficulty, contradiction, or gap in knowledge** that a study seeks to address. It can be:

- **Practical** (solving real-world challenges).
- **Theoretical** (testing or extending existing knowledge).

🔷 **Sources of Research Problems**

1. **Personal & Professional Experience** – classroom or workplace observations.
2. **Media & Reports** – news and articles revealing emerging issues.
3. **Academic Conferences** – discussions highlighting gaps.
4. **Published Research** – literature reviews showing contradictions.
5. **Educational Contexts** – observations in schools, homes, and communities.
6. **Social/Technological Developments** – societal trends and innovations.
7. **Records of Previous Research** – unresolved questions, replication needs.

🔷 **Criteria for a Good Research Problem**

- **Clarity** – Is it precise?
- **Feasibility** – Can it be studied with available resources?
- **Relevance** – Is it important to the field/society?
- **Novelty** – Does it add new insights?
- **Ethicality** – Does it avoid harm to participants?

✌ Pair Activity – Peer Problem Swap

✏ Task 1 – Peer Problem Swap: Exchange & Critique

- Each student drafts a **preliminary problem statement**.
- Swap with a partner.
- Use the checklist (Clarity, Feasibility, Relevance, Novelty, Ethics) to give feedback.

☞ What improvements did peers suggest? How did feedback sharpen the research problem?

🍀 Group Activities

✏ Task 2: The Detective's Lens: Spot the Hidden Problem

Groups receive different scenarios. They must **spot the research problem** and identify its **source**.

- **Scenario A (Media):** An education magazine reports on students using emojis in emails to teachers. Does this affect perceptions of professionalism?
- **Scenario B (Conference):** At a conference, a study shows digital polling increases participation. How might this reshape classroom practices?
- **Scenario C (Literature):** A review shows slang dominates Gen Z's speech but little is known about its impact on identity and academic communication.
- **Scenario D (Community):** A school board meeting highlights parent concerns about adapting teaching styles to diverse cultural backgrounds.

✏ Task 3: Strong or Weak? Rate the Problem

Each group gets 4 sample problem statements and a checklist (Clarity, Feasibility, Relevance, Novelty, Ethics). Rate each as **Strong** or **Weak**.

Sample Problem Statements:

1. "Students like technology." (Weak – vague, lacks focus).
2. "The effect of online learning platforms on participation among shy learners in Algerian secondary schools." (Strong – clear, feasible, relevant).
3. "The world is changing due to AI." (Weak – too broad, unfocused).
4. "The impact of emoji use in academic emails on teacher perceptions of student professionalism." (Strong – precise, novel, researchable).

**Reflection & Self-evaluation Worksheet**

1 Part A – Individual Reflection

☐ I can identify sources of research problems.

☐ I can apply criteria to judge a research problem.

☐ I can avoid trivial/unfeasible topics.

2 Part B – Vocabulary & Concepts Self-Check

Word / Concept	Meaning / Explanation	Can I use it correctly?
Research problem		☐ Yes ☐ Sometimes ☐ No
Feasibility		☐ Yes ☐ Sometimes ☐ No
Relevance		☐ Yes ☐ Sometimes ☐ No
Novelty		☐ Yes ☐ Sometimes ☐ No

3 Part C – Reflection on Group/Peer Learning

Reflection Pathway: Evaluating Research Problems
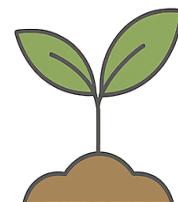
Did I evaluate peers' problems fairly?

☐ Always
☐ Often
☐ Sometimes
☐ Rarely

Did I learn new perspectives from my peers?

☐ Always
☐ Often
☐ Sometimes
☐ Rarely

How can I sharpen my problem-evaluation skills?

Open-ended response:

_____

4.4.2. Narrowing and Expanding the Scope of Research

🎯 **Learning Outcomes**

By the end of this section, students will be able to:

1. Explain what it means to narrow or expand a research scope.
2. Apply strategies to refine broad research ideas into manageable problems.
3. Recognize when to expand scope to include broader perspectives.
4. Practice scope adjustment on sample research topics.

📁 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** sample research titles, whiteboard, worksheets
- **Pedagogical Strategy:** Interactive lecture, scope-mapping activity, peer editing
- **Structure:**
  - Hook &Warm-up
  - Mini-lecture: Scope strategies
  - Group Exercise: Narrowing broad ideas
  - Peer Editing: Refining each other's scope
  - Reflection

💥 Hook – Recap: Ms. Thompson's Scenario

➲ Scenario	A language teacher, Ms. Thompson, notices her students are fluent in social media writing but struggle with formal academic essays. She wonders: How does exposure to informal digital language influence academic writing skills?
💬 **Debrief**	- Is this research problem too broad, too narrow, or just right? - Which aspects (platforms, skills, teacher/student perspectives) could shape the scope?

💥 Warm-up Task – "Too Big or Too Small?"

➲ **The teacher presents 3 sample research topics:**	- Impact of Technology on Education - Effect of a single app on one student - Influence of TikTok slang on vocabulary in Algerian high schools
Student Task Flow	**1. Think**: Which one is too broad, too narrow, or balanced? **2. Discuss**: Why does scope matter for feasibility and depth?
💬 **Debrief Question**	- How can narrowing or expanding help us find the "sweet spot" for a manageable and meaningful research problem?

📝 **Notes with Demonstrations**

1. **Why Narrowing is Crucial**

   - Avoids overwhelming data
   - Improves feasibility
   - Allows depth and focus

2. **Narrowing Techniques**

   - Focus on one **population** (high school vs. university).
   - Limit by **context** (country, school, online vs. offline).
   - Set a **time frame** (e.g., 2020–2023).
   - Use one **method or theory**.

3. **Expanding Techniques**

   - Compare across groups (gender, schools, countries).
   - Add perspectives (teacher + student views).
   - Extend timeframe (past vs. present trends).
   - Link to practice or policy.

→ **Example Progression**

   - Broad: Social media informal language in academic writing
   - Narrow: *How Twitter slang affects academic vocabulary among high school students in Algeria*
   - Expanded: *Comparison of Twitter vs. Instagram language use and its effect on vocabulary in Algerian high schools*

✌ **Pair Activity _ Swap and Refine**

🖊 **Task 1 _** Students draft one preliminary research scope (1–2 sentences).

- Swap with a partner → refine using a checklist:

    o Is it clear?
    o Is it feasible?
    o Does it need narrowing or expanding?

- Return with written suggestions.

🍀 **Group Activities**

🖊 **Task 2 – Scope Detective**

Each group receives a *mystery topic card* (e.g., "Technology and Education," "Climate Change and Youth," "AI in Healthcare").

- Decide if the topic is too broad, too narrow, or balanced.
- Present justification with one **narrowing** and one **expanding** suggestion.

🖊 **Task 3 – Scope Mapping Carousel**

Students write a broad topic in the center of a **scope wheel** diagram.

- **Step 1 (Narrow):** Add 3 specific refinements (population, context, skill, or timeframe).

- **Step 2 (Expand):** Add 2 comparative or broader dimensions (cross- groups, policy, historical trends).

- **Step 3**: Rotate wheels with another group → peers refine further.

NARROW — BROAD TOPIC — EXPAND
population
context
skill/
timeframe
• cross-groups
• policy/trends
1 Write broad topic
2 Refine or expand dimensions
3 Rotate wheels
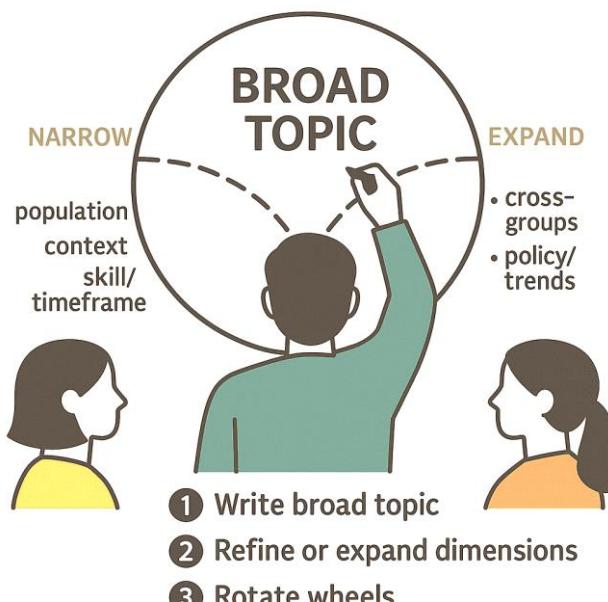
Reflection & Self-evaluation Worksheet

1 **Part A – Scope Skills Checklist**

Self-Evaluation Question	Tick (✔)	Notes
I can tell when a topic is too broad or too narrow.	☐	
I used at least one narrowing strategy today.	☐	
I tried at least one expanding strategy today.	☐	
I can balance feasibility and richness in scope.	☐	

2 **Part B – Open Reflection**

- The broad topic I worked on today was: _____
- I narrowed it down to focus on: _____
- I expanded it by adding (comparison, policy, timeframe…): _____
- One strategy I will apply in my next research project: _____

3 **Part C – Peer & Group Learning**

Draw a **Scope Balance Scale** to represent what you learned from peers.

- On the **left pan**, write one example of a topic that was *too broad*.

- On the **right pan**, write one example of a topic that was *too narrow*.

- In the **balanced middle**, write the refined "sweet spot" topic suggested by your group.
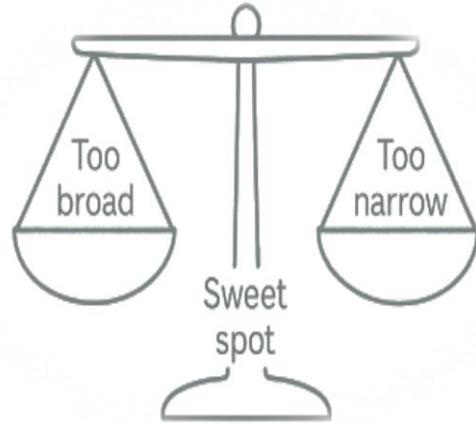
4.4.3. Formulating a Research Question: SMART Strategy

🎯 **Learning Outcomes**

By the end of this section, students will be able to:

1. Understand the role of research questions in guiding studies.
2. Apply the SMART strategy to formulate precise research questions.
3. Differentiate between vague and well-defined questions.
4. Practice rewriting weak questions into SMART ones.

📒 **Lesson Plan Snapshot**

• **Duration:** 90 minutes
• **Materials:** Examples of weak research questions, PICO(T) and 5Ws+H handouts, SMART checklist worksheet
• **Pedagogical Strategy:** Hook scenario, guided frameworks, peer rewriting, class discussion
• **Structure:**

- Hook & Warm Up
- Warm-up: "Too Big or Too Small?"
- Mini-lecture: SMART explained
- Demonstration: PICO(T), 5Ws+H, Variables, Gaps, Feasibility
- Pair Activity: Refine Ms. Thompson's question
- Group Challenge: Redesign vague and over-specific questions
- Peer review
- Reflection

💥 **Hook – Recap: Ms. Thompson's Scenario**

➲ **Scenario**	Ms. Thompson, a language teacher, notices her students are fluent in social media writing but struggle with formal essays. She asks: *"How does exposure to informal digital language influence academic writing skills?"*
💬 **Debrief**	- Is Ms. Thompson's question too broad, too narrow, or appropriately scoped? - Which elements (platform, writing skill, timeframe, student group) could make it sharper? - How does scope affect whether a research question is manageable?

💥 **Warm-up Task – "Too Big or Too Small?"**

Three sample questions for scope analysis	1. *How does technology affect education?* → Too broad 2. *Does TikTok slang in one student's essay reduce clarity?* → Too narrow 3. *What influence does TikTok slang have on vocabulary in Algerian high-school essays during 2024?* → Balanced
Student Task Flow	**1. Think:** Which one is too big, too small, or balanced? **2. Pair:** Discuss why scope matters for feasibility and clarity. **3. Share:** Suggest one refinement that makes a question SMART.
💬 **Debrief Question**	How can adjusting scope help us find the "sweet spot" for a question that is precise, doable, and meaningful?

📝 **Notes with Demonstrations**

A **research question** differs from a simple query like "What is the speed of light?" because it explores complex issues with multiple possible answers. Unlike factual questions, research questions require investigation, analysis, and synthesis of various perspectives. For instance, "What factors influence the adoption of renewable energy?" invites diverse responses based on social, political, and economic factors.

☞ **Key Differences:**

1. **Complexity**: Research questions explore multifaceted topics, while simple questions have fixed answers.
2. **Multiple Answers**: Research questions often have varying answers, requiring deep analysis.
3. **Purpose**: Research questions guide inquiries into unknown areas, unlike fact-based queries.
4. **Contribution to Knowledge**: Research helps generate new insights, challenge existing ideas, and address real-world problems.

☞ **Why Research is Essential:**

1. **Fills Knowledge Gaps**: Research identifies areas lacking understanding or outdated information.
2. **Addresses Challenges**: Many research questions tackle societal issues, like climate change or education.
3. **Informs Policy**: Research provides evidence to guide policies and practices.

1. Why Scope Matters: *Scope refers to how broad or narrow a research question is, determining its manageability and clarity.*

- Too broad → includes too many variables, unmanageable.
  Example: "How does technology affect education?"
- Too narrow → applies to one case, lacks generalizability.
  Example: "Does slang in one essay reduce clarity?"
- Balanced scope → defines population, variable, and context → feasible.
  Example: "How does TikTok use influence vocabulary in high school essays?"

2. PICO(T) Framework: *PICO(T) is a framework that structures a research question by defining its key components: Population, Intervention, Comparison, Outcome, Time.*

- P = University students
- I = Exposure to informal social media language
- C = Frequent vs. limited use
- O = Academic writing quality (vocabulary, grammar, tone)
- T = One semester

→ Example refinement:
"Among university students, how does frequent Twitter use compared to limited use affect vocabulary in academic essays over one semester?"

3. 5Ws and H: *The 5Ws and H (Who, What, When, Where, Why, How) ensure that a research question covers essential descriptive elements.*

- Who = First-year students
- What = Informal digital language in essays
- When = Current semester
- Where = One university/department
- Why = To test if informal patterns reduce clarity
- How = By analyzing essays

→ Example refinement:
"Why do first-year students incorporate social media language in essays, and how does it impact clarity?"

4. Variables Focus: *Variables are measurable elements in a study. Focusing on specific variables narrows the question's scope and makes it researchable.*

- Platform = Twitter, Instagram, TikTok
- Writing element = Vocabulary, grammar, tone
- Sample = Essays

→ Example refinement:
"How does frequent Twitter use influence vocabulary choices in first-year university students' essays?"

5. Gap in Literature: *A gap is an area of limited or missing research. Identifying it allows formulating unique and relevant questions.*

- Known: Studies cover digital literacy broadly.
- Missing: Language transfer from social media to academic writing.

➔ **Example refinement:**
"How does social media language influence perceptions of credibility in academic writing?"
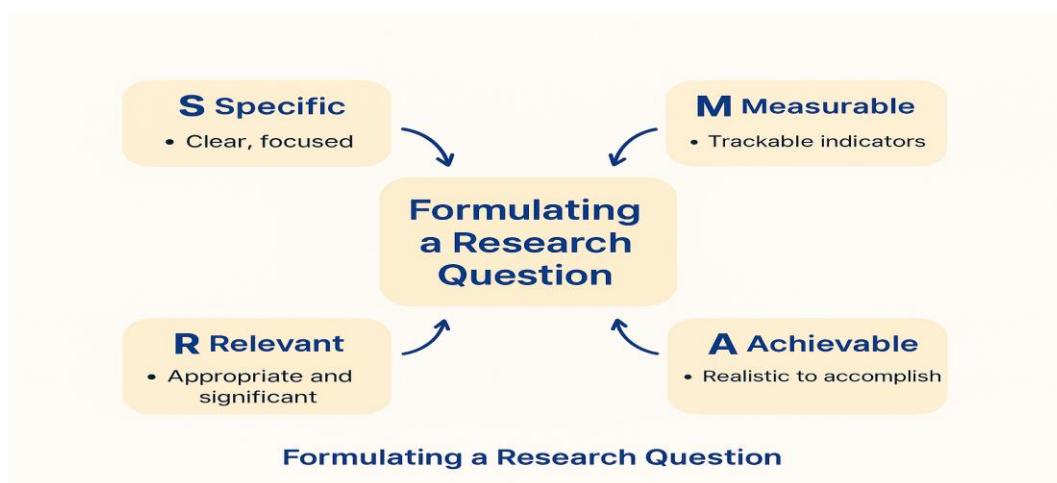
6. Feasibility & Practicality: *Feasibility refers to whether the research can realistically be completed given time, resources, and sample size.*

- Ask: Can it be done in one semester? Is the group large enough? Should scope be limited to one platform or variable?

➔ **Example refinement:**
"Exploring vocabulary influenced by social media language in first-year university essays during one semester."

7. SMART Criteria: *SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound—a checklist to finalize research questions.*

S Specific
- Clear, focused

M Measurable
- Trackable indicators

Formulating a Research Question

R Relevant
- Appropriate and significant

A Achievable
- Realistic to accomplish

Formulating a Research Question

- Specific = Vocabulary choices
- Measurable = Word frequency, usage patterns
- Achievable = One institution, one semester
- Relevant = Matches digital literacy and writing research
- Time-bound = Semester

➔ **Final SMART Question:**

"How does frequent Twitter use affect vocabulary choices in academic essays among first-year university students over one semester?"

Sample Scope Refinement Table (Ms. Thompson's Case)

Stage	Question Example	Problem	Refinement Step
Broad	"Does social media affect writing?"	Too general, no clear population or variable	Add PICO(T): student group, platform, writing skill
Narrow	"Does slang in one student's essay reduce clarity?"	Too limited, no generalizability	Expand to a group, timeframe
SMART	"How does frequent Twitter use affect vocabulary in essays among first-year university students over one semester?"	Balanced and feasible	Meets SMART criteria

✌ Pair Activities

Theme: Like Goldilocks and the three bowls of porridge—some questions are too big, some too small, and some just right.

🖉 Task 1:

1. Each pair gets 3 sample research questions:
   - *How does education change society?*
   - *Does one spelling error in a single essay affect a teacher's grading?*
   - *What impact does daily TikTok use have on vocabulary learning among Algerian high school students in 2024?*

2. Students label them: **Too Big / Too Small / Just Right (balanced)**.
3. Then rewrite the "too big" and "too small" questions into SMART ones.

🖊 **Task 2 :"Goldilocks Questions"**

Sample Question	Label (Too Big/Too Small/Just Right)	SMART Rewrite
How does education change society?	_____	_____ _____ _____
Does one spelling error in a single essay affect a teacher's grading?	_____	_____ _____ _____
What impact does daily TikTok use have on vocabulary learning among Algerian high school students in 2024?	_____	_____ _____ _____

✹ **Group Activity-_*"Scope Doctor"***

🖊 **Task 3:** Students act as "scope doctors" diagnosing sick research questions and prescribing scope adjustments.

1. Each group gets 2 "patient" questions:

   o *How does technology affect the world?* (diagnosis: too broad)
   o
   o *Does slang in one WhatsApp message confuse one student?* (diagnosis: too narrow)
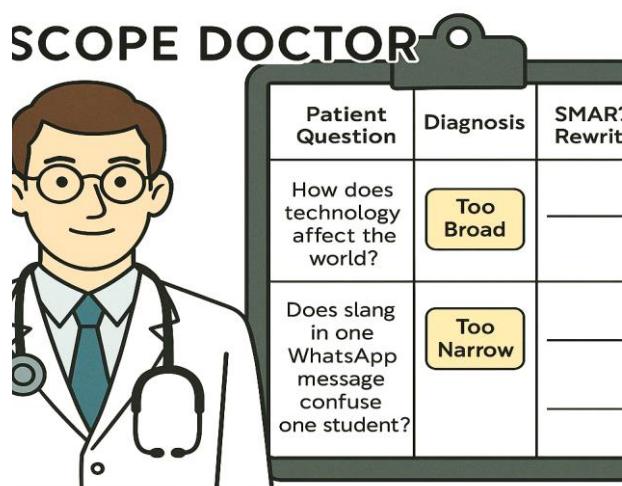
2. Groups fill out a "medical chart:

Patient Question	Diagnosis (Too Broad/Too Narrow)	Scope Adjustment (add population, variable, timeframe)	SMART Rewrite
How does technology affect the world?	_____	_____ _____	_____ _____ _____
Does slang in one WhatsApp message confuse one student?	_____	_____ _____	_____ _____ _____

3. Each group shares one "before and after" case.

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part 1 – Checklist
☐ I can tell when a question is too broad.
☐ I can tell when a question is too narrow.
☐ I can adjust scope by adding elements (population, variable, timeframe).
☐ I can rewrite a question into SMART form.

2️⃣ Part 2 – Quick Reflection

- Which part is easiest for you: spotting broad/narrow or rewriting SMART? Why?

3️⃣ Part 3 – My Own Question
Write one research question from your field:

- Diagnose: Broad / Narrow / Balanced
- SMART Rewrite: _____

4.4.5. Primary vs. Secondary Research

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Distinguish between primary and secondary research.
2. Identify the advantages and disadvantages of both.
3. Decide which type suits their own projects.
4. Apply examples to EFL/education contexts.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** sample abstracts, chart (primary vs. secondary), case studies
- **Pedagogical Strategy:** Mini-lecture, sorting activity, debate
- **Structure:**
  - o Warm-up: "Whose Data Is It?"
  - o Mini-lecture: Key definitions
  - o Group sorting activity
  - o Mini-debate: Which is better?
  - o Reflection

🌟 Warm-up Task – "Whose Data Is It?"

The teacher presents three examples	
➲	A teacher surveys 50 students about their favorite social media platform *(Original data collected directly from participants)*.
	A researcher reads a UNESCO report on global education trends *(Data already collected and published by another source)*.
	A student analyzes existing survey data on technology's impact on student learning *(Data collected by others but analyzed for a new purpose)*.
Student Task	**1. Think:** Classify the examples as Primary or Secondary.
	2. Pair: Discuss why scope matters for feasibility and clarity.
	3.Share: Suggest one example of how Primary and Secondary data could be used in research.
Debrief	How does distinguishing between Primary and Secondary data help us choose the right approach for a research project?

📝 Notes with Demonstrations

1. Primary Research: Collecting original data (surveys, interviews, experiments, observations).

- **Methods:**
  - o *Qualitative:* interviews, focus groups, ethnography.
  - o *Quantitative:* surveys, experiments, structured observations.
- **Pros:** originality, specificity, timeliness.
- **Cons:** costly, time-consuming, requires expertise, ethical approval.
- **Use When:** studying unique or unexplored topics; needing current data.

2. Secondary Research : Using existing data (books, articles, reports, statistics).

- **Methods:**
  - o *Literature review*
  - o *Analysis of existing datasets* (census, government databases, published statistics).
- **Pros:** cost-effective, time-saving, broad coverage, often credible.
- **Cons:** may not be specific, can be outdated, limited control.
- **Use When:** building background, studying trends, limited resources.

→ **Comparison Table**

Aspect	Primary Research	Secondary Research
Data source	Collected (firsthand) directly from participants	Published, already existing
Time/Cost	Time-consuming, costly	Cheaper and quicker
Control	High (design and data collection)	Low (limited by what exists)
Examples	Classroom observation, interviews	Meta-analysis, government reports

✌️ **Pair Activity_ 'research method specialists'**

✏️ **Task 1:Each pair receives two research abstracts:**

- o **Abstract 1:**

  "This study investigates the effects of remote work on employee productivity. A survey was conducted with 200 employees across different industries, measuring their self-reported productivity before and after transitioning to remote work."

- o **Abstract 2:**

"This paper analyzes the trend of remote work adoption globally, using existing data from reports by organizations like the International Labour Organization (ILO) and the World Economic Forum. It examines the broader implications of these shifts in work patterns."

o   Identify the research type for each abstract (Primary; Secondary or Mixed).
o   Justify the choice by explaining which aspects of the abstract indicate primary or secondary research.
o   If Primary Research were used in Abstract 2, how might the methodology and results change?
o   If Secondary Research were used in Abstract 1, what impact would that have on the conclusions of the study?

❇️ Group Activity_ 'Choosing the Right Research Method'

🖊️ **Task 2:** Students act as "research method specialists" selecting the best research type for different scenarios.

1.   **Each group gets 2 research scenarios:**

   a. A government agency is conducting a survey to gather real-time feedback from citizens on a new policy.
   b. A company is analyzing previously collected data from industry reports to evaluate trends in customer behavior.

2.   **Group Tasks:**

   o   **Identify the research type** (primary or secondary) for each scenario.
   o   **Use rhetorical questions** to assess why the chosen method fits the context:
        ▪   Who is the **audience** for the research? Does this impact whether primary or secondary research is more suitable?
        ▪   What is the **purpose** of the research? Does the goal require firsthand data collection or analyzing existing information?
        ▪   What is the **context** of the research? Is real-time feedback necessary, or is historical data sufficient?

   o   **Consider the alternative method**: What would happen if the opposite method was used? Discuss potential benefits and drawbacks.

o **Present** your chosen research method, rationale, and the implications of switching to the opposite method based on the rhetorical situation.

Reflection & Self-evaluation Worksheet

1 **Part A – Research Method Skills Checklist**

Self-Evaluation Question	Tick (✔)	Notes
I can define primary and secondary research.	☐	
I can classify examples of primary research (e.g., surveys, interviews).	☐	
I can classify examples of secondary research (e.g., reports, articles).	☐	
I can decide whether to use primary or secondary research for my project.	☐	
I understand the importance of audience, purpose, and context in selecting a research method.	☐	

2 **Part B – Open Reflection**

- The research method I worked on today was: _____
- I chose **primary** research because: _____
- I chose **secondary** research because: _____
- One strategy I will apply in my next research project to choose the correct research method: _____

3 **Part C – Research Method Performance**

Welcome to the **Research Method Performance**! In this activity, you will step onto the stage to explore the world of primary and secondary research. By acting out research methods and considering the audience, purpose, and context, you will discover how to choose the best method for your project. Let the performance begin!

Research Method Theater

Primary Research

Secondary Research
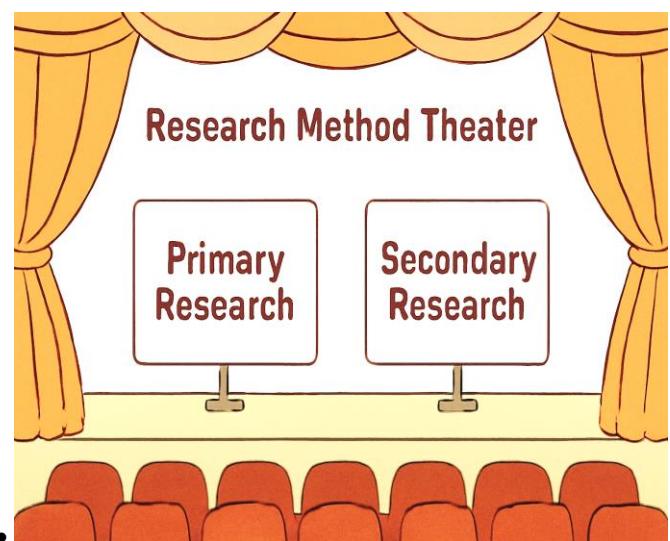
4.4.6. Research Planning Process: Creating a Mind Map

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Visualize the steps of planning research using a mind map.
2. Organize research elements (topic, problem, questions, methods).
3. Develop a personal project mind map.
4. Use mind mapping as a tool for brainstorming and structuring.
5. Integrate technology (AI tools) for generating mind maps.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** A3 papers, colored markers, sample mind maps
- **Pedagogical Strategy:** Demonstration, hands-on creation, peer showcase
- **Structure:**
    - Warm-up: "What's in Your Head?" (brainstorm dump)
    - Demo: Teacher creates a sample mind map live
    - Activity: Students create own mind maps
    - Gallery walk: Showcase & peer feedback
    - Reflection

🌟 Warm-up Task – "What's in Your Head?"

➲	Instructions
Teacher Prompt	The teacher writes the word **"research"** on the board and asks students, "What comes to mind when you think of a research project?" Students list all things they think of when hearing the word "research."
Student Task	After listing ideas, students group them into categories or themes (e.g., "Data Collection," "Research Questions," "Methods," etc.).
	Students draw mini mind maps by connecting themes and related ideas.
Debriefing	How did connecting ideas into themes and mind maps help visualize the structure of your research? What patterns or connections did you notice? What areas need further exploration?

📝 Notes with Demonstrations

1. **Mind Maps** are diagrams that use **branches** to visually represent ideas, allowing students to organize research steps clearly. Mind maps use **branches** to represent ideas:

   E.g.: Topic → Problem → Questions → Methods → Expected Results

2. Mind mapping helps with **brainstorming, organizing, and connecting ideas visually**.
    a. **Brainstorming**: Rapidly generate and capture ideas.
    b. **Organizing**: Structure and arrange the project components.
    c. **Connecting**: Show the relationships between different research elements (e.g., topics, methods, questions, and results).

3. **Mind mapping helps to**:
    a. **Clarify your thought process**: Breaking down large ideas into smaller, manageable components.
    b. **See the big picture**: Helps to identify key elements in research, ensuring a clear direction.
    c. **Facilitate brainstorming**: A dynamic way to brainstorm and quickly organize thoughts.

✌️ Pair Activity – Spot the Gap

🖊️ **Task 1:** In pairs,

1. Examine a sample mind map and identify any missing elements (problem, methods, timeline, sources).

2. Discuss how filling these gaps improves clarity and research planning.

☘️ Group Challenge – Mind Map Creation and AI Integration

🖊️ **Task 2: Create your own map**

Each student:

1. **Write the central topic** in the middle of your mind map (e.g., "Research Project").
2. **Draw 4–5 branches** for key components such as:
    o Problem
    o Objectives
    o Methods
    o Timeline
    o Sources
3. **Add keywords and details** to each branch, expanding on each element.
4. **Swap mind maps** with a peer for **feedback** and **suggestions**.
5. **Refine your map** based on peer input.

🖊 **Task 3**

: AI Integration:

1. Once your mind map is ready, use **Mermaid**, **Claude** or any other suitable tool to generate a visual diagram. For example, you can write code that represents your mind map's structure. Below are some **example code snippets** for generating a flowchart or mind map.

Example Mermaid Syntax:

```
graph TD
    A[Research Project] --> B[Problem]
    A --> C[Objectives]
    A --> D[Methods]
    A --> E[Timeline]
    A --> F[Sources]
    B --> B1[Research Question]
    C --> C1[Purpose of Study]
    D --> D1[Survey]
    D --> D2[Interviews]
    E --> E1[Deadline]
    F --> F1[Books]
    F --> F2[Articles]
```

2. Visualize Using AI Tool

- Copy the generated code into **Mermaid Live Editor** to generate your mind map or flowchart.

- Evaluate how the AI tool has structured your mind map and compare it with your original layout.

3. Reflection

- Discuss with peers: How does the AI-generated diagram differ from your original mind map?

- What improvements can be made using the tool's features?

Reflection & Self-evaluation Worksheet

1 **Part A – Mind Mapping Skills Checklist**

Self-Evaluation Question	Tick (✔)	Notes
I can organize ideas using a mind map.	☐	
I can connect different research components visually.	☐	
I can identify missing elements in a mind map.	☐	
I can refine my project planning with a visual map.	☐	

2 **Part B – Open Reflection**

- The central topic I worked on today was: _____
- One new connection I discovered while mapping: _____
- One gap I identified and filled: _____
- One strategy I will use next time to improve my mind map: _____

3 **Part C – Mind Map Showcase**

- Share your mind map with the group.
- Discuss one **strength** and one **area for improvement** in each peer's map.
- Highlight how visualizing the research process using AI helps clarify steps and structure your project.

📁 **Student Portfolio – Unit 4: Research Planning and Process**

✍️ **Student Name:** _____

📅 **Date:** _____

4.1 Academic Writing Papers: Articles, Dissertations, and Theses

- What is the difference between articles, dissertations, and theses in academic writing?

  _____

- How can you improve your ability to structure academic papers effectively**?**

  _____

4.2 Studying Research Titles: Keywords

- Why are research titles important in academic writing?

  _____

- What makes a good research title?

  _____

- How do you select the right keywords for your research title?

  _____

4.3 Identifying Research Gaps

- What are research gaps, and why are they important?

  _____

- How do you identify a research gap in existing literature?

  _____

4.4 Research Process through Scenarios

4.4.1 Sources and Criteria for Defining Research Problems

- What sources are most useful for defining a research problem?

  _____

- What criteria should be considered when defining a research problem?

4.4.2 Narrowing and Expanding the Scope of Research

- What challenges do you face when narrowing the scope of research?

  _____

- When and why might you expand the scope of your research?

  _____

4.4.3 Formulating a Research Question: SMART Strategy

- How do you formulate a research question using the SMART strategy?

  _____

- What are the key components of a SMART research question?

  _____

4.4.5 Primary vs. Secondary Research

- What is the difference between primary and secondary research?

  _____

- In what scenarios would you use primary research over secondary research, and vice versa?

  _____

4.4.6 Research Planning Process: Creating a Mind Map

- How does creating a mind map help in the research planning process?

  _____

- What key elements should be included in a mind map for planning research?

Section 4: Final Reflection

- Which aspect of the research process (e.g., writing, identifying gaps, planning) do you find most challenging?

  _____

- How will understanding the research process and planning methods (such as SMART, mind mapping) improve your future research projects?
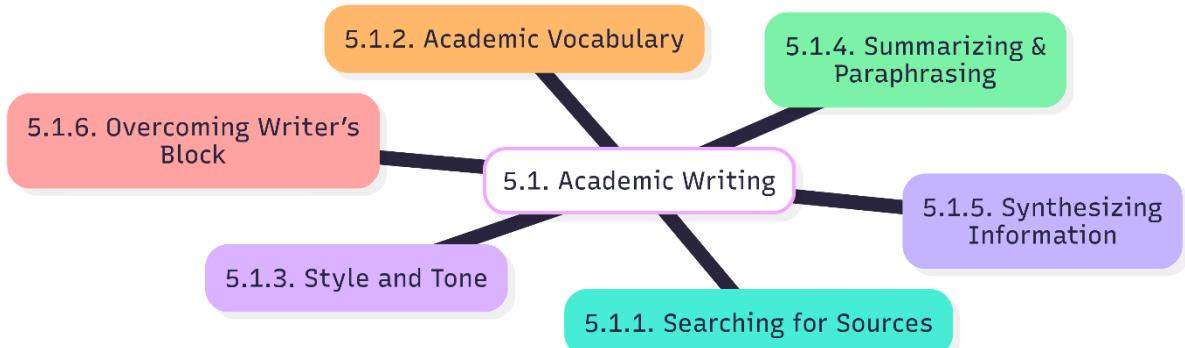
  _____

| **5** | ***Academic Writing, Research Tools and Reporting*** |

Aim: This unit develops students' ability to find, evaluate, and use academic sources; practice academic writing conventions; design and apply research tools; and produce coherent, critical, and well-structured reports.

Format	Lecture / Discussion	

Sections	**5.1. Academic Writing Skills**
	    5.1.1. Searching for Sources
	    5.1.2. Academic Vocabulary
	    5.1.3. Style and Tone
	    5.1.4. Summarizing & Paraphrasing
	    5.1.5. Synthesizing Information
	    5.1.6. Overcoming Writer's Block
		5.2. Research Tools
		    5.2.1. Questionnaire Design
		    5.2.2. Interview Techniques
		    5.2.3. Observation Notes
		
		5.3. Translating research into reports

Learning Objectives	This unit offers you opportunities to: 1. Apply the structure and conventions of academic writing. 2. Search for, evaluate, and use academic sources effectively. 3. Use academic vocabulary, style, and tone appropriately. 4. Summarize, paraphrase, and synthesize information from multiple texts. 5. Design and apply research tools (questionnaires, interviews, observations). 6. Produce coherent, critical, and well-argued research reports.	
Learning Activities	**In-Class:** Database search practice; vocabulary workshop; paraphrasing/summarizing drills; synthesis matrix; questionnaire design; interview role-play; observation note-taking; report drafting. **Online:** Keyword analysis; paraphrasing submission; synthesis mapping; reflection on writer's block; questionnaire draft; interview critique; observation submission.	
Instructional Materials	**In-Class:** Abstracts, keyword handouts, paraphrasing worksheets, synthesis grids, questionnaire and interview templates, observation checklists, report templates. **Online:** Videos, vocabulary quizzes, mind mapping tools, reading list, survey software, interview samples, report-writing guides.	
Assessment __Formative	- Reflection worksheet, group activity report/presentation and synthesis matrix -Discussion board participation, Student portfolio.	

5.1. Academic Writing Skills

This section on **Academic Writing Skills** presents a sequence of interconnected competencies essential for producing scholarly texts. It begins with **searching for sources**, which establishes a foundation of credible evidence (Booth, Colomb, & Williams, 2016), followed by the use of **academic vocabulary** to ensure precision and disciplinary alignment (Hyland, 2009). Attention to **style and tone** then reinforces clarity, objectivity, and consistency in line with academic conventions (Swales & Feak, 2012). Building on this, **summarizing and paraphrasing** enable the integration of existing knowledge while avoiding plagiarism (Pecorari, 2013), and **synthesizing information** develops the capacity to merge insights into coherent arguments, marking a shift from knowledge consumption to production (Hart, 2018). Finally, recognizing the barriers many writers face, the focus on **overcoming writer's block** introduces practical strategies such as outlining, routine writing, and freewriting to sustain productivity (Silvia, 2019). Together, these components form an integrated framework for mastering the process of academic writing.

References

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research*. University of Chicago Press.

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Silvia, P. J. (2019). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.

5.1.1 Searching for Sources

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Distinguish between academic and non-academic sources.
2. Use library databases, Google Scholar, and institutional repositories effectively.
3. Apply criteria (credibility, relevance, currency) to evaluate sources.
4. Compile a preliminary reference list for their own research topic.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** database access guide, evaluation checklist, sample abstracts
- **Pedagogical Strategy:** Guided lecture, live database demo, peer source evaluation, group practice
- **Structure:**
  - Hook & Warm-up
  - Mini-lecture: Types of sources
  - Demonstration: Database and search techniques
  - Pair Activity: Source evaluation
  - Group Task: Build a mini-reference list
  - Reflection

💥 Hook – Recap: Ms. Thompson's Scenario

➲ **Scenario**	Ms. Thompson assigns her students a research paper on the topic *"The impact of social media on students' learning."* Layla submits a paper that relies mostly on blog posts and Wikipedia articles. Karim, on the other hand, bases his work on peer-reviewed journal articles and academic books. When grading, Ms. Thompson notices a clear difference in the depth, accuracy, and reliability of their papers—the choice of sources has directly affected the quality of their research.
Student Task Flow	1. **Think:** What's the difference between Layla's and Karim's sources? 2. **Discuss:** Why do instructors emphasize peer-reviewed sources? 3. **Share:** Which criteria matter most when evaluating a source?
Debriefing Question	How does the **choice of sources** influence the credibility and quality of academic writing?

✹ Warm-up Task – "Source or Not?"

➲ **The teacher reads out 4 examples:**	• A blog post about TikTok and education • A peer-reviewed journal article on language acquisition • A government report on literacy rates • A TikTok influencer's opinion about exams
Student Task Flow	1. **Think:** Which are credible academic sources? 2. **Discuss:** Why? 3. **Share:** Which could still be useful, and how?
Debriefing Question	Can non-academic sources ever contribute to academic research? When and how?

📝 Notes with Demonstrations

1. **Types of Sources**

   • **Primary:** original research studies, surveys, interviews, experiments.
   • **Secondary:** reviews, meta-analyses, textbooks.
   • **Tertiary:** encyclopedias, summaries, databases.

2. **Where to Search**

   1. Library databases (**International:** Scopus, Web of Science, EBSCO, ERIC, **National:** ASJP, SNDL…)
   2. Google Scholar (with filters & citations).
   3. Institutional repositories (Dspace,…).
   4. Professional associations & conference proceedings.

3. **Evaluating Sources (CRAAP Test)**

   • **Currency:** Is it up-to-date?
   • **Relevance:** Does it fit the research purpose?
   • **Authority:** Who is the author/publisher?
   • **Accuracy:** Is it supported by evidence?
   • **Purpose:** Why was it written?

4. **Search Strategies**

   • Boolean operators (AND, OR, NOT).
   • Keywords vs. subject terms.
   • Truncation (*) and phrase searching (" ").

✌️ Pair Activity – Source Detective

🖊️ **Task 1:** Each pair receives 2 sample sources (abstract + website/blog excerpt).

- Use the CRAAP checklist to decide which is more credible for research.
- **Report back:** What made one source stronger than the other?

🧩 Group Activity – Building a Mini-Reference List

🖊️ **Task 2:** Each group chooses a broad research topic (e.g., "Social media and learning").

- Find **3 credible sources** online (one book, one journal article, one report).
- **Present:** Why they chose each source and how it strengthens their research.

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Source Skills Checklist
☐ I can distinguish academic vs. non-academic sources.
☐ I know how to search databases and Google Scholar.
☐ I can apply CRAAP criteria to evaluate sources.
☐ I can create a short reference list in APA/MLA style.

2️⃣ Part B – Open Reflection

- The most useful database/search tool I tried today was: _____
- One challenge I faced while searching was: _____
- Next time, I will improve my searching by: _____

3️⃣ Part C – Peer & Group Learning

- I learned from my peer that: _____
- The strongest source my group found was: _____

5.1.2 Academic Vocabulary

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Identify differences between general English vocabulary and academic vocabulary.
2. Recognize academic word lists (e.g., Coxhead's AWL) and subject-specific terminology.
3. Use strategies (collocations, word families, nominalization) to build academic vocabulary.
4. Apply academic vocabulary appropriately in sentences and short writing tasks.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** AWL handouts, vocabulary gap-fill exercises, sample texts
- **Pedagogical Strategy:** Interactive lecture, word analysis, peer teaching, group practice
- **Structure:**
    o Hook & Warm-up
    o Mini-lecture: What is academic vocabulary?
    o Demonstration: AWL in action
    o Pair Activity: Word transformation & collocations
    o Group Task: Academic rewriting challenge
    o Reflection

💥 Hook – Recap: Ms. Thompson's Scenario

Scenario

Two students write about the same topic.

- Student A: *"Students use phones in class a lot, and this makes teachers angry."*
- Student B: *"The frequent use of mobile devices in classrooms often disrupts instructional flow and reduces teacher-student engagement."*

Student Task Flow

- Think: Which sounds more academic? Why?
- Discuss: What makes Student B's vocabulary stronger?
- Share: Examples of words that change tone from casual to academic.

💬 Debrief Question

How does **word choice** affect the credibility and tone of academic writing?

## ✸ Warm-up Task – Spot the Academic Word

⮑ The teacher reads sentences, and students underline the academic terms:	• The impact of social media on students is increasing. • Many students are mad at the school rules. • Researchers have demonstrated a link between sleep and memory. • Teachers are super stressed during exams.
Student Task Flow	1. **Think**: Which words are academic? 2. **Discuss:** Replace informal words with academic alternatives. 3. **Share**: Rewrite 1 informal sentence in academic style.

📝 Notes with Demonstrations

1. What is Academic Vocabulary?
- Words frequently used in academic contexts across disciplines (e.g., "analyze," "significant," "factors").
- Technical vocabulary specific to a field (e.g., "phoneme" in linguistics).

2. Resources
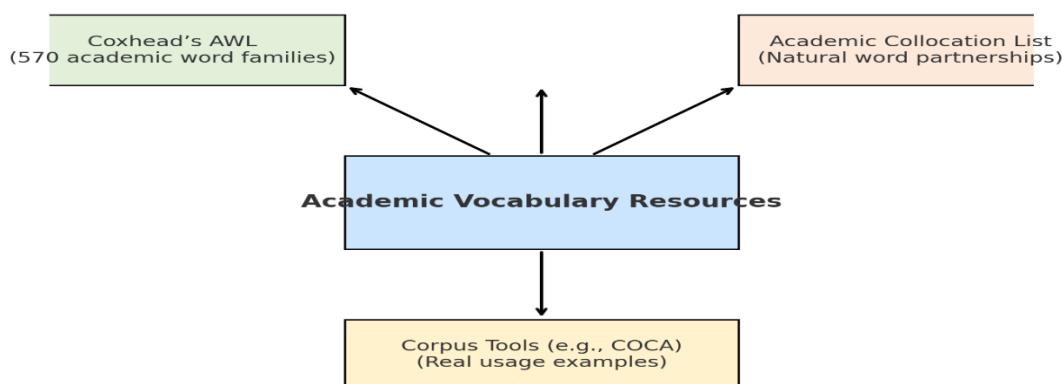
a. **Coxhead's Academic Word List (AWL): A** list of **570 important word families** that appear often in academic texts across all subjects. It helps students learn the words most useful for research and academic writing, such as *analyze, establish, factor, concept*.

b. **Academic Collocation List :** A collection of the most common **word combinations** (collocations) used in academic English, such as *conduct research, significant increase, strong evidence*. It shows how words naturally go together in research writing.

c. **Corpus Tools (e.g., COCA – Corpus of Contemporary American English):** A large searchable database of real language use**.** Students can look up words or phrases to see how they are used in real academic and everyday contexts. For example, searching *impact* shows frequent collocations like *impact on, significant impact, negative impact*.

3. **Word Formation :** *analyze → analysis → analytical*

   decide → decision → decisive → decisively

4. **Nominalization (turning verbs into nouns):** *Researchers concluded → The conclusion of researchers*

5. **Collocations :** Strong relationship, Conduct research, Reach a conclusion

✌️ Pair Activity – Word Families & Collocations

🖊️ **Task 1:** Each pair gets 5 base words (e.g., "analyze," "decide," "increase," "affect," "conclude").

- Create word families and list 2 collocations for each.
- Share 1 collocation that is useful for academic writing.

🍀 Group Activity – Academic Rewriting Challenge

🖊️ **Task 2:** Groups receive short informal texts (e.g., "Lots of students use phones in class, and it makes teachers mad").

- Rewrite them using academic vocabulary.
- Present: Compare original vs. academic version.

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Vocabulary Skills Checklist
☐ I can identify academic vs. informal words.
☐ I know how to use word families and nominalization.
☐ I can apply collocations correctly.
☐ I can rewrite informal sentences into academic style.

2️⃣ Part B – Open Reflection

- The most useful new academic word I learned today was: _____
- One word I often misuse in academic writing is: _____
- I will strengthen my academic vocabulary by: _____

3 **Part C – Peer & Group Learning**

- A collocation I learned from my peer is: _____
- The best academic rewrite our group produced was: _____

5.1.3. Style and Tone

🎯 **Learning Outcomes**

By the end of this section, students will be able to:

1. Differentiate between formal and informal writing style.
2. Identify features of academic tone (objectivity, precision, hedging).
3. Revise sentences to align with academic writing conventions.
4. Apply academic style and tone in short writing tasks.

📁 **Lesson Plan Snapshot**

- **Duration:** 90 minutes
- **Materials:** Informal vs. formal sentence handouts, tone checklist, editing worksheets
- **Pedagogical Strategy:** Interactive lecture, sentence analysis, peer editing
- **Structure:**
    - Warm-up
    - Mini-lecture: Style vs. Tone
    - Demonstration: Informal → Formal rewriting
    - Pair Activity: Edit sentences
    - Group Task: Paragraph transformation
    - Reflection

💥 **Hook – Recap: Ms. Thompson's Scenario**

Two students write about the same topic (*"The influence of social media on academic writing"*).

- Student A: *"Social media kinda ruins how students write in class."*
- Student B: *"Social media significantly influences students' academic writing practices."*

Student Task Flow

- Think: Which sentence is more academic?
- Discuss: What differences in tone and style do you notice?
- Share: Rewrite Student A's version in a more formal style.

💬 **Debrief Question**
Why does style and tone matter in academic writing?

☀ Warm-up Task – Spot the Formal Sentence

➲ The teacher presents pairs of sentences. Students underline the formal one.	a. *"Kids get mad when phones are banned.* b. *"Students often express frustration when mobile devices are prohibited."* c. *"Researchers found out that stress makes memory worse."* d. *"Research indicates that stress negatively affects memory retention."*
Student Task Flow	1. Think: Which sentences are academic? 2. Discuss: Identify features that signal formal tone. 3. Share: Rewrite one informal sentence in academic style.

📝 Notes with Demonstrations

1. **What is Style?**
   - Style = vocabulary choice, sentence length, clarity.
   - Avoid slang, contractions, first-person bias (*I think, we believe*).
2. **What is Tone?**
   - Tone = attitude conveyed.
   - Academic tone is objective, precise, cautious (hedging words: *may, might, could*).
3. **Examples**
   - Informal: *"I think social media makes students write worse."*
   - Formal: *"Research suggests that social media may negatively affect students' writing proficiency."*
4. **Checklist for Academic Style & Tone**
   - Avoid slang/colloquialisms
   - Use hedging when appropriate
   - Prefer precise, technical vocabulary

✌ Pair Activity – Sentence Editing

🖊 **Task1:** Each pair gets 6 informal sentences. Rewrite them into formal, academic style.

- Example: *"Lots of teachers are mad when students use phones."*
- Rewrite: *"Many teachers express concern regarding students' use of mobile devices during class."*

� Group Activity – Paragraph Transformation

🖊 **Task 2:** Groups receive an informal short paragraph. Revise it into an academic version.

- Present before/after versions.
- Vote on the clearest and most formal rewrite.

📋 Reflection & Self-evaluation Worksheet

1 **Checklist**

☐ I can distinguish formal vs. informal style.
☐ I know features of academic tone.
☐ I can revise sentences into academic style.
☐ I can write cautiously and precisely.

2 **Open Reflection**

- One tone error I often make: _____
- A strategy I'll use to fix it: _____

3 **Peer & Group Learning**

- A useful revision I learned from my peer is: _____
- The best academic rewrite our group produced was: _____

5.1.4 Summarizing & Paraphrasing

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Distinguish between summarizing (condensing) and paraphrasing (rewording).
2. Apply techniques to rewrite ideas without copying.
3. Use summaries and paraphrases responsibly to avoid plagiarism.
4. Integrate summarized and paraphrased material into their own writing

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** Short text excerpts, highlighters, paraphrase cards, plagiarism checklist
- **Pedagogical Strategy:** Guided practice, creative rewriting, peer review
- **Structure:**
  - Warm-up
  - Mini-lecture: Summary vs. Paraphrase
  - Demonstration: Original → Summary → Paraphrase
  - Pair Activity: Dice game with sentences
  - Group Task: Paraphrase relay
  - Reflection

🌟 Warm-up Task – "Shrink the Sentence" Game

➲ **The teacher gives one long academic sentence.**	"Recent studies in educational psychology have demonstrated that the excessive use of social media platforms by university students significantly reduces their ability to maintain concentration during lectures, thereby negatively influencing both their short-term memory retention and their overall academic performance

Student Task Flow	Students "shrink" it into 8, then 5, then 3 words → a micro-summary.
	
	→ **Example:** *"Excessive social media use among students reduces attention span and decreases their overall academic performance."*
	
	    ○ 8 words: Social media harms focus and learning for students.
	    ○ 5 words: Social media reduces learning.
	    ○ 3 words: Social media distracts.

💬 **Debrief Question**	How can summarizing and paraphrasing make your writing original and credible?

📝 **Notes with Demonstrations**

1. **Summarizing :** Shortening a text to its main idea(s).

   → **Example:**

   - Original: *"Many researchers argue that social media affects students' attention spans and writing quality."*
   - Summary: *"Social media impacts student learning."*

2. **Paraphrasing** : Rewording ideas with different vocabulary and structure.

   → **Example:**

   - Original: *"Teachers are increasingly worried about the influence of social media on writing skills."*
   - Paraphrase: *"Educators express growing concern regarding how social media shapes students' writing abilities."*

3. **Techniques**
   o Use synonyms
   o Change word form (verb → noun)
   o Change structure (active → passive)
   o Combine or split sentences

✌️ **Pair Activity – Paraphrase Dice** 🎲

🖊️ **Task 1:** :Each pair gets a dice with instructions on each side:

1. Replace with synonyms
2. Change word form
3. Change sentence structure
4. Split into two sentences
5. Combine with another sentence
6. Add a reporting phrase (*According to…*)

- Roll the dice, apply the instructions to the given sentence:

  "Social media use among university students has increased rapidly in recent years and has raised concerns about its impact on academic writing skills. '

- Share results.

� Group Activity – Paraphrase Relay

🖊 **Task 2:** Each group gets a paragraph.

- Student 1 paraphrases sentence 1.
- Student 2 paraphrases sentence 2.
- Continue until the whole paragraph is reworded.
- Compare with original to ensure meaning is intact.

Variation: Groups race to finish with accuracy → fastest *and* clearest team wins.

📋 Reflection & Self-evaluation Worksheet

1 Checklist
☐ I can explain the difference between summary and paraphrase.
☐ I can avoid copying by rewording ideas.
☐ I can use at least 2 paraphrasing techniques.
☐ I checked that my version keeps the original meaning.

2 Creative Reflection Prompts

- Summarizing feels like: _____ (a cooking recipe / headline writing / condensing a movie into 1 sentence).
- Paraphrasing feels like: _____ (telling a friend the same story / translating into simpler words).
- The hardest part for me was: _____
- One strategy I'll try in my next paper is: _____

3 Peer & Group Learning

- The best paraphrase I saw today was: _____
- A tip I learned from my partner is: _____

5.1.5 Synthesizing Information

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Define synthesis as integrating ideas from multiple sources.
2. Identify agreements, contrasts, and gaps across sources.
3. Use linking words and reporting phrases to connect sources.
4. Write short synthesis paragraphs that combine at least two sources.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** 2–3 short excerpts on the same topic, synthesis graphic organizer, sentence starters list
- **Pedagogical Strategy:** Guided integration, scaffolded paragraph writing, peer review
- **Structure:**
  - o Warm-up
  - o Mini-lecture: What is synthesis?
  - o Demonstration: Comparing vs. integrating sources
  - o Pair Activity: Source puzzle
  - o Group Task: Synthesis café
  - o Reflection

💥 Hook – Recap: Ms. Thompson's Scenario

Scenario

Two students research the topic *"The Influence of Social Media on Academic Writing."*

- Student A writes: *"Researcher 1 says social media harms writing. Researcher 2 says it improves creativity."*
- Student B writes: *"While some researchers argue that social media harms students' writing, others emphasize its potential to enhance creativity and digital communication skills."*

Student Task Flow

- **Think:** Which student synthesizes?
- **Discuss:** What is the difference between reporting and integrating?
- **Share**: How does synthesis make writing more persuasive?

💬 Debrief Question

Why is synthesis stronger than just summarizing each source separately?

💥 Warm-up Task – "Source Matchmaker"

➲	(Theme: Social Media & Academic Writing)
Students are given 3 short quotes on the same theme.	- **Source A –** *"Social media reduces students' attention span during academic tasks."* - **Source B –** *"Students report that online platforms help them exchange study materials and academic ideas quickly."* - **Source C –** *"Frequent use of informal expressions online can influence how students structure their academic writing."*
Student Task Flow	- Identify which quotes **agree**, which **contrast**, and which **add a new angle**. - Link two of them into **one synthesis sentence**. → **Example:** *"Although social media may shorten attention span, it also facilitates fast academic collaboration."*

📝 Notes with Demonstrations

1. **What is Synthesis?**
   - Not just summarizing → but combining multiple perspectives.
   - Shows relationships: agreement, contrast, cause-effect, or progression.
2. **Signal Words for Synthesis**
   - **Agreement:** similarly, likewise, both studies suggest
   - **Contrast:** however, in contrast, on the other hand
   - **Progression:** furthermore, in addition, builds upon
3. **Demo Paragraph**
   - *"Smith (2020) argues that social media undermines writing quality by encouraging informal language. In contrast, Johnson (2021) emphasizes that these platforms foster creativity and peer collaboration. Taken together, these findings suggest that social media has both risks and benefits for students' writing development."*

✌️ Pair Activity – Source Puzzle 🧩

🖊 **Task 1:** Each pair gets two short excerpts from different sources.

- Write **one synthesis sentence** that connects them using a signal phrase.
- Share with the class → vote on the clearest connection.

✿ Group Activity – "Synthesis Café" ☕

🖉 **Task 2:** Each group rotates between 3 "source stations."

- At each station, they must:

  1. Read two short quotes.
  2. Write one synthesis sentence.
  3. Leave it on the "table" before moving to the next.

- By the end, each group has 3 synthesis sentences → they combine into a mini-paragraph.

📋 Reflection & Self-evaluation Worksheet

1 Checklist
☐ I can explain what synthesis means.
☐ I used at least one agreement and one contrast in my writing.
☐ I wrote a synthesis paragraph with two or more sources.
☐ I used signal phrases effectively.

2 Creative Reflection Prompts

- If summarizing is like **taking one photo**, synthesizing is like: _____ (making a collage / filming a movie).
- The hardest part of synthesis for me was: _____
- One linking word I used today was: _____

3 Peer & Group Learning

- The best synthesis sentence I read today was: _____
- One trick I learned from my peer was: _____

5.1.6 Overcoming Writer's Block

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Identify common causes of writer's block in academic contexts.
2. Apply practical strategies (freewriting, outlining, time-boxing, peer discussion) to overcome writing difficulties.
3. Use tools (mind maps, sentence starters, prompts) to restart stalled writing.
4. Develop a personal action plan to maintain writing flow in long assignments.

📁 Lesson Plan Snapshot

- **Duration**: 90 minutes
- **Materials**: Timer, sentence starter handouts, mind map templates, sticky notes
- **Pedagogical Strategy**: Interactive lecture, individual freewriting, pair support, reflective planning
- **Structure**:
    o Hook &Warm-up: "Blocked Brain" brainstorm
    o Mini-lecture: Causes & myths about writer's block
    o Demonstration: Freewriting in action
    o Pair Activity: Sentence starter rescue
    o Group Activity: Time-boxed writing challenge
    o Reflection: Action plan worksheet

💥 Hook – Recap: Ms. Thompson's Scenario

Ms. Thompson notices that some of her students spend **hours staring at a blank page** instead of writing. Layla says she "doesn't know how to start," while Karim admits he "keeps deleting every sentence."

💬 Debrief Question

Why do you think students freeze when they have the ideas but can't put them into words?

💥 Warm-up Task – "Blocked Brain" Brainstorm

⮑ Students quickly list (in pairs) 3 reasons why people get writer's block.	1. **Think:** Write your 3 reasons on sticky notes. 2. **Share:** Post them on the board. → **Examples:** Fear of mistakes, lack of ideas, perfectionism, distractions.
Student Task Flow	3. Discuss: Which reasons are most common in academic writing?

1. Definition of Writer's Block: Writer's block is a **temporary difficulty in starting or continuing writing**. It happens when a person feels stuck, unable to find the right words, ideas, or confidence to put thoughts on paper.

🔑 **Key Points:**

- It is common among students, academics, and even professional writers.
- It is usually caused by **fear of making mistakes, perfectionism, lack of ideas, or distractions**.
- It does **not mean the person cannot write at all**—just that writing feels harder than usual at that moment.

2. Causes of Writer's Block

- Fear of making errors

→ "What if my writing isn't good enough?"

- Over-editing

→ deleting sentences before finishing a draft.

- Lack of planning

→ no clear structure, so writing feels overwhelming.

- Perfectionism

→ waiting for the "perfect" first sentence.

Writer's Block

Causes:
- Fear of mistakes
- Perfectionism
- Lack of ideas
- Distractions

Solutions:
- Freewriting
- Brainstorming
- Taking breaks
- Outlining ideas

3. Strategies

- **Freewriting**: Write non-stop for 5 minutes without worrying about grammar.
- **Outlining**: Create a skeleton of your argument before writing.
- **Sentence Starters**: Use prompts such as *"This study investigates…"* or *"One important factor is…"*
- **Time-boxing**: Set a timer (10–15 minutes) to produce a draft without editing.
- **Peer Discussion**: Talk through ideas with a partner before writing

→ **Demonstration – Freewriting**
Teacher models freewriting on the board: *"I don't know how to start this essay, but maybe I can talk about how students use social media…"*
→ showing that ideas flow once you start.

✌️ Pair Activity – Sentence Starter Rescue

🖊️ **Task 1:** Each pair receives a difficult essay prompt (e.g., *"Discuss the impact of mobile phones on classroom learning"*).

- Choose a sentence starter card (e.g., *"Research has shown that…"*).
- Write 2–3 sentences using the starter.
- Swap with another pair and compare.

❌ Group Activity – Time-Boxed Writing Challenge

🖊️ **Task 2:** Groups get 10 minutes to **write a mini-paragraph** without stopping.

- After time is up, each group shares their draft (no corrections allowed).
- Discuss: Did time pressure make writing easier or harder?

📋 Reflection & Self-evaluation Worksheet

1 Part A – My Writing Habits
☐ I understand my main cause of writer's block.
☐ I know how to use freewriting and sentence starters.
☐ I can plan writing before drafting.

2 Part B – Personal Action Plan

- When I feel blocked, my first step will be: _____
- The strategy I find most useful is: _____
- One habit I will change to write more confidently is: _____

3 Part C – Peer Note

- My partner reminded me that: _____
- A sentence starter I found helpful: _____

5.2. Research Tools

This section on **Research Tools** emphasizes the key methods for data collection. **Questionnaire design** ensures reliable and valid surveys, now easily created online using **Google Forms** for accessibility and **Microsoft Forms** for institutional integration (Dillman et al., 2014; Roopa & Rani, 2012). **Interview techniques** add qualitative depth by exploring participant perspectives through structured or flexible formats (Kvale & Brinkmann, 2015). **Observation notes** capture real-world behaviors and interactions beyond self-reports, requiring systematic and reflexive documentation (Emerson et al., 2011). Together, these tools complement one another and strengthen research through triangulation.

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5.2.1 Questionnaire Design

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Explain the purpose of questionnaires in academic research.
2. Distinguish between different types of questions (open-ended, closed-ended, Likert scale, multiple choice).
3. Design clear, unbiased, and ethically appropriate questions.
4. Use **online tools (Google Forms, Microsoft Forms)** to build and distribute questionnaires.
5. Generate and share questionnaires using links and QR codes for participant access.

📁 Lesson Plan Snapshot

- **Duration**: 90 minutes
- **Materials**: Laptops/phones, Wi-Fi connection, sample online forms, projector.
- **Pedagogical Strategy**: Guided lecture, live tool demonstration, peer critique, collaborative design.
- **Structure**:
  - Warm-up: "Discovering questionnaires"
  - Mini-lecture: Question types & online design tools
  - Demonstration: Building a Google Form
  - Pair Activity: Rewrite biased questions
  - Group Task: Create and publish a mini-questionnaire with QR code
  - Reflection: Self-checklist

💥 Warm-up Task – Discovering Questionnaires

Instructions	Student Task Flow (with examples)
Ms. Thompson wonders: *"How many of my students use informal words in essays?"*	1. **Think**: Suggest ways she could collect answers. → *Examples: ask one by one, raise hands, check essays manually.* 2. **Share**: Compare ideas in pairs. 3. **Discuss**: Realize methods are slow, not accurate.
Teacher guides: *"What if she writes the same questions on paper and gives them to everyone at once?"*	1. **Think**: Guess what this tool might be called. → *Examples: survey, form, poll.* 2. **Share**: Suggest names. 3. **Discuss**: Arrive at the correct term → **questionnaire**.
Teacher shows a short paper questionnaire with 3 questions about informal language.	1. **Think**: Answer individually. 2. **Share**: Compare answers in pairs.

	→ *Examples: "Yes, I sometimes use gonna"; "No, I never write kids."*
	3. **Discuss**: Paper works, but hard to collect results quickly.
Teacher asks: *"What if Ms. Thompson had 100 students? What problems might paper questionnaires cause?"*	1. **Think**: Note challenges. → *Examples: too much paper, takes time to check, hard to count, mistakes possible* .2. **Share**: Exchange with partner. 3. **Discuss**: Agree that digital tools would fix problems.
Teacher shows the same questionnaire in Google/Microsoft Forms.	1. **Think**: Scan QR code and answer online. 2. **Share**: Watch instant graphs on screen. → *Examples: "Wow, it shows percentages immediately," "We don't need to count manually."* 3. **Discuss**: Online is faster and more visual.
Compare experiences: paper vs. online.	1. **Think**: Reflect on the difference. 2. **Share**: Give one advantage in pairs. → *Examples: easier sharing, saves time, automatic graphs, no paper waste.* 3. **Discuss**: Class lists top 3 benefits of online questionnaires.

📝 Notes with Demonstrations

1. Definition

- A **questionnaire** is a set of written questions used to collect information from people.
- It is one of the most common tools in research because it helps gather data from many participants in a short time.

2. Types of Questionnaires

1. **Closed-ended** – Questions with fixed answers (e.g., Yes/No, multiple choice, Likert scale).

→ Example: *"Do you use informal words in your essays?" (Yes/No)*

2. **Open-ended** – Questions that allow free responses.

→ Example: *"Give one example of an informal word you have used in your writing."*

3. **Mixed** – A combination of closed and open-ended questions.

3. Importance of Questionnaires

- Provide **structured data** for research.
- Allow researchers to collect information from **large groups quickly**.
- Can be used to measure **opinions, habits, or behaviors**.

- Useful for identifying **patterns and trends** in student practices (e.g., informal language use in academic writing).

4. Advantages

- Can reach **many people at once**.
- Provide **consistent questions**, making answers easy to compare.
- Often **anonymous**, so participants may answer more honestly.
- Save time and effort compared to interviews.

5. Disadvantages

- Responses may be **superficial** (participants might not think deeply).
- Limited chance to ask **follow-up questions**.
- Risk of **misinterpretation** if questions are unclear.
- Paper questionnaires → time-consuming to **collect and count results**.

6. Online Questionnaires

- Tools like **Google Forms** and **Microsoft Forms** make designing and distributing questionnaires easier.
- **Advantages over paper**:
  - Easy to **share** via link or QR code.
  - Results are collected **instantly**.
  - Automatic graphs and charts are created.
  - Saves paper, time, and effort.

→ **Example:** Ms. Thompson can quickly create a questionnaire on **informal language in writing**, share it with her class, and see results in real-time.

7. Ethical Considerations Online

- Do not collect personal emails unless necessary.
- Include consent question at the start.
- Allow participants to withdraw.

✌️ **Pair Activity – Rewrite the Question**

🖊️ **Task 1:** Each pair receives a flawed question and improves it → then immediately enters it into a Google Form draft.

→ **Example:** *"Do you waste time on social media?"* → *"How many hours per day do you spend on social media?"*

✖ Group Activity – Online Questionnaire Design & Sharing

🖊 **Task 2:** Each group designs a **5-question online questionnaire** on *informal language in academic writing*.

Steps:

1. **Draft questions**

(1 closed-ended, 1 open-ended, 1 Likert, 1 ranking, 1 demographic).

2. **Build questionnaire** in Google/Microsoft Forms.

3. **Generate a shareable link**.

4. **Create a QR code** (using built-in feature or free QR generator).

5. Groups **exchange and complete each other's questionnaires** via QR.

6. Provide peer feedback: clarity, bias, flow, ethics.

DESIGNING ONLIESTIONARIES

1 CREATING A NEW QUESTIONNAIRE

Go to **forms.google.com** → click ✚ Blank Form.

Go to **forms.office.com** → click ✚ New Form.

2 ADDING QUESTIONS

☑ **Multiple Choice:** Great for quick facts (e.g., "Which year of study are you in?")

▯ **Short Answer:** Open text (e.g.,"Give one example of informal language you use in academic writing")

▤ **Likert Scale:** "Informal language affects the quality of my academic writing."

Strongly Agree
Agree / 4+rmal
Disagtee / Stromply

≡ **Ranking:** Order items by importance

3 CUSTOMIZING YOUR QUESTIONNAIRE

T Add a title ("Survey on Informal Language in Academic Writing")

▤ Insert a description explaining purpose and consent

☑ Mark required questions to avoid missing data

4 SHARING YOUR QUESTIONNAIRE

☑ Click **Send**

- Copy link → share by email or chat
- Shorten the link for easy sharing

5 GENERATING A QR CODE

▤ In **Google Forms:** Use a free tool like QR Code Generator → paste your form link → download QR code

▤ In **Microsoft Forms:** Built-in option: Ciick Collect Responses → QR Code → download

Reflection & Self-evaluation Worksheet

1 **Part A – Skills Checklist**

Skill	Done✓
I can identify biased or unclear questions.	☐
I know how to design different question types (MCQ, Likert, short answer, ranking).	☐
I can publish a questionnaire and generate a link/QR code.	☐
I considered ethics in digital data collection (consent, anonymity).	☐
I can compare paper vs. online questionnaires.	☐

2 **Part B – Reflection:** Write your thoughts inside the boxes:

Prompt	My Reflection
The most useful feature in Google/Microsoft Forms was:	_____
The hardest part of online questionnaire design was:	_____
One way I will improve my future questionnaire is:	
I think online questionnaires are better than paper because:	_____

3 **Part C –Self-Evaluation Scale :** Circle your level:

Skill	1	2	3	4	5
I can design effective online questionnaires.	○	○	○	○	○
I can use Forms tools to make surveys interactive.	○	○	○	○	○
I can collect ethical, reliable data online.	○	○	○	○	○

5.2.2 Interview Techniques

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Explain the role of interviews in qualitative research.
2. Differentiate between structured, semi-structured, and unstructured interviews.
3. Formulate clear and open-ended interview questions.
4. Demonstrate active listening and probing techniques during interviews.
5. Apply ethical considerations such as consent and confidentiality in interview settings.

📁 Lesson Plan Snapshot

- **Duration**: 90 minutes
- **Materials**: Sample interview transcripts, role-play cards, recording devices (optional), consent form templates.
- **Pedagogical Strategy**: Guided lecture, role-play simulations, peer feedback, reflection.
- **Structure**:
  - Warm-up: "Good vs. Bad Interview" skit
  - Mini-lecture: Types of interviews
  - Demonstration: Open vs. closed questions
  - Pair and Group Tasks
  - Reflection: Self-evaluation checklist

🌟 Warm-up Task – *Discovering the Interview Tool*

Teacher Instruction	Student Task Flow	Example / Notes
"Ms. Thompson wants to know how her students use informal language in essays. She could give a questionnaire. But what if she wants *deeper stories* and *personal experiences*?"	**Think:** In pairs, suggest another way Ms. Thompson could collect this information.	→ Talk to students, ask questions face-to-face, record answers
Teacher prompts: "This method is called an interview – asking structured questions to gather detailed information."	**Share & Discuss:** Pairs suggest their ideas aloud → realize it is an interview.	Interview = asking questions to collect rich, detailed data
Teacher gives two sample questions: Layla: "Do you think slang is bad?" Karim: "Can you describe a time when informal language affected your writing?"	**Think & Share:** Which question would give longer, richer answers? Vote/discuss.	→ Karim's question is open-ended; Layla's is too simple
"Why are interviews useful when we want details instead of simple yes/no answers?"	**Discuss:** Students list reasons.	→ Interviews give personal stories, deeper insights, richer data

1.Definition: An **interview** is a research tool where the researcher asks participants structured or semi-structured questions to gather **in-depth, detailed, and personal information** about their experiences, opinions, or behaviors.

- Unlike questionnaires, interviews allow for **two-way communication** and follow-up questions.

2. Importance of Interviews

- Provide **rich, detailed data** that cannot be captured through closed questions.
- Allow researchers to explore **personal stories and experiences** (e.g., students' struggles with informal language in academic writing).
- Help clarify misunderstandings immediately since the researcher can **ask follow-up questions**.

3.Advantages

- Collects **in-depth and descriptive** data.
- Flexibility: interviewer can probe or clarify answers.
- Builds rapport with participants, encouraging **honest responses**.
- Useful for exploring **complex topics** like attitudes, motivations, or experiences.

4. Disadvantages

- Time-consuming to conduct and transcribe.
- Requires interviewer training (avoid bias, ask clear questions).
- Smaller sample sizes compared to questionnaires.
- Responses may be influenced by **social desirability** (participants say what sounds "good").

5. Types of Interviews

a. **Structured Interview**
   - Pre-set questions, same order for all participants.
   - Example: "How often do you use informal words like *gonna* in your writing?"
b. **Semi-Structured Interview**
   - Pre-planned questions + flexibility to ask follow-ups.
   - Example: "Can you describe a time when informal language affected your essay grade?"

c. **Unstructured Interview**
  - o Open conversation guided by themes.
  - o Example: "Tell me about your experience with academic writing.
d. **Focus Group Interview**
  - o Several participants interviewed together.
  - o Example: A group of students discussing challenges of avoiding slang in essays.

5.1. Effective Questioning

- Avoid yes/no → use open-ended: *"Can you tell me more about…?"*
- Use probing: *"Can you give an example?"*
- Clarify: *"So you mean that…?"*
- Keep neutral tone (don't lead respondents).

5.2. Active Listening Skills

- Maintain eye contact, nod, and show interest.
- Do not interrupt—allow pauses.
- Take notes or record with permission.

6. Ethical Considerations

- Informed consent: Participants know the purpose and can withdraw anytime.
- Anonymity: Do not reveal personal details.
- Respect: Avoid judgment or pressuring answers.

✌️ Pair Activity – Rewriting Interview Questions

🖊️ **Task 1:** Each pair receives weak interview questions:

- "Do you like writing?"

- "Is slang good or bad?"
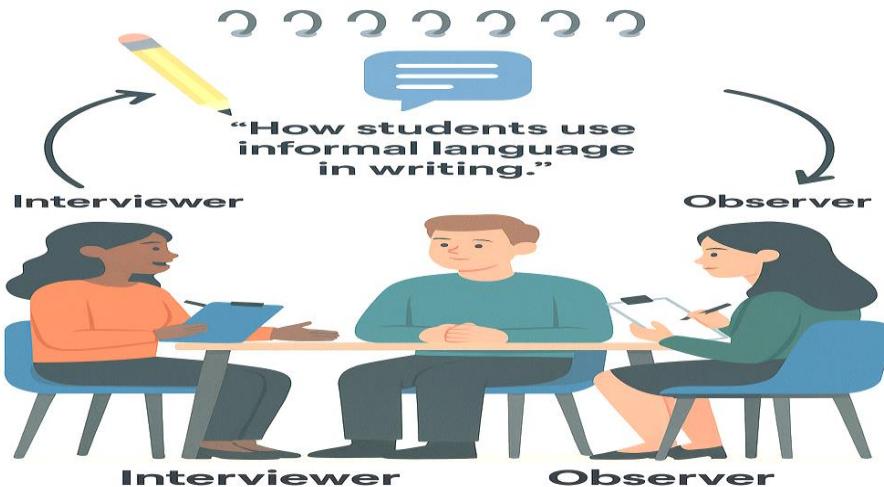
- "Do you use academic words?"

1. Rewrite into open-ended questions.
    - o e.g., "How do you usually approach writing assignments?"
    - o e.g., "Can you describe a situation where slang helped or hindered your writing?"
2. Share with class and compare improvements.

� Group Activity – Role-Play Interviews

🖉 **Task 2:** Groups of 3: interviewer, interviewee, observer.

- Interview topic: *"How students use informal language in writing."*
- Each interviewer asks 3 open-ended questions, listens actively, and uses at least one probe.
- Observers note strengths and areas to improve.
- Rotate roles.

📋 Reflection & Self-evaluation Worksheet

1 Part A – Checklist
☐ I can identify the type of interview (structured, semi-structured, unstructured).
☐ I know how to ask open-ended, neutral questions.
☐ I can use probing and active listening.
☐ I considered ethical guidelines before interviewing.

2 Part B – Reflection

- The hardest part of interviewing for me was: _____
- One strategy I used to encourage detailed answ55ers was: _____
- I will improve my interviewing skills by: _____

3 Part C – Peer Feedback

- My partner's strongest interviewing skill was: _____
- One suggestion I have for them is: _____

5.2.3 Observation Notes

🎯 **Learning Outcomes**

By the end of this section, students will be able to:

1. Explain the role of observation in qualitative research.
2. Distinguish between different observation methods (participant vs. non-participant, structured vs. unstructured).
3. Take clear, systematic, and objective notes during observations.
4. Use coding and categorization to organize observation data.
5. Reflect on ethical issues when observing people in academic settings.

📁 **Lesson Plan Snapshot**

- **Duration**: 90 minutes
- **Materials**: Sample field notes, observation templates, short video clips for practice, highlighters.
- **Pedagogical Strategy**: Guided lecture, live observation exercise, coding practice, peer comparison.
- **Structure**:
  - o Warm-up: "Detective for 2 Minutes" game
  - o Mini-lecture: Observation methods
  - o Pair and Group Tasks
  - o Reflection: Observation self-checklist

🌟**Warm Up Task –Thompson's Scenario & Detective for 2 Minutes" game**

➲ Prompt	Ms. Thompson asks her students to observe peers writing in class as part of their research project on informal language. • Layla writes: *"The student looked lazy and uninterested."* • Karim writes: *"The student typed on the laptop for 5 minutes, paused for 2 minutes, and then checked the phone."*
Student Task Flow	1. **Think**: Which note gives more useful research data? Why? 2. **Pair**: Rewrite Note A into a more objective style. **Students observe the classroom for 2 minutes silently.** • They write down **everything they notice** (movements, sounds, actions). 3. **Share**: compares vague notes vs. specific ones (*"Three students whispered during group work"*).

1. **Definition :** Observation is a research tool where the researcher systematically watches and records behaviors, actions, or events as they naturally occur. It focuses on **what people do**, not just what they say.

2. Importance of Observation

- Provides **direct evidence** of behavior in real settings.
- Helps capture **non-verbal actions** (gestures, expressions, interactions).
- Complements other tools (questionnaires, interviews) by showing **what really happens**.
- Reduces reliance on participants' memory or honesty.

3. Types of Observation

a. **Structured vs. Unstructured**
   - *Structured*: Researcher uses a checklist or coding sheet.
   - *Unstructured*: Open-ended notes, no pre-set categories.
b. **Participant vs. Non-Participant**
   - *Participant*: Researcher is involved in the activity while observing.
   - *Non-Participant*: Researcher only watches without involvement.
c. **Naturalistic vs. Controlled**
   - *Naturalistic*: Observation in real-life, everyday settings.
   - *Controlled*: Conducted in a designed environment (e.g., lab/classroom activity).

4. Advantages of Observation

- Provides **real-time, authentic data**.
- Can capture **context and setting** often missed in surveys.
- Helps identify **behaviors participants may not self-report**.
- Useful when studying **young learners or people with communication challenges**.

5. Disadvantages of Observation

- Can be **time-consuming**.
- Observer bias may affect interpretations.
- Presence of observer may change behavior (**Hawthorne effect**).
- Not always possible to observe **long-term or private behaviors**.

6. Modern Note – Digital Observation Tools

- Video recordings for detailed review.
- Classroom apps for tracking participation.
- Checklists on tablets for faster, accurate recording

7. Characteristics of Good Notes

- Specific, detailed, factual.
- Neutral and objective (avoid judgments).
- Organized with time stamps or categories.

→ **Example – Poor vs. Good Notes**

- Poor: *"The class was boring, and students weren't motivated."*
- Good: *"Out of 20 students, 5 had their heads down during the lecture; 3 were doodling."*

→ **Organizing Notes**

- Use **columns**: Time | Action/Behavior | Researcher's Reflection.
- Apply **coding**: e.g., "Distraction = D," "On-task = O."
- Color-code themes with highlighters.

8. **Coding Scheme:** is a structured system of categories or labels that researchers use to classify and record what they observe. Instead of writing long sentences, you assign behaviors or actions to **pre-defined codes**.

→ **Example (Classroom Observation: Student Writing Task)**

- **Code 1: On-task behavior** → writing, typing, reading instructions.
- **Code 2: Off-task behavior** → checking phone, talking to a friend, staring out the window.

So instead of writing: "The student typed for 3 minutes, then looked at the phone for 2 minutes, then continued typing."

You could code it like this:

- 3 min → On-task
- 2 min → Off-task
- 5 min → On-task

9. Ethical Considerations

- Get permission if observing people.
- Protect anonymity when writing reports.
- Avoid biased interpretations.

✌️ Pair Activity – Rewrite Subjective Notes

🖊️ **Task 1:** Each pair gets flawed notes:

- "The student was careless."
- "The group worked very well."

1. Spot the subjective words.
2. Rewrite objectively.
   - e.g., "The student skipped 4 questions."
   - e.g., "All 4 group members contributed one idea within 10 minutes."

🧩 Group Activity – Video Observation & Coding

🖊️ **Task 2:** Groups watch a short classroom video (3–5 min).
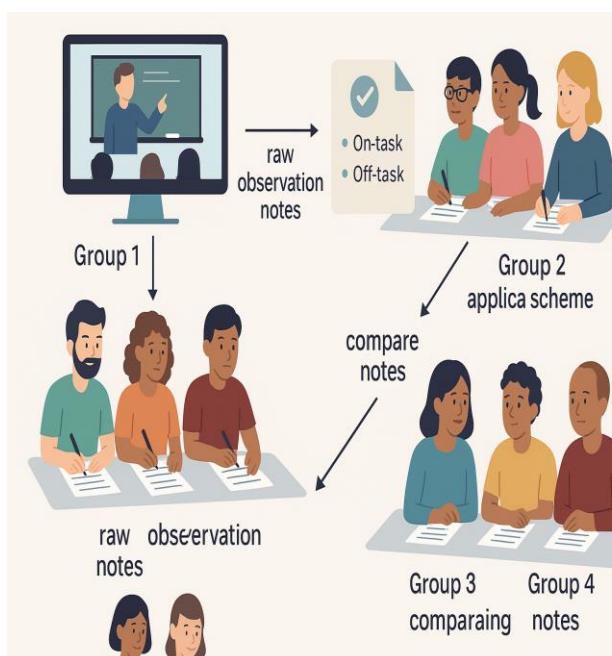
- Each group writes **raw observation notes**.
- Then apply a coding scheme (e.g., On-task vs. Off-task behaviors).

- Compare notes between groups → Which were most objective and systematic?

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Checklist
☐ I can distinguish between participant and non-participant observation.
☐ I know how to avoid judgment in my notes.
☐ I can organize notes using time stamps and codes.
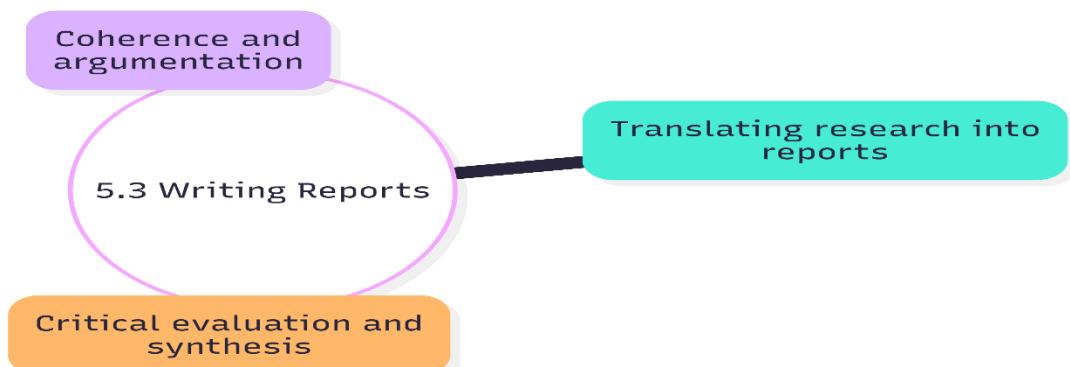☐ I understand the ethical issues in observing.

2 **Part B – Reflection**

- The biggest challenge in observation was: _____
- One strategy that helped me stay objective: _____
- I will improve my observation skills by: _____

3 **Part C – Peer Feedback**

- My partner's notes were strongest in: _____
- One suggestion I have for them is: _____

5.3. Translating research into reports

This section highlights how researchers transform raw data, observations, and literature into structured and persuasive research reports. A well-written report not only communicates findings but also demonstrates critical thinking and presents coherent arguments supported by evidence. The focus on **translating research into reports** underscores the importance of presenting findings in a structured, clear, and academically rigorous manner (Creswell & Creswell, 2018). Equally, the emphasis on critical evaluation and synthesis reflects the need to assess the quality and relevance of sources while integrating them into a coherent framework that generates new insights (Hart, 2018). In addition, attention to coherence and argumentation involves constructing logically consistent and persuasive arguments anchored in evidence (Graff & Birkenstein, 2018). Collectively, these elements demonstrate how researchers move beyond simple information gathering to produce structured, critical, and well-argued contributions to knowledge.

References

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

Graff, G., & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing*. W. W. Norton.

Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. Sage.

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Structure research into standard report sections.
2. Translate raw data into findings using text, tables, and visuals.
3. Synthesize information from multiple sources into a unified discussion.
4. Revise drafts for coherence, argumentation, and clarity.

📒 **Lesson Plan Snapshot**

- **Duration**: 90 minutes
- **Materials**: Abstracts, keyword handouts, paraphrasing worksheets, synthesis grids, questionnaire/interview templates, observation checklists, report templates.
- **Pedagogical Strategy**: Guided lecture, demonstration, collaborative writing, peer review.
- **Structure**:
  1. **Warm-up**: Why write reports?
  2. **Mini-lecture**: Anatomy of a research report
  3. **Demonstration**: Converting raw survey data into a "Findings" section
  4. **Core Activities**: Database search, vocabulary workshop, paraphrasing, synthesis matrix, report drafting
  5. **Reflection**: Coherence and clarity checklist
  6.

🌟 **Warm-up Task – Why Write Reports?**

Instructions	Student Task Flow (with examples)
Teacher asks: "If you have 100 survey responses, how will you share them with others?"	**1.Think:** Suggest ways → examples: show notebooks, talk verbally, summarize. **2. Share:** Discuss in pairs. **3. Discuss:** Realize these methods are incomplete or unclear.
Teacher guides: "What if we put findings in tables, graphs, and explanations, organized step by step?"	**1.Think:** Predict what this is called. → examples: essay, paper, research write-up. **2. Share:** Suggest answers. **3. Discuss:** Arrive at correct term → research report.

📝 **Notes with Demonstrations**

1. Definition: A research report is a structured document presenting findings, analysis, and conclusions in a clear, logical manner.

2. Components of a Report

- **Introduction** – background, problem, objectives.
- **Methods** – tools, participants, data collection.
- **Results/Findings** – data summarized with tables/figures.
- **Discussion** – interpretation, connection to literature, gaps.
- **Conclusion** – implications, recommendations.

3. Translating Data into Text

- Example: From **raw notes** (survey answers, interview quotes) → **organized findings** (themes, charts).
- Always connect back to research questions.

4. Critical Evaluation & Synthesis

- Move beyond description → analyze & integrate.
- Compare multiple studies (agreements, conflicts, gaps).
- Use a **synthesis matrix** to organize before writing.

5. Coherence & Argumentation

- Use transitions (*however, in addition, therefore*).
- Each paragraph = one idea with evidence.
- Ensure logical flow from intro → conclusion.

✌ 🧩 Integrated Practice Activities

🖊 **Task 1:** Students locate abstracts on a topic, highlight keywords, and share how they would use them in a report.

- Abstract A: *"This study examines how gamified apps such as Kahoot! influence vocabulary retention among EFL learners. Findings suggest that students using gamified quizzes improved significantly compared to those in traditional classrooms."*

- Abstract B: *"The role of collaborative tasks in EFL classrooms was analyzed, showing that peer learning fosters higher engagement and better use of academic vocabulary."*

🖊 **Task 2:** Replace informal terms with academic verbs

- **Informal verbs:** *say, show, talk about, prove, think*
- **Academic replacements:** *argue, indicate, discuss, demonstrate, suggest*

- Rewrite sentences using academic verbs.

- **Original:** *The study shows that students learned more words.*
- **Improved:** _____

🖊 **Task 3:** Write 2 paraphrases of each sentence.

1. *"Digital tools have significantly improved vocabulary learning among EFL students."*
2. *"Observation is an essential tool for capturing real classroom behavior that students might not report in surveys."*

🖊 **Task 4: Fill a grid with ideas from 3–4 studies, then draft a synthesis paragraph**

- **Study 1 (Ali, 2020):**

Using an experimental design comparing gamified and traditional quizzes, Ali (2020) found that gamified quizzes increased student motivation and engagement but had limited impact on long-term retention.

- **Study 2 (Chen, 2021):**

Through a quasi-experimental study comparing individual and group note-taking, Chen (2021) showed that collaborative note-taking improved retention and critical thinking, though unequal participation reduced its effectiveness.

- **Study 3 (Rivera, 2022):**

In a comparative study of blended and traditional learning, Rivera (2022) demonstrated that blended learning enhanced vocabulary mastery, though the focus was limited to vocabulary skills.

Source	Key Idea	Method	Strength	Limitation
Ali (2020)				
Chen (2021)				
Rivera (2022)				

- Then, draft 1 synthesis paragraph.

🖊 **Task 5: - Write 3–4 sentences in a "Results" section format.**

Survey Results:

- 60% prefer online quizzes.
- 25% prefer group discussions.
- 15% prefer lectures.

➔ **Example starter:**

"The majority of participants (60%) reported preferring online quizzes, while smaller groups preferred discussions (25%) or lectures (15%). These findings suggest…"

🖊 **Task 6:** Reorder into a coherent paragraph and add transitions.

1. *Students found gamified quizzes enjoyable and engaging.*

2. *The study concludes that digital tools can be integrated effectively into classrooms.*
3. *A survey of 100 students revealed higher vocabulary scores after digital quiz practice.*

📋 Reflection & Self-evaluation Worksheet

1 **Part A – Checklist**

2 **Part B – Reflection**

1– Challenge Check

Skill	Done ☐
I can structure research into a clear report format.	☐
I can paraphrase and summarize sources effectively.	☐
I can use a synthesis matrix to combine sources.	☐
I can present data clearly with text, tables, and visuals.	☐
I can revise writing for coherence and argumentation.	☐

- The biggest challenge in writing my synthesis was:
  ☐ Choosing what to include
  ☐ Avoiding copy–paste
  ☐ Linking ideas smoothly
  ☐ Using the right academic words
  → **My personal challenge was:** _____

2 – My Secret Strategy

- One strategy that helped me keep my summary concise was:

✏️ **Sentence starter** → *"I reduced long sentences by…" / "I grouped similar ideas by…"*

3– Growth Plan

- I will improve my synthesis skills by:

✏️ **Sentence starter** → *"Next time, I will try to…" / "I will practice by…"*

📁 **Student Portfolio – Unit 5: Academic Writing, Research Tools and Reporting**

✍ Student Name: _____
📅 Date: _____

5.1 Academic Writing Skills

5.1.1 Searching for Sources

A. My Search Practice
• A keyword I used in a database search: _____
• The most relevant source I found: _____
• One challenge I faced in searching: _____
• A strategy I will use next time: _____

5.1.2 Academic Vocabulary

• One academic word I learned and practiced: _____
• My sentence using this word: _____
• A strategy that helps me remember new academic terms: _____

5.1.3 Style and Tone

• Academic writing should sound:
☐ Formal ☐ Informal ☐ Neutral
• One example of a sentence I rewrote to improve tone:
Before → _____
After → _____

5.1.4 Summarizing & Paraphrasing

• Original text (short sentence from class):

• My paraphrase: _____
• My summary in one line: _____

5.1.5 Synthesizing Information

• Two sources I compared: _____
• One similarity I found: _____
• One difference I found: _____
• My one-sentence synthesis: _____

5.1.6 Overcoming Writer's Block

• The hardest part of starting writing for me is: _____
• One strategy that worked for me: _____
• My personal "go-to" method when stuck: _____

5.2 Research Tools

5.2.1 Questionnaire Design

• One example of a closed-ended question I designed: _____
• One example of an open-ended question I designed: _____
• The biggest lesson I learned about questionnaires: _____

5.2.2 Interview Techniques

• My role in the interview role-play was: ☐ Interviewer ☐ Interviewee
• One strong question I asked (or answered): _____
• One thing I need to improve in interviews: _____

5.2.3 Observation Notes

• My short observation example: _____
• One challenge I faced while observing: _____
• My strategy to improve observation skills: _____

5.3 Translating Research into Reports

A. Drafting Practice
• One idea I turned into a clear sentence: _____
• One paragraph I drafted during practice: _____

B. Critical Evaluation & Synthesis
• One way I judged if a source was reliable: _____
• My mini-synthesis (2–3 sentences combining at least 2 sources):

C. Coherence and Argumentation
• One linking word/phrase I used: _____
• How it improved the flow of my writing: _____

Section 6 – Final Reflection

• My strongest academic writing skill now is: _____
• The biggest challenge I still face in research/reporting is: _____
• The next step I will take to improve is: _____

6	*Academic Research Communication*

Aim: This unit aims to equip students with the ability to present and interpret research data effectively, using figures, tables, and graphs, and to communicate results confidently through structured oral presentations supported by visual aids and technology.

Format	Lecture / Discussion
Sections	**6.1. Visual Data in Academic Research** 6.1.1. Presenting Figures, Tables, and Graphs 6.1.2. Interpreting Visual Data **6.2.** Sharing Results: Delivering a Presentation
Learning Objectives	This unit offers you opportunities to: 1. Identify and apply conventions for presenting data through figures, tables, and graphs. 2. Analyze and interpret visual data accurately for academic purposes. 3. Design and deliver effective research presentations using technology and visual support. 4. Develop confidence in communicating research findings clearly to an a
Learning Activities	**In-Class:** Data presentation workshop, graph/table redesign activity, visual data interpretation practice. **Online:** video-record a short presentation, participate in peer-review forum.
Instructional Materials	**In-Class:** Sample graphs/tables, data interpretation worksheets, presentation rubrics, slide templates. **Online:** PowerPoint templates, interactive quizzes on data interpretation, reading list.
Assessment __Formative	- Visual data redesign exercise, Online discussion participation - Student portfolio

6. Academic Research Communication
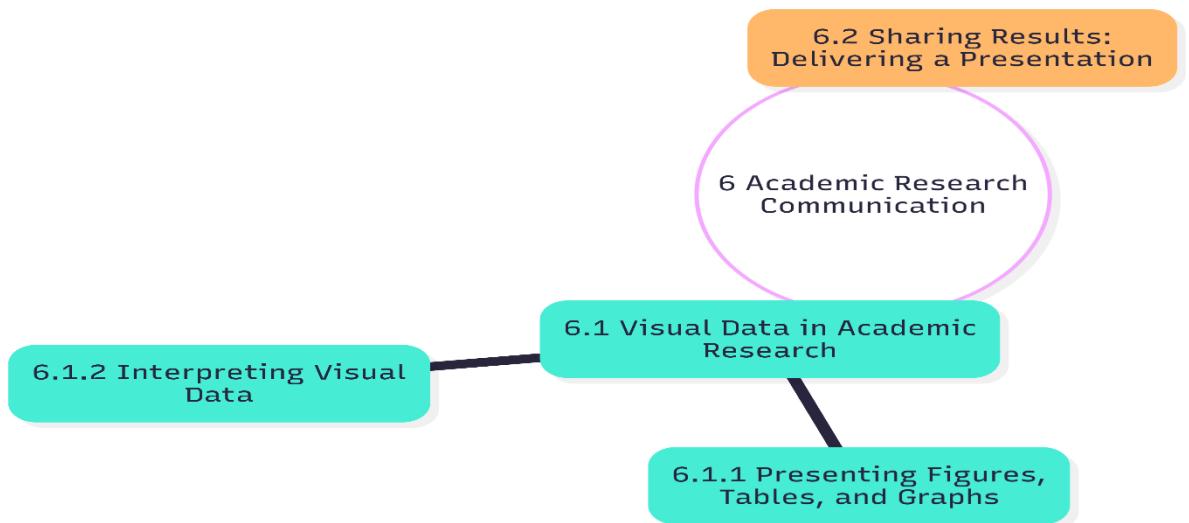
This section, titled **"Academic Research Communication"**, highlights the dual focus on effectively handling visual data and presenting research findings. The subsection **'Visual Data in Academic Research'** emphasizes two key skills: (*i) Presenting Figures, Tables, and Graphs,* which ensures that complex results are communicated clearly and accurately, and (ii) *Interpreting Visual Data,* which focuses on drawing valid and critical insights from graphical and tabular information. Research shows that effective visualization enhances comprehension and retention of findings, provided that researchers adhere to clarity, accuracy, and ethical standards in data presentation (Tufte, 2001; Knaflic, 2015). The following subsection **'Sharing Results: Delivering a Presentation'** addresses oral and visual communication, underscoring the importance of tailoring presentations to audiences, using structured narratives, and applying visual aids to strengthen engagement and understanding (Reynolds, 2008; Alley, 2013). Together, these elements reflect best practices in research dissemination, where both data visualization and oral delivery are integral to advancing scholarly dialogue and knowledge exchange.

References

Alley, M. (2013). *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*. Springer.

Knaflic, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Wiley.

Reynolds, G. (2008). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders.

Tufte, E. R. (2001). *The Visual Display of Quantitative Information*. Graphics Press.

6.1. Visual Data in Academic Research

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Explain the role of visual data in academic research.
2. Distinguish between figures, tables, and graphs and their uses.
3. Present visual data clearly using titles, labels, and captions.
4. Transform raw data (tables) into meaningful graphs using digital tools.
5. Interpret visual data with appropriate academic expressions.
6. Critically evaluate visuals for clarity, reliability, and accuracy.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** Sample datasets (Excel sheet, Google Form results), projector, laptops/phones, highlighters.
- **Pedagogical Strategy:** Guided lecture, data-to-visuals practice, peer critique, interpretation using academic phrases.
- **Structure:**
  - o Warm-up: "Emoji Poll: Coffee, Tea, or Juice?"
  - o Mini-lecture: Functions and types of visuals.
  - o Demonstration: Poor vs. effective visuals.
  - o Pair Activity: Convert table → graph using Excel.
  - o Group Task: Interpret graphs from a Google Form dataset using academic language.
  - o Reflection: Self-checklist on clarity and interpretation.

🌟 Warm-Up Task – "Emoji Poll: Coffee, Tea, or Juice?"

➲ The teacher asks students:	*"If you had to choose one, which do you prefer: ☕ Coffee, 🍵 Tea, 🧃 Juice, or 💧 Water?"* - **The teacher writes the four options on the board, then invites students to vote by raising hands.**
Student Task Flow	**1.** Students vote by raising hands for their favorite option. **2.** Together with the teacher, they record the votes in a simple table on the board: (as an example)

Drink	Number of Students
Coffee ☕	8
Tea 🍵	6
Juice 🧃	4
Water 💧	2

	3. With teacher guidance, students **convert the table into a quick figure** (e.g., bar graph drawn on the board).
	4. They discuss which format is easier to understand: the table or the graph.
	5. In pairs, students **practice interpreting the graph using academic expressions** such as: *"The majority of students preferred coffee…, A smaller proportion chose water…." "Tea was slightly more popular than juice."*
Debriefing	-Which representation (table or graph) makes the data clearer? - -Why? - What does the graph tell us about the group's preferences? - How might this kind of visual help in research communication? - How does using academic expressions make the interpretation more formal and research-oriented?	

📝 **Notes with Demonstrations**

1. Definition: Visual data refers to presenting information in **figures, tables, and graphs** to **summarize findings clearly and persuasively**.

2. Importance

- Makes complex datasets understandable.
- Enhances credibility and professionalism in academic writing.
- Provides quick insights into patterns and trends.

3. Types of Visuals

a. **Figures:** Diagrams, flowcharts, models.
b. **Tables:** Numerical or textual data in rows/columns.
c. **Graphs:** Visual representation of numerical relationships (line, bar, scatter, pie).

4. Advantages

- Easy to compare large sets of data.
- Readers can grasp findings at a glance.
- Adds precision and persuasiveness to arguments.

5. Disadvantages

- Poor design may confuse or mislead readers.
- Oversimplification can hide nuances.

- Requires technical accuracy in scales/labels.

6. Best Practices for Presenting Visuals

- Always add a **title, labels, and caption**.
- Keep visuals simple, uncluttered, and consistent.
- Place visuals **close to relevant text** in academic writing.
- Highlight the main finding in the caption (e.g., "Figure 2 shows a steady increase in…").

→ **Example – Poor vs. Good Visual**

- **Poor:** Table without headers, inconsistent units, no title.
- **Good:** Table with clear headings, consistent decimal places, caption explaining findings.

6.1.1 Presenting Figures, Tables, and Graphs

- Use **tables** when exact numbers matter.
- Use **graphs** when trends or comparisons are more important.
- Use **figures** (flowcharts/diagrams) for illustrating processes.

6.1.2 Interpreting Visual Data Skills Needed

- Spot **trends** (increase, decrease, fluctuation).
- Identify **patterns** (correlation, seasonal variation).
- Recognize **outliers or anomalies**.
- Use **academic expressions** when reporting:
  - "The data indicates a steady increase in…"
  - "There is a significant difference between X and Y…"
  - "The majority of participants reported…"
  - "An unexpected decline was observed in…"

✌️ **Pair Activity – From Table to Graph (Excel Challenge)**

🖉 **Task 1:** Based on the given dataset (Class Survey Results):

| Study Hours (per week)	Number of Students
0–5 hours	6
6–10 hours	12
11–15 hours	9
16+ hours	3

1. Enter the dataset into Excel (or Google Sheets).
2. Create two graphs: a bar graph and a pie chart.
3. Discuss: Which visual communicates the findings more effectively? Why?
4. Add a title and caption for each graph.

❇ Group Activity – Interpreting Google Form Data

🖉 **Task 2:** Building on the dataset Provided (Google Form Survey: "Preferred Learning Tools"):

Tool	Students (%)
Textbooks	20%
Online Videos	40%
Mobile Apps	25%
Group Projects	15%

1. Groups receive either a **pie chart** or a **bar graph** of this dataset.
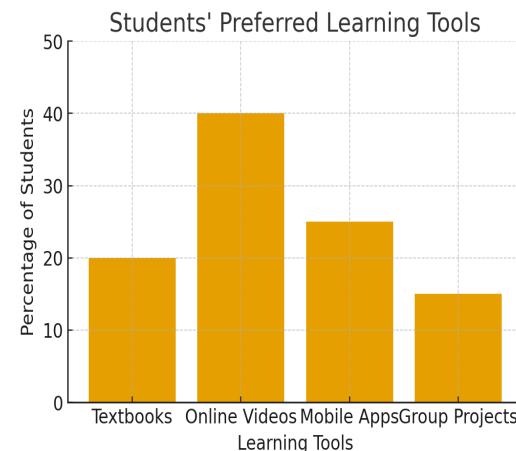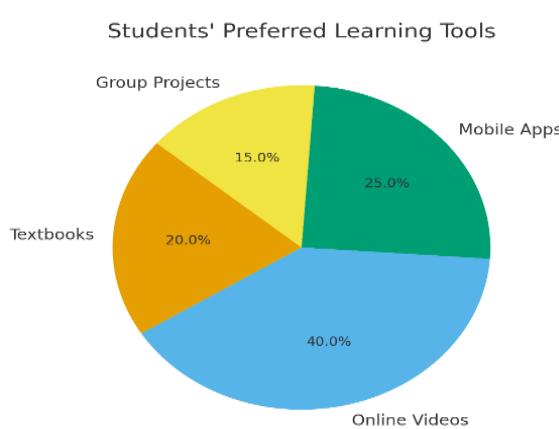
2. Interpret the findings using **academic expressions**:
   o *"The majority of students preferred…"*
   o *"A relatively small proportion of students indicated…"*
   o *"The data suggests a strong tendency towards…"*
3. Present a **2-minute report** to the class.

📋 Reflection & Self-evaluation Worksheet

1 Part A – Checklist
☐ I can decide when to use a table, graph, or figure.
☐ I can transform raw data into a clear graph using Excel/Sheets.
☐ I can interpret visuals using academic expressions.
☐ I can evaluate whether a visual is misleading or effective.

2 Part B – Reflection

- The most useful skill I learned today was: _____
- One difficulty I had when creating visuals was: _____
- I plan to improve my interpretation skills by: _____

6.2. Sharing Results: Delivering a Presentation

🎯 Learning Outcomes

By the end of this section, students will be able to:

1. Organize research findings into a logical presentation structure.
2. Use visuals (slides, charts, graphs) to support their key points effectively.
3. Apply academic language when presenting results.
4. Engage the audience through clear delivery, tone, and eye contact.
5. Handle questions and feedback professionally.

📁 Lesson Plan Snapshot

- **Duration:** 90 minutes
- **Materials:** Sample slides, projector/whiteboard, peer feedback forms, presentation rubric.
- **Pedagogical Strategy:** Mini-lecture, live presentation demo, group practice, peer feedback.
- **Structure:**
    o Warm-up: Quick "Pitch Your Day in 60 Seconds" game
    o Mini-lecture: Key elements of an academic presentation
    o Demonstration: Strong vs. weak presentation excerpts
    o Pair Activity: Slide critique task
    o Group Task: 3-minute presentation practice + peer feedback
    o Reflection: Self-assessment checklist

🎇 Warm-Up Task – Pitch Your Day in 60 Seconds

| ➲ Each student describes their previous day in exactly 60 seconds, using clear structure (intro → main points → conclusion).	
Debriefing	What was challenging about fitting your message into 60 seconds? How does this connect to structuring a research presentation?

📝 Notes with Demonstrations

1. **Definition:** A research presentation is a structured oral report of your findings, supported by visuals, designed to inform and persuade an academic audience.
2. **Importance:**

- Makes complex results accessible.
- Demonstrates academic competence and confidence.
- Allows for discussion, critique, and improvement of research.

3.   **Key Elements of a Strong Presentation**
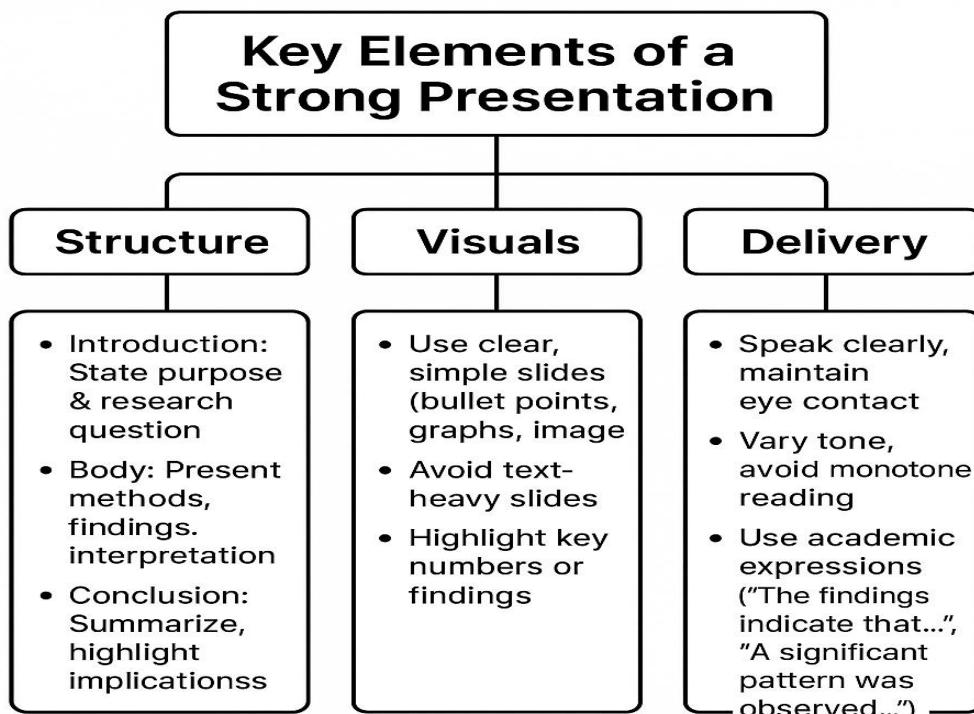
4. **Advantages of Presenting Results**

- Engages a wider audience.
- Encourages feedback and collaboration.
- Builds communication skills.

5. **Disadvantages/Challenges**

- Anxiety or nervousness.
- Risk of overloading with data.
- Time restrictions may force omission of details.

✌️ **Pair Activity – Slide Critique**

🖊️ **Task 1:** Each pair reviews two sample slides:

   o   Slide A: Overloaded with text, tiny font.
   o   Slide B: Minimal text, clear visuals.

- Identify strengths/weaknesses, then redesign Slide A for clarity.
- Discuss what principles did you apply in your redesign?

✖️ Group Activity – Mini Research Presentation

🖊️ **Task 2:** Each group prepares a 3-minute mini-presentation of a sample dataset (provided by teacher).
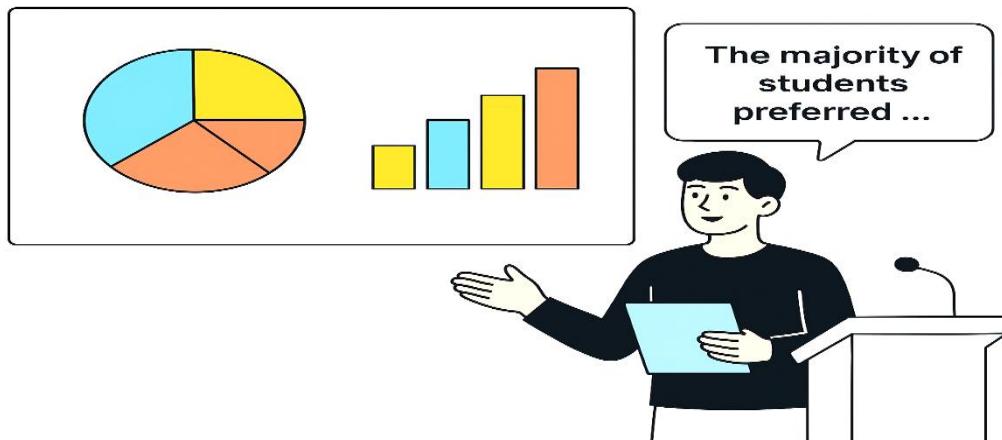
- Use visuals (chart/graph), present findings with academic expressions.
- Audience gives feedback using a rubric (structure, visuals, delivery, academic style)
- Which presentations were most engaging? What delivery strategies stood out?

📋 Reflection & Self-evaluation Worksheet

1️⃣ Part A – Self-Check: My Presentation Skills

Tick the boxes that reflect what you achieved today:

☐ I can structure a research presentation logically.
☐ I use visuals to highlight key findings.
☐ I avoid reading slides word-for-word.
☐ I can use academic expressions to interpret data.
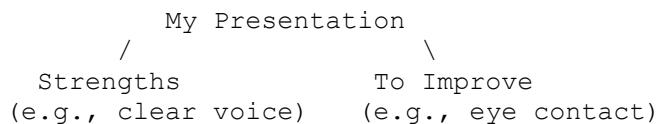☐ I feel confident handling questions.

2️⃣ Part B – Reflection & Creative Mapping

1 – Reflection Prompts:

- The most difficult part of presenting was: _____
- One delivery skill I improved today was: _____
- Next time, I will work on: _____

 2 – Visual Reflection (Mini-Mind Map):: Draw a simple mind map showing the **strengths** you used in your presentation vs. the **areas to improve**.

→ **Example Structure (students fill in):**

```
            My Presentation
        /                   \
   Strengths            To Improve
 (e.g., clear voice)  (e.g., eye contact)
```

3 **Part C – Peer Feedback Exchange**

- My peer's presentation was strong in: _____
- One suggestion for improvement is: _____

Summative Assessment	Group 'E-Portfolio'

Aim: This assignment encourages students to synthesize and apply their knowledge from the course, working collaboratively to create an engaging and comprehensive e-portfolio (a digital collection of their work, achievements, and reflections).

Format	Web-based document or interactive PDF.
Objective	Demonstrate mastery of study skills, collaboration, research foundations, planning, writing, and communication.
Team Instructions	Groups of five (05) → Assign roles : manager, developers, researchers, designers.
Content Overview	**- Preliminaries**: University prep & achievements. **-Unit 1:** Independent learning & ICT tools. **- Unit 2:** Collaboration & feedback. **- Unit 3:** Research foundations & critical thinking. **- Unit 4:** Research planning & process. **- Unit 5:** Academic writing & research tools. **- Unit 6:** Research communication (visual data & presentations).
Requirements	-Cover all topics clearly. - Use visuals & multimedia. - Link to real-world examples. - Show teamwork & reflections.
Assessment Criteria	Content depth, clarity, creativity, integration of sources, collaboration.

University: _____   **Teacher:** _____

Level : 2nd Year   **Class profile:** _____   **Number of learners:** _____

Unit/Section : _____   **Session:** _____

Target competence: _____
_____   **T.materials:** _____
_____

Session outcomes: ....
....
....

Anticipated problems: ....   **Plan B:** ....
....

S	Procedure / Tasks	L.P	T

Self-reflection		
What worked	**What hindered**	**Action plan**