Swedish Academic Study Culture

ACADEMIC SUPPORT CENTRE
1. Know the system

2. Know yourself & establish routines

3. Learn well & produce honest work
Know the system
General characteristics of the Swedish system

- Few classes yet 40-hour work week
- Non-authoritarian classroom
- Group work
- Many grading systems
# Few classes & 40-hour work week

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Non-authoritarian classroom

Or is it…?
Non-authoritarian classroom

“Students as Producers” https://cft.vanderbilt.edu/2013/09/students-as-producers-an-introduction/
Group work
Many grading systems

VG, G, U
5, 4, 3, Fail
A-F
Distinction, Merit, Pass, Fail
Know yourself & establish routines
Am I a self-regulated learner?

What it takes: “full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one’s learning.”

*Creating Self-Regulated Learners: Nilson, 2013, p. 4*
Am I a self-regulated learner?

Do I have true grit?
Ask yourself:

1. When and where do I concentrate best?
2. Am I easily distracted?
3. Am I able to choose a learning or study strategy according to the task? And recognize when it needs to change?
4. Do I procrastinate? When and how?
5. How do I motivate myself to complete tasks?
6. What are my short-term & long-term goals?
7. How long does it take me to read one page?
8. How long does it take me to write one page?
1: Semester overview
• Week 3 classes start
• Week 4 first study group meeting
• Week 7 reflection paper
• Week 8 paper topic
• Week 9 presentation
• Week 11 final paper

2: Weekly schedule
• Pages to read
• Lab work to be done
• Review time
• Research time
• Study group meetings

Formulate these as daily goals
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<td>LECTURE 9.15-12.00</td>
<td>Continue workshop prep</td>
<td>Meet with study group</td>
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<td>Review lecture notes; start reading for WED</td>
<td>Finish reading for WED</td>
<td>Review lecture notes; start workshop prep</td>
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<td>Workshop prep</td>
<td>WORKSHOP 14.15-16</td>
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Don’t wait to get started!
“As the time we spend scanning web pages crowds out the time we spend reading books...the circuits that support those old intellectual habits and pursuits weaken and begin to break apart” (Carr, 2010, 120).

“The solution is not to bemoan technology but to develop strategies of self-control, as we do with every other temptation in life. Turn off e-mail or Twitter when you work, put away your Blackberry at dinner time, ask your spouse to call you to bed at a designated hour” (Pinker, 2010, para. 9).
Study smart ≠ Study more

- Short bursts of focus on one thing
- Planned breaks
- Dependent on disciplined scheduling and routine

- Spread out over whole day; mindless multi-tasking
- Dependent on willpower
- Willpower is not unlimited

Single-tasking is the new multi-tasking
Single-tasking is the new multi-tasking
Pomodoro Technique

1. Choose a (concrete, realistic) task
2. Eliminate as many external distractions as possible
3. Work with intense focus for 25 minutes
4. Quickly note distractions on scratch paper
5. After 25 minutes, note what you have done
6. You’ve earned a 5-minute break 😊
7. Work for another 25 minutes
8. After 4 pomodori, take a longer break
Create a study group of 4-6 people at the beginning of the semester.

**How it works**
- Define expectations up front (contract?)
- Avoid complain-a-thons or social hour
- Teach each other!

**What to do**
- Review lecture notes
- Discuss unclear concepts
- Discuss readings
- Give feedback on essays
- Practice presentations
If people did not sometimes do silly things, nothing intelligent would ever get done.

- Ludwig Wittgenstein
Learn well & produce honest work
Iterative Learning

Before...
During...
After...

the lecture/reading/task
Big picture before details

Familiarity before understanding
Before your course: mind map the syllabus

Syllabus from Principles of Macroeconomics: The Online Version (access at http://econ201online.umwblogs.org/visual-syllabus/)
Before reading: ask

What type of text is this and how can I use it?

Title, author information, synopsis on the back, table of contents, foreword, abstract

Headings, bold/italicized words, text boxes, figures, graphs, illustrations, chapter summaries
Before reading: choose strategy

**SKIM**: for an overview of content and “the gist.” To find parts you want to read more carefully.

**NORMAL**: for the main idea. To understand the author’s argument, problem formulation, and results.

**INTENSIVE**: for detailed knowledge, precise information. To learn the material deeply and be able to reproduce and analyze the nuances of the text.
Just before reading or a lecture

Write down or think through:

1. Your previous knowledge and associations of the content
2. Questions you think will be answered
3. Questions you want to ask
During reading

Notes
• Main idea and evidence for it
• Key terms
• Examples
• Models
• Key quotes
• Page numbers and reference info

Reflections
• Questions
• Associations, reactions, ideas, own examples
• Visualizations, mind maps
During reading

- **Innate Immunity (0-4hrs)**
  - Complement activation
  - Inflammatory response (C3a, C4a, C5a)
  - Opsonisation of pathogens (C3b, C4b)
  - MAC complex pathogen lysis (C5b-C9)

- **Inflammation (4-96hrs)**
  - NF-kB activation
  - Proinflammatory cytokine release (IL-1, IL-6, IL-8, IL-12, TNFα)
  - Microcoagulation to prevent spread of infection
  - Increased capillary permeability (oedema and swelling)
  - Chemotaxis

- **Effector Cells**
  - Neutrophils
  - Plasma cells
  - Memory cells

- **Cell-Mediated Immunity (CD8+ T cells)**
  - Tc CD8
  - Synapse formation (cells touch) perforin, granzymes, granulysin
  - Induction of apoptosis

- **Humoral Immunity (CD4+ T cells)**
  - TH1
  - TH2
  - Antibodies (IgM, IgG, IgA, IgE)
  - Neutralise toxins
  - Opsonise pathogens
  - Activate complement
  - Activate effecter cells
During reading: think critically

• What is the main claim in this text?
• Strengths and weaknesses in the argument?
• What conversation is the author engaged in?
• What would happen if...?
• What differences exist between...?
• How could...be used for...?
• Why is...important?
• What counterargument exists for...?
• Are there other solutions to this problem?
Ebbinghaus’s “Curve of Forgetting”

After reading: recall and review*

1. Recite out loud or write down everything you remember.

2. Go back to the text and review, note what you remembered incorrectly or forgot.

*Study with fact-based material: R & R is more effective than rereading again and again (Roediger and Karpick 2006)

*Possibly just as effective but less time-consuming than heavy note-taking (McDaniel, Howard, & Einstein 2009)
After reading or lecture: reflect

1. What was the main point?
2. What did you find most surprising?
3. What did you find most confusing, and why did you find it confusing?

*Strong correlation between serious reflections on reading and final course grades has been found.* (Wirth 2008)
Learn well & produce honest work
Thinking Critically

- Analyze & interpret the task
- Immerse yourself in the topic
- Ask questions → research question
- Make connections
- Understand the topic from several perspectives
- Understand the topic in light of relevant theoretical frameworks
- Design an experiment and/or develop a position and an argument to support it (=write a paper!)

What is plagiarism?
“Plagiarism is a lack of independence in the design and/or wording of academic work presented by a student compared to the level of independence required by the educational context.”
“Deceitful plagiarism is a lack of independence combined with an intent on the part of the student to present the work of others as his or her own.”
Remember...

The **goal** of academic writing is not to avoid plagiarism.

The **goal** is to ask an original question and answer it, to make a claim about a topic, discuss that claim with and in relation to others and through that discussion to advance research and thinking in your field.
In order to accomplish that **goal** you have to first be able to do some other things successfully. And it just so happens that if you can do those things, you will avoid plagiarizing altogether.

**read**

**understand your reader**

**command language**

**incorporate sources**

**build an argument**
In order to accomplish that **goal** you have to first be able to do some other things successfully. And it just so happens that if you can do those things, you will avoid plagiarizing altogether.

- **read**
- **language**
- **incorporate sources**
- **understand your reader**
- **argument building**
incorporate sources

why?
incorporate sources

why?

Readers need to be able to follow the conversation, to see who is speaking when

They say...

...I say
The source...

- gives a definition
- explains a context
- provides evidence for something
- provides a counterargument to engage with
- is text that you will analyze
- ...other reasons?
Acknowledgment of source use both in-text and in a reference list

• Reference
• Quote
incorporate sources

how?

Focus on main ideas in the text as a whole

- Summarize
- Paraphrase
- Quote
The debate about Whorf’s ideas has, until now, been mostly conducted in the context of the psycholinguistic empirical research tradition which grew out of anthropological inquiry into the relationships between the language and other aspects of culture in the 1940s and 1950s.


Lee (1999, p. 27) claims that the understanding of Whorf’s work derived from research in language and culture in the 1940s and 1950s.
incorporate sources

how?

• Summarize
• Paraphrase
• Quote

Reword a sentence-level detail in a source’s text
The debate about Whorf’s ideas has, until now, been mostly conducted in the context of the psycholinguistic empirical research tradition which grew out of anthropological inquiry into the relationships between the language and other aspects of culture in the 1940s and 1950s.


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Our understanding of Whorf’s work developed mainly from studies in other areas. Some of these studies were about the connection between language and culture. These studies were done by anthropologists between 1940 and 1960. Whorf’s ideas have been looked at in terms of the scientific work done in psycholinguistics since then (Lee, 1999, p. 27)

incorporate sources

how?

• Summarize
• Paraphrase
• Quote

Keep exact words in quotation marks.
Tip!

Summarize and paraphrase more than quote directly.

A proper paraphrase uses less than 20% of source’s language. More than 20% is patchwriting.
### Table 5.2 Sample From Source Text and Student Paper

<table>
<thead>
<tr>
<th>Student text (page 6 of paper)</th>
<th>Source text (page 2 of source)</th>
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<tbody>
<tr>
<td>Evidence of a jump in interest can be seen in a jump from <strong>258 journal articles</strong> that were <strong>published in 1996</strong> on the subject of <strong>cannabis</strong>, to <strong>over 2,100 studies</strong> that were published in <strong>scientific journals</strong> in <strong>2008</strong> (Recent Research on Medicinal Marijuana).</td>
<td>A keyword search using the terms &quot;cannabis, 1996&quot; (the year California voters became the first of 14 states to allow for the drug's medical use under state law) reveals just <strong>258 scientific journal articles published</strong> on the subject during that year. Perform this same search for the year <strong>2008</strong>, and one will find <strong>over 2,100 published scientific studies</strong>.</td>
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<td>Most importantly, <strong>investigators are now studying the anti-cancer properties of cannabinoids</strong>. There is an increasing amount of <strong>preclinical and clinical data</strong> that conclude that <strong>cannabinoids stop the spreading of specific cancer cells through programmed cell death and the prevention of the forming of new blood vessels</strong> (Recent Research on Medicinal Marijuana).</td>
<td><strong>Investigators are also studying the anti-cancer activities of cannabis</strong>, as a <strong>growing body of preclinical and clinical data concludes that cannabinoids can reduce the spread of specific cancer cells via apoptosis (programmed cell death) and by the inhibition of angiogenesis (the formation of new blood vessels)</strong>.</td>
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**STUDENT CITATION:**
Tip!

Plagiarism is often easily detectable by shifts in language quality. It’s better to use your own words with grammatical mistakes than take text without mistakes as your own. Plagiarism is a much worse offense than poor grammar.
1. Know the system

2. Know yourself & establish routines

3. Learn well & produce honest work
Academic Support Centre

Academic writing
Presenting
Study skills

ASCatLU

english.support@stu.lu.se

www.lunduniversity.lu.se/academic-support
OPEN LECTURES AT THE ASC
Spring 2018

EFFECTIVE READING STRATEGIES
5 February, 16:15–18:00
Effective reading strategies to help you better understand and remember what you read, including advice for tackling long reading lists and for taking better notes.

THE THESIS WRITING PROCESS
26 February, 16:15–18:00
Text invention strategies to help you get started with your thesis writing and tips on how to establish a good writing routine.

WHY AND HOW TO INCORPORATE SOURCES (VOICES) IN YOUR TEXT
14 March, 13:15–16:00
This in-depth seminar on making decisions about source use in your texts covers topics like why to cite, when to cite, and includes summarizing and paraphrasing practice.

WRITE NIGHT
Wish writing weren’t such a lonely process? Bring your computer and something you’re writing (or should be writing) to the ASC to find a community of other writers working on similar projects.

We’ll provide a spot to work, fika breaks, and writing consultants in case you’d like feedback along the way.

Spring 2018:
12 February
5 March
9 April
23 April
14 May
in Genetikhuset

Email english.support@stu.lu.se to reserve a spot. Seating is limited.

To sign up for a lecture, please visit our website: www.lunduniversity.lu.se/academic-support

The Academic Support Centre