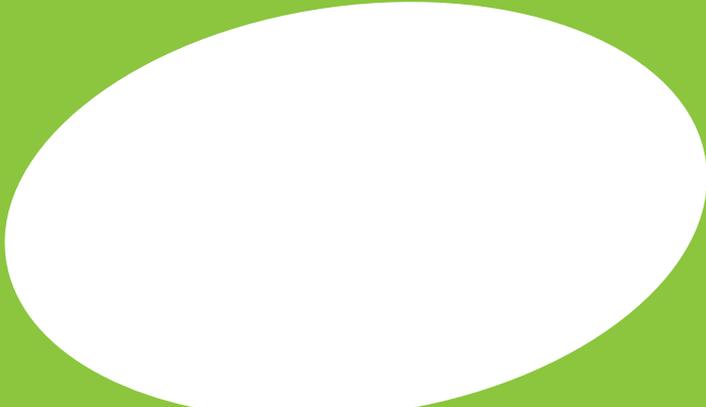


STUDY SKILLS RESOURCES



- 1: **ACADEMIC LANGUAGE**
- 2 **ACADEMIC WRITING**
- 3: **EFFECTIVE READING**
- 4: **INDEPENDENT LEARNING**
- 5: **PRESENTING YOUR WORK**
- 6: **REFERENCING**
- 7: **RESEARCHING YOUR EPQ PROJECT**
- 8: **TIME MANAGEMENT**
- 9: **100 USEFUL RESEARCH WEBSITE**



ACADEMIC LANGUAGE



AT THE HEART OF YOUR EPQ ARE IDEAS, THEORIES AND ARGUMENTS JUST WAITING TO COME TO LIFE THROUGH YOUR WRITING AND PRESENTATIONS. THESE ARE SKILLS THAT WILL KEEP GROWING THROUGHOUT YOUR EPQ, AS YOU CONTINUE TO STUDY AT UNIVERSITY, AND BEYOND. MASTERING ACADEMIC LANGUAGE NOW WILL GIVE YOU A HEAD-START IN YOUR FUTURE STUDIES.

UNDERSTANDING THE JARGON

Sometimes academic phrases and words can seem hard to break down, but like any skill, it can be learnt. In this booklet, you'll find some useful ways to unlock academic language, and make it work for you.

Keep this as a reference whenever you need a boost for your written work, or if you find yourself reading the same sentence over and over again.

IN THIS SECTION:

Essay titles – understand what you have to do in your essay	1
Critical phrases – give your argument extra punch	2
Academic verbs – add power and nuance to your work	3
Linking words – keep your essay flowing with style	4

ESSAY TITLES

UNDERSTAND WHAT YOU HAVE TO DO IN YOUR ESSAY

Essay titles are wonderful things. Think of them as the seed from which your argument will grow. If you're researching, the title of a paper or essay will tell you what to expect from what you're about to read. Not just the subject, but the type of argument being presented. It will give you an idea about how the material is going to help your research.

Read titles for your EPQ essays carefully. Certain words or phrases hold the key to what you actually have to do in your essay. These are sometimes called Process Words. They tell you (the writer) what the person reading the essay is going to expect.

So, when you are asked for an **Outline** – you know you can provide information about a lot of things, without diving in too deeply. If you are asked to **Examine** something, you need to really put it under the microscope and go into more detail. Read each title closely and your essays will take shape before you even start writing.

Use the following definitions to unlock your next essay title.

ACADEMIC WORD	DEFINITION
Analyse:	Explain why something happens and why it matters
Comment on:	Find and write about the main issues. Give your reactions based on what you have read or heard in lectures. Avoid purely personal opinion.
Compare:	Show how two or more things are similar. Indicate the relevance or consequences of these similarities.
Contrast:	Set two or more items or arguments in opposition and draw out their differences. Indicate whether the differences are significant.
Critically Evaluate:	Weigh arguments for and against something, assessing the strength of the evidence on both sides. Use criteria to guide your assessment of which opinions, theories, models or items are preferable.
Define:	Give the exact meaning of. Where relevant, show that you understand why the definition may be problematic.
Discuss:	Write about the most important aspects of the topic (probably including criticism); give arguments for and against; consider the implications of.
Distinguish:	Bring out the differences between two (possibly confusable) items. Evaluate: Assess the worth, importance or usefulness of something, using evidence. There will probably be cases to be made both for and against.
Examine:	Put the subject 'under the microscope', looking at it in detail. You may be asked to 'critically evaluate' as well.
Explain:	Make clear why something happens, or why something is the way it is.
Illustrate:	Make something clear and explicit, giving examples or evidence.
Interpret:	Give the meaning and relevance of data or other material presented.
Justify:	Give evidence which supports an argument or idea; show why a conclusion or decisions were made, considering objections that others might make.
Narrate:	Concentrate on saying what happened, telling it as a story.
Outline:	Give only the main points, showing the main structure.
Relate:	Show similarities and connections between two or more things.
State:	Give the main features, in very clear English (almost like a simple list, but in sentences).
Summarise:	Draw out the main points only, omitting details or examples.
To what extent:	Consider how far something is true, or contributes to a final outcome. Consider also ways in which the proposition is not true.
Trace:	Follow the order of different stages in an event or process

Source for these definitions: Adapted from Cottrell, S. (2008) The Study Skills Handbook, Palgrave Macmillan.



CRITICAL PHRASES

GIVE YOUR ARGUMENT EXTRA PUNCH

Your job as an academic is to be critical. If you disagree with a point of view, and you have the sources to back up your argument, don't let it off the hook.

In the EPQ, making your criticisms count is important and you should feel confident getting your point across.

TRY USING SOME OF THESE PHRASES WHEN YOU NEED TO GET INTO YOUR CRITICISM:

- One question that needs to be asked, however, is whether...
- A serious weakness with this argument/method is...
- One of the limitations of this explanation/approach is that it does not explain...
- One criticism of much of the literature on X is...
- The key problem with this explanation is...
- The existing accounts fail to resolve the contradiction between X and Y
- However, there is inconsistency with this argument
- Smith's analysis relies too heavily on...
- It seems that Jones's understanding of the X framework is questionable
- Smith's interpretation overlooks much of the historical research
- Many writers have challenged Jones's claim on the grounds that...
- Smith's analysis does not take account of...

Source for these phrases: Phrasebank – University of Manchester

ACADEMIC VERBS

ADD CLOUT TO YOUR ARGUMENT

The way you express yourself through academic language will become more and more personal to you. When you want to express your ideas through academic language, it helps to know how much impact certain words have on the reader.

Think of these verbs as a way of showing how you feel about an argument or a theory. Add power to your work by controlling every word you write.



THIS WORK IS AWESOME!			
argues	discusses	assesses	predicts
demonstrates	concludes	illustrates	integrates
critiques	differentiates	explains	outlines
evaluates	deduces	identifies	
examines	proves	discriminates	
proposes	distinguishes	assesses	

I FEEL NEUTRAL			
shows	uses	paraphrases	illustrates
composes	debates	restates	reports
states	applies	classifies	reviews
uses	proposes	relates	contrasts
separates	organises	outlines	produces
selects	produces	differentiates	
interprets	develops	examines	
prepares	performs	appraises	

THIS WORK IS POOR			
asserts	generalises	recites	selects
invents	chooses	changes	tells
states	uses	justifies	characterises
recalls	makes	constructs	

Source: www.thesiswhisperer.com – Dr Inga Mewburn

LINKING WORDS

KEEP IT TOGETHER

When you're writing, you want to keep your arguments ticking along at a nice rhythm. Make sure you link one point to another and keep your reader on your side of the argument.

If you get stuck, use one of these reliable phrases to keep things moving.

FURTHER READING:

Take a look at the section on **Academic Writing** to help you put this advice into practice.



CAUSE/EFFECT	COMPARISON	CONTRAST	ADDITION	EXAMPLES	CONCLUSION	TIME
whenever	likewise	although/but	also	for example	accordingly	as soon as
as/as a result	similarly	alternatively	and/and then	for instance	in brief	at the same time
because	equally	besides/despite	in addition	in other words	in short	as long as
consequently	as with	however/yet	moreover	in effect	in conclusion	at length/at last
hence	compared to	nevertheless	too	in this case	on the whole	meanwhile
since	equivalent to	on the other hand	further	in particular	to sum up	secondly/once
so		on the contrary	furthermore	specifically	throughout	first of all/first(ly)
thus		whereas	again	such as	in all	finally/eventually
therefore		while/whilst	the following	in the case of	overall	initially/next
accordingly		in contrast	what is more	to show that	in summary	after(wards)
until		otherwise	as well as	significantly	to conclude	subsequently
		conversely				henceforth

Source: BBC Learning English www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness

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ACADEMIC WRITING



BEING ABLE TO WRITE A GOOD ESSAY IS ONE OF THE MOST REWARDING SKILLS YOU WILL DEVELOP DURING YOUR EPQ. A GOOD ESSAY DEMONSTRATES YOUR ABILITY TO UNDERSTAND AND COMMUNICATE COMPLEX IDEAS. IT SHOWS YOU CAN PRESENT A REASONED ARGUMENT AND STICK TO THE POINT. IT'S ALSO A GREAT FEELING WHEN YOU SEE YOUR ARGUMENT COME TO LIFE ON THE PAGE.

COMPOSE YOUR STANCE

Academic writing is a skill. Just like riding a bike or playing the trombone it can be learned and you will get better with practice. This guide will help you get started.

IN THIS SECTION:

Planning – how to arrange and begin your essay	7
Structure – give your argument a backbone	8
Writers block – how to unclog your thinking	9

PLANNING

HOW TO ARRANGE AND BEGIN YOUR ESSAY

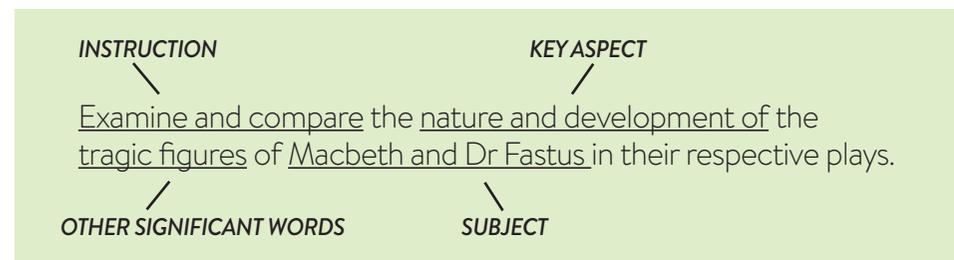
Your first task when writing an essay is to understand what the finished work needs to do. Remember, in your EPQ essay, you're not racing through a word count. You are constructing a piece of work that shows you can:

- find relevant work from literature that exists and select appropriate material to be included in the essay;
- present, analyse and evaluate a range of viewpoints in a critical way;
- build a coherent and convincing argument with a clear chain of reasoning;
- express a conclusion that follows logically from the evidence you have presented.

Read the title, and let your ideas flow

Read the question or title you are set carefully. As well as telling you what kind of essay you're writing (comparison, overview, examination etc), the title gives you an idea of the themes you are working with. It should help you think about the research you need to include.

In the example below, the significant parts of the question have been underlined, they form the basis of the essay's structure, themes and tone.



Source: UEA

Make a plan

Keep adding to your notes and build this into an essay plan.

Your plan should include how you're going to:

- break down the question and pick out the key terms;
- add your own ideas to the information you have researched;
- stay within the limits imposed by the question and not go off-topic
- complete your argument within the set word count
- structure your argument fluently

Start writing from the middle

Writing a good essay can be seen as a process of building outwards, rather than writing from beginning to end. Don't feel you need to sit and write the introduction, then the main essay and then a conclusion, all in one go. Grow your argument from the points you feel are strongest. Give yourself time to draft and redraft until you are happy with your final work.

- write in chunks and join them up in a coherent order later;
- draft your argument into sections that can be slotted into place later;
- don't try to start at the beginning;
- you can't write the introduction until you know how you're going to structure your argument;
- start by drafting the sections you feel most confident about, and work from there;
- write freely to capture and express your initial ideas. As you redraft your argument, adjust your vocabulary and expression to academic language;
- do not try to hide a doubtful or incomplete argument behind high-flown academic padding or jargon!

STRUCTURE

GIVE YOUR ARGUMENT A BACKBONE

You can tell when you're reading a great essay because after a while, you don't really feel like you're reading anymore. This is because the structure of the work carries you through the points fluidly. Plan your structure properly, and you'll win your reader over in no time.

To get your structure right, try listing your main points in keywords and phrases and organise them under main headings. Get down an overview of your points so you can decide which should be included and what is the most logical sequence for them.

Your structure should:

- ensure there is a chain of reasoning made up of linked points
- support the structure with evidence which is presented in a sequence
- have an introduction that tells the reader what your argument is, why it matters and how you will prove it.

Writing an introduction

Read the question or title you are set carefully. As well as telling you what kind of essay you're writing (comparison, overview, examination etc), the title gives you an idea of the themes you are working with. It should help you think about the research you need to include.

Use your introduction to:

- identify the key themes in your topic;
- establish the scope and limit of your argument;
- set up the main body of your essay, where each paragraph will deal with a single point in the argument.

The body of your essay

In your plan, and through your further reading and research, you should already have the framework for your arguments. The body of your essay – about 80% – will be taken with paragraphs that each deal with a single point of your argument.

Ensure that your arguments are supported with evidence from existing literature, if not you are just giving an opinion.

When you're comparing two different sides of an argument, make sure that you include opposing perspectives which will allow you to present a balanced view.

Because you have already prepared your arguments, your good essay structure means you can stack each of your paragraphs, so they demonstrate how the evidence is on your side.

Your conclusion

The conclusion is a restatement of your main points: a retracing in miniature of the 'flow' of your argument. By the time your reader reaches your conclusion, they will already have covered the main arguments in detail, and now is the time for you to round off your argument.

Make sure you:

- repeat your viewpoint for the reader with the whole argument in a terse, concise form;
- do not introduce any new or startling material!



WRITERS BLOCK

HOW TO UNCLOG YOUR THINKING

Academic writing is rarely a straightforward process. Be confident in your writing, and don't worry if your work doesn't come in a READ - PLAN - WRITE sequence.

Start writing, and you will find that your argument gains strength and clarity. Writing invites new ideas and keeps your brain working fluidly.

It's natural to run out of steam from time to time. There are moments when writing comes more easily than others – but don't give up. Try some of these strategies to overcome writer's block, and keep your work (and yourself) fresh and healthy:

- use a timed strategy write for 25 minutes and rest for 5;
- try to set yourself a daily writing target of e.g. 750;
- write with friends – ensuring that you all have the same targets;
- start writing NOW – don't read “just one more” book!

Sources used throughout:

Cambridge University: <http://training.cam.ac.uk/cul>

University of Reading

Durham University

FURTHER READING:

Make sure you research well before you write.

Use our **Independent Learning** section.

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EFFECTIVE READING



READING IS THE FOUNDATION OF ALL SCHOLARLY RESEARCH. BUT YOU'VE PROBABLY ALREADY NOTICED THAT READING ACADEMICALLY IS NOT THE SAME EXPERIENCE AS READING YOUR FAVOURITE NOVEL, OR SCROLLING THROUGH SOCIAL MEDIA. THAT DOESN'T MEAN IT'S NOT REWARDING – WHEN YOU DISCOVER NEW IDEAS, OR THE PERFECT ARGUMENT FOR YOUR ESSAY, ACADEMIC READING COMES TO LIFE IN A WAY THAT IS COMPLETELY UNIQUE.

POWER UP YOUR KNOWLEDGE

To make the most of your reading, it's important that you can navigate what's out there, and make effective notes.

IN THIS SECTION:

Collecting information	
– types of reading material	12
Efficient learning	
– reading and skimming	13
Taking note	
– effective jottings	14

COLLECTING INFORMATION

TYPES OF READING MATERIAL

Academic reading material can be found in many different formats. Knowing where to find the right kind of information – whether it's original research findings or an overview of a certain subject – will save you time and make your research more meaningful.

Getting an overview:

Text books are written for a student audience. They rarely offer original research, but are a summary and synthesis of the main areas, theories, findings etc. within a subject. They aim to offer an objective, comprehensive and representative introduction to and overview of a large subject area.

Textbooks and will reflect the main interests and perceptions of its author. You may therefore wish to compare accounts in different textbooks to be certain of a good overview, and make sure that you use the latest edition.

Subject-specific reference books are specialised dictionaries and encyclopaedias that are specific to your subject. The information they offer will be more detailed and more relevant to your work, especially when referencing basic information or discussing definitions. They will also be useful if you need an explanation of unusual or difficult terminology for your own understanding.

Readers act as an advanced introduction to a field of study, providing essays, often by different academics, which give the main perspectives on a subject. The authors are usually selected as leaders in their field.

Handbooks and readers are a good way to gain an in-depth understanding of a topic, whether you read the whole book or one of the articles that is particularly relevant to your needs. They will help you to gain an overview of the key ideas within a topic, in a more detailed way than a textbook.

More depth:

Scholarly monographs are academic books which cover a single topic and are usually written by a single author. They may offer useful material on a general topic, but they are usually very specialised and detailed in their treatment of a narrow topic.

Monographs develop a detailed argument over a series of chapters, so you should consider what kind of information you want (unless you are a postgraduate it is unlikely that you will need to follow the whole argument) and choose your reading strategy accordingly. You could use the introduction to get a good overview, but make sure that you are not using information out of context and misrepresenting its meaning.

Collected essays contain chapters on different aspects of a theme, each one usually written by a different author. The chapters present original, cutting edge research and are intended to be read in the first instance by academics. The unifying theme of these collections varies. Some books are the published versions of papers given at a conference on a particular theme. Conference proceedings may also appear as a special edition of a journal.

Academic Journals, also known as a periodical, are essentially academic 'magazines' that come out several times a year (usually monthly or quarterly), containing various articles, letters and reviews. The difference between an academic journal and any other sort of magazine is that its contents are 'peer reviewed'; that is, any article submitted for publication is reviewed by other experts in the field to ensure that it is of a suitable scholarly quality. Make sure you are using the appropriate kind of journal for your research.

Source: UEA

EFFICIENT LEARNING

READING AND SKIMMING



Read quickly, and efficiently to get to the information you need. There's often a lot of detail in a long academic document that won't necessarily help your EPQ essays and presentations. Use a skimming technique to help get to the material you need fast.

Skimming allows you to pick out the key argument of a work quickly and evaluate its relevance and value to your topic. It allows you to read only the key structural elements of the text - its 'skeleton' - in a systematic, step-by-step way.

Read the top-level structural elements first, then 'drill down'. Each step takes you a level further into the detail of the text. After each step, ask yourself whether you've now got enough, or whether you want to proceed further.

For journal articles, read in descending order:

1. **Abstract** for the whole story in a nutshell, including spoilers
2. **Any figures or graphs** for the main reason the article exists
3. **Introductory paragraph** for scope and context
4. **Headings** for a navigational overview, conceptual map
5. **Final paragraph** for restatement of purpose and findings.

For books, read the following in descending order:

1. **The contents page** for scope, coverage, concepts
2. **First and last paragraphs of introduction** for context and theoretical approach
3. **Any descriptive headings in introduction** for key themes or areas
4. **First and last paragraphs of conclusion** for purpose and findings.

If you're interested in the topic covered by a particular chapter or section, use the same technique:

1. **First paragraph**
2. **Last paragraph**
3. **Any figures or graphs**
4. **Headings**

When you want to go into more detail, and spend more time on a chapter or section, start by reading the first sentence of each paragraph.

Source: Cambridge University <http://training.cam.ac.uk/cul>



TAKING NOTE

EFFECTIVE JOTTINGS

As you read through your research, and attend lectures, it's vital that you take effective notes. Being clear about why you are taking notes will really help. Make sure you are focused on a particular essay question, or part of your EPQ before you start reading.

The three main reasons for note taking are:

- to select
- to understand
- to remember

To begin with, use your essay title or question to provide the focus for your note taking. You should also make sure that a text is relevant to your needs. Do this by checking:

- the year of publication - how up to date is the information?
- the contents page and index - are there specific areas devoted to your topic?
- the introduction or preface - do they give an overview of the text?

Source: UEA

FURTHER READING:

Make sure you record your reading properly, so you can use your research in your work. Read the section on **Referencing** to find out what you need to include.

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INDEPENDENT LEARNING



YOU ARE ENTERING AN EXCITING NEW PHASE OF STUDY. IN YOUR EPQ, YOU WILL BE LEARNING OUTSIDE OF THE CLASSROOM, WITH ONLY GUIDANCE FROM YOUR TEACHER. TAKING THIS STEP MEANS THAT YOU CAN NOW ADD DIRECTION AND PURPOSE TO YOUR LEARNING, BASED ON WHAT INTERESTS YOU. THINK FOR YOURSELF

Your EPQ is a chance to discover more about yourself and your interests in learning. What excites you about your area of study? Where will your subject take you? This is what independent study is all about. Use this guide as a reminder of how to look after your time, and yourself, as you practice and develop your independent learning skills.

IN THIS SECTION:

Time management – avoid becoming overwhelmed	18
Sidestep Stress – don't put unnecessary pressure on yourself	19
Don't do it alone – talk about your work	20



TIME MANAGEMENT

AVOID BECOMING OVERWHELMED

Take good care of your time, it is one of your most valuable resources for study. This does not mean segmenting all of your free time into academic work, with no space for your life. It means building in breaks, and time to yourself, so that your studies don't overwhelm you. Ideas flow better if you are relaxed and have plenty of rest. Your EPQ is important, but it won't rule your life.

Do the obvious things to manage your time:

- use a diary to set out realistic times for your academic work.
- plan lists of tasks to be completed each week – this is setting your own goals, an essential part of independent learning.
- consider which tasks require a lot of time and which can be done in smaller chunks between other school work;
- think about places where you do your best work, if it's not at home, make sure you plan in travel time.

Source: *Time Management Tips for Students*
www.topuniversities.com/blog/7-time-management-tips-students



SIDE-STEP STRESS

DON'T PUT UNNECESSARY PRESSURE ON YOURSELF

If things feel like they're slipping, don't worry. You have the ability to fix your timetable, and get back on track with your work. There's nothing wrong with adjusting your schedule if you have been unrealistic.

Finding your best way of working is at the heart of independent learning. Just remember, organising your time is **part of your work**. As long as you keep returning to your schedule, fixing things when they need fixing and ticking off your completed tasks, it will become a good habit you rely on for years to come.

- if the place you work best is used by others who could distract you, make sure you have a back-up space that you can escape to
- if your schedule doesn't work, make changes in your diary. Even if you have lost time, the best way to make the most of what's left is to plan again.
- if the work isn't flowing straight away, try working on one of your smaller more manageable tasks
- do not push yourself too hard, allow regular breaks
- think about what is realistic and achievable.
- if you consistently fail to meet your targets, have another look at them. Were you demanding too much from yourself? Try new goals, and if it's too easy, then you can move things up a gear.
- when you're tired or struggling to concentrate, make a note of material that you need to come back to when you're feeling fresh again.

Source: Adapted from Independent Learning www2.hull.ac.uk



DON'T DO IT ALONE

TALK ABOUT YOUR WORK

Independent study doesn't mean you are alone. You should still expect guidance from your teacher, and others around you. If you feel like you might be getting overwhelmed, talk to someone early.

Talking about your work will also help you see it in perspective – remember, you are building up bit by bit, not shooting for the stars and trying to get perfect results from day 1.

Source: UEA

FURTHER READING:

Take a look at our section on **Researching your EPQ** for advice on how to get started with your project.

You can also check out one of the huge list of resources in our **100 Useful Research Websites** list

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PRESENTING YOUR WORK



PRESENTING YOUR WORK IN FRONT OF AN AUDIENCE IS A SKILL VALUED AROUND THE WORLD, AND IN ALL WALKS OF LIFE. YOUR EPQ PRESENTATION IS A CHANCE TO GAIN VALUABLE PERFORMANCE TIME THAT WILL STAY WITH YOU FOR YEARS TO COME. ITS ALL IN THE DELIVERY

You will be in a friendly environment, and you can rest assured that everyone watching is either about to go through, or has been through the same thing. Presenting is a skill that can be learned. The more you practice, the better you'll get.

Follow this guide and you will be able to deliver your presentation with confidence.

IN THIS SECTION:

- | | |
|---|----|
| Perceive your public – know what the audience expect | 22 |
| Be prepared – arrange yourself and your work | 23 |



PERCEIVE YOUR PUBLIC

KNOW WHAT THE AUDIENCE EXPECT

The EPQ presentation is about more than just the outcome of your final project. You will be presenting to a general audience, which means a group who do not necessarily know much about your area of study. You should also be ready to talk about:

- what your project is about
- the reasoning that underpins your project
- your aims and objectives
- what research has been undertaken and why
- a review of your performance and achievements
- any lessons you have learnt along the way – about your academic process, for example
- how the product of your EPQ project might affect your future career and education.

This might seem like a lot to cram in, but don't worry. If you look closely, you will see that this list gives you the chance to open up about your work. By being open, you will find it easier to make a confident, natural connection to your audience.

You, and your experiences in independent learning are just as interesting to your audience as your project.

Source: UEA

PREPARE

ORGANISE YOURSELF AND YOUR WORK

A great way to think about your presentation is through the eyes and ears of your audience. As long as you keep them in mind while you get ready, your presentation will be easier for them to appreciate.

FURTHER READING:

Find the ideal subject for your EPQ project with our **Research** section.

Use the CLEAR technique as a check list for your preparation: **C**ontent, **L**ength, **E**ase, **A**ppearance, **R**ecap. This is a good basic structure to remember when you have an audience waiting for you:

Content	It's often said that people will only remember 3 things from a verbal presentation, so make sure those three things are your most important points. Just as with a poster presentation, a verbal presentation requires you to condense information so before you even start writing out a talk or presentation, know what those three key points are.
Length	You will probably be given a set time for your presentation which may be as little as 5 minutes (which can feel like a lot longer when you're preparing for it!) or even, 15 or 20 minutes. Even at undergraduate level, you are rarely asked to speak for longer than this. You must keep within this time limit which means you need to give yourself adequate time to practice with a stopwatch. Verbal presentations are often a test of your time management skills in addition to your knowledge.
Ease	Remember that your audience may not know as much about your topic as you do so make your information easy to understand by giving a little bit of background or context. The audience should also be able to hear clearly what you are saying so you must listen to yourself and reflect honestly on your own style – do you have a tendency to talk too quickly, do you mumble, are you a quiet speaker? Put yourself in the position of the audience, they want to hear what you have to say so make it easy for them!
Appearance	When giving a verbal presentation, it's mostly about what you say and how you say it but don't forget to think about your own appearance. If you are expected to speak to lots of members of your school, to teacher or to visitors, try to dress smartly as this can often make you feel more confident and prepared for the occasion. You must, however, be comfortable – don't wear something that you can't stop thinking about and that is distracting to you. Also, think about how you stand and how you hold yourself as these are important visual clues – head up, shoulder back and relax.
Recap	Remember – every kind of presentation needs a beginning, middle and an end. Ensure you give a little background or context, get your key messages across and then briefly summarise those key messages you want your audience to remember.

Source: Durham University

STUDY SKILLS RESOURCES



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- 5: PRESENTING YOUR WORK
- 6: REFERENCING
- 7: RESEARCHING YOUR EPQ PROJECT
- 8: TIME MANAGEMENT
- 9: 100 USEFUL RESEARCH WEBSITE

[REFERENCING]

*Provide [a book or article]
with citations of authorities.*

REFERENCING IS AN ESSENTIAL PART OF ALL ACADEMIC WRITING. JUST THINK, WITHOUT IT NOBODY WILL KNOW WHERE THAT BRILLIANT QUOTE YOU USED CAME FROM. OR, THEY WON'T BE ABLE TO FIND THE AMAZING RESEARCH YOU HAVE CRITIQUED, AND GO BACK TO IT. GIVE YOUR ARGUMENT WEIGHT

It's not just a question of avoiding plagiarism, although everyone should be given credit for their work. Referencing makes a difference to the quality of your argument. You want to show people where your work originated so they can see your sources are reliable and your argument has weight.

IN THIS SECTION:

Point of reference – Using The Harvard Referencing System	26
Plagiarism –different types (and how to avoid them)	27

POINT OF REFERENCE

USING THE HARVARD REFERENCING SYSTEM

References give details about where the information or ideas in your written work come from. They are sometimes called citations. There are different styles of referencing, but your EPQ uses the Harvard Referencing System.

You should add a reference whenever you use information or ideas you have that came from other sources. In the Harvard system, the reference consists of the author's family name and the date the source was published, along with the page number when relevant. References can appear in a number of places in your text: at the beginning, in the middle or at the end of a sentence.

The example text below shows how references might appear in the body of a written piece of work when the **Harvard Referencing System** is used. The references are blocked out in white:

“According to the literature reviewed in the previous section (Smith and Jones, 2010; Brown, 2005; Green et al., 2001), there appear to be a number of factors which influence this phenomenon. Smith and Jones (2010) maintain that their recent study provides interesting data in relation to this question. While support for their findings is provided by Brown (2005), Green et al.'s (2001) study appears to contradict their findings. This research aims to explore this issue further”

Source: UEA

You also need to include a list of all the sources you have used in a **reference list** at the end of your work. Sources are listed alphabetically by author or organisation name. The way that you present the sources in your reference list depends on what kind of sources they are (book, journal article, website and so on).

Higher Education Funding Council for England (2005) *Widening Participation*. Available at: www.hefce.ac.uk/widen. (Accessed: 5 August 2005).

Neville, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*. Maidenhead: OUP.

Pask, G. (1979) 'Styles and strategies of learning', *British Journal of Educational Psychology*, 46(1), pp. 128-148.

Ryan, J. (2005) 'The student experience', in Carroll, J. and Ryan, J. (eds.) *Teaching International Students*. Abingdon: Routledge, pp. 147-151.

Source: UEA

PLAGIARISM

DIFFERENT TYPES (AND HOW TO AVOID THEM)

Plagiarism simply means taking credit for someone else's work. One of the easiest forms of plagiarism to avoid is **intentional plagiarism**. Put simply, just don't try and pass someone else's work off as your own. You probably already understand there's no point in doing this. Also, there's a very good chance you will get caught out.

FURTHER READING:

Use our **Effective Reading** section to help make sure you get all the information you need from your sources.

Read more about essay techniques in the **Academic Writing** section.



Keep your references in good shape so that you can also avoid **unintentional plagiarism**. Here are some other tips to make sure all your work is above suspicion:

- always include a reference when you mention ideas that you have taken from another source.
- put your references into your text as you go along. If you put them in after you have finished writing, it's easier to make mistakes.
- when you paraphrase (describing what someone said without directly quoting them), make sure that what you have written is different from the original – and make it clear what you are doing
- make a note of all of the information you need from a source (author, date, full title, publication details, and so on) as you read and keep a clear record of these details that you can come back to.
- make sure you put speech marks around direct quotes
- avoid copying and pasting from different sources into your work
- avoid copying sections from your previous assignments into another piece of work: this could be seen as **self-plagiarising**.

Source: UEA

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RESEARCH



YOU WILL BE SPENDING A LOT OF TIME WITH YOUR EPQ PROJECT. CHOOSING THE RIGHT SUBJECT AND STICKING TO GOOD HABITS WILL MAKE IT A RICH, REWARDING PROCESS. REMEMBER AS YOU GO THAT NOBODY ELSE CAN PRODUCE THE PROJECT YOU ARE GOING TO CREATE. EVEN IF THEY TAKE THE EXACT SAME SUBJECT, AND CONDUCT THE SAME RESEARCH, NOBODY ELSE CAN WRITE IT THE WAY YOU WILL. THIS WORK IS UNIQUELY YOURS . ENJOY IT. OWN IT.

Use this guide to check and make sure you're choosing the right subject. Make sure you do your ideas justice, and get the most out of the process. Be as ready as you can be for the research you need to do.

IN THIS SECTION:

Subject choice – choose a subject you can live with	30
Manage your skill set – turn your personal skills into academic skills	31
Research tips – get up to speed with your research	32

SUBJECT CHOICE

CHOOSE A SUBJECT YOU CAN LIVE WITH

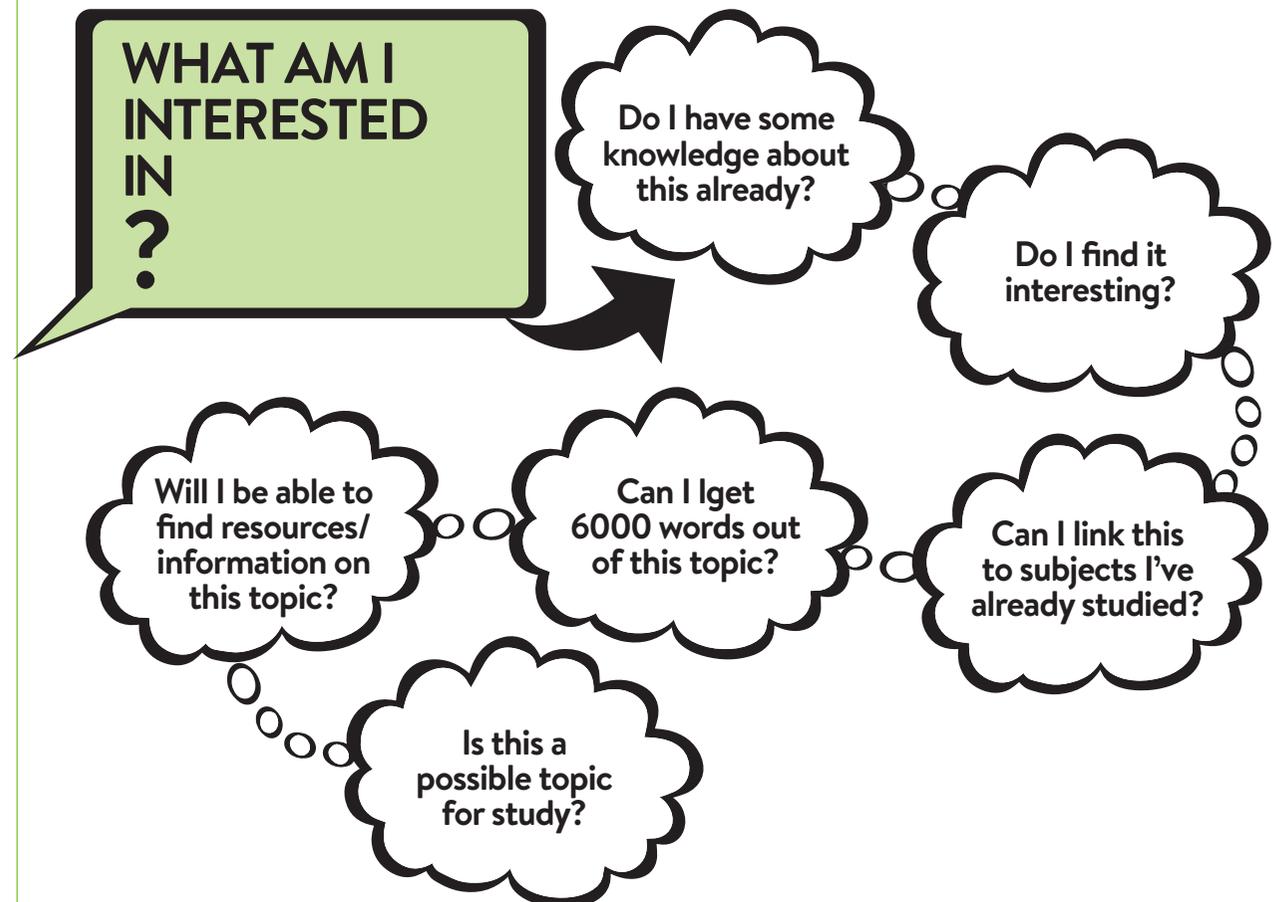
Your EPQ will be a success if you research and explore a project that will hold your interest for the entire study period. You also need to be able to write up something engaging for everyone to read and hear about when you finish. Choose your subject carefully. Here are a few pointers to help you make the right choice:

- look for something rich in potential for you to learn. You don't have to be an expert in the subject already.
- keep an open mind. Think about why certain subjects stand out as interesting to you.
- talk to others: what topics are other students considering? Does this spark an interest?
- do not wait until you have a fully formed research question before discussing your ideas with others, as their comments and questions may help you to refine your focus.
- look at other writing: set aside some time to skim through the titles of articles, journals or books that interest you. The topics may give you inspiration, and they may have useful suggestions for further research.
- think about your own interests. Which topic have you found most interesting, and is there an element that could be developed into a research project, without ruining your favourite hobby?

Generating ideas

If you're struggling to make a decision, try using an ideas generator to help you pin something down. This is also a useful test, even if you think you've got a subject sorted already:

On a blank piece of paper, answer the following questions – starting with: **What am I interested in?**



*Source: Adapted from Resources for the EPQ at The University of Manchester
www.manchester.ac.uk/connect/teachers/students/post.../extended-project/resources*

MANAGE YOUR SKILL SET

TURN YOUR PERSONAL SKILLS INTO ACADEMIC SKILLS

The EPQ is as much about developing your own personal academic style as it is anything else. You should feel encouraged when you want to branch out and work in new ways.

Use this table to start turning your natural skills into solid academic habits:

Academic skills – skills used in everyday life that relate to academic skills	Self-rating – 5 = very good 1 = needs improvement	Give examples where you can use and develop these skills
Managing Deadlines		
Being Self-motivated and dealing with difficult tasks		
Having the confidence to ‘have a go’ and express my own ideas		
Finding out information from different sources		
Reading complicated texts or forms		
Being able to select what is relevant from what is irrelevant		
Comparing different opinions		
Being able to weigh up the good points versus the bad points		
Writing things in my own words		
Being able to argue my point of view, giving good reasons		

Source: UEA

RESEARCH TIPS

GET UP TO SPEED WITH YOUR RESEARCH



Once you have chosen your general topic area, you can get up a good speed with your research in a few easy steps. You should try getting into this list as early as possible, because you need to know quickly if there are going to be unexpected problems in your research. This list should see you all the way to the end of your project, but it is only a very basic overview. Use the rest of the booklets in this series to help you get to grips with different aspects of your EPQ.

FURTHER READING:

Read our **Study Skills series** to make the most of your EPQ project. You will find help on research techniques, managing your time, reading effectively, writing and using academic language.

1. Make a list of key words around the topic that will aid you in your search.
2. Use a search engine and internet findings to scope out work that already exists on your topic.
3. Gather information on the topic from a wide variety of sources – make notes
4. Start putting your notes on the topic into some kind of order.
5. Make a list or use a mind map to focus the topic.
6. Use the mind map/list to create a research question related to your chosen topic.
7. Add any new questions you can think of under those headings.
8. Make a list of possible sources that can answer your questions. (References)
9. Make an outline of your headings.
10. Start to write the body of your paper from your notes.
11. Don't forget to reference your sources within the research
12. Write your introduction.
13. Write your conclusion
14. Final draft – to include introduction, supporting evidences and conclusion.
15. Create a bibliography or reference page.
16. Proofread your work – or ask someone else to proofread it for you.
17. Create a title page. This should include your name and title of the research.
18. Create a contents page. Include topics, sub topics and the page numbers.
19. Evaluate your work. Make sure that you have completed all parts; put them into correct order without missing anything.

Source: UEA

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TIME MANAGEMENT

6



YOU WILL DEVELOP STAMINA WHILE DOING YOUR EPQ. YOUR RESEARCH AND HARD WORK NOW WILL MEAN THAT ACADEMIC LIFE IN THE FUTURE COMES MORE EASILY TO YOU. YOUR WORK WILL BE MORE FLUID. YOU WILL HAVE MORE CONFIDENCE SPEAKING IN PUBLIC. YOU WILL BE SKILLED IN WRITING FOR A WIDE AUDIENCE. YOU WILL BECOME STRONGER IN A LOT OF WAYS.

NAVIGATING YOUR EPQ PROJECT

But it can be tough at times. Throughout your work, you will need ways to keep yourself going. Even the most confident, gifted academics need these methods to get them through strenuous intellectual work. In many ways, learning to see a project through to the end will be one of the best things you get out of your EPQ.

Use this guide to help you get through your studies, and enjoy your EPQ as much as possible.

IN THIS SECTION:

- SWOT analysis** – strengths/weaknesses/opportunities/threats 35
- Striving for perfection** – not perfect is actually completely fine 36
- Keep going** – nothing great ever came that easy 37

SWOT ANALYSIS

STRENGTHS/WEAKNESSES/ OPPORTUNITIES/THREATS

Nothing will help you overcome potential sticking points in your project work like knowing the risks before you start. Along side your academic decision-making, do an honest assessment of your idea's strengths and weaknesses (and how to overcome them).

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Use it to overcome potential problems in your academic work, and in your time management.

Start by completing the box title STRENGTHS, and then consider your WEAKNESSES followed by OPPORTUNITIES and finally anything that you consider may be a THREAT to you completing the Project. (Here are a few examples for you to use).

S

STRENGTHS

- identify skills that you think that you are good at.
- which of these do you do particularly well.

W

WEAKNESSES

- what do you think that you are not so good at?
- how can you improve?

O

OPPORTUNITIES

- how can you apply your strengths to completing the EPQ Project?

T

THREATS

- anything that might hold you up on your EPQ Project or prevent you from finishing it.

STRIVING FOR PERFECTION

NOT PERFECT IS ACTUALLY COMPLETELY FINE

You are conducting academic work, and by its very nature, this means it is not yet complete. Academic work is always open to interpretation and evaluation by others. Your research, in your EPQ and beyond, will become part of a much bigger debate and discussion in your subject area. This might seem intimidating, but all academic work goes through this process – you are joining a great discussion of ideas and theories. The quality of your project will be clear from thought and energy you put into it. There's no need to strive for perfectionism. This means you can relax and focus on the ideas and the research at hand - in serious academic work, nothing is really finished with, and nothing is ever perfect.

Your goals should be toward building a solid piece of research. The quality of your project will be clear from the work and thought and energy you put into it. Your job is not to create something perfect.

- **Realistic goals.** Set realistic goals based on your own wants and needs. Look at what you have accomplished in the past and what can be realistically achieved in the future.
- **Modest improvements.** Don't aim for the stars to begin with! Set goals in a sequential manner, moving up one level at a time.
- **Aim for less than 100%.** Experiment with your standards for success. See what it feels like to aim for less than 100% and notice that the world does not end if you are not perfect.
- **Focus on process.** Focus on the process of an activity, not just the end result. Evaluate your success in terms of your enjoyment of it, not just your level of accomplishment.
- **Feelings check.** Use feelings of anxiety and depression as an opportunity to ask, "Have I set up impossible expectations for myself in this situation?" If the answer is yes, then talk to someone straight away.
- **Face your fears.** Understand what fears are driving your perfectionism. Ask yourself, "What is that worst thing that could happen?" The answer is usually that nothing bad will happen at all. Ask for help. Talk to people you trust.
- **Celebrate your mistakes.** Recognise mistakes as opportunities for learning. When you make a mistake ask, "What can I learn from this experience?"
- **Discriminate.** Prioritise your tasks and put your best effort into the tasks that are most important to you. On less important tasks choose to put in less effort.

KEEP GOING

NOTHING GREAT EVER CAME THAT EASY

Your EPQ will make you tired from time to time. That's natural and healthy. It's part of your learning process. The important thing is to give yourself proper breaks when you're tired, and be fresh and positive when it's time to work.

Procrastination – or avoiding work because it feels tiring or difficult – is easy to dispel as long as you keep going with your work, in between resting.

FURTHER READING:

Get advice on managing your time and creating clear goals in our **Independent Learning** section.



Here are some tips to keep distractions at bay:

- **Do something now!** Do not wait for the right moment to start. Procrastination often involves preparing, preparing and preparing. Often it really is a good idea to start doing something before you feel ready. You might be surprised by how much you know already.
- **Take a task-oriented, not a time-oriented approach.** Be specific about what you need to do. Don't say "I'll read for three hours," say "I'll read 10 pages." Framing a task in terms of the task itself and not the time it should take, frees you up to focus on getting the task done and you are likely to be more efficient with your time.
- **Don't stop because something is difficult.** If you come up against a problem, ask for help. If you put everything on hold when you meet a problem, it will never get resolved.
- **Be realistic.** Set realistic and incremental goals for your work. Include time off and relaxation after an effective work session. Don't expect to be able to work for hours on end without a break.
- **Consider your lifestyle.** Consider how your lifestyle supports your procrastination. In particular, try to establish a regular sleep pattern.

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100 USEFUL RESEARCH WEBSITES



THE INTERNET WILL INEVITABLY FORM PART OF YOUR EPQ RESEARCH PROJECT, BUT MAKE SURE YOU SEARCH IN THE RIGHT PLACES. THESE RESOURCES WILL HELP DIRECT YOU TO USEFUL, RELIABLE INFORMATION.
SEARCH SAVVY

Remember what you learnt in the **Effective Reading** section – you don't have to sit and read every word, and you won't need to visit every one of these websites. Skim through, find what interests you, what's relevant to you, and think about your project as you go.

Once you have gathered what you need online, take the time to look elsewhere too. The internet will only give you some of the information required to complete your research.

IN THIS SECTION:

Business and Economics	40
Databases and Archives	40
General	41
History	41
Meta Searches	41
Science	42
Social Science	42
Specialised	43
Reference	43

BUSINESS AND ECONOMICS

Access to business publications, journal articles.

- **BPubs:** Search the Business Publications Search Engine for access to business and trade publications.
- **Virtual Library Labour History:** From the International Institute of Social History, Amsterdam, this library offers historians excellent content for learning about economics, business, and more.
- **EconLit:** Find economic journal articles, books, book reviews, articles, working papers, and dissertations, as well as historic journal articles from 1886 to 1968.
- **National Bureau of Economic Research:** On this site, you can learn about and find access to great resources in economic research.
- **Research Papers in Economics:** Find research in economics and related sciences through the RePEc, a volunteer-maintained bibliographic database of working papers, articles, books, and even software components with more than 1.2 million research pieces.
- **Corporate Information:** Perfect for researching companies, Corporate Information offers an easy way to find corporate financial records.
- **Inomics:** Economists will enjoy this excellent site for finding economics resources, including jobs, courses, and even conferences.
- **DailyStocks:** Easily look up stocks with this search engine to monitor the stock market and your portfolio.
- **EDGAR Search:** The SEC requires certain disclosures that can be helpful to investors, and you can find them all here in this helpful, next-generation system for searching electronic investment documents.

DATABASES AND ARCHIVES

Use these search tools to get access to some incredible worldwide resources.

- **Library of Congress:** Access searchable source documents, historical photos, and amazing digital collections.
- **Archives Hub:** Access the British archives. Search archives from almost 200 institutions from England, Scotland, and Wales.
- **National Archives:** Find historic documents, research, government information, and more in a single search.
- **arXiv e-Print Archive:** Open access to a wealth of e-prints in math, science, and related subjects.
- **Archivenet:** From the Historical Centre Overijssel, Archivenet allows you to search Dutch archives.
- **NASA Historical Archive:** Explore the history of space in this historical archive from NASA.
- **National Agricultural Library:** A service of the U.S. Department of Agriculture, you can find global information for agriculture.
- **Smithsonian Institution Research Information System:** A great way to search more than 7.4 million records from the Smithsonian's museums, archives, and libraries.
- **The British Library Catalogues & Collections:** Explore catalogues, printed materials, digital collections, and collection blogs for a wealth of resources.
- **CIA World Factbook:** From the Central Intelligence Agency. History, people, government, economy, and more are all covered in this online publication.
- **State Legislative Websites Directory:** Search information from the legislatures of all 50 U.S. states, DC, and the Territories. You can look up bills, statutes, legislators, and more with this excellent tool.
- **OpenDOAR:** In the Directory of Open Access Repositories, you can search through freely academic research information with more directly useful resources.
- **Catalog of U.S. Government Publications:** Search through the Catalog of U.S. Government Publications to find descriptive records for historical and current publications.

GENERAL

Use these general subject academic search engines to help you get started with your EPQ Research Project.

- **iSEEK Education:** Designed especially for students, teachers, administrators, and caregivers. Find authoritative, intelligent, and time-saving resources you can trust.
- **RefSeek:** More than 1 billion documents, web pages, books, journals, newspapers, and more, RefSeek offers authoritative resources in just about any subject.
- **Virtual LRC:** A custom Google search, featuring only the best of academic information websites.
- **Academic Index:** An index are selected by librarians, teachers, and educational consortia.
- **BUBL LINK:** Search using your own keywords, or browse subject areas with Dewey Decimal System subject menus.
- **Digital Library of the Commons Repository:** Free and open access full-text articles, papers, and dissertations.
- **OAster:** Millions of digital resources from thousands of contributors, especially open access resources.
- **Internet Public Library:** Find resources by subject through the Internet Public Library's database.
- **Infomine:** Find scholarly Internet resource collections, especially in the sciences.
- **Microsoft Academic Search:** Microsoft's academic search engine offers access to more than 38 million different publications, maps, graphing, trends, and connections between authors.
- **Google Correlate:** Find searches that correlate with real-world data.
- **Wolfram|Alpha:** Using expert-level knowledge, this search engine doesn't just find links; it answers questions, does analysis, and generates reports.

HISTORY

These search engines that index original documents, sources, and archives.

- **David Rumsey Historical Map Collection:** Use the LUNA Browser to check out David Rumsey's Map Collection with more than 30,000 images, searchable by keyword.
- **Genesis:** Excellent sources for women's history.
- **Fold3:** Get access to historical military records through Fold3, the web's premier collection of original military records and memorials.
- **Internet Modern History Sourcebook:** Use the Internet Modern History Sourcebook to find thousands of sources in modern history. Browse and search to find full texts, multimedia, and more.
- **Library of Anglo-American Culture and History:** Subject catalog of recommended websites for historians, with about 11,000 to choose from.
- **HistoryBuff:** History Buff offers an online newspaper archive, reference library, and even a historical panoramas section in their free primary source material collection.
- **Digital History:** University of Houston's Digital History database offers a wealth of links to textbook, primary sources, and educational materials in digital history.
- **Internet Ancient History Sourcebook:** A great place to study human origins, with full text and search on topics including Mesopotamia, Rome, the Hellenistic world, Late Antiquity, and Christian origins.
- **History and Politics Out Loud:** History and Politics Out Loud offers a searchable archive of important recordings through history, particularly politically significant audio materials.
- **History Engine:** A collection of historical articles in U.S. history that can be searched for here by scholars, teachers, and the general public.
- **American History Online:** Through American History Online, you can find and use primary sources from historical digital collections.

META SEARCH

These meta search engines return results from multiple sites all at once.

- **Dogpile**
- **MetaCrawler**
- **Mamma**

SCIENCE

These academic search engines focus on science.

- **SciSeek:** Browse by category, search by keyword, and even add new sites to the listings.
- **Chem BioFinder:** Find information about chemicals, including their properties and reactions.
- **Biology Browser:** Research resources, and information in the field of biology. You can also check out their Zoological Record and BIOSIS Previews.
- **Athenus:** Authority on science and engineering on the Web, sharing a directory and full-featured web search.
- **SciCentral:** Find literature search, journals, databases, and other great tools for finding what you need.
- **Strategian:** Featured resources include free full-text books, patents, and reports, as well as full-text journal and magazine articles, plus a special collection of Vintage Biology.
- **Science.gov:** Over 50 databases and 2,100 selected websites from 12 federal agencies. Millions of pages of U.S. government science information.
- **CERN Document Server:** Nuclear research directory for experiments, archives, articles, books, presentations, and so much more within their documents.
- **Analytical Sciences Digital Library:** Educational resources in analytical sciences, featuring a variety of formats for techniques and applications.
- **WorldWideScience:** A global science gateway, offering excellent search results in the sciences, and even the option to select specific databases and find resources in your own language.
- **Math & Technology:** Keep your results limited to only the best math and technology resources by using these search engines.
- **MathGuide:** Check out the MathGuide subject gateway to find online information sources in mathematics. The catalogue offers not just a search, but a database of high quality Internet resources in math.
- **ZMATH Online Database:** Zentralblatt MATH's online database has millions of entries from thousands of serials and journals dating back as far as 1826.
- **Math WebSearch:** This semantic search engine allows users to search with numbers and formulas instead of text.
- **Current Index to Statistics:** Index of publications in statistics, probability, and related fields. There are more than 160 preferred journals, plus selected articles from 1,200 more and 11,000 statistics books to draw from in this search.
- **Inspec:** This database was made for scientists and engineers by the Institution of Engineering and Technology. You'll find nearly 13 million abstracts and research literature.

- **CiteSeerX:** Searchable access to the Scientific Research Digital Library by using the CiteSeerX website.
- **The Collection of Computer Science Bibliographies:** Over 3 million references to journal articles, conference papers, and technical reports in computer science with this bibliography collection.
- **Citebase:** Still in experimental demonstration, Citebase Search is a resource for searching abstracts in math, technology, and more.

SOCIAL SCIENCE

Researchers working in the fields of psychology, sociology, anthropology, and related subjects.

- **Behavioural Brain Science Archive:** Check out this searchable archive to find extensive psychology and brain science articles.
- **Social Science Research Network:** Social science research from a number of specialized networks including cognitive science, leadership, management, and social insurance.
- **Psycline:** Find a journal with Psycline's journal and article locator, a tool that offers access to more than 2,000 psychology and social science journals online.
- **Social Sciences Citation Index:** The Thomson Reuters Social Sciences Citation Index is a paid tool, but has a wealth of relevant articles, search tools, and thorough resources available.
- **Ethnologue:** An encyclopedic reference of all the world's known living languages.
- **SocioSite:** Use this site from the University of Amsterdam to browse sociological subjects including activism, culture, peace, and racism.
- **The SocioWeb:** Links to articles, essays, journals, blogs, and even a marketplace.
- **WikiArt:** With this custom Google search engine, you can find open access articles about archaeology.
- **Encyclopaedia of Psychology:** Basic information, and even translations for information about psychology careers, organizations, publications, people, and history.
- **Anthropology Review Database:** Through this database, you can get access to anthropology reviews, look up publishers, and find resources available for review.
- **Anthropological Index Online:** This anthropological online search includes both general search of 4,000 periodicals held in The British Museum Anthropology Library as well as Royal Anthropological Institute films.
- **Political Information:** Political Information is a search engine for politics, policy, and political news with more than 5,000 carefully selected websites for political information.

SPECIALISED

Specialised information in these niche search engines.

- **PubMed:** From the U.S. National Library of Medicine, PubMed is a great place to find full-text medical journal articles, with more than 19 million available.
- **Lexis:** Find reliable, authoritative information for legal search with the Lexis site.
- **Circumpolar Health Bibliographic Database:** Visit this database to find more than 6,300 records relating to human health in the circumpolar region.
- **Education Resources Information Centre:** In the ERIC Collection, you'll find bibliographic records of education literature, as well as a growing collection of full-text resources.
- **MedlinePlus:** A service of the U.S. National Library of Medicine, Medline Plus offers a powerful search tool and even a dictionary for finding trusted, carefully chosen health information.
- **Artcyclopedia:** Search Artcyclopedia to find everything there is to know about fine art, with 160,000 links, 9,000 artists listed, and 2,900 art sites indexed.

REFERENCE

Get connected with great reference material through these search tools.

- **Merriam-Webster Dictionary and Thesaurus:** Use this online dictionary and thesaurus to quickly find definitions and synonyms.
- **References.net:** Through References.net, you can get connected with just about every reference tool available, from patents to almanacs.
- **Quotes.net:** Reliable reference of famous words from famous people.
- **Literary Encyclopaedia:** Check out the Literary Encyclopaedia to get access to reference materials in literature, history, and culture.

Source: Adapted from www.onlineuniversities.com/.../100-time-saving-search-engines-serious-scholars-revis.

FURTHER READING:

Use the **Effective Reading** section to help you make the most of these resources.