FACULTY OF INTERNATIONAL STUDIES (FIS)
PRINCE OF SONGKLA UNIVERSITY, PHUKET CAMPUS

805-101 INTRODUCTION TO INTERDISCIPLINARY STUDY [IDS]

Ajarn Steven Andrew Martin

ALL NEW!
2559-2

2017
IDS STUDENT COURSEBOOK

THE MARGARITA PHILOSOPHICA (C. 1503)

“If I have seen further, it is by standing on the shoulders of giants”

- Sir Isaac Newton

When **Sir Isaac Newton (1642-1727)** said, “**If I can see further, it is by standing on the shoulder of giants**,” he was referring to the great academic accomplishments through human history, where '***giants'*** stands for the great minds that have lived before us.

In the Introduction of Interdisciplinary Study course we will take a journey through time to meet the giants of academic history and discover the disciplines of study.

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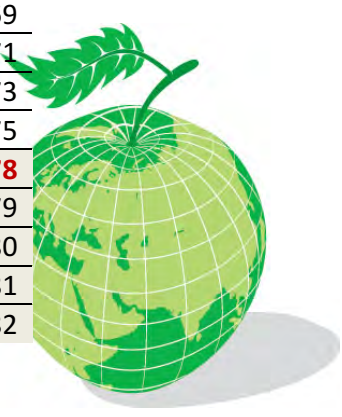

COURSE SYLLABUS

805-101 INTRODUCTION TO INTERDISCIPLINARY STUDY [IDS]

Academic Year 2017

Ajarn Steven Andrew Martin

Course Description

History, concepts and main theories of key disciplines. Topics of study are selected from those of science, social sciences and humanities. An integration of knowledge in order to create new perspectives. Basic practice in systematic investigation involving observation, reading, data searching, gathering and analyzing, practical training, drawing conclusions, and making a presentation.

Course Objectives

The objective of IDS is to stimulate student perspectives and approaches to learning and problem-solving — and to provide insight, methodology, and knowledge for scholarship and research. Students learn to express their own ideas for the following:

- The broad history of civilization with a focus on academic disciplines.
- The fundamental concepts of key academic fields: humanities, social sciences, science and technology, and professional fields.
- The investigation, write-up, and presentation of a basic research paper on a selected topic related to the disciplines of study.
- Analytical and problem-solving skills required for subsequent coursework and life-long learning.

Course Instructor

Name: Ajarn Steven Andrew Martin, MA, MBA, PhD **E-mail:** steven.m@phuket.psu.ac.th

Office and Consultation Hours: Please find Ajarn Steve before, during or just after each interdisciplinary study course. Additionally, consultation can be made by appointment. Students are invited and encouraged to meet with their instructor at anytime regarding assignments, concerns, questions, or simply to discuss the course.

Introduction to Interdisciplinary Study Class Schedule		
Day	**Room**	**Time**

University Policy

- Class absence is not allowed more than 3 times.
- Students are not allowed to be more than 10 minutes late.
- 3 times late is counted as 1 absence.
- Proper PSU student uniforms are required when attending the class. Jeans and slippers are strictly prohibited.
- All electronic devices (e.g. mobile phones) must be turned off or switched to silent mode prior to the beginning of each class.

Plagiarism

The term "plagiarism" refers to, but is not limited to, the use of the published work of another person without clear acknowledgement. It is internationally accepted that practicing plagiarism is unscrupulous and dishonorable. Thus, if you engage in this academic dishonesty in this class you will receive a failing grade on the test or assignment. Please consider these basic types of plagiarism:

- **"Cut and paste" from the internet** (published and unpublished material) without identifying the source of the information.
- **Copying directly from a book, magazine, or journal** without identifying the source of the information.
- **Copying homework and assignments** from other students.

As part of the IDS course, students learn how to identify and mention the sources of information they use from the internet, books, or interviews; they learn to incorporate in-text citations and to make reference lists and bibliographies for literature and other forms of information.

Assessment Details

Attendance	10 %
Participation & Course Activities	15 %
Assignments	15 %
Quizzes	15 %
Research Projects	25 %
Final Examination	20 %

Grading Criteria and Scale

Grading is based on decisive factors inclusive of student attendance, participation, class activities, the critical review of all assignments, quizzes and tests, research and presentations. The final grade will be considered according to teachers' consideration and students' abilities. The following is the grading scale for all assignments, projects, presentations, quizzes, final exam, and final grades:

Grade	Point Value	Description
A	85 - 100	Exceptional work (completed on time)
B+	80 - 84	Very good work (completed on time)
B	75 - 79	Good work (completed on time)
C+	70 - 74	Above average work (completed on time)
C	65 - 69	Average work (completed on time)
D+	60 - 64	Below average work (and/or late)
D	55 - 59	Poor (and/or late)
E	0 - 54	Below acceptable standards

Course Readings

The majority of course readings are provided in the IDS coursebook. Given the nature of interdisciplinary study, course readings come from a wide background of sources and topics. Of particular relevance are materials related to **study skills, the disciplines of study, the philosophy of education, international studies, environmental studies, physical and mental health, research methodology, and those related to the referencing of various sources of information**.

- Augsburg, T. (2005). *Becoming interdisciplinary: Introduction to interdisciplinary studies.* Dubuque, IA: Kendall/Hunt.
- Bassham, G., et al. (2007). *Critical thinking: A student's introduction*. U.S.A.: McGraw- Hill Companies, Inc.
- Campbell, L., Campbell, B., & Dickinson, D. (2003). *Teaching and learning through multiple intelligences*. USA: Pearson Education.
- Copi, I. M., & Cohen, C. (1999). *Introduction to logic***.** Upper Saddle River, New Jersey: Prentice-Hall.
- Gardner, Howard. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, Howard. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Hill, N. *The Law of Success*. (1928). Connecticut: Ralston University Press.
- Lawhead, W. F. (1999). *The philosophical journey: An interactive approach.* New York: McGraw-Hill Companies, Inc.
- Miller, G. T. (2006). *Environmental science: Working with the earth*. Belmont, California: Thompson Learning, Inc.
- Miller. G. T. (2006). *Living in the environment: principles, connections, and solutions*. Belmont, California: Brooks Cole.

Relevant Wikipedia pages

- APA style. (2010). In *Wikipedia: The free encyclopedia*. Retrieved Nov. 20, 2010, from http://en.wikipedia.org/wiki/APA_style
- List of academic disciplines. (2010). In *Wikipedia: The free encyclopedia*. Retrieved Nov. 20, 2010, from http://en.wikipedia.org/wiki/List_of_academic_disciplines
- Theory of multiple intelligences. (2010). In *Wikipedia: The free encyclopedia*. Retrieved Nov. 20, 2010, from http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences

Important Dates

To be Filled Out During the 2559-2 Semester		
Date	**Activities**	**Remarks**

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Interdisciplinary Study Course Syllabus 2017

Week	Date	Class Content	In-Class Activities & Assignments	Context & Theme	Homework
1		Course introduction: review of syllabus, course objectives, policy, plagiarism, and class etiquette	Student and instructor introductions	*IDS overview and expectations*	None
2		A. Introduction to the disciplines and concepts of study B. Introduction to PSU faculties and academics	-Lecture (PowerPoint) on the meaning of IDS -Students to identify PSU buildings, degree programs, and course offerings	*-Philosophy of education and study* *-Experiential learning through campus mapping workshop*	Complete PSU map-making exercise **(Assignment 1)**
3		A. Introduction to PSU library resources by librarians & IT staff B. Referencing & in-text citation	-practice using library resources and LMS -worksheet on referencing and citing academic sources	*-Digital library resources* *-LMS system* *-Referencing* *-In-text citation*	*Library Class* homework sheet on *referencing* **(Assignment 2)**
4		A. How to write a research paper B. Learning online resources: Google search engines	- Lecture (PowerPoint) -Discussion on research topics -Internet search methodologies	*- The nature and method of research* *-Google as a research instrument*	IDS Research Proposals **(Assignment 3)**
5		A. Climate change and global issues as IDS B. Exploring interdisciplinarity	-Lecture (PPT) -DVD (*11th hour w/Leonardo Decaprio*) - Thailand current events	*Global issues and individual responsibility*	Thailand environmental issues & solutions **(Assignment 4)**
6		A. Organization skills and strategies for academic success B. Essential study skills, Cornell note taking, SQ3R study method	-Lecture -Practice -In class workshop	*-College study skills* *-The nature and method of study* *-time management*	Downloading, renaming, & organizing online files **(Assignment 5)**
7		A. History of the Disciplines of Study B. History of English C. **Review for Quiz 1**	-Lecture (PPT) -Discussion -In-class assignment	*-Exploring the nature & history of the academic world*	**PREPARE FOR THE SYLLABUS QUIZ 1** **(Assignment 6)**
8		MID TERM — NO **IDS** CLASS			

All IDS Students **- Please work on your *Research Projects*! ☺ (Project-Based Learning)**

Weeks 9-15

Week	Date	Class Content	In-Class Activities & Assignments	Context & Theme	Homework
9		***All IDS Students* - Please work on your *Research Projects*! ☺**			
10		**Research Project Class**	Evaluation of research proposal by instructor and peer audience	*Research topic clarification*	Work on Research Project Assignments
11		A. How to construct a Curriculum Vitae (CV) B. Exploring *Gardener's 8 intelligences*	-Class workshop on the essential elements of building a personal C.V. -Lecture on Gardener's intelligences and students' potentials	*-Developing self-awareness and self-promotion skills*	Type and edit personal C.V. assignment
12		A. Body & Mind: Health, Stress and Preventing Illness B. *Sufficiency Economy* of body & mind	-Lecture (PowerPoint) -In class assignments	*-Body, Mind, & Dealing with stress* *-Sufficiency Economy as IDS*	*Sufficiency Economy* & body/mind philosophy assignment
13		A. Lecture on public speaking and presentation skills B. In-class research project workshop	Lecture, open discussion, and in-class time to work on student research projects	*-Public speaking skills* *- IDS workshop*	-Work on research presentations -Review, reflect and prepare for presentations
14		**Last day for Student Presentations**	-Final research project presentations -Evaluation by instructor & peer audiences	*Presenting a Research Project*	**Complete all assignments**
15			Review for Final Examination		
Final Exam Week		**Final Examination (date, time, and location to be announced)**			

Intro to Interdisciplinary Study (IDS) Course Introduction

by Ajarn Steven Andrew Martin

IDS is an important class for first-year students. Many students are just out of high school and may need to adjust to the **international college level**. **IDS** class is designed to help you develop the **skills and behaviours needed to have great success** in your years ahead in the university.

The Chinese saying " 态度决定一切 " (***Tai***^{4} ***du***^{4} ***jue***^{2} ***ding***^{4} ***yi***^{2} ***qie***^{4}), means "**Attitude is Everything**." **Academic culture and attitude** include working toward good grades and taking pride and responsibility in your classroom behaviour and assignments.

The best advice for any new student at PSU would be one that inspires **academic professionalism**. Being professional means coming to class on time, being prepared, and doing your best. The **IDS** environment inspires students to be **enthusiastic about their studies**, to become **life-long learners**, and find the "**inner spirit of the learner**." Students are encouraged to ***'Aim'*** *for* ***'A'***.

Introduction to Interdisciplinary Study (IDS) is focused on:

- **Philosophy and methods learning and education** (rather than content only).
- Lectures and assignments geared toward the **university experience**.
- Learning the **essential skills for success** in the university environment, including the most basic things, such as **university etiquette**, **academic professionalism**, and other protocols for success.

The term "**interdisciplinary**" is very interesting and infers diverse concepts and approaches to education, encouraging us to explore the art of learning and the history and nature of education. Through interdisciplinary study we gain an understanding of the **Humanities**, the **Social Sciences**, and the **Physical and Natural Sciences**.

As our world interconnects and globalizes, it is vital to increase our capability to connect the branches of knowledge in both human enterprise and in our understanding of nature and the world. In this way, **Introduction to Interdisciplinary Study** is presented through 4 approaches:

- **Contemporary study skills**
- **Methodologies of study and research**
- **History and nature of the disciplines of study**
- **The interrelated aspects of the disciplines of study in the modern context**

10 IDS Course Assignments

1. Student Schedule: Using the monthly calendar provided in the IDS coursebook, students keep a personal ***Study Schedule*** with important dates and details for their assignments. A ***Study Schedule*** should contain a student's class schedule, assignment due dates, appointments, study group meetings, and extracurricular activities. Keeping a **monthly schedule** is identified as a life-long organization skill.

2. Word Bank: Using the pages provided in the IDS coursebook, students create their own vocabulary list. The ***Word Bank*** should be at least 2 pages (with 2 columns per page). Vocabularies focused on the IDS course content, especially the **Humanities, Social Sciences, Physical and Natural Sciences, and Technology** are most appropriate. Keeping a ***Word Bank*** is a life-long study skill and students are suggested to build a digital version for future learning.

3. Curriculum Vitae (CV): Using the template and examples provide in the IDS coursebook, students construct a personal CV. The CV should be 1 to 2 pages and identify a student's special qualities and attributes. By identifying and documenting one's education, background, and accomplishments, students gain a sense of self-worth and prepare for their futures as young professionals.

4. Mapping PSU: As an exercise in **experiential learning**, students go beyond the classroom to explore the Phuket campus. Students may photograph, video, conduct face to face interviews, and use the internet to identify the history, faculties, departments, and degree programs of PSU. The focus of this project is two-fold: one is to instil the benefit of experiential learning; the other is to make connections with our campus and the **disciplines of study**.

5. Library Assignment: Learning to locate, reference, and cite materials in your studies are essential to university and academic professionalism. Students complete the library assignment sheet provided in their IDS coursebook as part of their mastery of library resources, including locating and referencing books, journals, and digital materials. PSU library resources include **journals** and **databases** for which PSU pays subscription fees, yet are available to students free of charge.

6. Environmental Studies: Through an **interdisciplinary approach**, students share contemporary news and engage in ***critical thinking*** toward Environmental studies. Subjects include (but are not limited to) climate change, the environment, economy, politics, tourism, etc. Focus is on identifying the **disciplines of study** in the context of our globalizing world in order to discover and evaluate diverse points of view.

7. History of English: As the world becomes a global village, English is emerging as the most prolific international language in the world; it is the first language in numerous countries and a second language in many others. Students learn why English is so adaptable through a lecture on the history of English, through examples and discussion, and by completing an individual assignment. Stem-words, root-words, prefixes, and suffixes come to life as students realize the history and nature of the English language.

8. Advanced Searching, Downloading and Organizing Digital Materials: Students develop insight and skills used in locating, reviewing, saving, and organizing academic information of use to their research projects. Students prepare and manage various file types in Microsoft Office, including Word, PowerPoint, and Photo Manager (used to manage images). The focus of this assignment is on **retrieving, qualifying, and organizing various academic materials** related to and supporting individual research projects.

9. Individual Research Paper: Students learn how to write a research paper in 10 pages. Topics are academic in nature and focused on the disciplines of study. A list of topics is provided in the IDS coursebook.

- Topics must be approved by the lecturer.
- Research papers are 10 pages and follow the research project guidelines and formatting requirements provided in the IDS coursebook.
- Students prepare their projects individually. However, students (in groups of 2 or 3) may assist and support each other during PowerPoint presentations.

10. Research Presentation: Students gain practical experience in public speaking and presentation skills through arranging a presentation based on their individual research paper. Presentations are given in **PowerPoint** (approximately 15-20 slides). Students learn to be brief, informative, and deliver a presentation in 10-15 minutes.

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Notes

CHAPTER 1
STUDY SKILLS & RESOURCES

Check out these links to find some great study skills information and downloads!

Study Guides and Strategies
http://www.studygs.net/

Academic Skills Center, Dartmouth College
http://www.dartmouth.edu/~acskills/

How to Study .org
http://www.howtostudy.org/resources.php

Note-Taking for Lectures — The Cornell System

Recall Column

------2 1/2"--------	----------6"----------
Reduce ideas and facts to concise jottings and summaries as cues for **Reciting, Reviewing,** and **Reflecting.**	**Record** the lecture as fully and as meaningfully as possible.

The format provides the perfect opportunity for following through with the 5 R's of note-taking. Here they are:

1. **Record.** During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.

2. **Reduce.** As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.

3. **Recite.** Now cover the column, using only your jottings in the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory.

4. **Reflect.** Reflective students distil their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten.

5. **Review.** If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness.

Adapted and modified from Academic Skills Center, Dartmouth College 2001
http://www.dartmouth.edu/~acskills/

Note-Taking in Lectures

Why take notes in class?

- Organized notes will help you identify the important ideas in the lecture.
- A permanent record will help you to learn and remember later.
- The lecture may contain information not available anywhere else. This will be your only chance to learn it.
- Lecture is where you learn what your instructor has emphasized; and the lecturer makes your exams.
- Class assignments are usually given in the lecture.
- The underlying organization and purpose of the lecture will become clear through note taking and reviewing.

SQ-3 R Strategy for Reading and Learning

SURVEY—QUESTION—READ—RECORD—RECITE

SURVEY—Look over the information that you need to learn, such as the titles, headings, pictures, maps, etc. Browse the introductory and concluding paragraphs. Textbook often have a summary for each section or chapter.

QUESTION—In your own mind, change titles and headings and into questions. Questions create curiosity and a desire to understand.

READ—Read the chapter paragraph by paragraph. Read and re-read until you can answer the question: "What did the author say in this paragraph?"

RECORD—Once you are able to describe what is in the paragraph, you will want to retain that learning by underlining, making notes in the margin, or making notes in your notebook.

RECITE—Cover up your notes or printed page and recite aloud. Remember! If you can't say it now, you won't be able to say it tomorrow in class, nor write it in a week on an exam; so while you still have a chance, try and try again, until you can say it.

SQ3R—The essential technique for mastering assignments and passing exams!

Reading Faster

Why read faster?

Reading faster helps you to understand more. This may be surprising for you, but, in fact, your brain works better when you read faster.

If you read slowly, you read word for word at a time, and you must remember many separate words. Soon you can get tired or bored.

Many students find that they read between 50 and 200 words per minute. If you read less than 200 words per minute, you are probably reading one word at the time. You may have trouble understanding the important ideas quickly.

If you read faster, you can read groups of words together. Then you can think about ideas and not just single words. That is why you will understand better and remember more. To explain this astonishing fact, have a look to the text below. It shows that you do not read letters but you recognise the whole word. If you transport this experience with words to sentences you will understand why reading faster leads to better understanding.

> Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer are at the rghit pclae. The rset can be a tatol mses and you can sitll raed it wouthit a porbelm.Tihs is bcuseae the huamn mind deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh?

Rewrite the above paragraph

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How to read faster?

Check your reading habits. Some bad habits can slow down your reading.

Do you try to pronounce each word as you read? Pronunciation is not necessary for comprehension. In fact, if you try to say the words, even silently, you will probably understand less.

Do you usually move your lips while you read silently? If you do, you will never be able to read faster than about 200 words per minute. That is the fastest speed you can speak in English. You should be able to read faster than that.

Do you follow the words in the text with your finger or a pencil? This is another habit that can slow down your reading. It also limits the way you read. If you point at the words, your eyes will follow the lines of text. But good readers often skip parts, or may even look back at something again. Your eyes should follow your thoughts, not your finger!

Do you translate into your native language, while reading English?

Do you often write the words in your language next to the English words? This slows your reading speed. It also means that you are thinking in your own native language and not in English!

Skipping words

Good readers often skip many words. They skip over words they do not understand or know. They also skip many other unimportant words. In fact, many words are not necessary for comprehension. You can get the general meaning without them.

Try reading the following passage. Many words are missing. Do not try to guess the missing words. Try to understand the general meaning of the passage.

Do you have an e-mail address? Xxxxxxxx of people have e-mail addresses. With your e-mail you can xxxxxx with people from Montevideo to Kyoto. Many xxxxxxxx use it for fun. They talk with their xxxxxxx family through e-mail, or they xxx e-mail to "meet" with xxxxxx who have the same interests. E-mail is also very xxxxxx for people at work. Many offices and stores now xxxx e-mail addresses. They use e-mail for all kinds of xxxxxxxx. It is much faster than xxxxxxx mail. It can take xxxx time even than a phone call.

Rewrite the above paragraph with the missing words

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Interdisciplinary Word Bank

- A **Word Bank** is a great way to increase your English vocabulary
- A **Word Bank** allows you to collect interesting words to use later.
- A **Word Bank** is a life-long learning behavior!
- Essential to preparing for a GRE (Graduate Entrance Exam)

Creating a **Word Bank** is a great way to increase your vocabulary! There are many ways to build and manage your own personal **Word Bank**. For example, here is a **Word Bank** of **stem, root, and base** words. **Prefixes** and/or **suffixes** can be added to form new words.

Root Words & the Disciplines of Study

Stem or Root	Meaning	Examples
aer, aero	air	**aero**space
agri	field	**agri**culture
anima, anim	soul, life, alive, breath	**ani**mation
anthrop	human	**anthro**pology, philanthropy
archae, archi	primitive, ancient	**archae**ology
arg, agro	field, farming	**agro**nomy
art	skill	**art**, **art** history
astro	star, stars, outer space	**astro**nomy, **astro**logy
bio	life, living	**bio**logy
cosm, cosmo	universe	**cosmo**logy
demo	people	**demo**graphics
derm	skin	**derm**atology
eco	home	**eco**nomy, **eco**logy
eu	good, well	**eu**rogenics
gen, gene, geno	birth, formation	**gene**tics, **gen**ealogy
geo	earth, soil, global	**geo**graphy, geology, geoponics
ger	old age	**ger**iatrics
gram	letter, written	**gram**mar
graph, graphy	writing, recording	**graph**ology, geo**graphy**
log	word, speech, speak	**log**ic
logy, ology	to study, the study of	bio**logy**, anthropo**logy**
meta	above, among, beyond	**meta**physics
meter	measure	geo**met**ry
ortho	straight	**ortho**dontics, **ortho**paedics, **ortho**scopics
ped, pedi, pede	foot, feet	**pedi**atrics
phil, philo	love, friend	**philo**sophy, **phil**anthropy
phot, photo	light	**photo**graphy
psych, psycho	mind, mental	**psyco**logy
soph	wise	philo**soph**y
tele	distance, from afar	**tele**ology, **tele**communications
the, theo	god	**theo**logy
therm, thermo	heat	geo**thermal, thermo**dynamics
trans	across	**trans**portation
urb	city	**urb**ology
vert	to turn	ad**vert**ising
zo, zoo	animal life	**zoo**logy

Explore more Greek and Latin root and base words:
http://en.wikipedia.org/wiki/Greek_and_Latin_roots_in_English

My Word Bank

Provide synonyms for 70 words related to interdisciplinary study

My Word Bank is a life-long learning strategy; it is a collection of words that you find interesting and useful.

Get started now! Create ***My Work Bank*** in **MS Word** by recording new words encountered over the semester which are related to our class. Words connected to the disciplines and methods of study would be especially fitting.

- >Using **synonyms** rather than traditional definitions.
- >Type a word into the word column. Right-click on the word.
- >Click on '**synonyms**'.
- >Choose several synonyms and record them in the synonym column in your Word Bank table.

Word	Synonyms
philosophy	beliefs; viewpoint; attitude
universe	cosmos; world; earth; creation
universal	total; collective; worldwide
university	College; campus; academe
academic	scholarly; intelligent;

Word	Synonyms

Google-ology

The Study of Google as a Research Instrument!

Google
- **Advanced Search**
  - **File Type**
    - **PDF**
    - **PowerPoint**

On the **Google Advanced Search** page click on: **Advance Search Tips**

Narrow your search to locate only **PDF** or **PowerPoint** files

Google
- More
  - **Scholar**
    - **Advanced Scholar Search**
      - Advanced Scholar Search Tips

"We stand on the shoulders of giants"

Google Maps
- Get Directions

Google News
- Advanced News Search

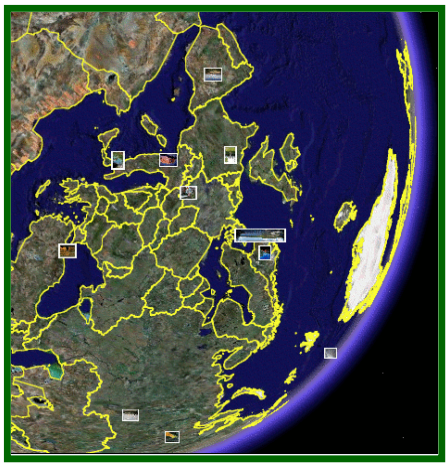
Google Images
- Advanced Image Search

Google Blogs
- Advanced Blog Search

Google Finance
- Markets
- News

Google Earth

Google Earth is powerful software for exploring our world!



http://earth.google.com/
- ***Requires downloading the software***

Q: How does Google compare with *Yahoo!* and other search engines?

YAHOO!
- More
  - Advanced Search

MSN

Google Help Sheet

—A shortlist of some of Google's most popular tools

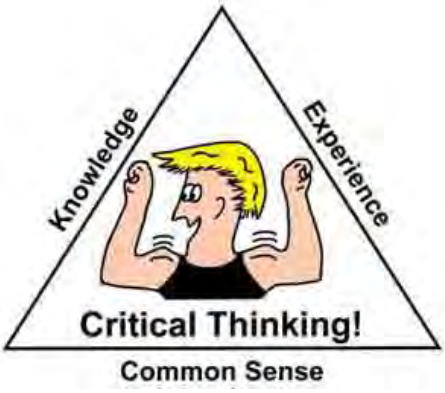
OPERATOR EXAMPLE	FINDS PAGES CONTAINING…
vacation Hawaii	The words **vacation** and **Hawaii**
Maui OR Hawaii	Either the word **Maui** or the word **Hawaii**
"To each his own"	The exact phrase **to each his own**
virus –computer	The word **virus** but NOT the word **computer**
+sock	Only the word **sock**, and not the plural or any tenses or synonyms
~auto loan	Loan info for both the word **auto** and its synonyms: **truck**, **car**, etc.
define:computer	Definitions of the word **computer** from around the Web
red * blue	The words **red** and **blue** separated by one or more words
I'm Feeling Lucky	Takes you directly to first web page returned for your query

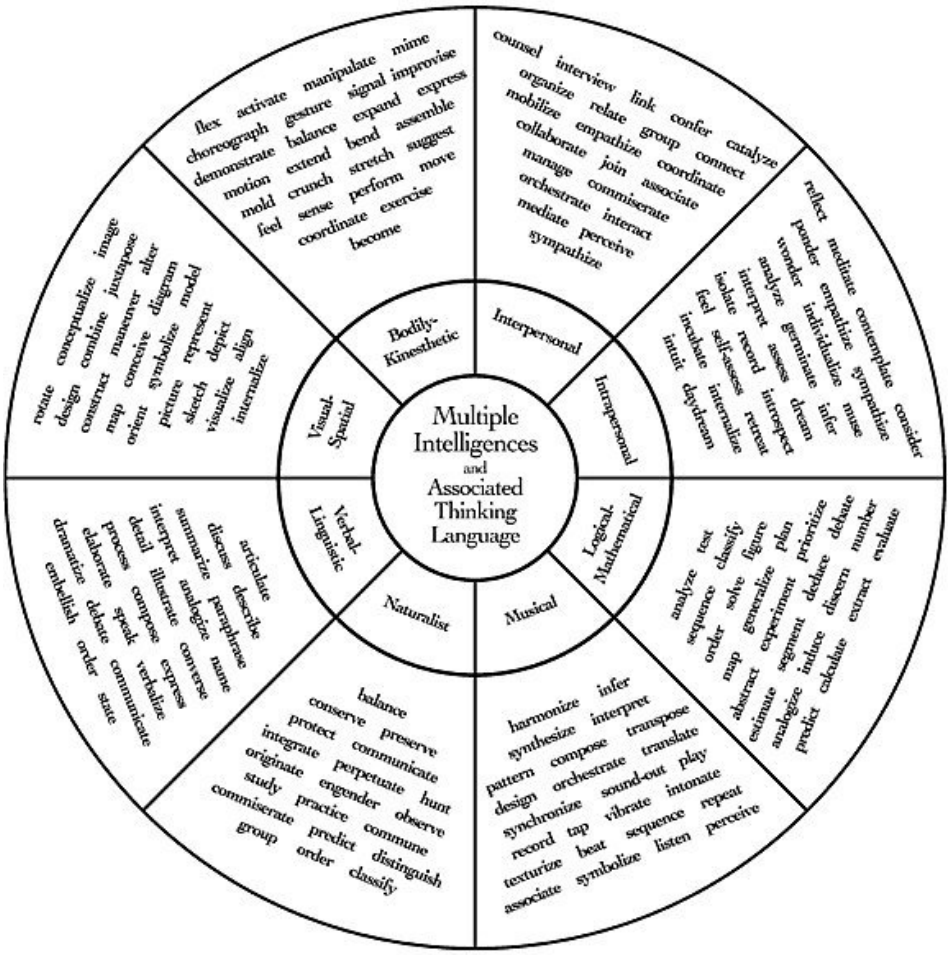
CALCULATOR OPERATORS	MEANING	TYPE INTO SEARCH BOX
+	**addition**	**45 + 39**
-	**subtraction**	**45 – 39**
*****	**multiplication**	**45 * 39**
/	**division**	**45 / 39**
% of	**percentage of**	**45% of 39**
^	**raise to a power**	**2^5** (2 to the 5th power)

ADVANCED OPERATORS	MEANING	WHAT TO TYPE INTO SEARCH BOX (& DESCRIPTION OF RESULTS)
site:	**Search only one website**	**admission site:www.stanford.edu** (Search Stanford Univ. site for admissions info)
[#]…[#]	**Search within a range of numbers**	**DVD player $100..150** (Search for DVD players between $100 and $150)
link:	**linked pages**	**link:www.stanford.edu** (Find pages that link to the Stanford University website)
info:	**Info about a page**	**info:www.stanford.edu** (Find information about the Stanford University website)
related:	**Related pages**	**related:www.stanford.edu** (Find websites related to the Stanford University website)

Notes

CHAPTER 2
THE ACADEMIC MIND





THE ACADEMIC MIND

- **Knowledge is the mind of past and present**
- **Wisdom is the mind of the future**

> ***"Knowledge makes its own luck!"***

The Critical Mind

Critical thinking means giving due consideration to the evidence — developing purposeful and reflective judgement about what to believe. The critical mind may question the source and validity of observations, experiences, arguments or written expression. As an enormous amount of information comes at us from the media and the internet, developing a critical mind is especially important.

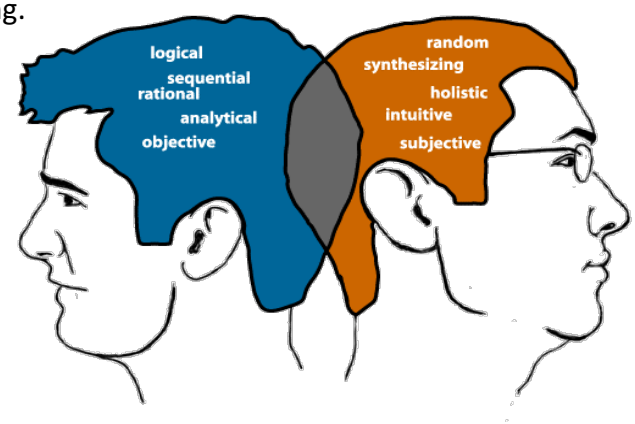
- Skilled judgment or observation
- Evaluate arguments and claims of fact
- Overcome personal prejudices [biases]
- Reasons that support conclusions
- Intelligent decisions about what to believe
- How best to react to your beliefs
- Thinking governed by intellectual standards

> ***"One's first step in wisdom is to question everything - and one's last is to come to terms with everything"***
>
> Georg Christoph Lichtenberg (German scientist 1742 - 1799)

The Subjective—Objective Mind

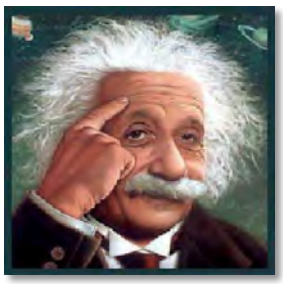
The SUBJECTIVE point of view is related to personal opinion.

—Personal, individual, emotional, sensory, or feeling.



The OBJECTIVE point of view is based on empirical fact

—Logical, analytical, critical, methodical, investigative, diagnostic, or systematic.



The Creative Mind

—Artistic, inspired, imaginative, inventive, innovative, or ingenious.

Albert Einstein (1879-1955), the great thinker, mathematician, and physicist said: **"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."**

Thought Perspectives for a Globalizing

World

- **Local (ism)**
- **Regional (ism)**
- **National (ism)**
- **International (ism)**
- **Global (ism)**
- **Universal (ism)**

Frog in the well
井 底 之 蛙
Jing^{3} *Di*^{3} *Zhi*^{1} *Wa*^{1}

Narrow-minded
Closed-minded
Short-sighted

THE MIND'S EYE

Open-minded
Holistic

Education is limitless
學 海 無 涯
Xue^{2} *Hai*^{3} *Wu*^{2} *Ya*^{2}

Provide the meaning and etymology (origin) for the following words —

- Use a large dictionary, an electronic dictionary, and the internet.
- Etymologies are explanations of where words came from and what they mean.

Universe (noun): .....

Universal (adjective): .....

Universal (noun): .....

Universalism (noun): .....

Universality (noun): .....

University: .....

Academe: .....

Academic (noun): .....

Academic (adjective): .....

To get a general idea about the history of formal education—Search on the internet and explain these terms:

The Disciplines of Study: .....

.....

Academic Disciplines: .....

.....

Motivation

The *Academic Skills Center* at Dartmouth College offers us insight to motivation:

- Motivation has a strong influence on how well you do your job. Students often develop a "Slave Mentality." That is, they see themselves performing tasks which are required by their teachers but which are utterly meaningless to them.
- In contrast, the students who see how their schoolwork fits into their plans for themselves become willing workers. It is quite true that "you can do anything you want to do" because wanting makes the necessary work easy.

How to Get Motivated

Step 1: Decide what you're trying to do in college and see yourself progressing.

Step 2: Make studying your job.

- Don't let the incidental business of leading a social life interfere with your central task of getting through school. If something must be neglected (and good planning can usually avoid this), then neglect something other than school.
- Real students own their own books, have a suitable place to work, and keep their materials conveniently available.
- Most distractions come from within you. If you have trouble concentrating, try to see what's bothering you and take steps to eliminate it. Most problems yield to direct action, but you must do the acting.

Step 3: Set short-range goals

- Analyze your study task. What do you want to achieve? How can it best be done?
- Set a definite time limit. You can get as much done in one hour as six if you know you must. Know that work tends to expand to fit the time available.
- Evaluate your success or failure. You can learn best from making mistakes, provided you recognize that they are mistakes.

Adapted from: Academic Skills Center, Dartmouth College 2001
http://www.dartmouth.edu/~acskills/

MOTIVATION - DESIRE - DETERMINATION - DEDICATION - INSPIRATION - ENTHUSIASM
Look up the words above to discover their deeper meanings… *for example*, motivation is different than determination. Motivation is inspiration, enthusiasm, desire, passion, or belief; and it is an enduring and lasting approach (long-term) — whereas determination is the *will power* and resolve to get tasks completed (short-term).

ATTITUDE IS EVERYTHING

- The old Chinese saying 态度决定一切 (*Tai*4 *du*4 *jue*2 *ding*4 *yi*2 *qie*4), means ***Attitude is Everything***!
- The **best attitude** for success during your university experience studies is **professionalism**!

THE '3D's OF SUCCESS Think in '**3D**'!
Desire—**D**etermination—**D**edication

Chinese Sayings for Education

Translation by S. A. Martin for Introduction to Interdisciplinary Study

The Chinese hold study and education in the highest regard, and many proverbs reflect this notion, especially those handed down from Confucius and Mencius. As a testament to the value of experiential learning, the great Chinese Taoist philosopher Lao Zi said, "A Journey of a 1000 Miles is Equal to Reading a 1000 Books."

學 海 無 涯
Xue[2] Hai[3] Wu[2] Ya[2]
Study Sea Without Limits
Study and education are like a limitless sea…
"Knowledge is like an ocean"

活 到 老 , 學 到 老
Huo[2] Dao[4] Lao[3] , Xue[2] Dao[4] Lao[3]
Live Arrive Old , Study Arrive Old
Live to an old age and study to the end…
"'We should study all our lives"

三 人 行 必 有 我 師
San[1] Ren[2] Shin[2] Bi[4] You[3] Wo[3] Shi[1]
Three People Walk Must Have I Learn (Teach)
Confucius said that when three people meet, at least one will be his teacher…
"There is always something to be learned from others"

孟 母 三 遷
Meng[4] Mu[3] San[1] Qian[1]
Mencius' Mother Three Moves
In order to create a good environment for her son, Mencius' mother moved their home three times. Her sacrifice for the sake of her son's mental health and education symbolize the Chinese reverence for family and study. Mencius would become China's most remembered philosopher after Confucius. Mencius, a great disciple of Confucius, is revered for his contribution of revitalizing and spreading of Confucian philosophy. In this sense, Mencius can be compared to the Apostle Paul of Christianity in the Western world.

教 育 是 百 年 大 計
Jiao[4] U[4] Shi[4] Bai[3] Nian[2] Da[4] Ji[4]
Education Is 100 Years Big Plant
The influence of education can take 100 years to see, meaning that it takes time to realize the value of education; it will have a long term influence on other things.

The Theory of Multiple Intelligences

The *Theory of Multiple Intelligences* was proposed by Howard Gardner in 1983

Gardener categorized 8 intelligences or ways that we inherently learn. He realized that everyone has different natural learning abilities, and that discovering these abilities may help us as students and throughout our lives. We can use **Gardener's 8 Intelligences** as a tool and philosophy for discovering the qualities inside every individual.

Discover Your Natural Talents!

1. Linguistic Intelligence — Word Smart

Linguistic intelligence consists of the ability to think in words and to use language to express and appropriate complex meanings. Authors, poets, journalists, speakers, and newscasters exhibit high degrees of Linguistic intelligence.

2. Logical-mathematical Intelligence — Number Smart

Logical-mathematical intelligence makes it possible to calculate, quantify, consider propositions and hypotheses, and to carry out complex mathematical operations. Scientists, accountants, engineers, and computer programmers all demonstrate this intelligence.

3. Spatial Intelligence — Picture Smart

Spatial intelligence instils the capacity to think in three-dimensional ways as do sailors, pilots, sculptors, painters, architects. It enables one to perceive external and internal imagery, to recreate, transform, or modify images, to navigate oneself and objects through space, and to produce or decode graphic information.

4. Bodily-kinesthetic Intelligence — Body Smart

Bodily-kinesthetic intelligence enables one to manipulate objects and fine-tune physical skills. It is evident in athletes, dancers, surgeons, and craftspeople. In Western societies, physical skills are not as highly valued as cognitive ones, and yet elsewhere the ability to use one's body is a necessity for survival and an important feature of many prestigious roles.

5. Musical Intelligence — Music Smart

Musical intelligence is evident in individuals who possess a sensitivity to pitch, melody, rhythm, and tone. Those demonstrating this intelligence include composers, conductors, musicians, critics, and instrument makers, as well as sensitive listeners.

6. Interpersonal Intelligence — People Smart

Interpersonal intelligence is the capacity to understand and interact effectively with others. It is evident in successful teachers, social workers, actors, or politicians. Just as Western culture has recently begun to recognize the connection between mind and body, so too has it come to value the importance of proficiency in interpersonal behaviour.

7. Intrapersonal Intelligence — Myself Smart

Intrapersonal intelligence refers to the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one's life. Some individuals with strong intrapersonal intelligence specialize as theologians, psychologists, and philosophers.

8. Naturalistic Intelligence — Nature Smart

Naturalistic intelligence consists of observing patterns in nature, identifying and classifying objects, and understanding natural and human-made systems. Skilled naturalists include farmers, botanists, hunters, ecologists, and landscapers.

We all have different natural abilities. In Indian philosophy, the "**EMPIRICAL SELF**" or the "**REAL SELF**" is called "**GUNA**".

Everyone's **GUNA** is different—we all have natural physical and mental abilities. For example, Michael Gordon can jump very high, while others may be really good at math. Discuss with your classmates and answer the questions below.

- **Describe your EMPIRICAL SELF:**
- **Which of Gardiner's 8 intelligences come naturally to you? Explain.**
- **Which of Gardiner's 8 intelligences would you like to develop in yourself? Why?**

"AVATAR" — "I SEE YOU"

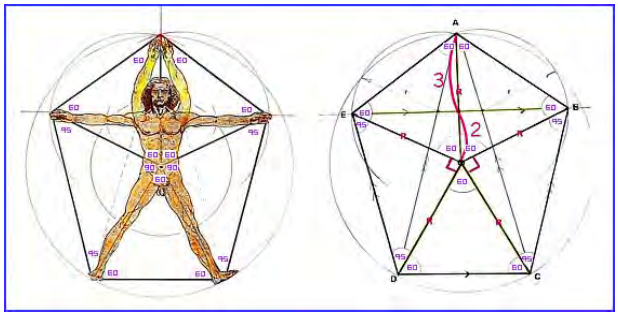
Sources

Gardner, Howard. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

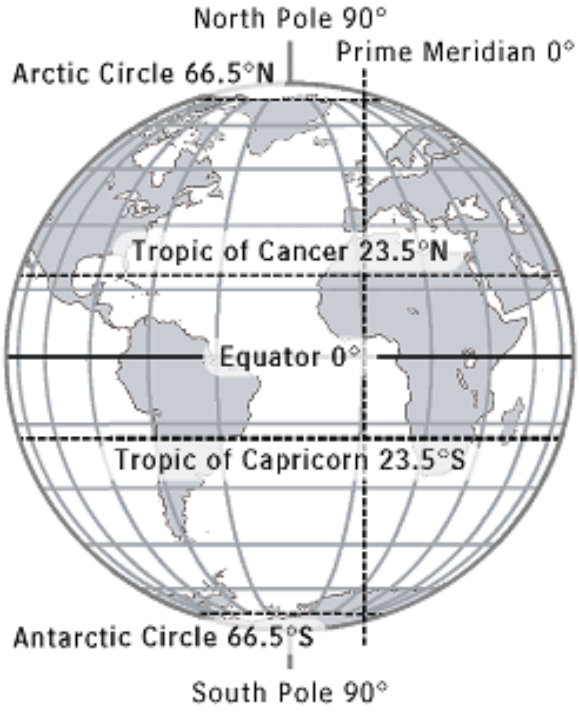
Campbell, L., Campbell, B., & Dickinson, D. (2003). *Teaching and learning through multiple intelligences*. USA: Pearson Education.

Explore this wiki-link to read more about the Theory of Multiple Intelligences:
http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences

Notes



CHAPTER 3
THE DISCIPLINES OF STUDY



Explore these links to the disciplines of study!

Lists and links to the academic disciplines of study
http://en.wikipedia.org/wiki/List_of_academic_disciplines

List of -ology Sciences and Scientific Disciplines
http://chemistry.about.com/od/mathsciencefundamentals/a/ologylist.htm

Mind Map of Academic Disciplines
http://www.gogeometry.com/mindmap/academic_disciplines.html

Title Page of Gregor Reisch's ***Margarita Philosophica***. Freiburg: Johann. Schott, **1503**.
[Rare Books Collection B765.R3 M2].

History and Concepts of the Disciplines of Study

The following definitions include, but are not limited to, *The American Heritage College Dictionary* and the *Merriam-Webster's 11th Collegiate Dictionary*, and titbits from wisdom collected from near and afar.

Photo: ***The Margarita Philosophica*** *oversees the use of Arabic numerals and the abacus.*

The disciplines of study, or fields of study, are the branches of knowledge taught or researched at the college or university level. Disciplines are defined and recognized by the learned societies and academic departments or faculties to which their practitioners belong. An academic discipline may be represented or defined by a contemporary academic journal.

Academic disciplines usually have several sub-disciplines or branches, and the distinguishing lines between disciplines may vary from one university to another. **Cultural anthropology**, for example, is sometimes referred to as a branch of **social science** or a branch of the **humanities**. Correspondingly, **physical anthropology** is a branch of the **physical sciences**.

Developments in Western Disciplines of Study

The **Liberal Arts** are a wide-ranging area of studies in a college or university intended to provide general knowledge and to develop the general intellectual capacities, such as reason and judgment. The **Liberal Arts** include language, philosophy, history, literature, and abstract science.

The Liberal Arts are at the core of the western education system. Indeed, many of the academic disciplines that we recognize and study today were developed in **Medieval Europe** between the **13th and 15th centuries** when education was controlled by the church and there were normally just four **4 faculties in a university**:

- **Liberal Arts:** during the 14th century, the ***Liberal Arts*** were comprised by **'Trivium'** and **'Quadrivium'**.

  Trivium: a group of studies consisting of **grammar, rhetoric**, and **logic** and forming the lower division of the seven liberal arts in medieval universities. [From Latin, *meeting of three ways*, crossroads].

  Quadrivium: a group of studies consisting of **arithmetic**, **music**, **geometry**, and **astronomy** and forming the upper division of the seven liberal arts in medieval universities. [From Latin, meeting of four ways, crossroads].

- **Theology:** the study of religious faith, practice, and experience; especially the study of God and of God's relation to the world.

- **Canon Law:** codified law governing the Catholic Church (as early as the 15th century).

- **Medicine:** the science and art dealing with the maintenance of health and the prevention, alleviation, or cure of disease; Today, it can be considered as a branch of medicine concerned with the nonsurgical treatment of disease.

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Humanities

The branch of learning and knowledge concerned with human thought and culture, such as philosophy, arts, or languages, that investigate human constructs and concerns; as opposed to natural processes (such as physics or chemistry) and social relations (such as economics).

- **Philosophy**: literally the *love of knowledge*; pursuit of wisdom; a discipline comprising as its core logic, aesthetics, ethics, metaphysics, and epistemology; a search for a general understanding of values and reality by chiefly speculative rather than observational means; an analysis of the grounds of concepts expressing fundamental beliefs; all learning exclusive of technical precepts and practical arts.
- **Theology**: the study of religious faith, practice, and experience; especially the study of God and of God's relation to the world. Entered English in the 14th century through Middle English *theologie*, from Anglo-French, from Latin *theologia*, from Greek, from *the-* + *-logia* – logy.
- **The Arts**: includes the performing arts, fine arts, graphic arts, visual arts, etc.
- **Literature**: archaic meaning was *literary culture*; includes the body of written works produced in a particular language, country, or age. Entered English in the 14th century from Middle English, from Anglo-French, from Latin *litteratura* writing, grammar, learning.
- **Language and Linguistics**: the study of human speech including the units, nature, structure, and modification of language.
- **History**: a branch of knowledge that records and explains past events.

Social Sciences

A branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society

—a science dealing with a particular phase or aspect of human society.

- **Economics**: a social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services; economic theory, principles, or practices [From Greek—oikonomia—managing the house. From Latin—oeconomia].
- **Political Science**: a social science concerned chiefly with the description and analysis of political and especially governmental institutions and processes.
- **Sociology**: a social science concerned with the study of human social behavior.
- **Psychology**: the science of mind and behavior; the study of mind and behavior in relation to a particular field of knowledge or activity. [Lat. Psych + Logia].
- **Education**: the field of study that deals mainly with methods of teaching and learning in schools; (pedagogy: the art, science, or profession of teaching).
- **Area Studies**: Studies in a particular area, such as Asian Studies, Thai Studies, or African Studies.

Professional & Applied Fields

Professional fields include Business Management and Administrative Services. For example, hospitality & tourism; accounting; business administration and management; management information services and information systems; marketing management; communications research).
Other Professional Fields may include architecture, environmental design; library science; public administration; and social work.

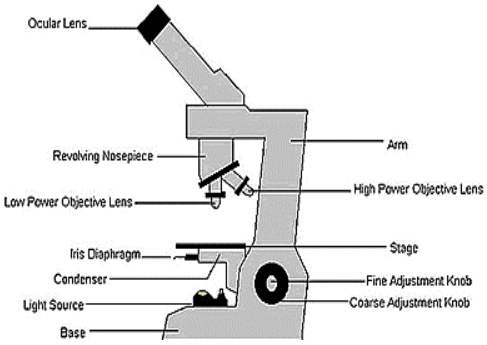
Physical Sciences

Any of the natural sciences (as physics, chemistry, and astronomy) that deal primarily with non living materials.

- **Physics**: The science of matter and energy and of interaction between the two; the science of matter and its motion; the study of the natural or material world and phenomena; natural philosophy [Gk. *phusis* 'nature'] [Lat. *physica*] [*physiography* nature; natural; physical geography]
- **Astronomy**: The scientific study of matter in outer space, such as the positions, dimensions, energy, and evolution of stars and planets [Gk. *astronmia*] [Lat. *astronamia*] [OFr. *astronomie*]
- **Chemistry**: a science that deals with the composition, structure, and properties of substances and with the transformations that they undergo. Sub disciplines may include physical chemistry, organic chemistry, and inorganic chemistry.
- **Geology**: a science that deals with the history of the earth and its life especially as recorded in rocks; a study of the solid matter of a celestial body (as the moon).

Life Sciences

- **Biology**: a branch of knowledge that deals with living organisms and vital processes; the plant and animal life of a region or environment; the life processes especially of an organism or group.
- **Ecology:** a branch of science concerned with the interrelationship of organisms and their environments, including the totality or pattern of relations between organisms and their environment [from Gk. *oikos* house; Gk. *Logia*].



- **Physiology**: The biological study of the functions of living organisms and their parts.

Medical Sciences

- **Medicine**: the science and art dealing with the maintenance of health and the prevention, alleviation, or cure of disease; the branch of medicine concerned with the nonsurgical treatment of disease.
- **Surgery**: a branch of medicine concerned with diseases and conditions requiring or amenable to operative or manual procedures.
- **Internal Medicine**: a branch of medicine that deals with the diagnosis and treatment of diseases not requiring surgery.
- **Dentistry**: the art or profession diagnosis, treatment of diseases, injuries, and malformations of the teeth, jaws, and mouth.
- **Pharmacy**: the art, practice, or profession of preparing, preserving, compounding, and dispensing medical drugs [Latin *pharmacia* administration of drugs; from Greek *pharmakeia*, from *pharmakeuein* to administer drugs].
- **Nursing**: to cure by care and treatment; the profession of a nurse; to manage with care or economy.

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The Humanities

Philosophy	The Performing Arts	Literature
Applied Philosophy	Arts Administration	American Literature
Phil. of Artificial Intel.	Dance	Arabic Literature
Phil. of Education	Choreography	British Literature
Phil. of Engineering	Ethno-Choreology	Chinese Literature
Phil. of Music	Film	Creative Writing
Phil. of Science	Animation	Critical Theory
Systems Philosophy	Film Theory	English Literature
Epistemology	Music	Indian Literature
Ethics	Conducting	Literary Journalism
Applied Ethics	Ethnomusicology	Literary Theory
Moral Psychology	Music Education	Medieval Literature
Logic	Music Theory	Poetics
Mathematical Logic	Musicology	Post-Colonial Literature
Philosophical Logic	Theatre	Post-Modern Literature
Metaphysics	Acting	Rhetoric
Ontology	Design	**Linguistics**
Political Philosophy	Directing	Composition Studies
Social Philosophy	Dramaturgy	Etymology
Philosophical Traditions	Playwriting	Historical Linguistics
Eastern Philosophy	**The Visual Arts**	Morphology
Medieval Philosophy	Art Conservation	Philology
Modern Philosophy	Art History	Phonology
Western Philosophy	Calligraphy	Pragmatics
Phenomenology	Creative Arts	Semiotics
Religion	Drawing	Socio-Linguistics
Bibliology	Fine Arts	
Buddhist Studies	Painting	**Languages**
Christian Theology	Photography	Classical Languages
Comparative Religion	Print Making	Modern Language
Esotericism	Sculpture	Language Studies (English, Spanish, French, German, Chinese, Hindi, Austronesian, and all the languages of the world!)...
Hindu Studies	**History**	
Islamic Studies	Ethnohistory	
Jewish Studies	Military History	
Mythology	Modern History	
Taoic Studies	World History	
Theology	*Area Histories...*	

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The Social Sciences		
Sociology	**Psychology**	**Economics**
Applied Sociology	Abnormal Psychology	Environmental Economics
Comparative Sociology	Clinical Psychology	International
Conflict Theory	Cognitive Psychology	Macroeconomics
Criminal Justice	Comparative Psychology	Microeconomics
Criminology	Cultural Psychology	Normative Economics
Demography	Developmental Psychology	Philosophy of Economics
Environmental Sociology	Educational Psychology	Political Economy
Leisure Studies	Evolutionary Psychology	Positive Economics
Political Sociology	Experimental Psychology	Socioeconomics
Public Sociology	Medical Psychology	
Social Engineering	Social Psychology	
Social Theory	Sport Psychology	
Political Science	**Area Studies**	**Human Geography**
Civics	American Studies	Behavioural Geography
Comparative Politics	Asian Studies	Cultural Geography
Geopolitics	Chinese Studies	Development Geography
International Relations	East Asian Studies	Economic Geography
National Politics	European Studies	Historical Geography
Peace & Conflict Studies (Irenology)	Japanese Studies	Political Geography
Political Theory	Latin American Studies	Population Geography
Public Administration	South Asian Studies	Regional Geography
Public Policy	South East Asia Studies	Tourism Geography
	Thai Studies	Urban Geography
Anthropology	**Archaeology**	***Add More...***
Archaeology	Classical Archaeology	Communication
Cultural Anthropology	Egyptology	Paleontology
Ethnography / Ethnology	Ethno-Archaeology	
Human Evolution	Greek Archaeology	
Linguistic Anthropology	Historical Archaeology	
Paleoanthropology	Maritime Archaeology	
Physical Anthropology	Prehistoric Archaeology	
Social Anthropology	Roman Archaeology	
Visual Anthropology		

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The Natural Sciences		
Earth Sciences (geosciences)	**Space Sciences**	**Life Sciences**
Environmental Sciences	Astrobiology	Agro-Technology
Environmental Studies	Astronomy	Biology
Gemology	Astrophysics	Ecology
Geology	Cosmology	Food Sciences
Geomorphology	Exobiology	Genetics
Geophysics	Galactic Sciences	Genomics
Mineralogy	Optical Astronomy	Medical Sciences
Oceanography	Radio Astronomy	Physiology
Physical Geography	Stellar Sciences	Zoology
Physical Geography	**Physics**	**Chemistry**
Cartography	Acoustics	Analytical Chemistry
Climatology	Applied Physics	Atmospheric Chemistry
Glaciology	Astrophysics	Biochemistry
Hydrology	Biophysics	Inorganic Chemistry
Limnology	Cryogenics	Material Chemistry
Lithology (Petrology)	Mechanics	Neurochemistry
Meteorology	Molecular Physics	Nuclear Chemistry
Palaeogeography	Nuclear Physics	Organic Chemistry
Topography	Quantum Physics	Physical Chemistry
Volcanology	Thermodynamics	Theoretical Chemistry

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The Formal Sciences		
Computer Science	**Mathematics & Logic**	**Statistics**
Algorithmic Reasoning (Algorithms)	Algebra	Actuarial Science
Artificial Intelligence	Analysis	Biostatistics
Computation Theory	Calculus	Business Statistics
Computer Graphics	Geometry	Chemometrics
Cryptography	Informal Reasoning	Computational Statistics
Informatics	Logic and Computation	Demography
Information Theory	Mathematical Logic	Econometrics
Operating Systems	Modal Logic	Energy Statistics
Programming Languages	Philosophical Logic	Epidemiology
Robotics	Predicate Logic	Geographic Information Systems
Software Engineering	Sentential (Propositional) Logic	Social Statistics
	Syllogistic Logic	Statistical Theory

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Professions and Applied Sciences

Agriculture	Architecture	Environmental
Agro-Ecology	Architectural Communication	Atmospheric Sciences
Animal Ethics	Architectural Geometry	Coastal Resource Mgmt.
Bio-Pesticides	Architectural Sculpture	Ecology Mgmt.
Dendrology	Architectural Theory	Environmental Chemistry
Eco-Agriculture	Building Technology	Soil Contamination
Forest Management	Green Architecture	Water Pollution
Forestry	Landscape Architecture	Environmental Mgmt.
Organic Farming	Liturgical Architecture	Environmental Science
Perma-Forestry	Organic Architecture	Environmental Studies
	Urban Studies And Planning	Fisheries Mgmt.
Education	**Hospitality & Tourism**	**Business**
Alternative Education	Convention Management	Accounting
Curriculum Studies	Culinary Arts	Business Statistics
Developmental Education	Ecotourism; Sustainable Tourism	Commerce
Education Policy	Hospitality Management	Customer Experience
Education Psychology	Human Resource Management	Information Product
Education Technology	MICE management	Interim Management
Educational Theory	Tourism Geography	Marketing
Experiential Education	Tourism Management	Sales & Marketing
Indigenous Education	Tourism Marketing	Workforce Planning
Philosophy of Education	Tourism Planning	
Health Sciences	**Engineering**	**Military Sciences**
Biotechnology	Aerospace Engineering	Artillery
Dentistry	Chemical Engineering	Campaign Plan
Medicine	Civil Engineering	Cyber Operations
Nursing	Electrical Engineering	Military Organization
Nutrition	Engineering Science	Military Terminology
Pharmacy	Mechanical Engineering	Military Logistics
Psychology	Ocean Engineering	Peace Enforcement
Public Health	Sustainable Engineering	Personal Recovery
	Telecommunications	Weaponeering
Law	**Social Work**	**Transportation**
Canon Law	Child Welfare	Transport Authority
Corrections	Gerontology	Transport Economics
Criminal Justice	Human Rights	Transport Engineering
Contract Law; International Law; Civil Law; Company Law; Labour Law; Family Law; Property Law...	Social Theory; Social Development; Social Justice; Social Welfare; Social Change; Social Planning; Community Development; Medical Social Work.	Transport Law
		Transport Media

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Shortlist of -ology Sciences and Scientific Disciplines

chemistry.about.com/od/mathsciencefundamentals/a/ologylist.htm

Acarology, the study of ticks and mites
Aerobiology, a branch of biology that studies organic particles that are transported by the air
Aerology, the study of the atmosphere
Agrobiology, the study of plant nutrition and growth in relation to soil
Agrology, the branch of soil science dealing with the production of crops.
Agrostology, the study of grasses
Algology, the study of algae
Allergology, the study of the causes and treatment of allergies
Andrology, the study of male health
Anesthesiology, the study of anesthesia and anesthetics
Anthropology, the study of humans
Apiology, the study of bees
Arachnology, the study of spiders
Archaeology, the study of past cultures
Archaeozoology, the study of relationships between humans and animals over time
Areology, the study of Mars
Astacology, the study of crawfish
Astrobiology, the study of origin of life
Astrogeology, the study of geology of celestial bodies
Audiology, the study of hearing
Autecology, the study of the ecology of any individual species
Bacteriology, the study of bacteria
Bioecology, the study of interaction of life in the environment
Biology, the study of life
Bromatology, the study of food
Cardiology, the study of the heart
Cariology, the study of cells
Cetology, the study of cetaceans (e.g., whales, dolphins)
Climatology, the study of the climate
Coleopterology, the study of beetles
Conchology, the study of shells and of molluscs
Coniology, the study of dust in the atmosphere and its effects on living organisms
Craniology, the study of the characteristics of the skull
Criminology, the scientific study of crime
Cryology, the study of very low temperatures and related phenomena
Cynology, the study of dogs
Cytology, the study of cells
Cytomorphology, the study of the structure of cells
Dendrochronology, the study of the age of trees and the records in their rings
Dendrology, the study of trees
Dermatology, the study of the skin
Dipterology, the study of flies
Ecohydrology, the study of interactions between organisms and the water cycle
Ecology, the study of the relationships between living organisms and their environment
Ecophysiology, the study of the interrelationship between an organism's physical functioning and its environment
Edaphology, a branch of soil science that studies the influence of soil on life
Embryology, the study of embryos
Entomology, the study of insects
Enzymology, the study of enzymes
Epidemiology, the study of the origin and spread of diseases
Ethology, the study of animal behavior
Exobiology, the study of life in outer space
Exogeology, the study of geology of celestial bodies
Felinology, the study of cats
Fetology (foetology), the study of the fetus
Formicology, the study of ants
Gastrology, the study of the stomach and intestines
Gemology, the study of gemstones
Geobiology, the study of the biosphere and its relations to the lithosphere and atmosphere
Geochronology, the study of the age of the Earth
Geology, the study of the Earth
Geomorphology, the study of present-day landforms
Gerontology, the study of old age
Glaciology, the study of glaciers
Gynecology, the study of medicine relating to women
Hematology, the study of blood
Heliology, the study of the sun
Helioseismology, the study of vibrations and oscillations in the sun
Helminthology, the study of parasitic worms
Hepatology, the study of the liver
Herbology, the study of the therapeutic use of plants
Herpetology, the study of reptiles and amphibians
Heteroptology, the study of true bugs
Hippology, study of horses
Histology, the study of living tissues
Histopathology, the study of the microscopic structure of diseased tissue
Hydrogeology, the study of underground water
Hydrology, the study of water
Ichnology, the study of fossil footprints, tracks, and burrows
Ichthyology, the study of fish
Immunology, the study of the immune system
Kinesiology, the study of movement in relation to human anatomy
Kymatology, the study of waves or wave motions
Laryngology, the study of the ear and throat
Lepidopterology, the study of butterflies and moths
Limnology, the study of fresh water environments
Lithology, the study of rocks
Lymphology, the study of the lymph system and glands
Malacology, the study of mollusks
Mammalogy, the study of mammals
Meteorology, the study of weather
Methodology, the study of methods
Metrology, the study of measurement
Microbiology, the study of micro-organisms
Micrology, the science of preparing and handling microscopic objects
Mineralogy, the study of minerals
Mycology, the study of fungi
Myology, the scientific study of muscles

Myrmecology, the study of ants
Nanotechnology, the study of machines at the molecular level
Nanotribology, the study of friction on the molecular and atomic scale
Nematology, the study of nematodes
Neonatology, the study of newborn infants
Nephology, the study of clouds
Nephrology, the study of the kidneys
Neurology, the study of nerves
Neuropathology, the study of neural diseases
Neurophysiology, the study of the functions of the nervous system
Nosology, the study of disease classification
Oceanology, the study of oceans
Odonatology, the study of dragonflies and damselflies
Odontology, the study of the teeth
Oncology, the study of cancer
Oology, the study of eggs
Ophthalmology, the study of the eyes
Ornithology, the study of birds
Orology, the study of mountains and their mapping
Orthopterology, the study of grasshoppers and crickets
Osteology, the study of bones
Otology, the study of the ear
Paleoanthropology, the study of prehistoric people and human origins
Paleobiology, the study of prehistoric life
Paleobotany, the study of prehistoric metaphytes
Paleoclimatology, the study of prehistoric climates
Paleoecology, the study of prehistoric environments by analyzing fossils and rock strata
Paleontology, the study of fossils of ancient life
Paleophytology, the study of ancient multicellular plants
Paleozoology, the study of prehistoric metazoans
Palynology, the study of pollen
Parapsychology, the study of paranormal or psychic phenomenon that defy conventional scientific explanations
Parasitology, the study of parasites
Pathology, the study of illness
Petrology, the study of rocks and the conditions by which they form
Pharmacology, the study of drugs
Phenology, the study of periodic biological phenomena
Phlebology, a branch of medicine that deals with the venous system
Phonology, the study of vocal sounds
Phycology, the study of algae
Physiology, the study of the functions of living organisms
Phytology, the study of plants; botany
Phytopathology, the study of plant diseases
Phytosociology, the study of the ecology of plant communities
Planetology, the study of planets and solar systems
Planktology, the study of plankton
Pomology, the scientific study of fruits
Posology, the study of drug dosage
Primatology, the study of primates
Proctology, the medical study of the rectum, anus, colon and pelvic floor
Psychobiology, the study and psychology of organisms with regard to their functions and structures
Psychology, the study of mental processes in living creatures
Psychopathology, the study of mental illness or disorders
Psychopharmacology, the study of psychotropic or psychiatric drugs
Psychophysiology, the study of the physiological bases of psychological processes
Radiology, the study of rays, usually ionising radiation
Reflexology, originally the study of reflexes or of reflex responses
Rheology, the study of flow
Rheumatology, the study of rheumatic diseases
Rhinology, the study of the nose
Sarcology, a subsection of anatomy that studies the soft tissues
Scatology, the study of
Sedimentology, a branch of geology that studies sediments
Seismology, the study of earthquakes
Selenology, the study of the moon
Serology, the study of blood serum
Sexology, the study of sex
Sitiology, the study of diet
Sociobiology, the study of the effect of evolution on ethology
Sociology, the study of society
Somatology, study of human characteristics
Somnology, the study of sleep
Speleology, the study or exploration of caves
Stomatology, the study of the mouth
Symptomatology, the study of symptoms
Synecology, the study of the ecological interrelationships
Technology, the study of the practical arts
Thermology, the study of heat
Tocology, the study of childbirth
Topology, the mathematical study of closeness and connectedness
Toxicology, the study of poisons
Traumatology, the study of wounds and injuries.
Tribology, the study of friction and lubrication
Trichology, the study of hair and the scalp
Typology, the study of classification
Urology, the study of the urogenital tract.
Vaccinology, the study of vaccines
Virology, the study of viruses
Volcanology, the study of volcanoes
Xenobiology, the study of non-terrestrial life
Xylology, the study of wood
Zooarchaeology, the study and analysis of animal remains at archaeological sites to reconstruct relationships between people, animals, and their environment
Zoology, the study of animals
Zoopathology, the study of animal diseases
Zoopsychology, the study of mental processes in animals
Zymology, the study of fermentation

Can you find something to add to the "Ology" list? .....

The History of English: Many Cultures, Many Contributions

Exploring English as a Discipline of Study!

[1] The world is becoming a "global village" right before our eyes. English is emerging as the international language. It is the first language of many nations and the second language in countries such as India and Nigeria.

[2] Why is English so adaptable? Its history provides one clue. English has always been open to new words from different tongues. This is not the situation in France, Italy, or Spain, where language academies have kept their respective languages free from foreign words.

[3] Many cultures have contributed to modern English. In the fifth century, Anglo-Saxons from continental Europe who spoke a Germanic tongue invaded the British Isles. Therefore, English contains various basic words that derive from German. For instance, the English words "home" and "garden" descended from the German *heim* and *garten*, respectively.

[4] The French conquest of England (1066) changed English significantly. First, because French was originally a Latin dialect, many prefixes, suffixes, and root words entered English. Second, many French words related to food, fashion, the arts, and government enriched the English vocabulary. Some French words replaced their Germanic counterparts; others coexisted with them as synonyms. For example, while the English "home" derives from the German *heim*, several English words derive from *domus*, the Latin word for "home." Examples are "domestic," "domicile," and "domain."

[5] As soon as the British set foot in the New World, an American vocabulary began to develop. The first British colonist quickly adopted Native American* words. By 1621, for example, the Indian words "canoe' (a slender, lightweight boat tapered at each end) and "maize" (corn) were common American terms. Other words were borrowed from the Dutch, who had preceded the British in New York. Thus Americans use Dutch "cookie" instead of British "biscuit." Although some early British travelers to America scorned these additions to English, the colonists found them vivid and practical.

[6] Travelling west, American pioneers encountered a Spanish-speaking ranching* society. Some Spanish words such as "sombrero" (a wide-brimmed hat) kept their original form. Others, however, became Americanized. "Ranch," for instance, derives from Rancho, a temporary, one story house for travelers or ranch workers. The American slang expression "It's a cinch" ("it's sure or easy"), derives from cincho, a strap that secured a pack or saddle to a horse's back.

[7] The following sentence was recently overhead on New York City's Lower East Side, home to diverse immigrants. "Amigo," called one individual to another, "Get me a bagel* and coffee at the deli, okay?" "*Amigo*," Spanish for "friend," is understood without translation. "bagel," a Yiddish* word, was brought to America by Eastern European Jews at the turn of the century. "Deli," an abbreviation of the German *delikatessan*, is both a store that sells cooked meats and the meats themselves. Two "deli" items that are now completely Americanized are frankfurters (hot dogs) and hamburgers.

[8] American English still welcomes new words. Sometimes one foreignism replaces another. For example, "honcho" from the Japanese *hancho* has replaced the Dutch boss to describe a powerful person in politics or business. According to H. L. Mencken, a prominent American linguist, American English is enriched by "transfusions" of foreign words. "The day the gates go up," he wrote, "... the language begins to die."

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Native Americans: the tribal people popularly called the American Indians
Ranching: the raising of cattle and sheep on a large scale
Bagel: a soft, chewy roll with a hole in the center that is boiled and then baked
Yiddish: a language based on 15th century German dialects with a mixture of Hebrew, Aramaic, and Slavic words

*This **deli** (from German) advertises bagels (from Yiddish) and coffee (from Arabic* qauwah*).*

Adapted solely for this class assignment from Pacheco & Gregg (2003). *The Powerful Reader: Thematic Approach to Developing Reading Skills*.

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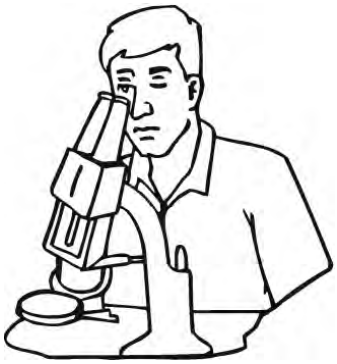
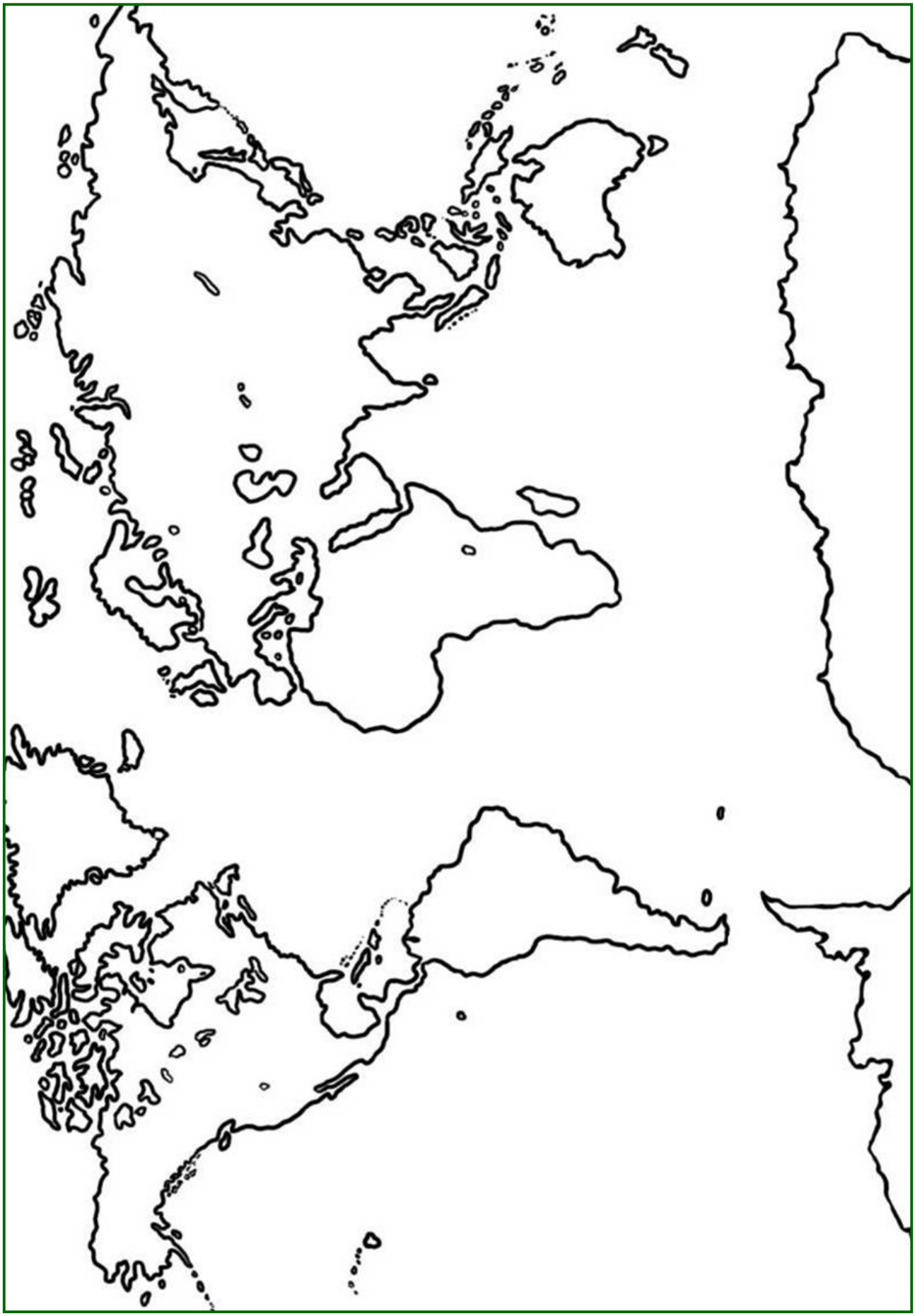
Notes



CHAPTER 4

INTERDISCIPLINARY STUDY —IN CONTEXT

Exploring Environmental Studies & Geography



Exploring the Interdisciplinarity of Geography

Geography—the science which deals with the features of the earth's surface

Geography is the study of the earth, its features, and of the distribution of life; it includes the description, distribution, and interaction of the diverse physical, biological, and cultural features of the earth's surface.

The term 'Geography' begins with the Greek language over 2,000 years ago:

geō—earth

"Geo" and "Graphia" come from ancient Greek

graphiā—drawing, writing, recording, describing, or an art or science concerned with this process

The main branches are Human Geography and Physical Geography

Human Geography—human enterprises and patterns

Human Geography deals with the cultural landscape, including the study of all countries, cultures, customs, foods, clothing, music, architecture, traditions, religions and languages of the world; the study of cultural products and norms, especially in the context of variation across time, space, and location.

Physical Geography—physical features and changes of the earth

Physical Geography (physiography) deals with the exterior physical features and changes of the earth, essentially dividing it up into **spheres**.

Define the *spheres* of physical geography:

Atmosphere
Hydrosphere
Biosphere
Lithosphere
Pedosphere
Magetoshere
Cryosphere
Geosphere

Define these physical geography disciplines:

Palaeogeography
Oceanography
Geomorphology
Hydrology
Glaciology
Cartography
Climatology
Topography

PHYSICAL GEOGRAPHY (write your answers on the world map)

What is the longest river?
What is the highest mountain?
What is the lowest basin?
What is the circumference of the earth?
How deep is the ocean?
Name the continents of the world:

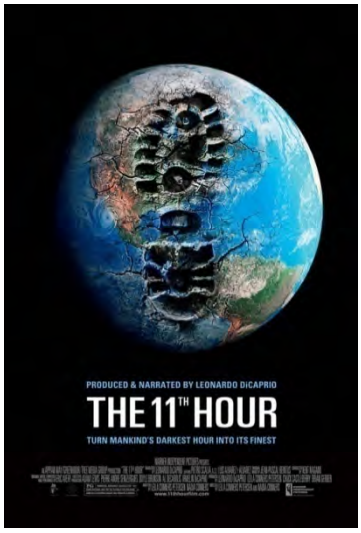
HUMAN GEOGRAPHY (write your answers on the world map)

What is the population of the world today? In China? In India? In the USA? In Thailand?

How many languages are there in the world today? How many in China? How many in Thailand?

How many countries are there in the world today? How many countries in Africa?

THE 11TH HOUR



The expression "the eleventh hour" means the **last moment** when change can happen **to avert possible disaster**. In the film The 11th Hour a variety of world experts explore how humanity has arrived at the current convergence of environmental crises while exploring steps that people can take to avert global disaster.

The process began with the Industrial Revolution, when people started mistakenly looking on nature as external to themselves and exploitable without limits.

" 50,000 species a year are becoming extinct; no ecosystem can be identified as improving. "

The 11th Hour features leading experts from around the world, including former Soviet Prime Minister Mikhail Gorbachev, scientist Stephen Hawking, former head of the CIA James Woolsey, and sustainable design experts William McDonough and Bruce Mau, along with over 50 other scientists and world leaders who discuss the most important environmental issues facing the earth while presenting strategies to avert the crisis.

Humans suffer from increasing numbers of diseases caused by pollution. At fault is the overproduction of non-sustainable manufactures, immense waste and destruction, and an unsupportable population. The primary cause for much of the crisis is the fuels we use, petroleum being the primary one.

Through nature itself, the technology exists to solve some of these crises, and part of the solution is for people to live more consciously in harmony with nature as opposed to dominating it. According to the film, in a few years we will have reached the point of no return. Within this century, if nothing effective is achieved, planetary damage will be dramatic and total in every area. Although impossible to predict, extreme disaster could be quick once the balance is decisively tipped in the wrong direction, and it will happen everywhere.

11th Hour Vocabulary

Global Warming

Climate change is the long-term fluctuations in temperature, precipitation, wind, and all other aspects of the earth's climate. Global warming is defined by the United Nations Convention on Climate Change as "change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods."

Greenhouse Gases

Greenhouse gases are chemical compounds in the atmosphere that trap heat there. They retain a proportion of the sun's heat through a mechanism known as the greenhouse effect. It is very likely that greenhouse gases released by human activities are responsible for most of the global warming observed in the past 50 years.

Biodiversity

The variety of life on earth—or its biological diversity—is commonly referred to as biodiversity. The number of species of plants, animals, and microorganisms, the enormous diversity of genes in these species, and the different ecosystems on the planet, such as deserts, rain forests, and coral reefs are all part of a biologically diverse earth. Biodiversity boosts ecosystem productivity where each species, no matter how small, has an important role to play, and it is this combination that enables the ecosystem to possess the ability to prevent and recover from a variety of natural disasters.

Carbon Footprint

A carbon footprint is made up of the **sum of two parts**: the direct, **primary footprint** and the indirect, **secondary footprint**. The primary footprint is a measure of the direct emissions of CO2 from the burning of fossil fuels. This includes domestic energy consumption and transportation from, for example, cars and planes. The secondary footprint is a measure of the indirect CO2 emissions from the whole life cycle of products we use, those associated with their manufacture and eventual breakdown.

"Green" Building

"Green" building is the practice of increasing the efficiency with which buildings use resources—energy, water, and materials—while reducing building impacts on human health and the environment, through better site planning, design, construction, operation, maintenance, and removal—the complete building life cycle. Other similarly used terms include **sustainable design** and **green architecture**.

PLEASE LIST THE SCHOLARS AND THE FIELDS OF STUDY YOU RECOGNIZE IN THE FILM

Name of Scholar	Field of Study
Stephen Hawking	*Mathematics*

Explore this link : ***http://en.wikipedia.org/wiki/The_11th_Hour_(film)***

ECOTOURISM

- The root word "eco" means "home" in Greek and can be found in the words economy and ecology.
- Travel is a major financial resource for many countries, as are natural resources. How do countries promote tourism and keep the environment healthy? Read this article to find out.
- When you have finished reading, follow the instructions for all four parts of this assignment by providing the best answers.
- This exercise is focused on reading comprehension: details and cloze[1] reading, summarizing, outlining, and simple reasoning.

Ecotourism is shorthand for *ecological tourism*, and the *ecological* aspect has both environmental and social connections. Ecotourism is defined both as a tourism movement and as a tourism sector. Born in its current form in the late 1980s, ecotourism came of age in 2002 when the United Nations celebrated the "International year of Ecotourism." The World Conservation Union defines it as "environmentally responsible travel and visitation to relatively undisturbed areas, in order to enjoy and appreciate nature (and any accompanying cultural features, both past and present), [in a manner] that promotes conservation, has low visitor impact, and provides for beneficially active socioeconomic involvement of local populations." However, this is a new and vibrant movement, and definitions are still evolving.

Many global environmental organizations and aid agencies favor ecotourism as a vehicle to sustainable development. Ideally, ecotourism must focus on several goals, including the following:

[1] "Cloze" is a test of reading comprehension that involves having the person being tested supply words which have been systematically deleted from a text.

- Conserving biological diversity and cultural diversity through ecosystems protection;
- Sharing socioeconomic benefits with local communities and indigenous peoples by obtaining their informed consent and their participation in the management of ecotourism-related businesses;
- Increasing environmental and cultural knowledge;
- Minimizing the environmental impact of tourism;
- Maintaining affordability and avoiding waste and needless luxury.

For many countries, ecotourism has evolved from being a marginal activity to finance protection of the environment to being a major sector of the national economy and a means of obtaining foreign exchange. For example, in such countries as Kenya, Ecuador, Nepal, Costa Rica, and Madagascar, ecotourism provides a significant stream of foreign revenue.

Critics claim that ecotourism, abusively practiced, often consists of plunking a hotel a splendid landscape, to detriment of the ecosystem. According to them, ecotourism must above all sensitize people to the beauty and the fragility of nature. They condemn some operators as "greenwashing" their operations — using the labels "ecotourism" and "green-friendly" while behaving in environmentally irresponsible ways.

Although academics argue about who can be classified as an ecotourist and statistical data are virtually nonexistent, some observers estimate the number of ecotourists at more than five million worldwide; the majority come from the United States and others come from Europe, Canada, and Australia.

Countries where ecotourism has been championed by the government include Costa Rica and Australia. Currently, moves are underway to create national and international ecotourism certification programs, although the process is causing controversy. ■

Source: Umstatatter, J. (2005) Readers at Risk. Jossey-Bass Publishing. p.126
Ecotourism was adapted and modified only for this class assignment

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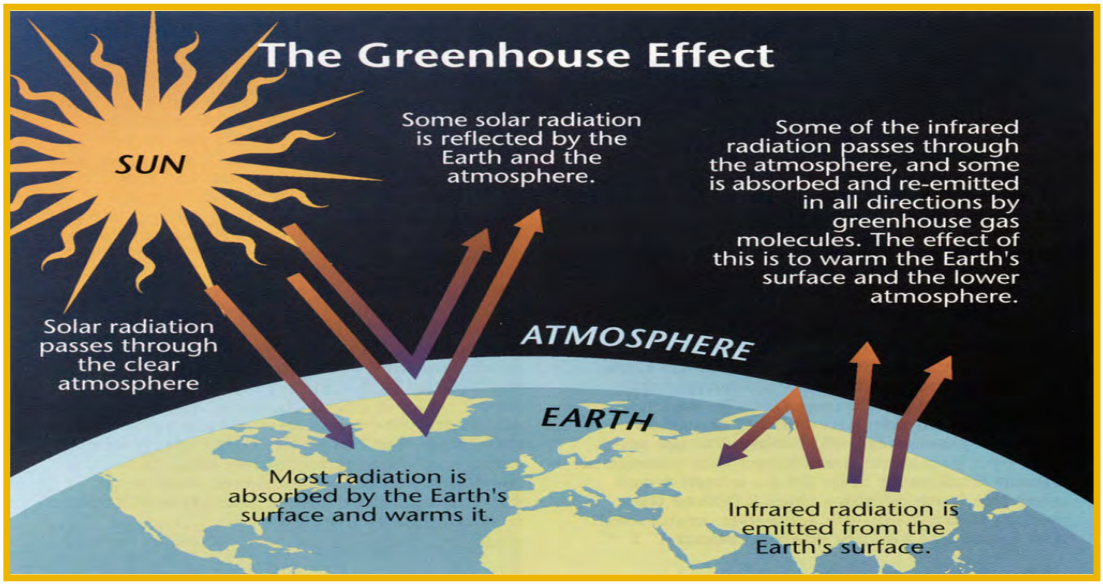
GLOBAL WARMING — *An Interdisciplinary Study*

The focus of this exercise is reading for details and practical outlining skills.



Is the earth's temperature rising? In another 500 years, will the planet's average temperature be higher or lower than it is today/ why? This article will help you understand some of the components that contribute to global warming. After completing your reading, answer the questions and complete the assignments related to global warming.

Global Warming is the name applied to an increase over time in the average temperature of the earth's atmosphere and oceans. These temperatures have risen since the late nineteenth century, and global warming theory holds that the rise has been caused by human activity (this is known as anthropogenic global warming).

Experts in the field dislike the expression "global warming." They contend that 'climate change" is a more accurate characterization because whereas human-induced change is predicted to lead to increases in global mean average temperatures, temperature change at the regional level can be in any direction. Moreover, "climate change" implies changes in more than just temperature: precipitation, cloudiness, weather, and all the other elements of our atmospheric system will be affected by human-induced changes in atmospheric gas concentrations.

In the 1970s, it was unclear whether warming or cooling was more likely in the next hundred years. By the late 1980s, however, the prospect that the earth's surface might become dangerously overheated captured public attention, and it has been a vigorously debated topic ever since.

Leaving the realm of scientific journals, the debate has spilled out into the public arena, with some politicians making the issue a component to their campaigns for high office.

Much about global warming theory is controversial, particularly the issue as to whether there exists a scientific consensus sufficient to justify radical action to ameliorate its effects.

Proponents of global warming theory express a wide range of opinions. Some merely accept that an increase in temperature has occurred. Other support measures such as the Kyoto Protocol, intended to have major climatic effects but lead to further measures. Still others believe that the resulting environmental damage will have such a severe impact that immediate steps need to be taken to reduce CO2 emissions, regardless of the economic costs to advanced nations such as the united States (the United States has the largest emissions of greenhouse gasses of any country in absolute terms and the second largest per capita emissions after Australia).

Critics of global warming theory, who constitute a very small minority of atmospheric scientists, similarly offer a wide spectrum of opinions. Some, such as Patrick Michaels, propose that human influence has warmed the atmosphere yet dispute the contention that most of the warming observed over the past fifty years is attributable to human activities. Others conclude that observations of global temperatures over much larger time spans—of thousands of years rather than decades—show global temperatures fluctuate wildly long before the introduction of human industrial activity. An additional assertion of many critics is that it is impossible to identify any definitive trend from the limited temperature record we have, considering the vast age of the earth. And certain scientists feel it is most likely that global temperature change is the result of natural causes, such as volcanism and solar activity. ■

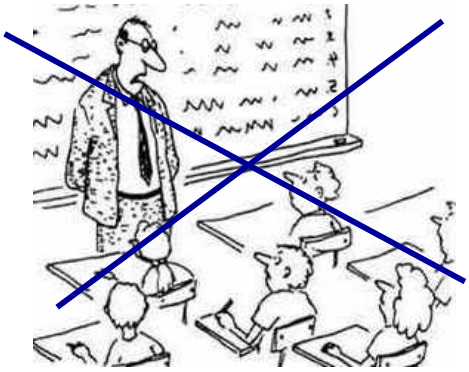
Source: Umstatatter, J. (2005) *Readers at Risk*. Jossey-Bass Publishing. p.124
Global Warming was adapted and modified only for this in-class assignment.

Notes

CHAPTER 5
IDS PROJECTS AND PRESENTATIONS

IDS Project-Based Learning (PBL)

- Learning by doing
- Experiential & real-world learning
- Hands-on & minds-on approach
- Not an exam-based testing of your knowledge!
- <u>Presenting a self-created PowerPoint as your capstone project</u>



Students listen to long lectures

Students build their own projects!

Teacher-centered	Student-centered
Teacher-directed	Student-directed
Teacher decision making	Students and teacher decision making
Knowledge of facts, terms, content	New skills and application of knowledge
Direct instruction	Varied instructional strategies
Lessons with predetermined answers	Long-term investigations
Final tests	Ongoing assessments

What are the purposes of our IDS projects?
What are we doing and why?

- To create new and original work
- To create materials for your personal portfolios
- To present and share with others (students, friends and family)
- To bring our classroom to life with new ideas and materials
- TO CREATE A NEW DATABASE FOR INTERDISCIPLINARY STUDIES!

My Thoughts About the Project

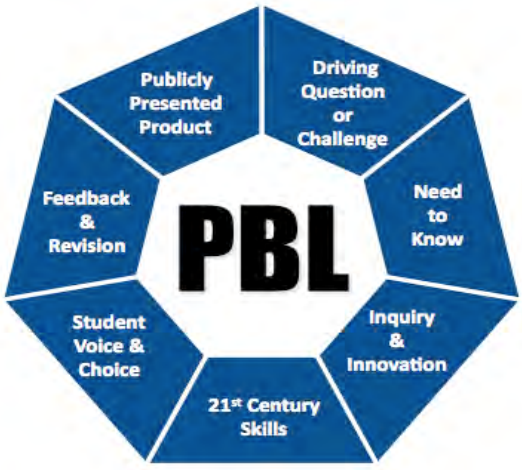
Think about what you did in this project, and how well the project went.
Write your comments in the right column.

Student Name:	
Project Name:	
Driving Question:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	

Self Assessment Form

Due after your presentations

(See APPENDIX)



You're in the Driver's Seat

CURRICULUM VITAE ASSIGNMEMT

CV Template

Your Name

Address: *Nakhon Si Thammarat*
Tel: *1324657989*
Email: *yourname@yahoo.com*

Your Digital Photo Here

OBJECTIVE

Chef / Reception / Teacher

PROFILE

Write a short descriptive paragraph about your good qualities and abilities…
—What languages can you speak...
—Discuss your education...

EDUCATION

"When — What — Where"

2011	*University*	*Prince of Songkla*
2008	*High School*	*Satree Phuket*

ACHIEVEMENTS

- ???
- ???

SKILLS

- ???
- ???

WORK EXPERIENCE

- ???
- ???

Identify your good qualities and life experience

Pencil in your information to match the headings

REFERENCES

Name and email of someone who knows your character and believes in your abilities!

Miss Super Thai Student

Address: Phuket, Thailand
Tel: 12345678
Email: aaaaa@hotmail.com

OBJECTIVE

Guest Relations Agent

PROFILE

I am friendly, punctual, and can speak 3 languages, including Thai, English and German. I am currently working on a Bachelor of Business Administration (BBA) in Tourism Management (TRM) at Prince of Songkla University (PSU), Phuket Campus. I am the head of the student *Art and Culture Department* and a university cheerleader. I am service-minded and enjoy meeting new people.

EDUCATION

2008 – *in progress*	Bachelor of Business Administration (BBA) in Tourism Management (TRM), Prince of Songkla University, Phuket Campus.
2003 – 2008	Satree Phuket School, German-English Program.

WORK EXPERIENCE

2009-current:	Head of *Art and Culture department*, Student Union, Prince of Songkla University.
2009-current:	University's Cheerleader, Prince of Songkla University.
2008-2009:	Part-time Waitress, Swensen's Restaurant (Jungceylong, Phuket).
2007-2008:	Thai Musician (Khim), Royal Paradise Hotel (Patong, Phuket).

RELEVANT SKILLS

- Basic computer programs (Word, Excel, PowerPoint, Dreamweaver).
- Ability to play 3 Western music instruments including the Clarinet, Flute and Saxophone.
- Ability to play 2 Thai music instruments including the *Khim* and *Ranad*.
- Confident in English and basic German.

REFERENCES

Mr.Thai Manager, *Assistant Manager*, Swensen's Ice Cream, Tesco-Lotus, Phuket
Email: Mr.ThaiManager@yahoo.com
Tel: 1234567

"PSU MAP"

EXPLORING OUR CAMPUS, FACULTIES, DEGREE PROGRAMS, COURSE OFFERINGS, AND FUTURE DEVELOPMENTS

Students explore the PSU campus through personal experience (experiential learning) and search the internet for details.

EXPLORE YOUR WORLD!

- Get Outside and Explore your Campus! — Discover something new!
- Visit each building and learn something about the programs, courses, teachers, and resources available there.
- Use your own Photos!
- Use the PSU and Faculty Websites.
- Ask your Classmates & Teachers.
- Use your Imagination! ☺

- Get Creative! — Make something New & Original! — Your own Style!
- Become a Photojournalist — Reporting on and Presenting about PSU!
- Make an Interesting Map Project Worth Keeping!

Consider the following ideas for your PSU MAP

- Use PowerPoint, Photoshop or make a Film.
- Identify and label buildings by name, number, or faculty.
- What are the various Bachelor and Master degrees offered by each faculty?
- What are the various courses available in each faculty?
- What are the various fields of study offered at PSU.
- Explore the history and details of the Phuket Community College.
- What are the new buildings going to be used for?
- What are some of the future plans for PSU, Phuket campus?
- What will the new canteen (cafeteria) be like? Will there be air conditioning? A coffee shop?
- Will PSU have a bookstore? Will PSU have its own 7-11? Internet café? Anything else?
- At PSU, where do we get our water from?
- At PSU, where do we get our electric from?
- Are there any clubs or organizations at PSU Phuket?
- Anything else that you find interesting about campus?

Requirements

- An individual project
- Approximately 20 slides
- Photos should be original
- Include all faculties
- Include all buildings
- Include the grounds
- Inside & outside
- Include dates & history
- 1 personal interview
- Find at least 1 old photo
- Must be original
- Send by email

HOW TO MAKE A REFERENCE LIST

In-text citation for IDS assignments follow the APA (American Psychological Association) style

References provide the details for a given piece of literature, such as the author(s) name(s), the title of the work, date of publication, and place of publication. A reference list is placed at the end of your research paper.

- **Master referencing and you are well on your way to becoming an excellent student!**
- Normally, "**References**" are those works actually cited in the body of your paper; while a "**Bibliography**" can include much more, such as all the books or materials you reviewed in your research.

THE FOLLOWING ARE BASIC EXAMPLES FOR REFERENCING BOOKS, INTERVIEWS, AND ONLINE SOURCES:

BOOKS

The following is the correct APA format for a book:

EXAMPLES

Miller, G. T. (2006). Environmental science: Working with the earth. Belmont, California: Thompson Learning, Inc.

Cunningham, W. P., Cunningham, M. A., & Saigo, B. W. (2003). Environmental science: A global concern. New York, New York: McGraw-Hill Companies, Inc.

INTERVIEWS

(Note that the current trend in APA is not to include personal interviews in the references. Nonetheless, students should know how to make a reference for an interview).

EXAMPLES

Martin, S. A. (2010, June 22). Prince of Songkla University, Phuket. (Personal communication).

Blauer, M. (January, 2010). Pakarang Surf Shop. (Personal communication).

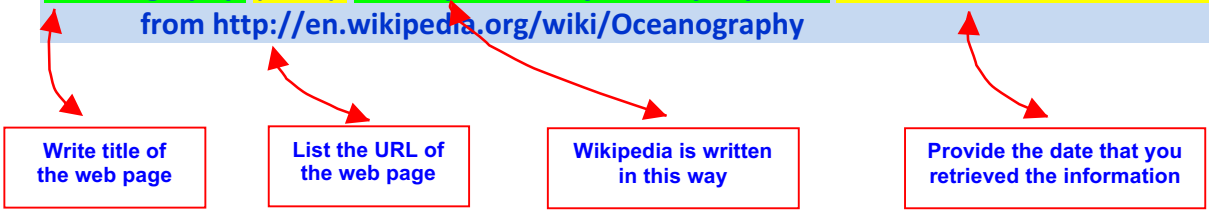
ONLINE SOURCES (WEB PAGES)

EXAMPLES

Global Surfers. (2010). *Thailand country details*. Retrieved November 15, 2010, from http://www.globalsurfers.com/country_details.cfm?land=Thailand

The exact style used for a *Wiki* page (Wikipedia) reference:

Oceanography. (2010). *In Wikipedia: the free encyclopedia.* Retrieved November 15, 2010, from http://en.wikipedia.org/wiki/Oceanography



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HOW TO MAKE "IN-TEXT CITATIONS"

In-text citation for IDS assignments follow the APA (American Psychological Association) style

In-text references (or in-text citations) refer to providing a source for each piece of information used in your academic writing.

- An in-text citation is used to identify where the information actually came — it is also used in order to avoid **plagiarism**.
- **Plagiarism** is the use of the published work of another person without clear acknowledgement; it is considered to be unscrupulous and dishonorable.
- **Plagiarism** is easily avoidable by using an **in-text reference** to indicate who the original author is.

BOOKS

For example, if using words and ideas taken from the book ***Environmental Science***, written by an author named **G.T. Miller** in **2006**, you could use **in-text references** in the following ways:

EXAMPLES

As **Miller (2006)** said, "This book is an interdisciplinary study of how nature works, how we interact with nature, and how we can live more sustainably."

"Throughout all editions of this and my other books I have sought to tell a story of how human societies can traverse a path to sustainability" **(Miller, 2006).**

INTERVIEWS

Students need to use **in-text references** for the information sourced from personal interviews. For example, if you interviewed a lecturer in **2010** named "**Steven Martin**" about the meaning of interdisciplinary study, **you could acknowledge his words in a quotation** in the following ways:

EXAMPLES

Martin (personal communications, June 22, 2010) identifies Interdisciplinary study as, "survey of academic history, study skills, and college etiquette essential to student success."

Essentially, interdisciplinary study is a, "survey of academic history, study skills, and college etiquette essential to every student success" **(Martin, personal communications, June 22, 2010).**

ONLINE SOURCES (WEB PAGES)

EXAMPLES

The Global Surfers webpage (2010) provides a surfing guide for Thailand which lists ten surfing areas, as well as a forum with some thirty entries.

The exact style used to site *Wiki* pages (Wikipedia):

The diverse topics in oceanography reflect the "Multiple disciplines that oceanographers blend to further knowledge of the world ocean and understanding of processes within it: biology, chemistry, geology, meteorology, and physics as well as geography" **(Oceanography, 2010).**

This example is for Wikipedia

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IDS LIBRARY CLASS — MAKING REFERENCES FOR BOOKS

Find 3 Books in the PSU Phuket Library related to your interests/research project.

List the following information for each book:

BOOK 1

- ✓ **Author's Name**: .....
- ✓ **Year of Publication**: .....
- ✓ **Title**: .....
- ✓ **Place of Publication**: .....
- ✓ **Publisher**: .....

BOOK 2

- ✓ **Author's Name**: .....
- ✓ **Year of Publication**: .....
- ✓ **Title**: .....
- ✓ **Place of Publication**: .....
- ✓ **Publisher**: .....

BOOK 3

- ✓ **Author's Name**: .....
- ✓ **Year of Publication**: .....
- ✓ **Title**: .....
- ✓ **Place of Publication**: .....
- ✓ **Publisher**: .....

Using the information you provided for each book, follow the example below and prepare a reference list in the *APA (American Psychological Association)* style format.

EXAMPLE OF A BOOK REFERENCE (*APA STYLE*)

Cunningham, W. P., Cunningham, M. A., & Saigo, B. W. (2003). Environmental science: A global concern. New York, New York: McGraw-Hill Companies, Inc.

REFERENCE 1.....
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REFERENCE 2.....
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REFERENCE 3.....
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MAKING 'IN-TEXT CITATIONS' FOR BOOKS

An *in-text reference* *(also called a citation)* identifies who and where the sentence or quote came from. When using other peoples' words or writing in your research, providing ci*tations are* essential to avoiding plagiarism.

Using your 3 books from the previous exercises, choose 2 interesting sentences from each book. Follow the example below to make a quotation out of each of the author's sentences.

EXAMPLES OF IN-TEXT REFERENCES (CITATIONS) (*APA STYLE*)	
REFERENCE	Miller, G. T. (2006). Environmental science: Working with the earth. Belmont, California: Thompson Learning, Inc.
CITATION	As **Miller (2006)** said, **"**This book is an interdisciplinary study of how nature works, how we interact with nature, and how we can live more sustainably."
CITATION	**"**Throughout all editions of this and my other books I have sought to tell a story of how human societies can traverse a path to sustainability**" (Miller, 2006)**.

REFERENCE.....
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ANNOTATED BIBLIOGRAPHY TEMPLATE

Author Year Title Place & Publisher

Reference

Jennings, G. (2007). *Water-based tourism, sport, leisure, and recreation experiences*. Burlington: Elsevier.

Summary

Jennings offers a discussion on fresh water and marine tourism with focus on boating, sporting, adventure, and sustainability, offering a market profile on surfing, noting that the sport of surfing is pays great attention to movements concerned with water quality. Jennings discusses the example of *Surfers Against Sewage* (SAS), a not-for-profit organization founded by surfers who campaign for clean and safe recreational waters. The study identifies that the organization's use of media-catching images and proactive arguments based upon published research has brought validity and success to the advocacy for clean water at surfing beaches.

REFERENCE

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SUMMARY

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SUMMARY

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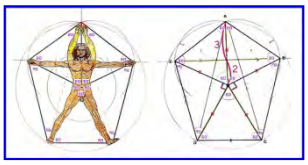
WHY ENDEAVOUR TO RESEARCH?

Because it's the 'human experience'
Because we are trying to meet needs
Because we aspire to be smarter
Because we want to prove something is 'true'
Because we want to prove something is 'false'



Because...

- Create new knowledge
- Prove our thoughts and theories
- Discover something new
- To compare information
- To conserve or preserve human knowledge
- To graduate from the university!
- To make money!



'Maslow's Hierarchy of Needs'

Research is fundamentally linked to the potential and the methods which we use to meet our needs:

- Sophisticated needs
- Problem solving
- Acceptance of facts
- Creativity
- Safety & Survival

Philosophy

'Define the strategy to meet the need'

'Methods' are effective strategies to meet needs

The '**Scientific Method**' is a systematic approach or strategy

Basic Structure and Presentation of Social Science Research

The 'Scientific Method' is here

1. **Abstract** — synopsis of the entire research (includes key words)
2. **Introduction** — what is the purpose or problem (rationale)
3. **Literature Review** — what similar research has been published? (what is known)
4. **Methods and Methodology** — the 'research design' or systematic strategy
5. **Result or Findings** — what was discovered or learned from the research?
6. **Discussion or Implications** — what can we infer or incite from the research? (may be the findings compared against literature review)
7. **Conclusion** or Concluding Thoughts — the final packaging of the research (may have recommendations based on findings, limitations of the study, suggestions for further research)
8. **Acknowledgements** — integrity of the human element (credit where credit is due)
9. **References or Bibliography** — literature cited (references) and various relevant sources (bibliography)

IDS RESEARCH PROJECT

HOW TO WRITE A RESEARCH PAPER IN 10 PAGES
OBJECTIVES & EXPECTATIONS

At the core of your college experience is the act of conducting research and writing a paper on a specific topic. The following assignment is focused on coaching first-year through the research process. Students gain insight to the **methods of research**, including **referencing sources** and **presenting the research** to a peer audience.

This assignment has 4 key objectives:

1. Serves as an introduction and outline to **writing a basic research paper**.
2. Provides an introductory approach and **methodology for the research project**.
3. Provides experience in the use of **in-text referencing** and preparing a **reference list**.
4. Provides a medium for the **presentation of research** to a peer audience.

A basic research paper will normally have a cover, abstract, outline, introduction, methodology, and the body or heart of the paper; a research paper is completed with a conclusion, recommendations, and ultimately, a reference list identifying the sources where you found the original information.

EXPLORING FOR TOPICS—Google Search:

- **Human Geography**
- **Physical Geography**
- **Tourism Geography**
- **Environmental Studies**
- **Environmental Science**
- **The Disciplines of Study**

The topic need to be related to Geography or Environmental Studies—Choose any theme of personal interest or curiosity on the history, concept, theory, or application of an academic discipline, including those in the humanities, social sciences, physical sciences, life sciences, applied fields, or professional fields.

- Is your topic offered at a university somewhere in the world as a Bachelor, Master, of Ph. D. degree? Provide an example of a university (anywhere in the world) offering a degree related to your topic.
- Create a **mind map** or conceptual framework for your topic (see examples in this chapter).
- Create a **one page 'time table'** (see the examples in this chapter).
- Identify **two great academics** (scholarly people) in history who contributed to the knowledge we have today and write just one page on each person. Include the dates they lived, institutions (if any) that they were affiliated with, and especially how they contributed to knowledge or our understanding of the discipline (see the examples in this chapter).
- Plan your research project toward your **IDS presentation**.

How to Write a 10 Page Research Paper for this Class

- For many first-year students at PSU this is your first-ever research paper.
- By following the step by step instructions you can create a basic research paper which can serve as a model during your studies at PSU.

Structure and Outline of the Paper

Outline	Page Length	Context
Title Page & Abstract	1	Title of the paper / Name and affiliation of the student / ½ page abstract of the paper
Introduction	½	Introduces the concept and context of the research; may include a review of relevant literature
Methods	½	The approach, design, and methodology of the research
The 'Body' of the Research	3	Results and findings of the research
Chronology Table	1	Time table of events related to the research topic
Biography Page (Scholar 1)	1	Biography of a champion in the area of study
Biography Page (Scholar 2)	1	Biography of a champion in the area of study
Conclusion	½	Concluding thoughts and insight of the research
Recommendations	½	Recommendations for further research
References / Bibliography	1	A complete listing the sources of information gathered for your study, including relevant online sources
Appendix	optional	Figures, photos, maps, or conceptual frameworks

Formatting of the Paper

Formatting the paper may be as significant as the content of the research! Student papers should be set in the following format:

Format & Style		Context
Page & Paper Size	A4	
Margins	Normal (1 inch)	
Titles & Headings	Cambria 12 font	Fonts 'with feet'
Typing	Calibri 11 font	Fonts 'without feet'
Spacing	1.5 space	
In-Text Citations	*APA Style*	
Reference List	*APA Style* (single space)	
Page #s	Bottom Centre	

Structure and Outline of the Course Paper

Title Page (1 page)

The cover page should be ***simple and clean***, meaning that it only has the title of your paper, your name, and the name of the university.

Introduction (½ page)

The introduction should describe the research, telling what it is about, why it is interesting and important, and describing the ***objectives*** of the study.

Methods (½ page)

A well-written paper should make clear the methods or the way the research was done. Methods are normally well-known approaches to research and are separated into ***qualitative*** and ***quantitative*** techniques, whereby the information is gathered through ***primary*** and ***secondary*** sources. The methodology section of your paper may simply explain how you did the work, such as your internet search strategy, literature review, personal interviews, or fieldwork.

Body of the paper (3 pages)

The body of the paper is the heart of your research; it should follow a logical order. Headings are used to separate the paper into topics. Throughout the body of the paper, the **main idea of each paragraph should be clear**: the main idea of one paragraph should lead to or connect to the next paragraph.

Scholars in the Field of Study (2 pages)

Identify 2 scholars in the field of study you have chosen and prepare a 1 page biography for each person (see the example in this chapter).

Time Table (Chronology table) (1 page single space)

A time table, or chronology table, is like a time machine for your research. Make a table with thee (3) columns: date, event, and source (see the example in this chapter).

Conclusion (½ page)

Your conclusion should explain what you learned from your project. Think about what your paper has shown or taught the reader. Essentially, the conclusion is a summary of the result of your study.

Recommendations (½ page)

The recommendation section of your paper should offer some suggestions for the future. For example, you might suggest that this study should continue by showing why it is important.

Reference list (1 page)

A reference list provides the sources of research paper and should follow some formatting guidelines. A reference normally begins with the author's name, the year of publication or interview, the title, the place of publication, and the name of the publisher.

Appendix (optional)

An appendix is optional. It can be a map, diagram, picture or something worthy enough to warrant being included in the research. The appendix makes up the last page(s) of the paper.

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Example of a Chronology Table (Time Table)

Table1: The Chronology of Oceanography

DATE	*EVENT*	*SOURCE*
384 BC – 322 BC	-Aristotle observed the changing tides -Aristotle recorded information on bathymetry	meer.org/mbhist.htm njscuba.net/biology/misc_history.htm
Late1800s	-James Rennell wrote books on the Atlantic and Indian Oceans	en.wikipedia.org/wiki/James_Rennell
1840	-Charles Darwin published a paper on reefs and atolls	divediscover.whoi.edu/history-ocean/darwin
1855	-Mathew Fontaine Maury wrote "Physical Geography of the Sea"	en.wikipedia.org/wiki/Matthew_Fontaine_Maury
1872-1876	-British ship "HMS Challenger" explores much of the world's oceans	dels.nas.edu/oceans/exploration

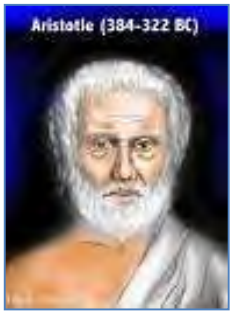
Source: ***write your name here***

Example of the Biography Pages

Identify 2 famous scholars in history who contributed to the disciplines of study. Prepare 1 page on each person. Include an appropriate picture, when and where they lived, their affiliation with academia, something about their lives' their universities or institutions, or how they contributed to the knowledge in the field of study.

- **NAME & LIFE**
- **EDUCATION**
- **CONTRIBUTION TO THE FIELD OF STUDY**

NAME & LIFE



Aristotle was born in Stagira in the northern Greece, and studied in the Academy of Plato. He is one of the great Greek philosophers, and determined the crucial part of the Western intellectual history up to the 16th century.

EDUCATION

Aristotle became a teacher at the 'Academy' for twenty years. After Alexander the Great became the king, Aristotle founded his own school (Lyceum) in Athens (335 BC). He retired two years after Alexander died.

CONTRIBUTION TO OCEANOGRAPHY AS A FIELD OF STUDY

"Aristotle made a number of important contributions to oceanography and marine biology... the second book of his meteorology begins with what is essentially a treatise on oceanography... he was also the first to record speculations about the bathymetry [study of ocean depths] of the various seas" (retrieved from: njscuba.net/biology/misc_history.html)

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Research PowerPoint Assignment Outline

Please see the PowerPoint Template for this project

Title Slide (1 slide)

The cover slide should be ***simple and clean***, meaning that it only has the title, your name, and the names of the subject and university.

Introduction (1 slide)

The introduction should describe the research, telling what it is about, why it is interesting and important, and describing the ***objectives*** of the study.

Methods (1 slide)

This slide should make clear the methods or the way the research was done. Methods are normally well-known approaches to research and are separated into ***qualitative*** and ***quantitative*** techniques, whereby the information is gathered through ***primary*** and ***secondary*** sources. The methodology section of your project may simply explain how you did the work, such as your internet search strategy, literature review, personal interviews, or fieldwork.

Body of the PowerPoint (3-5 slides)

The ***body*** of the project is the heart of your research; it should follow a logical order. Headings are used to separate slides into topics. The **main idea of each slide should be clear**: the main idea of one slide should lead to the next. Be sure to put **sources** (**in-text citations**) for the information you used on each slide.

Scholars in the Field of Study (2 slides)

Identify 2 scholars in the field of study you have chosen and prepare a 1 slide biography for each person. Include their name, age, places they studied or lived, and their contribution to the field of study. Be sure to put **sources** (**in-text citations**) on each slide.

Time Table (Chronology table) (1-2 slide single space slides)

A time table, or chronology table, is like a time machine for your research. Make a table with thee (3) columns: **dates**, **events**, and **sources**.

Conclusion (1 slide)

Your conclusion should explain what you learned from your project. Think about what your study has shown or taught the class. Essentially, the conclusion is a summary of the result of your study.

Recommendations or suggestions (1 slide)

The recommendation section of your paper should offer some suggestions. For example, you might suggest that this study should continue by showing why it is important.

References (1 slide)

A reference list provides the sources of you used in your project. References should follow a formatting guideline, such as the **APA Style**. A reference normally begins with the author's name, the year of publication, the title, the place of publication, and the name of the publisher.

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Our Course Research Presentations

	PRESENTATION TOPIC	DISCIPLINE OF STUDY	STUDENTS' NAME	DATE
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2				
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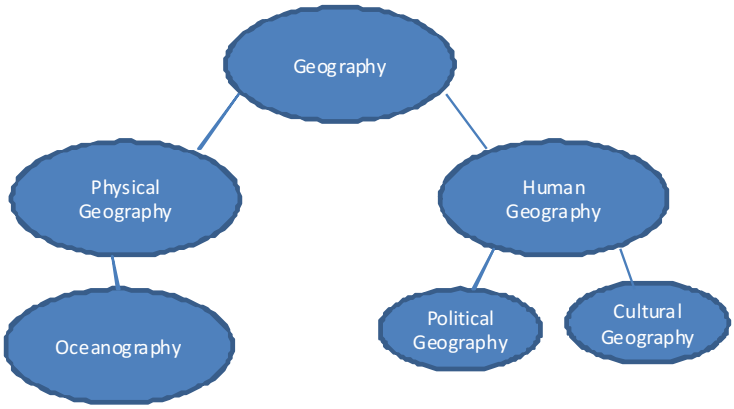
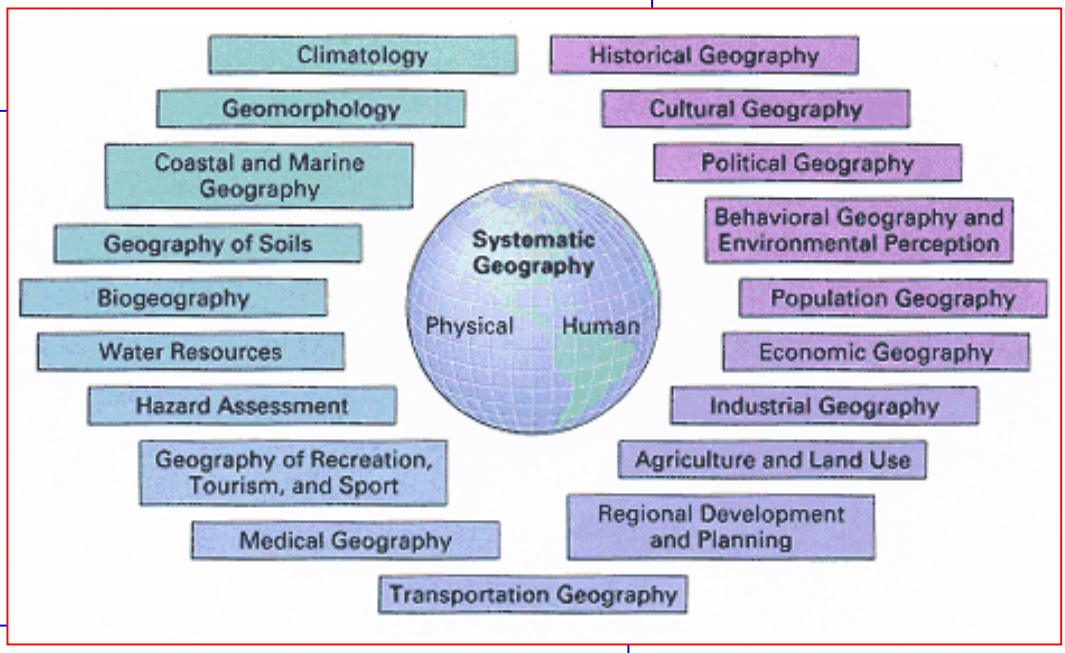
Examples of Conceptual Frameworks in Geography

Conceptual Framework of Geography

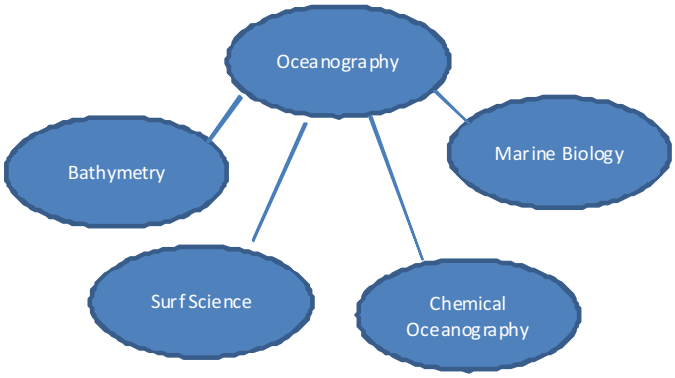


- The field of geography is broad and highly interdisciplinary.
- Today, in the contexts of globalization and climate change, physical and human environments are inextricably linked.



Oceanography

(Oceanology or Marine Science)

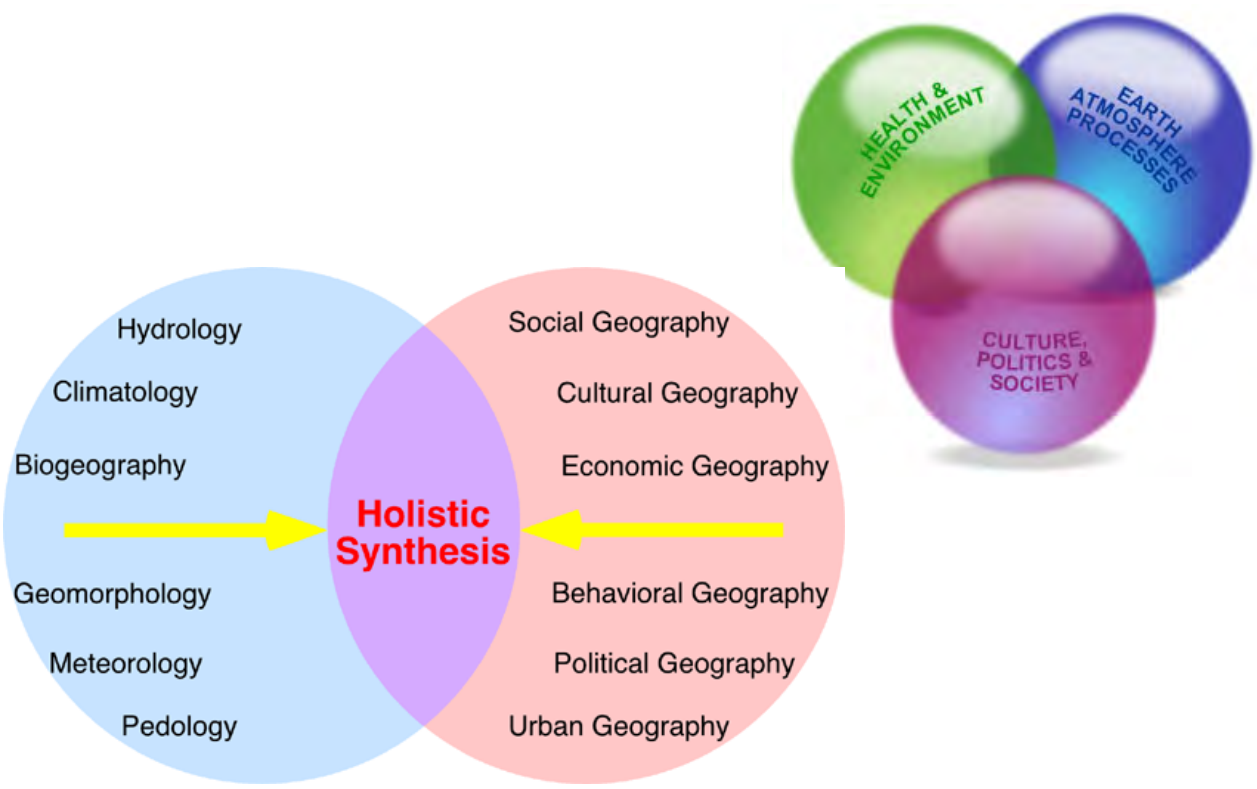


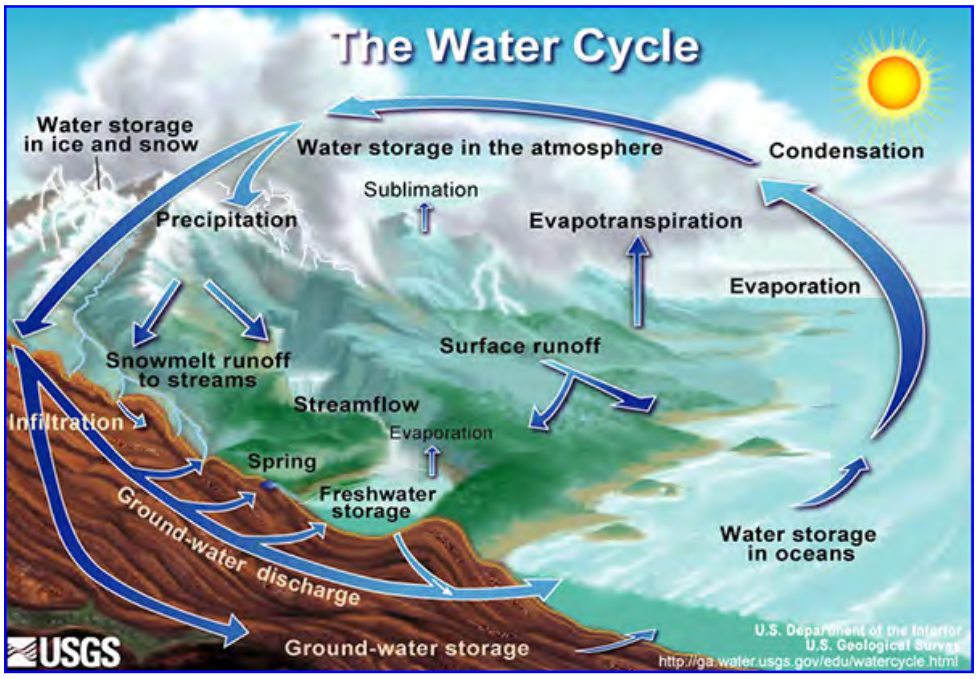
GIS

Geographic Information System

Today, visual and multi-dimensional frameworks can be created through mapping physical and human environments in context of various fields of study

Examples of Conceptual Frameworks in Geography





Concepts & Approach to Research

Sources of Information

There are many sources of information. Generally, we categorize them into ***primary*** and ***secondary*** sources.

Primary Sources: original or first-hand sources, such as interviews or personal observations.

Secondary Sources: books or printed materials written by other people. The internet is a secondary source! We must question the validity of information found on the internet!

Qualitative and Quantitative Research

Normally, we identify two broad areas of research: ***qualitative*** and ***quantitative***.

Qualitative: Deals with descriptions; Data can be observed but not measured; Colors, textures, smells, tastes, appearance, beauty, etc.; ***Qualit***ative → ***Qualit***y

Quantitative: Deals with numbers; Data which can be measured; Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.; ***Quantit****ative* → ***Quantit***y

Remember the Golden Rule:

Deductive & Inductive Reasoning

Deductive reasoning—premises and conclusion

1. All students at FIS Phuket take Interdisciplinary Study. (**Premise**).
2. Interdisciplinary study makes you smarter. (**Premise**).
3. Therefore, students at FIS Phuket who take Interdisciplinary study are smarter. (**Conclusion**).

Inductive reasoning—the educated guess

1. All of the students I interviewed at PSU can speak English. (**Specific observation**).
2. Therefore, most students at PSU can speak English. (**Generalized conclusion**).

(*The argument may be true, yet the premise may be false*).

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Qualitative Data	Quantitative Data
Overview: • Deals with descriptions. • Data can be observed but not measured. • Colors, textures, smells, tastes, appearance, beauty, etc. • **Qualit**ative → **Qualit**y	**Overview:** • Deals with numbers. • Data which can be measured. • Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. • **Quantit**ative → **Quantit**y
Example 1: ***Oil Painting***  **Qualitative data:** • blue/green color, gold frame • smells old and musty • texture shows brush strokes of oil paint • peaceful scene of the country • masterful brush strokes	**Example 1:** ***Oil Painting***  **Quantitative data:** • picture is 10" by 14" • with frame 14" by 18" • weighs 8.5 pounds • surface area of painting is 140 sq. in. • cost $300
Example 2: ***Latte***  **Qualitative data:** • robust aroma • frothy appearance • strong taste • burgundy cup	**Example 2:** ***Latte***  **Quantitative data:** • 12 ounces of latte • serving temperature 150º F. • serving cup 7 inches in height • cost $4.95
Example 3: ***Freshman Class***  **Qualitative data:** • friendly demeanours • civic minded • environmentalists • positive school spirit	**Example 3:** ***Freshman Class***  **Quantitative data:** • 672 students • 394 girls, 278 boys • 68% on honor roll • 150 students accelerated in mathematics

IDS RESEARCH PRESENTATIONS

Students gain practical experience in public speaking and presentation skills

Overview of a PowerPoint Presentation

- Presentations are based on your research paper
- Research presentations are normally delivered in 10-15 minutes
- Presentations are normally given in PowerPoint (approximately 15-20 slides)
- Presentations are brief & informative —the Bold, the Clear, and the Brief
- PowerPoint —Not Power-Paragraph!

5 things to remember about PowerPoint slides

- Only six to seven lines
- Simple / Key words
- Bold Headings & Clear Layout
- Diagrams and pictures support your topic!
- Manage the file size of your pictures!
- Avoid too much animation

Images Support the Topic!

Interdisciplinary Studies

HOW TO MAKE A GREAT PRESENTATION!

Learning how to make a good presentation takes practice and experience!

11 STEPS TO GIVING A PROFESSIONAL PRESENTATION

1. Know the purpose of your presentation
2. Know your audience
3. Know your topic!
4. Arrange your material in a way that makes sense!
5. Practice—practice—practice, and make necessary adjustments
6. Dress for success
7. Introduce yourself and your subject
8. Speak clearly
9. Look at and connect with your audience
10. Stay on the topic!
11. Watch your time!

3 PARTS TO A SHORT PRESENTATION

Introduction

1. Get the attention of the audience
2. Present your topic using straightforward (and simple) language
3. Show the topic's importance, relevance, and interest

Main Body

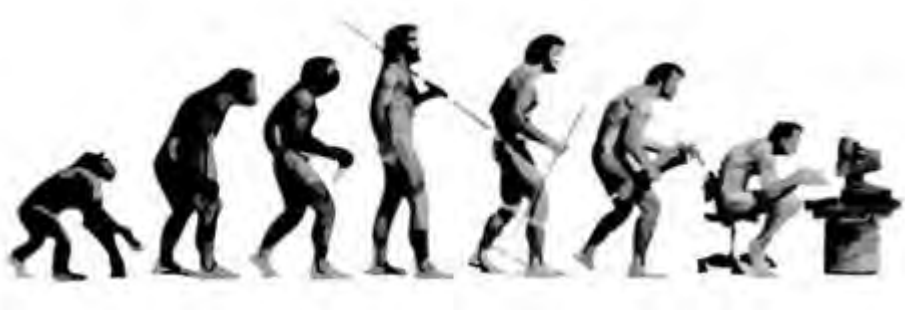
1. Show the main points
2. Support the main ideas with details
3. Give the points in a logical order
4. Stick to the topic!

Conclusion

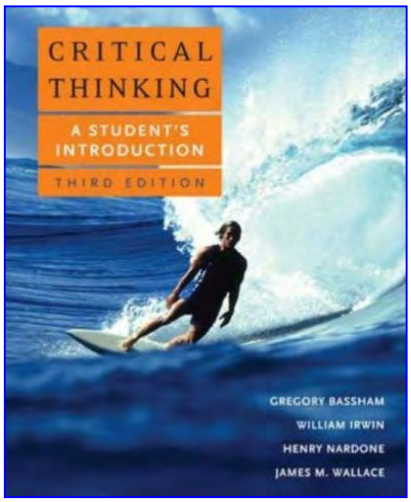
1. Inform the audience that you are about to close
2. Summarize the main points of your presentation
3. Leave the audience with an idea or concept to remember

"Today we talked to you about... we hope you will remember that..."

Notes



APPENDICES


CRITICAL
THINKING
A STUDENT'S
INTRODUCTION
THIRD EDITION
GREGORY BASSHAM
WILLIAM IRWIN
HENRY NARDONE
JAMES M. WALLACE

EXPLORING E-RESOURCES —PSU MAIN LIBRARY

Go to the PSU Library Homepage:

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>Search for "**SURF TOURISM**"

Download 3 articles on 'SURF TOURISM"

Start your own research database!
Now that you have downloaded the PDF files from ***Informaworld***, rename and organize your files into a new folder

Rename your file as follows: First Author (Year) Abbreviated Title

Buckley (2002) Surf Tourism Indo-Pacific

Make a New Folder and name it ***Surf Tourism***

Put your **3 new PDF** files into a ***Surf Tourism*** **Folder**

Following the example below, make a reference for each PDF file. Please note that references from journal articles are slightly different than those from books!

EXAMPLE OF A JOURNAL ARTICLE REFERENCE (*APA STYLE*)

Buckley, R. C. (2002). Surf tourism and sustainable development in Indo-Pacific islands: I. The industry and the islands. *Journal of Sustainable Tourism*, *10*(5), 405–424.

Reference 1

.....

.....

Reference 2

.....

.....

Reference 3

.....

.....

CAN YOU FOLLOW INSTRUCTIONS?

1. Read this page carefully and completely before doing anything.

2. Write your name in the upper right-hand corner of this page.

3. Circle the word “corner” in sentence two.

4. Draw five small squares in the upper left-hand corner of this page.

5. Put an “X” on each square.

6. Put a circle around each square.

7. Sign you name under line 5.

8. After your name, write “yes, yes, yes.”

9. Put a circle around number 7.

10. Put an “X” in the lower left-hand corner of this page.

11. Draw a triangle around the “X” you just made.

12. If you think that you have followed directions carefully to this point, raise your right hand.

13. On the reverse side of this paper, add 6950 and 9805.

14. Put a circle around your answer.

15. Put three small pencil holes in the in the top of this page.

16. Call your teacher to your desk and tell him/her that you are nearly finished and that you have followed all of the directions very well.

17. Now that you have finished reading carefully, do only those things called for in the sentences numbered one and two... did you read everything on this page before doing anything?

18. Please be quiet and wait patiently while the other students complete this assignment.

SELF ASSESSMENT FORM

My Thoughts About the Project

Think about what you did in this project, and how well the project went.
Write your comments in the right column.

Student Name:	
Project Name:	
Driving Question:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	

EXAMPLES OF IDS BOOKS

Notes