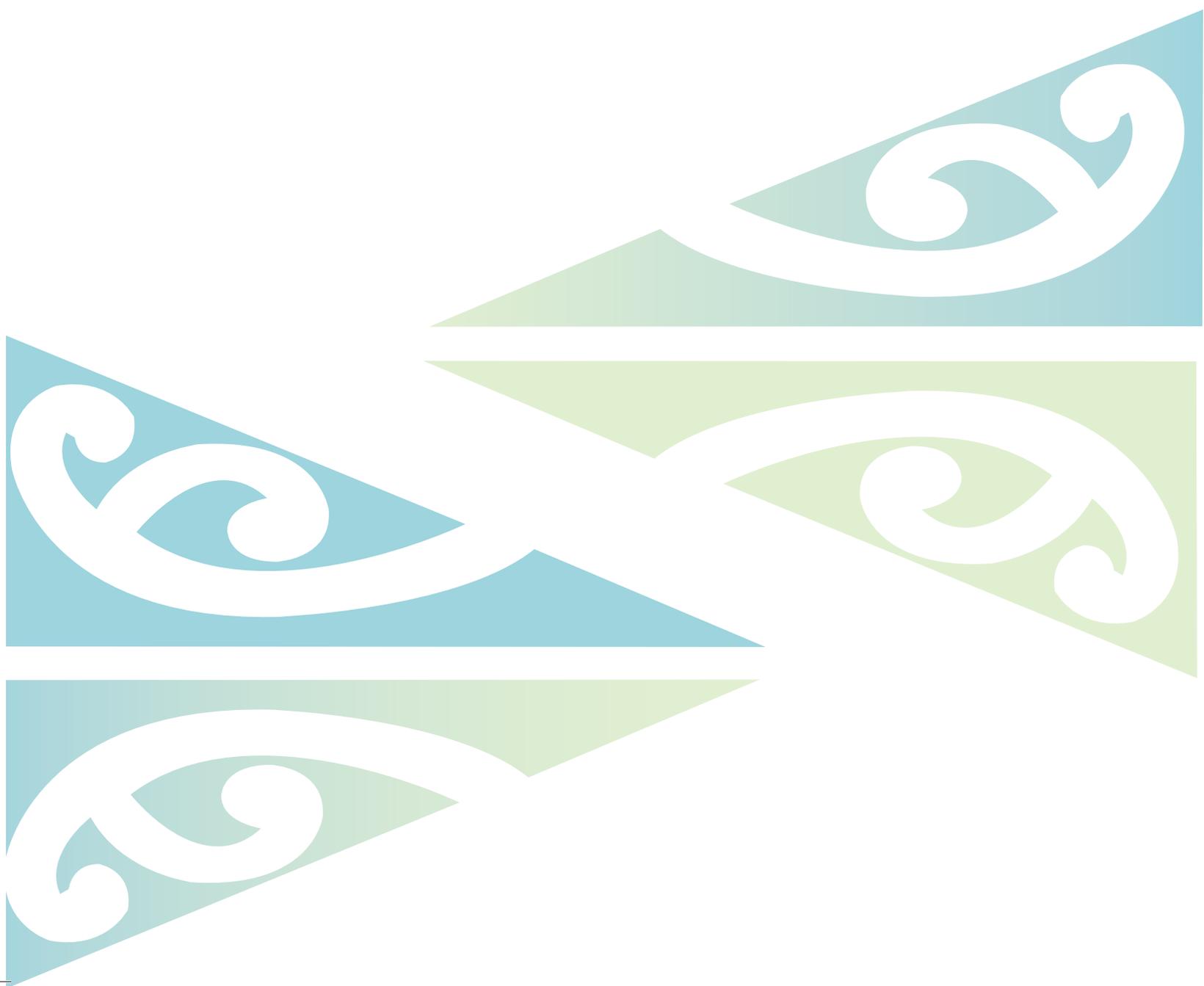


Taumata Atakura

Study Skills Guide





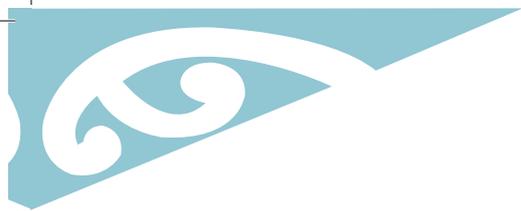
He Mihi / Acknowledgement

This study guide incorporates a range of resources developed over a number of years by past and present staff members of Te Wānanga o Aotearoa: Jane Brook, Paul Fenton, Daniella Edwards, Dione Evans, Pier Uruamo and Peter Denham. We also respectfully acknowledge other staff who may have contributed to the development of these resources but whose contribution has gone unrecorded; our deepest gratitude and aroha to these colleagues.

Ehara taku toa i te toa takitahi, engari he toa takitini.

The combined efforts of many are needed to complete a project.





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Introduction

Nau mai, haere mai

Welcome to Te Wānanga o Aotearoa!

Congratulations on your choice to begin an exciting adventure with us. Your journey is the most important thing to us and we want to help you as much as we can. One of the koha (gift or offering) we can provide is this guide to give you hints, direction and guidelines to help you with your studies.

Your Kaiako will be of great support to you in your learning journey and you should go to them with any questions and concerns. There are also student support advisors – either based at your campus or regularly visiting your campus - who can help you. Please talk with them if you have questions about this guide or need any support during your time with us.

We wish you every success in your learning journey.



SECTION A: SKILLS

Time management

To manage your time well you need to identify all the tasks and commitments you have to do and when you need to do them.

Firstly, identify all your daily, weekly or monthly tasks / commitments - these create the foundation of your calendar plan.

Daily tasks may include:

- Attending class
- Researching / writing assignments
- Preparing for class e.g. reading programme readings
- Travelling to and from campus
- Preparing / eating meals
- Dropping off / picking up your children from school / childcare
- Supervising your children's homework
- Paid employment etc.

Weekly tasks / commitments may include:

- Supermarket shopping
- House cleaning
- Sports practices
- Visiting whānau / family members
- Favourite TV programmes etc.

Monthly commitments / dates may include:

- Assignment deadlines
- Test days
- Start / end dates for semesters
- Start / end dates for school holidays.



Read your course outline and note:

- The number of contact hours. Mark time on the calendar for classes and associated activities
- The number of non-contact hours needed for class preparation and readings. Mark time on the calendar for required reading and assignments
- Noho dates. Mark these in your calendar in advance
- Due dates for assignments. Mark these on your calendar also.



Create a weekly timetable template.

Decide:

If you want half hour or one hour blocks of time for each day.

When your study start and finish times will be. Place reminders around your home, schoolbag and car. Let your family know and ask them to encourage you to take this time for your learning.

Here is an example of a weekly study plan for a taurira, whose circumstances meant weekends were unavailable for study:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------|---------------|---------------------------------------|---------------|---------------|---|
| CLASS | 8:30 – 2:30pm | 8:30 – 2:30pm | 8:30 – 2:30pm | 8:30 – 2:30pm | |
| STUDY TIMES (DETAILS) | | 7-8.30 meet with Mere to revise | | 5 - 7pm | 12-5pm Review class notes and complete review questions from SDL/SS hui |

Get a calendar or wall planner and lay out your monthly plan, assignments due, class and study group times, and, in the case of overdue assignments or YTAs (assignments you need to re – do), check-ins with your Kaiako.



| August | | | | | | |
|--------|-----|---|-----|--------------------------------------|--|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 2:15pm Checkin hui kaiako | 2 |
| 3 | 4 | 5 SDL BREAK | 6 | 7 5 – 7pm SDL/Student Support | 8 2:15pm Checkin hui kaiako Module-II (Treaty of Waitangi-I) Finishes | 9 |
| 10 | 11 | 12 Module-III (Assessment and Intervention) Starts Work 8:30- 9:30 Class 9:30 – 3:30 Work 3:30 – 6:30 | 13 | 14 5 – 7pm SDL/Student Support | 15 2:15pm Checkin hui kaiako | 16 |
| 17 | 18 | 19 Work 8:30- 9:30 Class 9:30 – 3:30 Work 3:30 – 6:30 | 20 | 21 5 – 7pm SDL/Student Support | 22 2:15pm Checkin hui kaiako | 23 |
| 24 | 25 | 26 Work 8:30- 9:30 Class 9:30 – 3:30 Work 3:30 – 6:30 | 27 | 28 5 – 7pm SDL/Student Support | 29 2:15pm Checkin hui Kaiako | 30 |
| 31 | | | | | | |

Templates are available to download on the [Student Support pages of the Te Wānanga o Aotearoa website](#).

E mua āta haere, e muri tata kino

To start early is leisurely going, to start late is break neck.

He manako to kōura i kore ai

Wishing for things will not bring them about; effort is required to achieve your dreams

Reading

Reading is a major part of your learning journey.

Talk to your student support advisor if you feel you may have an impairment that affects your ability to read. They may be able to provide extra support.

It is not the physical act of running your eyes along the rows of words that is important - but getting the information off the paper and into your understanding.

You might be able to 'listen' instead of read - if you have technology or a good friend to read aloud to you.



Everyone can improve their reading through learning new strategies and practicing. If you are a good reader you will be able to:

Identify the main ideas, know which are less important and have strategies for remembering them.

Think about what the author is saying and recognise your own opinion about it.

Be actively involved in the reading – making mental connections with your personal experience and other things you know.

Know the conditions you prefer to read in i.e. type of room, level of background noise, level of lighting; time of day. And also how you like to read i.e. out loud or silently; hardcopy or computer screen.

You do not usually have the time to read everything you find or everything related to your course from the first to last page. The following reading strategy will give you some direction.

To start:

Think about the subject you are going to read about:

PQR3 Reading Method

P = Preview what you are going to read

Q = Question what you are going to learn after the preview.

R3 = Read, Recite, and Review.



Think about the subject you are going to read about:

- What is your purpose for reading this?
- What do you know about this subject? (i.e. who, what, where, why, when)
- What do you want to learn about this subject? (i.e. who, what, where, why, when)
- After you read - What have you learned about this subject? (i.e. who, what, where, why, when).

Preview or skim over the section you are going to read

- Previewing uses less time than the Q and R3 steps
- Do you see anything familiar?
- Do you see anything new?
- Do you notice any new words; do you need to look them up?
- What is your overall impression?
- What are the headings and section titles, etc?
- Can you get a summary of a paragraph by reading the first sentence?
- How is this section useful for your topic/assignment?
- If it's not what you need right now – should you read it another time?



Question

- Form a question or two in your mind, in your own words about what you are about to read and learn.

Read for comprehension:

- Use post-it notes, highlight or write down important main ideas and key words
- Mark or copy down good quotes for your assignment (note down the page number, the surname of the author of the quote and the year of the quote - if that person is not the author of the article, note briefly which key theme or idea the quote is related to)
- Stop and re-read ideas, you are not sure about
- Think about where you might find more information about the same topic.

Recite

- Stop every once in a while, look up from the book, and put in your own words what you have just read.

Review what you have just read:

- At the end of a chapter, recall aloud or on paper what the main points were
- Discuss what you have read with another Taurira or with your Kaiako. This will go a long way to helping you understand and will identify which parts you are still unclear on.

Note taking

Taking notes helps you to gather the key points of a class, tutorial or reading in your own words in one place.

The act of writing notes may help you understand concepts and examples better.

Having the written pages gives you something to review later. You will need that information for assignments or when you are studying for further understanding and recall.

To be effective, note taking must have a purpose and be organised.

Here are some things to remember about note taking.



| | |
|-----------------------|--|
| WHY? | <p>Be clear about why you are taking notes, i.e. your purpose. Decide what you need to take notes about (they may come from only one chapter of the book). What you will use the notes for later will help you decide how much detail you need to record?</p> <p>Try to understand what you hear or read then simplify it and record it in your own words.</p> |
| WHERE? | <p>Use the same size paper for all your notes so they can be stored together somewhere safe. Always record the date where the notes came from (eg kaiako, books etc) and always take note of the information you will need to reference the material.</p> |
| HOW? | <p>Leave plenty of space for extra information that you might want to add later. Write large enough to read your notes easily.</p> |
| WHAT? | <p>Record only key points you read or hear. The first sentence of a good paragraph gives a summary of what will be in the rest of the paragraph and will usually give the key points. Scan the book or article to get an overall idea of what it will cover before you start to take notes. This will help you identify the key points.</p> <p>Look for specific things you will need to remember or things that will help you memory, i.e. dates, names, definitions, examples.</p> |
| MAKE IT YOURS! | <p>Highlight or emphasise the key words in your notes so they will jump off the page at you and be easy to find later.</p> <p>Connect the notes to YOU by recording your opinions, making observations and noting comparisons. This interaction with your notes will help you understand and remember them more successfully.</p> |



Different methods

There are many ways to take notes and the best way is the way that works for you. Here are some note-taking systems:

Linear

This is useful for certain types of information like detailed facts or subjects with a strong linear approach. With this approach you will divide your notes into paragraphs and sections, using headings, numbers and symbols.

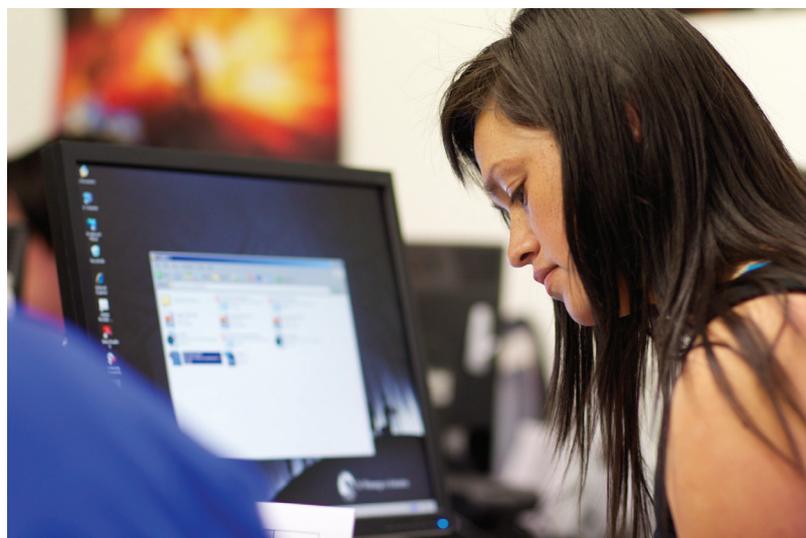


Princeton

This method gives space for re-reading and interacting with the notes at a later time, and you will be able to add comments, questions etc then.

Divide your page into three columns:

| HEADINGS, MAIN POINTS | SUMMARY | BLANK |
|-----------------------|---------|---|
| | | for examples, review personal comments |





Essential tools for writing - parts of speech and punctuation

- A **noun** names a thing, i.e. a type of person; a type of animal; a type of substance; a type of place, e.g. girl; shark, glue, town etc.
- a **proper noun** names something specific, i.e. a person; a place; an organisation; a period of time: Jennifer; Whangarei; Te Wānanga o Aotearoa; Waitangi Day, March etc.
- an **adjective** describes a noun, i.e. effective; clever; studious etc.
- a **verb** does something, i.e. studies; will attend; enjoyed etc.
- an **adverb** describes (or tells more about) the verb, i.e. effectively, quickly, thoroughly, soon, everywhere etc.
- a **conjunction** joins words and sentences, i.e. and; or, although, while, whether etc.
- a **capital** letter:
 - starts every new sentence
 - indicates a proper noun
 - is used in titles
 - begins the first word in direct speech.
- a **full stop** (.) comes at the end of a sentence
- a **comma** (,)
 - divides a sentence into sensible parts and indicates a short pause
 - separates items in a list
 - separates an explanation within a sentence.
- an **apostrophe** (')
 - shows ownership : Hemi's hat
 - shows where there are missing letters in a contraction : I'm.
- a **colon** (:) comes before a list of items, a quotation or an explanation
- a **semicolon** (;) shows a more pronounced pause than a comma, separates items in a list
- **quotation marks** (" ")
 - show the words that a speaker actually says
 - contain all commas, full stops, question and exclamation marks that are part of the spoken sentence : "It's a great course," she commented. "I'm glad I finished it."

He rei ngā niho, he parāoa ngā kauae

Use the right tool for the job

Kaiako expect taura to write in complete sentences which make good sense and are well punctuated. A variety of short and long sentences is best in your writing.

What is a sentence?

A sentence is a unit which usually contains one main idea. This idea is placed in the main clause of the sentence. To be complete a sentence must include a subject and a verb in its main clause, eg:

[Aroha is writing].

Subject verb

[Main clause/idea]

[Aroha is writing an essay about the karakia].

Subject verb

[Main clause/idea]

[Aroha is writing an essay about the karakia], [**which is due in next week**].

[Main clause/idea]

[subordinate clause/idea]

Sentences may have two or more main ideas which must be closely related to each other,

Karakia is held every morning at 8.45 and we get to sing a waiata together to start the day.

Note: these are normally joined by 'and' or a semicolon (;)

Word order in sentences:

1. Verb and object are usually together

Place words follow verb and object (if there is one)

Time words follow verb and object and place

She sings at karakia every day at Te Wānanga o Aotearoa.

(verb) (object) (time) (place)

2. Some adverbs go before the verb: always; also; often

She often sings at karakia.

(adverb - time)

- 
3. All adverbs go after am/is/are/was/were

She is probably not interested in singing.
("is" verb & adverb)

4. All adverbs go after first verb if the verb is two or more words

She doesn't usually sing at karakia.
(verb 1) (adverb) (verb 2)

Paragraphs

A good, organised piece of writing is divided into paragraphs which make it easier to read as well as easier to understand. Paragraph lengths should vary but, in an essay, most contain three to ten sentences.

What is a good paragraph?

- It contains complete sentences which introduce and develop one idea
- The first sentence usually introduces and sums up the main idea
- All the sentences must relate directly to the main idea
- All sentences must follow a logical order
- The main idea must be explained further by providing examples and reasons
- Each new paragraph should follow on logically from the one before it.

Helpful words for connecting sentences and paragraphs

Highlighting a point:

Importantly... indeed... In fact... more importantly... furthermore... moreover... it is also important to highlight...

Changing direction or making comparisons

However... in contrast... conversely... nevertheless... on the contrary... unfortunately... rather... on one hand... on the other hand... compared to... in comparison...

Adding another point

In addition... further... another point to consider is... secondly... also...

Adding a similar point

Similarly... likewise... again...

Summarising

Finally... lastly... to conclude... to summarise... in summary... overall... the three main points are...

He manako te kōura i kore ai

Wishing for things will not bring them about; effort is required to achieve your dreams



Plagiarism and referencing

Plagiarism is 'academic dishonesty' and occurs when a writer uses someone else's ideas and words without acknowledgement.

We are concerned with three types of plagiarism:

1. Copying other (current or former) taura's work.
2. Not acknowledging the source of your ideas or information.
3. Misuse of the internet.

1. Copying other taura's work

It is not appropriate for any taura to submit the work of another as their own. Taura may help each other to understand an assignment question - but any assignment you submit individually must be written by you. The only exception is a group project specifically authorised by your kaiako.

2. Not acknowledging the source of your ideas or information

Acknowledging your sources requires you to give credit whenever you use:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words (always put "quotation marks" around those words)
- Paraphrase or summary of another person's spoken or written words.

3. Misuse of the Internet

All information taken and used from websites must be referenced i.e. written texts, data, graphics, images etc. There are also now very strict copyright laws which can restrict usage of information from the internet. Your rohe librarian can guide you about these laws and how they apply to the internet information you wish to use.

Strategies for avoiding plagiarism

- Put everything that comes directly from the text in "quotation marks", especially when taking notes
- Paraphrase, but be sure you are not just rearranging or replacing a few words.

Waiho te mihi mā te tangata

Leave your praises for someone else



Common knowledge

Common knowledge is considered to be a fact that can be found in many places and is likely to be known by many people.

- *John Key became Prime Minister Of New Zealand in 2008*

This is generally-known information. You do not need to document this fact. However, you must document facts that are not generally known and ideas that interpret facts.

- *John Key attended Aorangi School, then Burnside High School, and earned a Bachelor of Commerce degree in accounting from the University of Canterbury in 1981.*

The idea that "John Key is well educated in a western, mainstream sense" is not a fact but an interpretation; consequently, you need to cite your source.

Referencing

As you write your essay or assignment you need to show how your own ideas and those of the authors you have found in your readings all fit together.

You must acknowledge or mihi to the author whose idea you are using. You become the kaitiaki of their idea or words and have a responsibility when you do this.

Appropriate acknowledgement of the work of others is called referencing and is done in a specific way in academic writing.

If you use a person's ideas, without acknowledging that person, you are committing plagiarism; you are trampling on their mana. All ideas and theories, direct quotes, facts and figures must be referenced.

Why reference?

- To avoid plagiarism
- To let the reader find your quotes for themselves
- To allow readers to follow up and read more about the things you quoted

The referencing system used at Te Wānanga o Aotearoa is the APA style. (APA stands for American Psychological Association). To use this system correctly you follow a precise format when writing a reference. There are many websites that show how to use APA referencing. The Massey University one is particularly easy to use:

<http://owll.massey.ac.nz/referencing/apa-interactive.php>

<http://www.waikato.ac.nz/library/study/guides/apa.shtml>





Ehara taku toa, i te toa takitahi engari he toa takitini

Whakatauki about the importance of acknowledging the work of others

The two main features of this style are:

In-text citations show the author's last name, followed by the publication date in the body of your assignment (this is called citing).

The reference list contains the full details (i.e. name of author, publication date, full title, name and location of the publisher) of each of the sources cited in your assignment. It is always appear on a separate sheet of paper at the end of the assignment.

In-text citations or referencing in the body of your assignment

When you refer to information you got from somewhere else, whether you are copying the words exactly or putting them in your own words, referencing will be needed in your assignment:

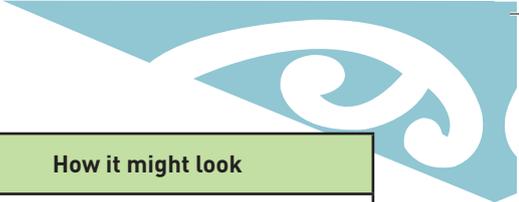
- When using information or research from a printed source such as a book or journal article
- When using information that you have heard others speak aloud
- When using information from electronic sources such as websites or e-mail.

Note: when using a direct quote of more than forty words you will need to indent (move the margin further to the right than the rest of your text) the whole quoted piece, including citation information. Quotation marks are not used here and there should be an empty line before and after the quote. For example:

The issue of the ownership of New Zealand's seabed and foreshore has caused much anxiety for many New Zealander's. This is unsurprising given the importance of 'the beach' within New Zealand society.

In an era of rapid social and physical change, the beach remains an abiding and constant presence in the lives of nearly all New Zealanders. During high summer – the period from Christmas through to February – they flock to their beaches, which become teeming recreational and social centres. Camping, baching, swimming, surfing, sailing, fishing, hiking, games: these are the physical activities our beaches provide the setting for during the summer months, playgrounds for old and young. (Lay, 2008, p.p. 7-8).

From this we can see...



| Type of reference | Format | How it might look |
|--|---|--|
| CITATIONS (citations usually, but not always, appear at the end of a sentence) | (Surname + Year) | ... use of the term "whānau" may vary, depending on the context (Durie, 2003). |
| QUOTES (how to properly reference a quote you have used in your work) | (Surname + Year + Page Number) <i>*Don't forget the page number or paragraph number for online sources.</i> | ... the term whānau" was one that is still commonly used (Durie, 2003, p.13). |
| AUTHOR (when you want to use the reference in a sentence, rather than leaving it at the end of a sentence like a citation above) | Author's name (Year) + rest of sentence | Amor (2002) defined this as ... |
| TWO WORKS, SAME AUTHOR, SAME YEAR (use when citing from 2 or more articles or books by the same author published within the same year) | Author's name (Year + a, b, c, etc) + rest of sentence | Durie (2001b) proposed that ... |
| TWO WORKS, SAME AUTHOR, DIFFERENT YEARS | Author's name (Year of 1st [older] publication, Year of 2nd [newer] publication) + rest of sentence | Durie (1994, 2000) suggested that... |
| TWO WORKS, DIFFERENT AUTHORS, DIFFERENT YEARS (Sometimes this can strengthen your ideas by showing that there is agreement or support from a number of authors about a particular idea or topic) | Author 1 name (Year) and Author 2 name (Year) | Edwards (2000) and Smith (2005) agree that ... <i>OR YOU CAN...</i> Reference all sources that agree at the end of the sentence (Edwards, 2000; Smith, 2005). |
| TWO AUTHORS, SAME SURNAME, SEPARATE REFERENCES | (Author 1 Surname + Initials + Year; Author 2 Surname + Initials + Year) + rest of sentence | ...but it was found (Smith, J.G. 1999; Smith, K., 1996) that ... |
| TWO AUTHORS OF ONE TEXT | (Author 1 Surname & Author 2 Surname, Year) | ... the methods evolved during the research phase (Hill & Capper, 1999). |
| THREE OR MORE AUTHORS OF ONE TEXT - SPECIAL ATTENTION! (THIS IS TRICKY! For 3-5 authors, you must list ALL the authors the FIRST TIME YOU USE THEM. When you use them again you only need to include the first author, then "et al.", and then the year. FOR 6 OR MORE AUTHORS, you can just mention the first author, then "et al.", and then the year. "Et al." means "and everyone else") | (Author 1 Surname, Author 2 Surname, & Author 3 Surname, + year) *[1st time you reference that text] (Author 1 et al., + Year) **[2nd and following times you reference that text] | It has been proposed (Jaquierey, Baskerville & Selby, 2002) that ... <i>THE NEXT TIME YOU USE THIS REFERENCE...</i> It was proposed (Jaquierey et al., 2002) that... |
| PERSONAL COMMUNICATION (Personal communication is used when you approach a person for an opinion, etc, related to your topic. DO NOT INCLUDE lectures here!) | (Initial + Surname, Personal Communication Month, Day, Year). <i>*Do not include in the reference list!</i> | ... was not innovative enough (S. Edwards, personal communication, May, 5, 2008). |
| ELECTRONIC SOURCES (These sources should be treated the same as hard-copy resources. You still need the author's or organisation's name and year, if possible.) | (Surname + Year) (Organisation + Year) | ... can be used as desired (Smith, 2009). Or ... can be used as desired (Te Puni Kōkiri, 2010). |
| Webpage (You still need the author's or organisation's name and year, if possible but if they are not provided, use a shortened version of the page/document title) | (Surname + Year) (Organisation + Year) (Shortened title + Year) | ...was important to all Māori (Watene, 2009). Or ...was important to all Māori (Te Puni Kōkiri, 2010). Or ... was important to all Māori (Māori Values, 2010). |





The reference list

There is often confusion about the difference between a **bibliography** and a reference list. A bibliography lists everything you read when you researched your essay – even sources you didn't actually quote or refer to in your essay. A **reference list** contains only the sources you referred to and cited in your essay. In the APA system it is a reference list that is required not a bibliography.

The reference list

- Appears on a new page at the end of your assignment
- Is headed References
- Is arranged alphabetically by first authors' last name or the first significant word of an item's title where there is no author
- Is double line spaced
- Is written with a hanging indent, i.e. the first line of each reference is at the left hand margin but any lines after that start a few centimetres further to the right.

Reference list formats

References

Durie, M. (2003). *Ngā kāhui pou: Launching Māori futures*. Wellington, New Zealand: Huia Publishers.

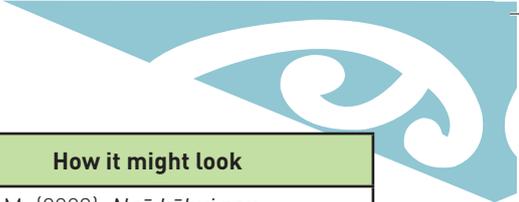
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The Church and the Māori 1808 - 1958. (1959) Wellington: Diocesan Māori Missions Committee

Webber, D. (Comp). (1996). *He paepae kōrero: Research perspectives in Māori education*. Wellington: New Zealand Council for Education Research.



| Type of reference | Format | How it might look |
|--|--|--|
| BOOKS WITH ONE AUTHOR | Surname, Initials. (Year). Title. City of publication, Country or US state of publication: Publisher. | Durie, M. (2003). <i>Ngā kāhui pou: Launching Māori futures</i> . Wellington, New Zealand: Huia Publishers. |
| TWO OR MORE AUTHORS (List all authors; Do not list authors alphabetically – write them in the order they appear in the book or article) | <i>Surname, Initials., Surname, Initials., & Surname, Initials. (Year). Title. City of publication, Country or US state of publication: Publisher.</i> | McLennan, G., Ryan, A., & Spoonley, P. (2000). <i>Exploring society: Sociology for New Zealand students</i> . Auckland, New Zealand: Pearson Education. |
| LATER EDITIONS (it should have a later year of publication) (A later edition is a re-write of an earlier book edition. It is different than when a book has been re-printed. Printing dates indicate that the book has been re-printed, but not re-written. As such, ignore the printing dates and look at the publication date – i.e. when it was first released as a new edition. Also note if it is a 2nd, 3rd, or 4th edition, etc.) | Surname, Initials., & Surname, Initials. (Year). Title (Xth ed.). City of publication, Country or US state of publication: Publisher. | McLennan, G., Ryan, A., & Spoonley, P. (2004). <i>Exploring society: Sociology for New Zealand students</i> (2nd ed.). Auckland, New Zealand: Pearson Education. |
| BOOKS WITH EDITORS | Surname, Initials. (Ed.). (Year). Title. City of publication, Country or US state of publication: Publisher. | Robinson, D.N. (Ed.). (1992). <i>Social discourse and moral judgement</i> . San Diego, CA: Academic Press. |
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| ONLINE JOURNAL/PERIODICAL ACCESSED FROM DATABASE | Surname, Initials., & Surname, Initials. (Year). Title of article. Title of periodical, Volume, page numbers. DOI:xxxxxx or URL | Johnson, A. (2006). Changing styles in teaching. <i>Education Studies</i> , 21(6), 240-263. DOI: 10.1037/0278-6133.24.2.225 Or Johnson, A. (2006). Changing styles in teaching. <i>Education Studies</i> , 21(6), 240-263. |
| WEBSITE or WEBPAGE | Surname, Initials or organisation name. (year). Title. Retrieved from URL *It is no longer necessary to include the date of retrieval, unless webpage content is likely to be updated (e.g. a wiki) | Te Puni Kōkiri. (2010) <i>Guidelines for flying the national Māori flag: Background</i> . Retrieved from http://www.tpk.govt.nz/en/in-focus/maoriflag/background/ |
| IMAGES (this doesn't include photos you have taken yourself, but does include pictures obtained from the internet) | Title. (Year). Title of the picture. Retrieved from URL | The University of Waikato. (2010). Student life. Retrieved from http://cms.its.waikato.ac.nz/data/assets/image/0017/66230/Campus-2.jpg |





Paraphrasing and summarising

Paraphrasing is putting someone else's ideas in your own words – and referencing the source. This is probably the skill you will use most when combining things you have found in your research with your own ideas in your writing. As with quoting you must still acknowledge the source of the information.

It can be hard to know the difference between a good paraphrase and one that is too close to the original. This is the original text from p.p. 7-8 of *The New Zealand Book of the Beach* (2008) edited by Graeme Lay:

In an era of rapid social and physical change, the beach remains an abiding and constant presence in the lives of nearly all New Zealanders. During high summer – the period from Christmas through to February – they flock to their beaches, which become teeming recreational and social centres. Camping, baching, swimming, surfing, sailing, fishing, hiking, games: these are the physical activities our beaches provide the setting for during the summer months, playgrounds for old and young (Lay, 2008, p.p. 7-8).

The following paraphrase is too close to the original and would be considered plagiarism:

At a time of rapid social and physical change, the beach is a constant presence in the lives of New Zealanders. From Christmas to February – they throng to their beaches, which become thriving recreational and social spaces for camping, baching, swimming, surfing, sailing, fishing, hiking, games. The beach is the place for physical activities during the summer months, playgrounds for all.

What makes this passage plagiarism?

- The writer has only changed a few words and phrases, or changed the order of the original's sentences
- The writer has failed to cite a source for any of the ideas or facts.

Here's a much better paraphrase:

Beaches have a special and enduring status within New Zealand society. Universally popular during summer - beaches attract thousands of New Zealanders who participate in a huge range of aquatic and other outdoor activities (Lay, 2008).

Why is this paraphrase acceptable?

- The writer accurately relays the information in the original
- The writer uses her own words
- The writer lets the reader know the source of her information.



This is an example of a quotation and paraphrase used together, which is also acceptable:

Lay (2008) suggests beaches have a special and enduring status within New Zealand society. Universally popular during summer - beaches attract thousands of New Zealanders who participate in activities such as 'Camping, baching, swimming, surfing, sailing, fishing, hiking, games' (p.p. 7-8).

Why is this passage acceptable?

- The writer records the information in the original passage accurately
- The writer gives credit for the ideas in this passage
- The writer indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

The four step paraphrasing method

1. Carefully read over the passage you want to paraphrase several times.
In this first step you are trying to get as clear as possible in your own mind the idea contained within the passage.
To do this you need to answer the who, what, why, where, when and how questions about the passage; sketching out a little mind map during this step is very useful.
2. Push the passage away so you cannot see it.
3. Write out the idea in your own words without peeking at the original passage.
4. Check your paraphrase against the original passage to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
Keep re-writing until you are satisfied you have an acceptable paraphrase.

Summarising

Summarising is reducing the total number of words in an original passage yet still capturing the main points. A summary can also bring the ideas of a number of authors together to show similar and contrasting ideas or arguments to your own.

To summarise a passage:

Read it fully (probably more than once) to make sure you fully understand it.

Identify the main point in each paragraph – you may find this in the first one or two sentences of the paragraph.





Find similar or repetitive points in your notes and then re-write these notes using your own words to be appropriately referenced.

Here is an example of a summary followed by the original paragraph from *Tangata Whenua, The World of Māori*, a book by Don Stafford published in 2008.

Summary

The results of wars and the practices of collectors in the 1860s resulted in the loss of many Māori taonga (Stafford, 2008).

Original paragraph

'The wars in New Zealand of the 1860s and subsequent rapid decline in Māori population brought in its wake an unproductive era, during which maintenance of carvings was much neglected. Once beautiful works of art fell into disrepair and simply rotted away. The problem was compounded by collectors working on behalf of private buyers and overseas museums. Many of New Zealand's finer items, ranging from meeting houses to personal ornaments, were taken from the country' (Stafford, 2008, p.54).

Analysis: What is it?

Description is about outlining the visible or the obvious i.e. answering the who, what when, where questions. For example, identifying:

- What happened?
- Who did it?
- When did they do it?
- Where did they do it?

For example, think about the topic: The colonisation of Aotearoa by Great Britain.

If we wanted a basic understanding of this topic we might ask the following types of descriptive questions (i.e the what, who, when, where):

- What is colonisation?
- Who colonised Aotearoa? (Who were the key individuals who led colonisation, who were the types of people that took part in colonisation?)
- When did the colonisation of Aotearoa begin?
- Where in Aotearoa did colonisation happen first? Where was it most strongly resisted? etc.



Analysis is a much deeper kind of investigation. Analysis looks behind the scenes to discover the 'whys' and 'hows' e.g.

- Why did something happen?
- How did it happen?
- Why did it happen at that particular time, at that particular place, to those particular people, in that particular way?
- How has it, does it, impact on others?
- Did it succeed or fail? (Who says it succeeded, who says it failed?)

(Note – who, what, where, when questions can also be part of analysis.)

Returning to our topic 'The colonisation of Aotearoa by Great Britain', we might get greater insights and understanding of the topic by asking the following types of analytical questions (i.e. the why and how):

- Why were the British motivated to colonise Aotearoa at that time in history?
- How did the British Government undertake the colonisation process? i.e. what laws and activities (e.g. military, economic, religious social, educational etc) were used to aid colonisation.
- Why did colonisation occur in the way it did i.e. why wasn't it a peaceful process, why was there military conflict between Māori and Pakeha?
- How did colonisation impact on the quality of life of Māori in the nineteenth century?
- How has colonisation continued to impact on Māori?

Analysis is about finding connections between facts, ideas, concepts and then discussing these relationships and connections in depth.





SECTION B: ASSIGNMENTS

Assignment types

| Instruction | Description |
|--------------|--|
| Case study | There are two main types: a) An example of a situation that you may be asked to refer to and answer questions about. b) A write up of a real situation you participated in. |
| Essay | A structured written document about a particular theme. It contains an introduction, main body and a conclusion. The main body consists of paragraphs that are logically sequenced and build on each other to form a coherent argument. |
| Presentation | A formal session where you will present material or run a workshop on a particular topic area. This will normally be accompanied by some aids, e.g. power point, handouts, flipcharts etc. |
| Report | A written response that directly addresses the points required. This could be note form, bullet pointed or a sub-headed document with direct responses under each heading. As reports differ in different areas you should ask your Kaiako for a template. |
| Role play | A simulated exercise in which Tauira play different roles to depict an event or experience. This may be utilizing a video for recording and is likely to require you to write up what you did. |
| Short answer | A short response that directly answers the question asked. Normally this would be one to four paragraphs in length. |



Planning for assignments

The assignment question

To do an assignment well you must understand the question properly. The better you understand the question the better your assignment will be.

When faced with an upcoming assignment:

1. Ask the Kaiako for some direction if you don't know where to start

If you are struggling to understand the question (this is a very common problem and you should not feel bad about this) ask your Kaiako for guidance. It is their job to help you understand assignment questions.

Ask your Kaiako how to approach answering the question. Don't expect him or her to write or plan the assignment for you – come up with ideas yourself, and ask the Kaiako for guidance to see if you are on the right track.

2. Circle the key task or directive words

These are words such as “Discuss”, “Illustrate”, and “Compare”, etc. These words are explained in more detail later in this guide.

3. Underline key topic words

Reflect on what the assignment is about. Don't include things that you haven't been asked to, or are irrelevant.

For example, the topic words are underlined in the following question:

'Te Kaupapa o Te Wānanga o Aotearoa' (TWOA) is a set of four core values that guide the actions of TWOA staff. Select one of the values and describe a situation in which you – as a tauira - have personally experienced TWOA staff either demonstrating or not demonstrating this value. Discuss how you felt about TWOA when you experienced this.'

This question is specifically about:

Te Kaupapa o Te Wānanga o Aotearoa – not, for example, 'Kaupapa Wānanga' which is a related but quite different kaupapa.



4. Identify the focus of the question

What is the focus of the assignment in relation to the general subject area? Are you supposed to write an overview of a large topic or get into more detail about a small part of it?

For example, look at this question again:

'Te Kaupapa o Te Wānanga o Aotearoa' (TWOA) contains four core values that guide the actions of TWOA staff. Select one of the values and describe a situation in which you – as a taura – have personally experienced TWOA staff either demonstrating or not demonstrating this value. Discuss how you felt about TWOA when you experienced this.'

The focus of this question is how these values influence the relationship between TWOA staff and the taura. It is not a question asking you to, for example, just describe the kaupapa or discuss how it came into being.

5. Brainstorm, or generate ideas

Generate questions about the topic. These will help you understand the topic and answer your assignment:

What, Where, Who, When, Why & How?

e.g.

- Who are the key theorists/people involved?
- What did they do?
- When did they do it?
- Why and how did they do it?
- Create a mind map to identify what you already know about the topic of the assignment, and what gaps there are in your knowledge.
- Do some research to find the answers to the questions and fill the gaps.
- Your mind map does not need to include all the information you wish to use in your assignment, just page numbers or topic headings to help you remember where to look.

6. Plan and organise your answer

Make a plan for your assignment answer.

Think about:

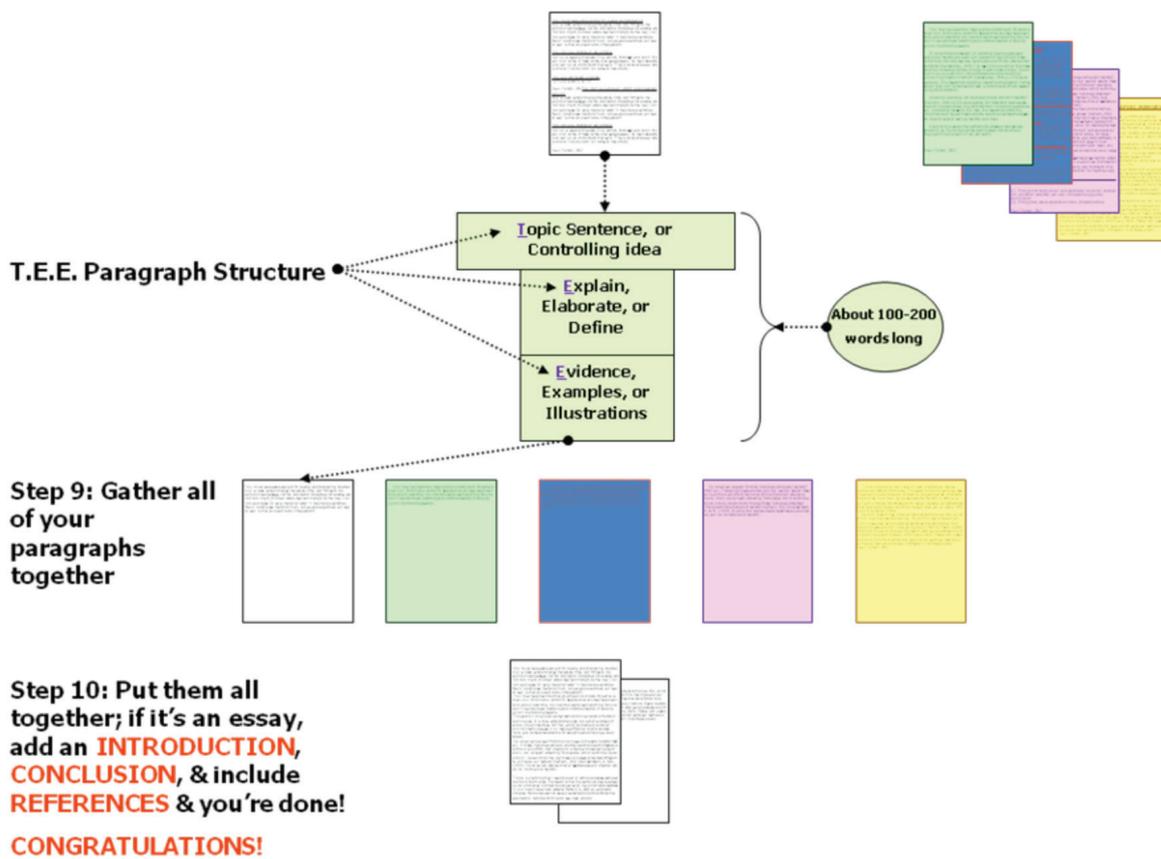
- The number of words it needs to have
- The main sections of your assignment and putting them in a logical order
- Using mind maps, flowcharts and notes to help put the plan together.



7. Check the question again

Go back to the question to check you have answered it accurately. Every paragraph or section should answer the question in some way and there should be no sections that do not relate directly to your assignment question.

Here is another way to look at the process





Your assignment plan

When you identify the specific tasks you must do to complete your assignment, schedule them into your weekly/monthly planning. You can fit the individual tasks into the time frames you have available. e.g:

| Task | When? | Notes/Helpers |
|--|-----------------------------------|--|
| Analyse assignment question | Today 3pm | 3pm before pickup kids Ring Awhina if stuck |
| Mind map – identify gaps in current knowledge | Tomorrow avo 7 – 8:30 | List any areas research needed, note textbook pages to refer to |
| Conduct research | Tuesday 7-8:30 pm | Use SDL period to visit library, print off article Kaiako mentioned and do a quick google or catalogue search for areas identified (record references) |
| Organise information | Thursday 3pm | Meet with study group or study buddy to check and remove excess info/readings |
| Re – read question – check on track, plan the outline e.g. intro, body and conclusion (Essays) | Sat 9 -11am | Read the question again to make sure I'm answering it correctly. Write out paragraph topics or headings for items to cover |
| Start first draft | Tuesday 3pm | Proof-read and edit, check grammar, punctuate, check references are correct |
| Do final draft | Thursday 3pm | Get Awhina (or hubby) to read it to tell me how understandable it is |
| Final read through Submit assignment | Friday 10am (Due date Mon) | Celebrate! Have a reward for yourself to celebrate how amazing you are! |

Understanding task or directive words

An assignment question may ask for any of a wide variety of different things. It is important for you to be clear about what exactly you are being asked to do. If you are unclear, check this out with the Kaiako right at the beginning so you don't waste your time on the wrong track.

| Instruction | Description | Example |
|--|---|--|
| ANALYSE/EXAMINE This is a complex instruction. Please refer to the next section for further information. | Consider the various parts of the whole issue or topic and describe the interrelationships and connections between them. | ...A mixture of both short term and long term memory are useful for studying. By transferring information into the long term memory over time it ensures it is available to be retrieved. If you've done this during the year it is much easier to study because you are creating cues, which will help access your long-term memories. Normally peoples' memories of things they have learned are clearest immediately after they have learned them. They will then forget more and more knowledge as time goes on. After a few months they may only be able to recall only a tiny percentage of what was initially learned. This makes relearning information difficult when it needs to be done. If you review knowledge frequently, however, then you will be able to keep it fresh and alive in your mind. This makes it easy to recall when you need it, with a minimum of effort... |
| COMMENT/CONSIDER | Give an opinion – your response to a problem or question, noting strengths and weaknesses, and present a thought out conclusion. | ...The second school of thought appears to be the most persuasive theory. If you have applied meaning to something you want to memorize, it would mean that you would have more cues available to trigger off what you are trying to study... |
| COMPARE | Examine the objects in the question and show their similarities. | ...Short-term memory and long-term memory have similarities and differences in the way information is inserted. Both types of memory use the process of applying meaning to information, relating it to something abstract. ... |
| CONTRAST | Examine the objects in question and show their differences. | ...Short-term memory relies on vocal sound being rehearsed (similar to repeating out loud a new phone number in order to remember it) and visual stimuli (storing information as pictures). Long-term memory does this too, but these visual and audio triggers are a part of the overall picture... |
| DEFINE | Give a definition, or state the terms of reference. Not a description. | ...For the purposes of this essay 'memory' is defined as: 'The mental faculty of retaining and recalling past experience'... (reference http://www.dictionary.com) |
| DESCRIBE/OUTLINE | Provide an account, or narrative – a sequential record | ...Displacement occurs when existing information is replaced by newly received information when the storage capacity is full. Decay occurs when information is lost due to the length of time, Interference occurs when other information also in storage affects and distorts the original information... |
| DISCUSS | Present the different aspects of a problem or question. | ...There are two schools of thought with regards to the moving of information from the short-term memory into the long-term memory. Firstly, if information in the short-term memory is rehearsed enough, then it is transferred to the long-term memory. Secondly, if meaning is applied to the information in short-term memory, this may lead to the transfer of information... |
| GIVE EXAMPLES | Examples help to illustrate a point you are trying to make. Giving examples is a way of showing you have understood a theory and also reinforces the point you are trying to get across to your reader. | ...For example, displacement might happen if you were trying to remember someone's phone number and are interrupted by a friend informing you of an upcoming event which you would like to attend. This may cause you to forget the phone number you were trying to remember... |
| SUMMARISE | Briefly outline the main points. Be clear, concise and follow a logical sequence. | ...Information in the short-term memory can be forgotten due to the following factors; displacement, decay and interference... |



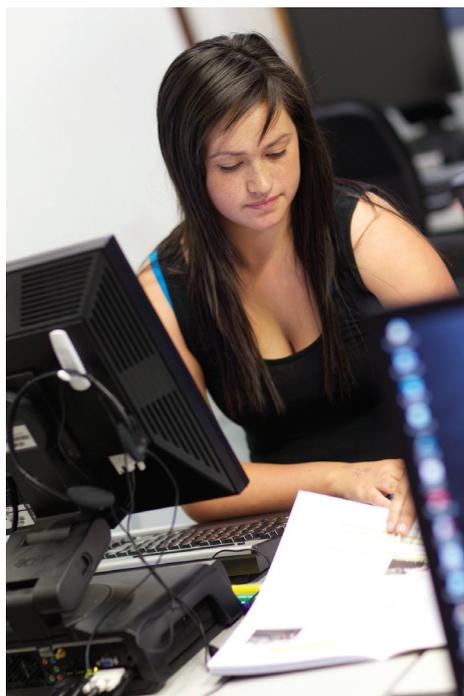
Assignment check list

Use this checklist before handing in any assignment to make sure you have not missed anything:

- Have you read the question/task properly and do your answers actually answer the questions?
- Have you answered all of the parts of the assignment?
- Have you read through your assignment, or got someone else to, and does it make sense (reading it aloud can help!)?
- Have you spell checked your assignment?
- Have you or someone else proof read your assignment?
- Are capital letters and other grammar correct?
- If you have included references, have you formatted these correctly?
- If you have included a Reference List, have you formatted this correctly?
- Have you put your name on every page of the assignment?
- Have you kept a copy of the assignment?
- Is your assignment page-numbered and stapled or fastened somehow so no pages can be lost?
- Does the assignment have a cover page?

E rua tau ruru, e rua tau wehe, e rua tau mutu, e rua tau kai

Prosperity will come eventually, be patient



Essays

Essay structure:

| | |
|---------------------|---|
| INTRODUCTION | <ul style="list-style-type: none">• This is the opening statement (about 10% of the total word count).• Begins with a general statement about the topic.• Introduces how the essay will be set out.• A thesis statement or sentence saying what you intend to show in your essay. |
| BODY | <ul style="list-style-type: none">• The paragraphs – how many will depend on the length of your essay but could be from 100-300 words each.• Only one main idea in each paragraph.• Paragraphs will be connected together with transitions.• The first or 'topic sentence' summarises the main point of the paragraph.• Explanations are added through supporting details, definitions, illustrations, comparisons and contrasts.• Evidence is provided to support the idea through quotes, paraphrases, statistics etc. |
| CONCLUSION | <ul style="list-style-type: none">• This is the last paragraph (about 10% of the total word count).• The main points of the essay are restated.• The essay ends with a general statement to finalize the discussion. |

He aha te kai a te rangatira? He kōrero

What is the food of the chiefs? It is words - the planning, execution and delivery of your words



Example of essay structure

(This example uses a social services context)

| | |
|--|---|
| TOPIC | The lack of ethics in counselling has become a matter of growing concern in recent years |
| INTRODUCTION | For many years, counsellors who belong to a professional body have raised concerns within the counselling profession and society at large. Recent studies have identified that the standard of counselling provided by those who do not belong to a professional body does not always meet ethical standards, comparing unfavourably to the practice of those who do belong to a professional body. |
| DEVELOPING ARGUMENT IN AN ESSAY | This concern has grown in the last ten years, in direct relation to the increase in counsellors who do not wish to join professional bodies. |
| PARAGRAPH 1 | Ethics have always been a matter of concern. |
| PARAGRAPH 2 (TRANSITION) | This concern has grown ... |
| PARAGRAPH 3 | The media has shown considerable interest ... |
| PARAGRAPH 4 | Recent legislation requires counsellors to belong to a professional body ... |
| PARAGRAPH 5 | Professional bodies' reaction-to the new legislation... |
| CONCLUSION/ STATEMENT | It is clear, from this discussion, that ethics in counselling matters are a grave concern to many groups in the counselling profession and that this concern has grown in the last 10 years. This can be seen by (XYZ). While these actions may go some way to resolving ambiguities, ethics in counselling continue to be a matter of concern. |



Essay checklist

To review your first draft, ask yourself these questions:

| | |
|---------------------|--|
| INTRODUCTION | Is my opening interesting and eye catching? Is there too much detail here? Have I stated my position clearly? From my introduction will the reader understand what my essay is about? |
| BODY | Does each paragraph have a topic sentence? Have I kept to one idea per paragraph? Are my paragraphs fully developed? Have I defined terms which have a special meaning? Have I supported my statements with quotes and references? |
| CONCLUSION | Have I summed up my argument effectively? Is there a clear re-statement of my proposition? Have I given the essay a sense of completion? |
| STYLE | Have I varied the length and structure of my sentences? Can I cut out any unnecessary words? Is there anything I could write more clearly, more simply? |
| REFERENCING | Are quotations introduced smoothly? Are quotations relevant and accurate? Have I commented on each quote? Have I added all citation information correctly? |
| GRAMMAR | Have I checked my habitual errors? Have I had someone else check for spelling and grammar and to make sure it makes sense? |
| PRESENTATION | Is my essay professionally presented? Do I have a coversheet? Am I within the word limit (or 10% either side)? |





Presentations

Some assignments require a verbal or powerpoint presentation. You will find more information about presentations on the Student Support page of the Te Wānanga o Aotearoa website.

1. Preparation

Before you begin, consider:

- How much time you have to present - this will affect the amount of material you can cover
- How much research you need to do to properly understand the topic
- You will need an introduction, body and conclusion. What order will you have your key points in the body?
- If you need a mihi or waiata
- The need for audience participation. How will you achieve it?
- The materials / resources you need: handouts, whiteboard, power point, music or microphone etc.

2. People

Think about your audience:

- How much do they know about your topic?
- What level of detail do you need to give them?
- How can you engage your audience?
(Consider using personal stories; pictures; real life examples or how your topic relates to their lives; humour (appropriate for the situation and audience).
- How will you deal with negative responses from someone in the audience?

The Five P's of Presentations

- 1 Preparation
- 2 People
- 3 Place
- 4 Production
- 5 Presenter

3. Place

Be familiar with the room you are giving your presentation:

- How big is the room – will you need a microphone?
- Does it have the technology you want to use?
- Do you know how to use the IT consul; hook up your laptop; get onto the Internet; operate the projector; the screen etc?
- Do you know who to talk to get technical support?
- Are the seats spaced out so people are close to you and each other without being uncomfortably close?

4. Production

If you choose to use a power point presentation or overhead projector here are some tips:

- Use a large font size
- Have as much space as possible on each slide
- Have just four to six bullet points per slide, i.e. the key points. Talk about these key points – don't put everything you want to say on the slide as that leaves nothing else for you to say
- Use the same format and font throughout
- Watch your use of colour – too much can be too much some times
- Keep the high contrast between background and text or it is too hard to see
- Too many and / or gimmicky animations and transitions can be distracting and make your presentation look unprofessional.

5. Presenter

- Know your material – inside out, upside down, back to front! The better you know the material you are presenting the more confident you will be on the day
- Practice, practice, practice – and practice some more. Aim to speak slowly and clearly
- Speaking too fast or too softly is common when we are nervous
- Time your practices to see if you need to slow down, or cut some of the content
- Practice alone first, then with friends. Ask them for feedback on your presentation style your content etc. They can help you identify little quirks such as fidgeting or keeping your head down
- When showing slides – don't turn your back on the audience and read them from the screen behind you. Always read them from the computer screen (for power point slides) or the overhead projector (for transparencies) in front of you
- You may be confused by the meaning of a question from the audience. You can politely ask the person to repeat it – or say it back to them in your own words to see if you have the correct meaning
- Admit if you don't know the answer – you can always open the question up to the audience and invite them to answer it / give an opinion.





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