EDUCATIONAL RESOURCES

Ask Your Peer

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[Email address]

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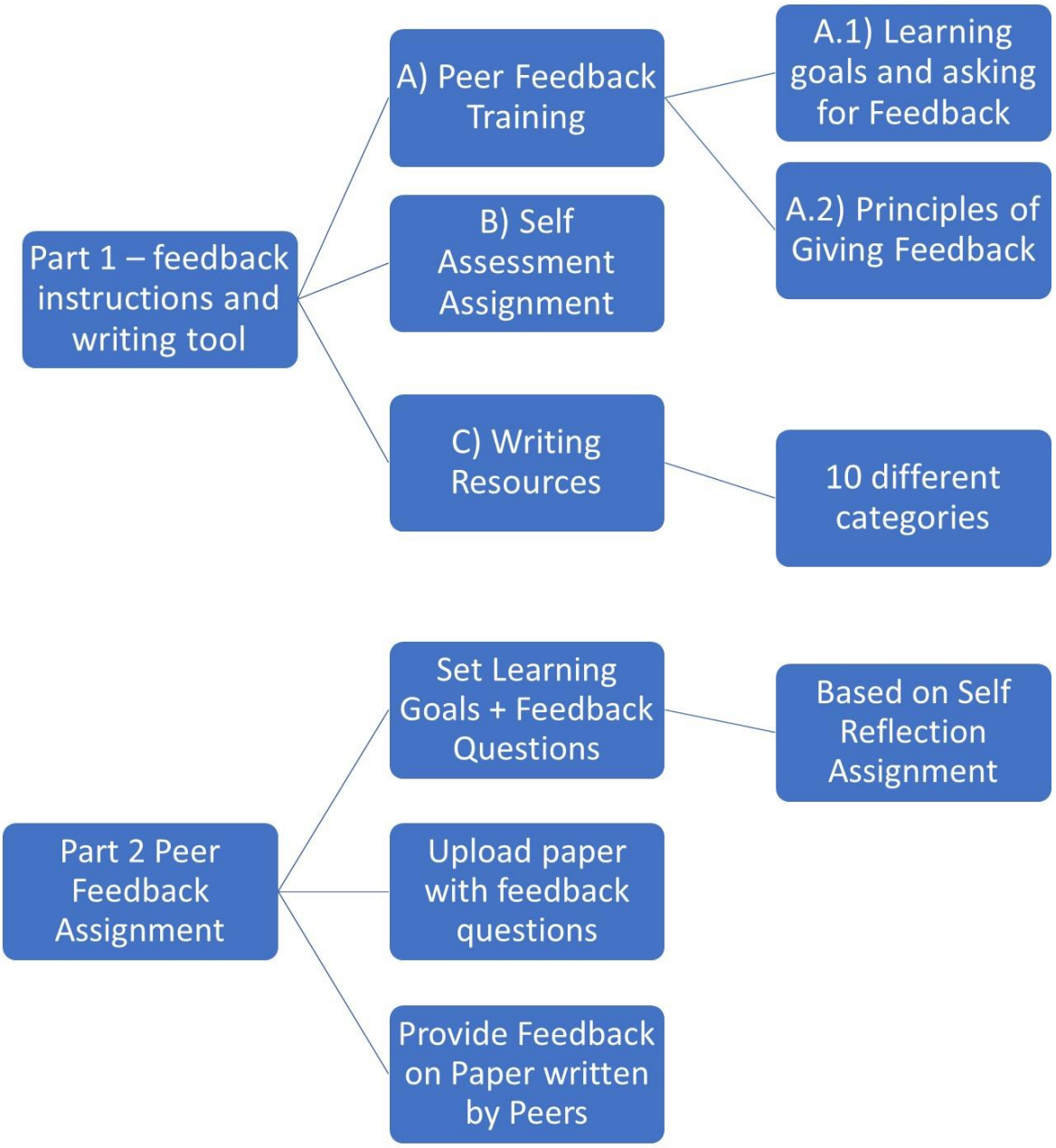
Schematic Overview Platform Ask Your Peer



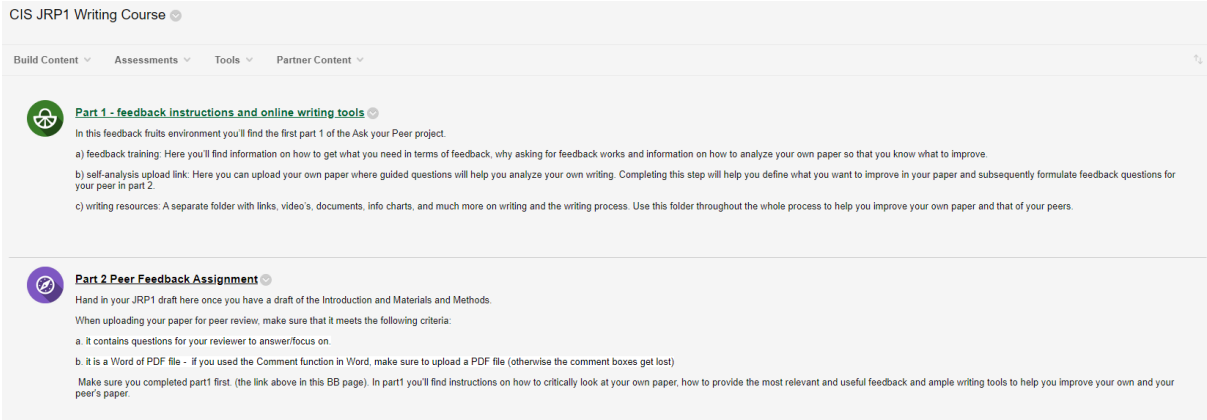
Websites Used

Category	Link
Step A.2) Principles of giving feedback	https://www.youtube.com/watch?v=GlSCMx9-fGA
Part 1.C) General Writing Tips	https://owl.purdue.edu/owl/general_writing/index.html
	https://www.themostdangerouswritingapp.com/
	https://getcoldturkey.com/purpose/
	https://www.noisli.com/
	http://writersdiet.com/test.php
	http://www.hemingwayapp.com/
	https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/grant_writing/index.html
Part 1.C) Structure	https://academic.oup.com/clinchem/article/56/5/708/5622456
	http://static1.1.sqspcdn.com/static/f/664809/24071487/1418115436613/Writing+in+biomedical+scien
	https://www.aje.com/arc/setting-scene-best-practices-writing-materials-and-methods/
Part 1.C) paragraphs	https://www.youtube.com/watch?v=0IFDuhdB2Hk
	https://www.siue.edu/~tkohler/Writing%2520a%2520Paragraph.html
Part 1.C) grammar	https://learnenglish.britishcouncil.org/online-english-level-test
	https://www.ef.nl/english-resources/english-grammar/
	https://www.englishpage.com/
	https://www.grammarbook.com/grammar/subjectVerbAgree.asp
	https://lingohelp.me/preposition-after-adjective
Part 1.C) cohesion	https://www.youtube.com/watch?v=IsDR3XEv50E
	https://www.youtube.com/watch?v=vL05g8eW10s
Part 1.C) tenses	https://www.editage.com/insights/the-secret-to-using-tenses-in-scientific-writing
	https://www.perfect-english-grammar.com/verb-tenses.html
Part 1.C) formality	https://www.merriam-webster.com/thesaurus
	http://www.freecollocation.com/
	http://www.ref-n-write.com/trial/research-paper-sample-writing-introduction-section-academic-phrasebank-vocabulary/
Part 1.C) punctuation	https://www.yourdictionary.com/pdf/articles/227.punctuationjungle.pdf?yd.pdf
	https://www.thepunctuationguide.com/index.html
	http://www.chompchomp.com/terms/commasplice.htm
Part 1.C) citing and referencing	https://www.monash.edu/rlo/research-writing-assignments/referencing-and-academic-integrity/citing-and-referencing/test-your-understanding
	https://guides.lib.monash.edu/citing-referencing/vancouver

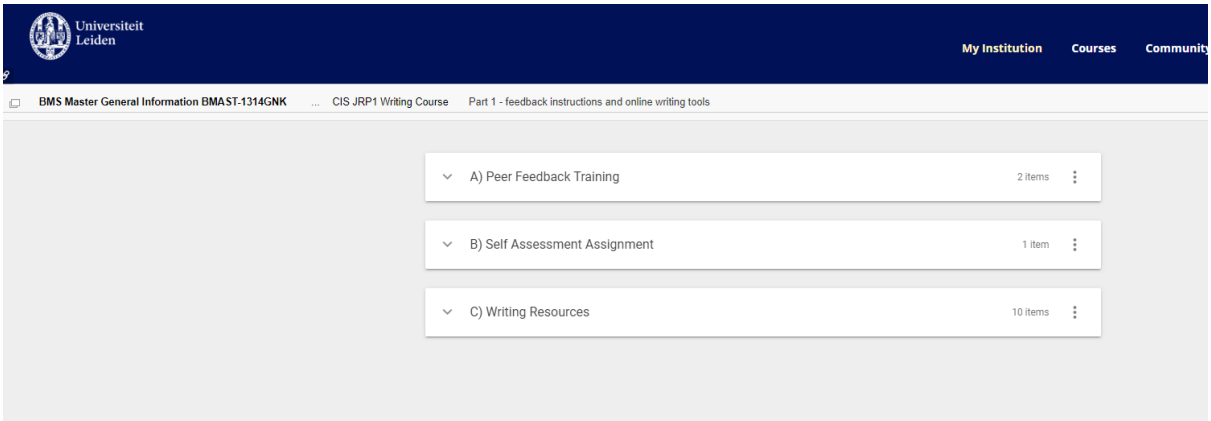
	https://endnote.com/
	https://guides.lib.monash.edu/citing-referencing/home
Part 1.C) editing	https://researchwriting.unl.edu/editing-analyzing-your-writing-strengths-and-weaknesses
	https://www.youtube.com/watch?v=SZxphibAqb4
	http://writersdiet.com/test.php

Screenshots Platform Ask Your Peer

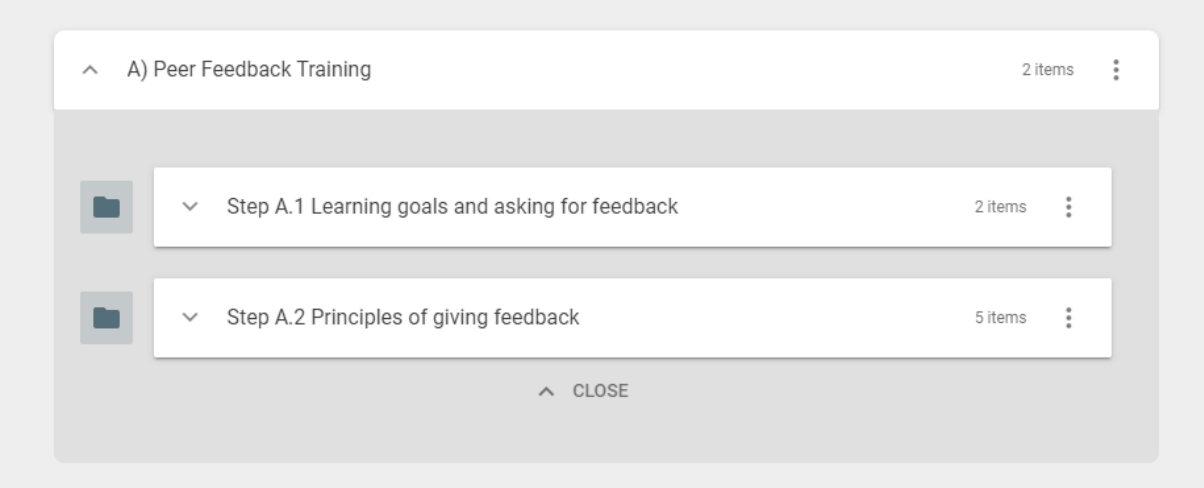
Screenshot 1.Landing Page



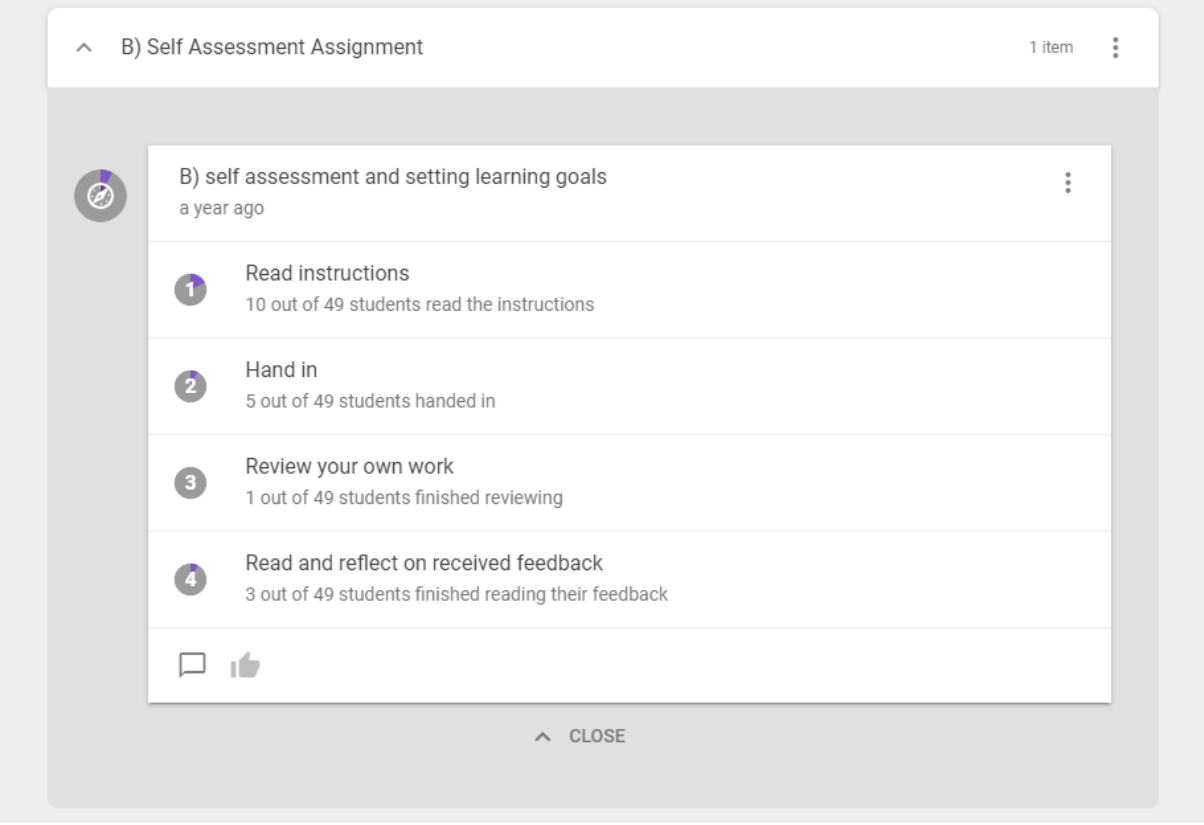
Screenshot 2. Part 1 Landing Page



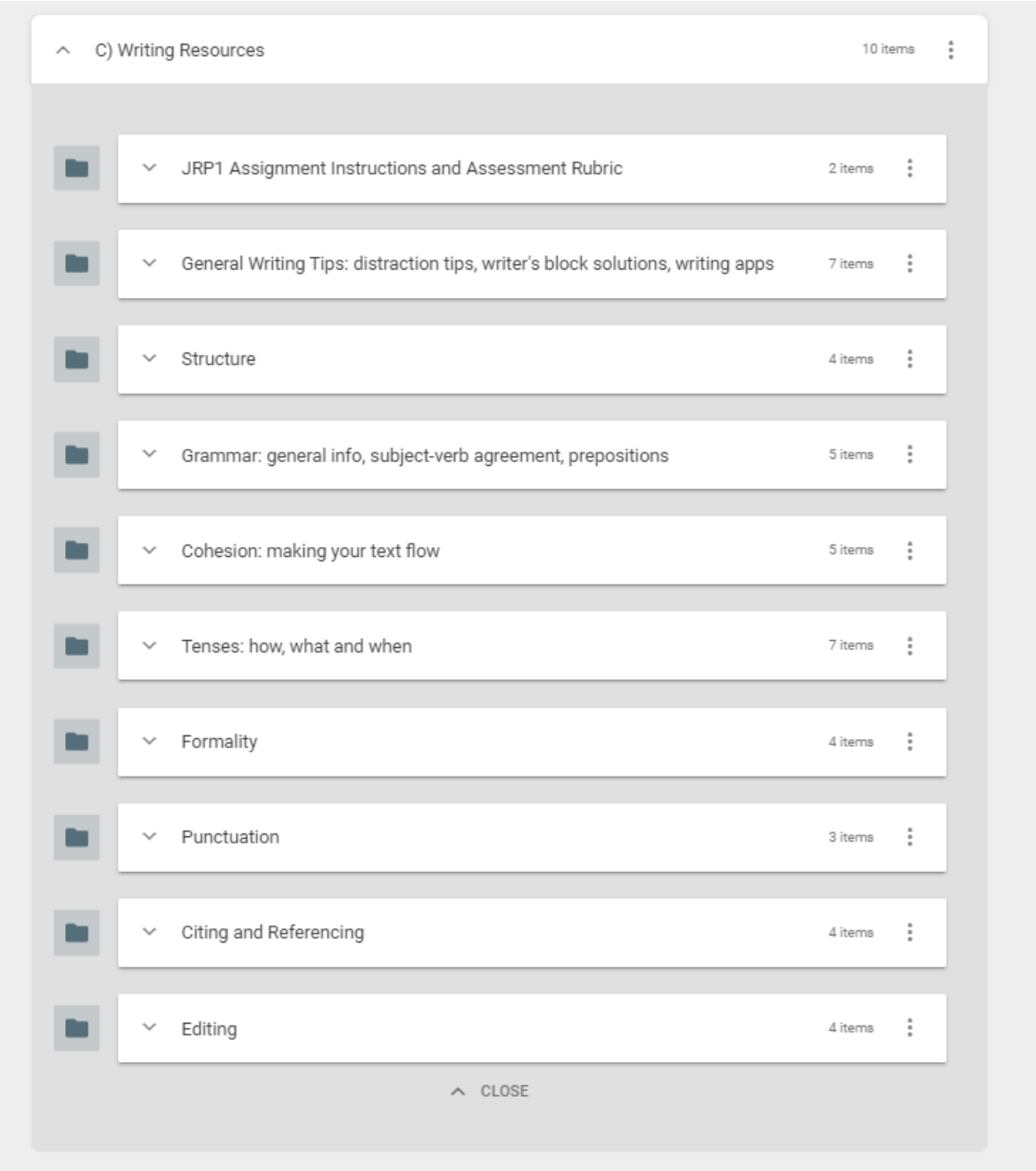
Screenshot 3. Part 1.A



Screenshot 3. Part 1.B

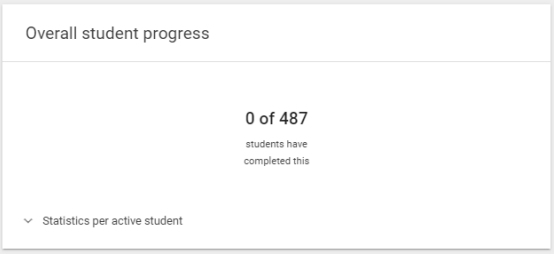


Screenshot 4. Part 1.C



Screenshot 5. Part 2

Part 2 Peer Feedback Assignment



1

Instructions

Dear student,

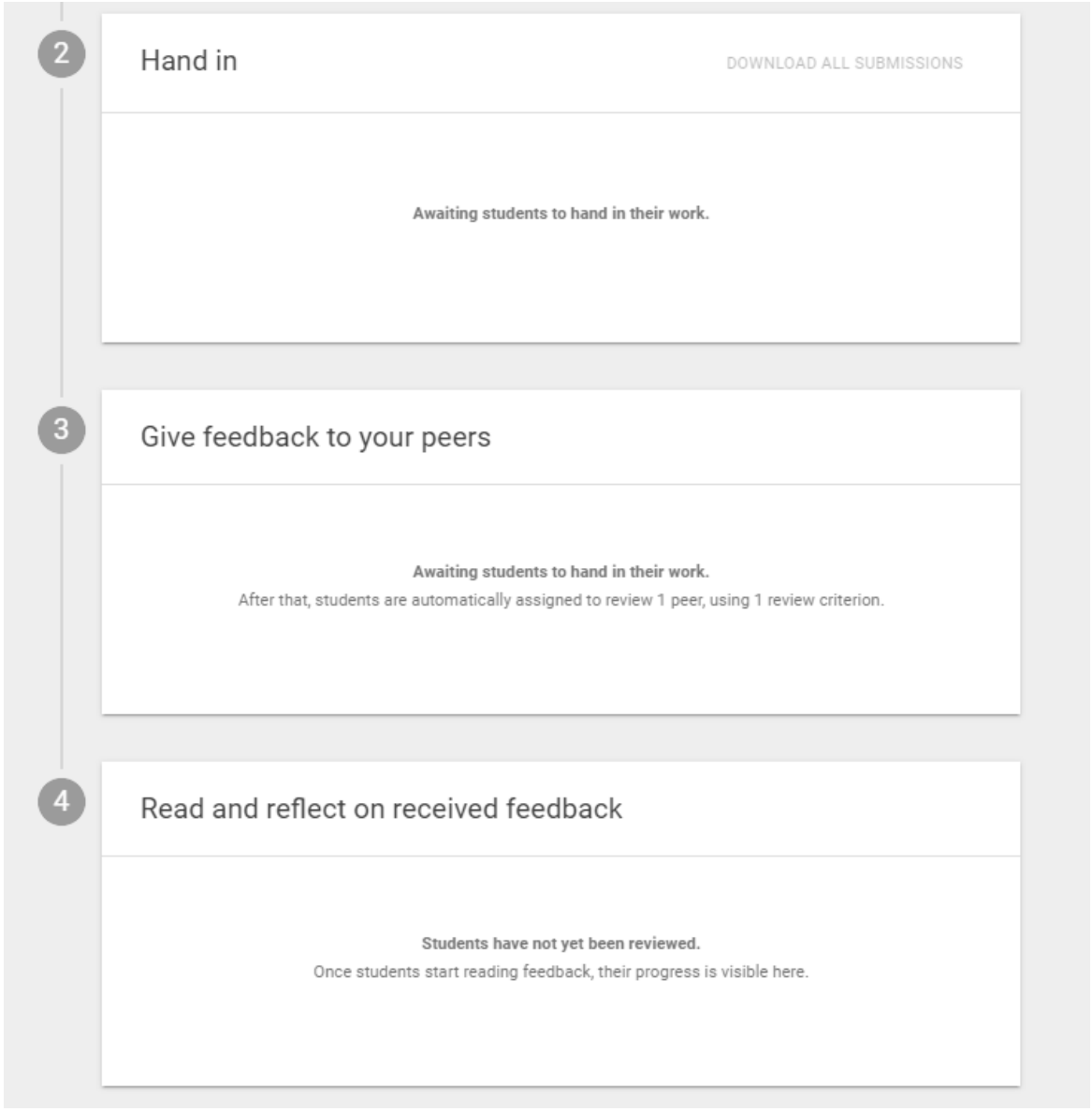
Writing your JRP1 is a challenging task, as your writing will have to meet Master level standards. While writing your paper, you might notice that writing be a solitary and isolated process, where having an extra pair of eyes can come in handy. In the scientific field, peer review is implemented to both lift the isolation and to improve the quality of written papers. Peer reviewing each other's papers will also be beneficial as you can learn from looking at each other's work. To help you with the writing process and to better mimic the actual scientific practice, the Biomedical Science Master has added peer review to the JRP1 program. This peer review process will be part of the support offered by Communication in Science and is completely online and can be completed in your own time.

How does it work? In this online Feedback Fruits environment, you can upload your paper once you have the introduction, methodology and the results section (which should least contains one full figure). You will ask, give and receive feedback in this system on the above-mentioned sections. If you desire feedback on other sections or the whole paper as well, you can indicate this to your peer. Keep in mind to always ask specific questions to your peer.

What can you expect? Step 1 - You follow the online training module with tips and tricks for asking and giving feedback. A critical component here is that you look at your own paper and determine what you want to improve/learn. Based on this, you can later upload your paper with specific questions for your peer to answer. This way, you'll receive feedback that is the most relevant to you at this time.

Step 2 Look through the online models, writing tools, links and video's to help you with your writing. Part one online contains a multitude of writing resources. In these resources you'll find information on structure (how to write an engaging introduction – what to do with your paragraphs), language (how to spruce up your verbs/prepositions/grammar) and general tips and useful websites to help you with the overall writing process.

Step 3 Upload your paper in 'part 2'. A peer student will be assigned to you via the system (this is done automatically but will depend on when a student is available. As such, it might take a while. Step 4 You will give and receive feedback to this student. Step 5 You incorporate the feedback in your final version of the JRP-1 paper.


2
Hand in
DOWNLOAD ALL SUBMISSIONS
Awaiting students to hand in their work.
3
Give feedback to your peers
Awaiting students to hand in their work.
After that, students are automatically assigned to review 1 peer, using 1 review criterion.
4
Read and reflect on received feedback
Students have not yet been reviewed.
Once students start reading feedback, their progress is visible here.

CIS JRP1 Writing Course – Part 1 – Feedback Instructions and Online Writing Tools

Part 1.A)Peer Feedback Training

Step A.1) Learning goals and asking for feedback

Instructions

**Why asking for feedback works **
Peer feedback is a tool frequently employed in the scientific community as papers go through multiple rounds of peer review before publishing. Asking for and giving feedback also help you further develop your skills as a writer and critical thinker.

For this assignment, we asked you to upload your paper with specific questions that you'd like your reviewer to answer. During the writing and feedback process, setting learning goals – and asking for feedback concerning those goals – greatly improves the writer's proficiency (Zhang, 2017; Ferreti et al. 2000; Graham et al. 2013; Silver 2000).

Asking for feedback on specific matters has two main advantages:
1) It makes sure that you get feedback on those elements most important to you as a writer and as such, helps you further develop your writing skills.
2) It helps the person providing feedback in knowing what to focus on.
The questions that you pose are directly related to your learning goals: what do you hope to learn/achieve?

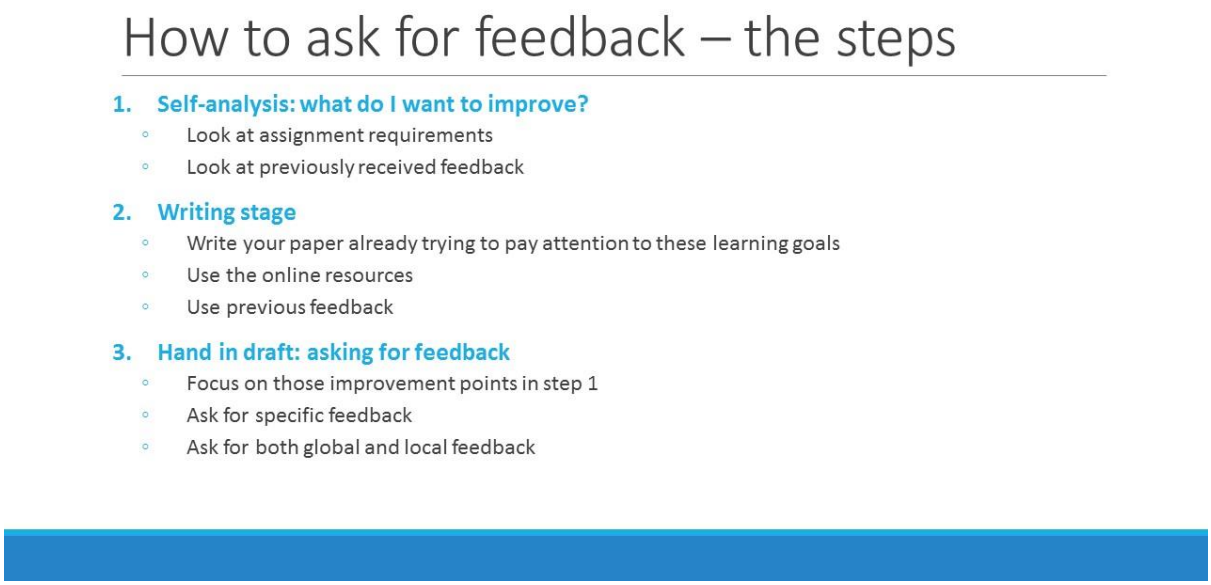
How to formulate your feedback questions

Analyzing your own paper

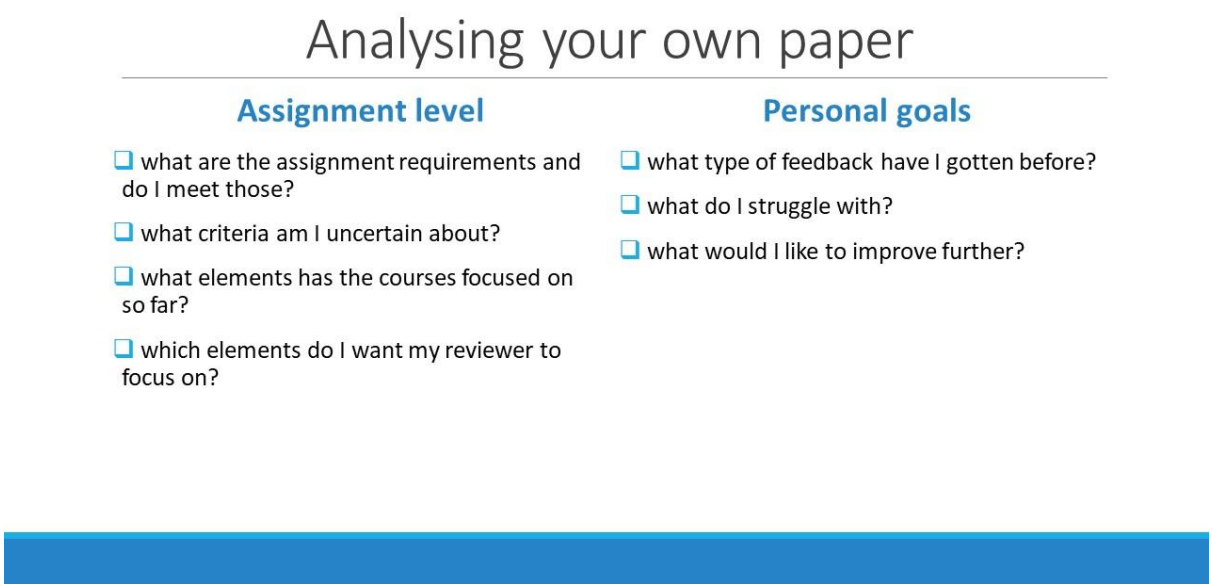
When deciding what feedback you need from the reviewer, two main elements come into play: your own learning goals, and the goals of the assignment. By clearly mentioning your own learning goals (what do I want to improve, what do I want to learn), you get the other person to help you develop further as a writer (a skill transcending this one assignment). The other element works on an assignment level. What criteria should the paper meet (structure, language, genre, etc) and where is it now?

Use the images below to help you think about what to ask for (assignment and your own goals), what kind of feedback you would like (global vs local issues) and how to formulate your questions.

How to ask for Feedback – the steps



Analyzing your own Paper



Formulating your feedback questions

Formulating your feedback questions

1. **Be specific: vague questions will get vague answers**

   Rather than 'is my structure clear' go for 'I'm trying to argue in favour of point A; does this come across?'

2. **Indicate which area**

   Does your question concern the entire paper, or just one part? Do you have issues with verb use throughout the paper or just in the results section?

3. **Reference the grading rubrics if you're unsure about something**

   For example, 'we're supposed to use formal language, do you think I succeeded in my paper?'

JRP1 CIS Asssessment Rubric

Insufficient	Sufficient	Good	Very good	Excellent
Structure				
Much of the information presented is irrelevant or presented without appropriate context.	Sections contain relevant information. Aims are presented clearly, and relevant context is provided.	All sections contain relevant information presented in a well-organised, logical manner.	Connections between points are made evident. Both the overall structure and the organization of each section help create a cohesive paper.	Developments and transitions are effectively presented. Findings and other points are presented in a logical manner to such an extent that the report feels seamless. The paper's organisation adds to its convincing appeal.
Language				
Ideas are unclear and difficult to follow. Informal language is extensively used. Many grammatical inaccuracies are present.	Ideas and information are presented with sufficient clarity to be understood. The register is generally appropriate. Grammatical errors are present but do not prevent the reader from understanding the paper.	Ideas are presented in a clear and generally concise manner. The register is appropriate and consistent. Signalling language is used to create cohesion. Very few, minor grammatical errors are evident.	The language is clear, concise and appropriate. Strong cohesion and sophisticated syntax make the paper highly readable. Virtually no errors are evident.	The text uses language in a sophisticated manner to engage and convince the reader.

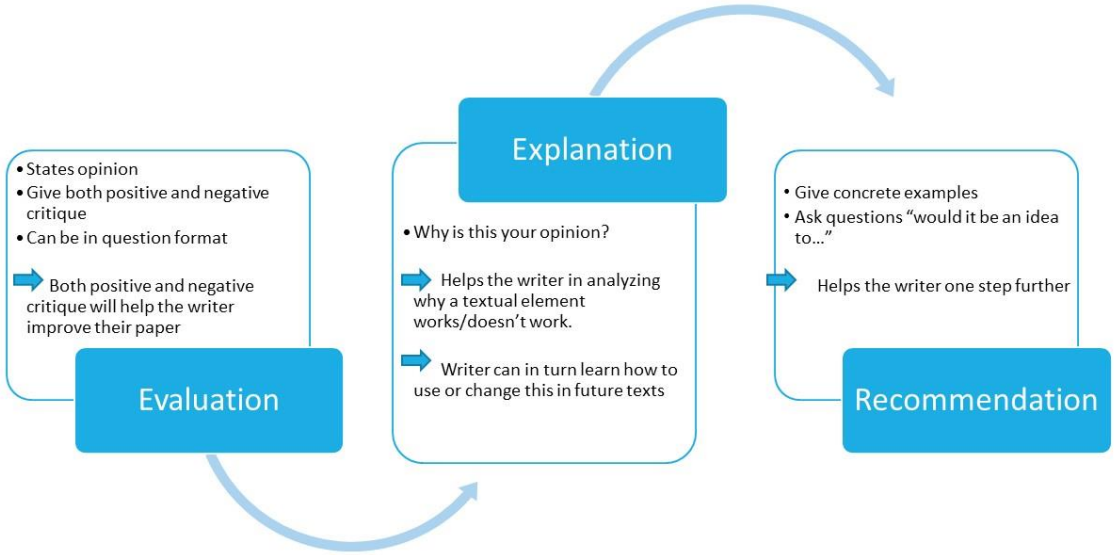
Step A.2) Principles of giving feedback

Instructions

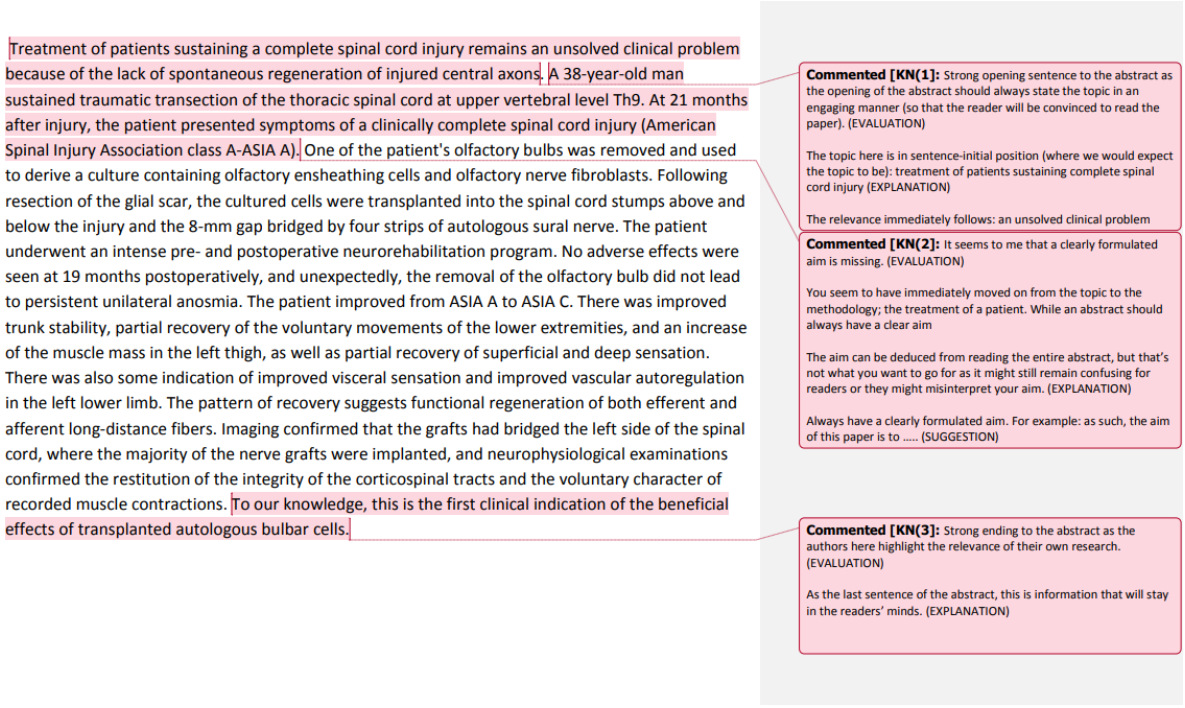
** The principles of giving feedback**
Useful feedback (aka feedback that the receiver can apply and appreciate) contains the following elements: evaluation, explanation and a recommendation (Popta et al. 2017; Hattie 2011; Hyland 2000).

Providing constructive feedback in this manner has two positive effects:
1) The writer of the piece learns what works/doesn't work and how to improve his/her writing in the future.
2) Additionally, the person providing the feedback further improves his/her writing skills as analyzing and evaluating the work of others has a proven effect on one's own writing.
As such, by providing and receiving in-depth feedback, both the reviewer and the reviewed can improve their writing one the long term.

Infographic – 3 principles of good feedback



Model Feedback



Treatment of patients sustaining a complete spinal cord injury remains an unsolved clinical problem because of the lack of spontaneous regeneration of injured central axons. A 38-year-old man sustained traumatic transection of the thoracic spinal cord at upper vertebral level Th9. At 21 months after injury, the patient presented symptoms of a clinically complete spinal cord injury (American Spinal Injury Association class A-ASIA A). One of the patient's olfactory bulbs was removed and used to derive a culture containing olfactory ensheathing cells and olfactory nerve fibroblasts. Following resection of the glial scar, the cultured cells were transplanted into the spinal cord stumps above and below the injury and the 8-mm gap bridged by four strips of autologous sural nerve. The patient underwent an intense pre- and postoperative neurorehabilitation program. No adverse effects were seen at 19 months postoperatively, and unexpectedly, the removal of the olfactory bulb did not lead to persistent unilateral anosmia. The patient improved from ASIA A to ASIA C. There was improved trunk stability, partial recovery of the voluntary movements of the lower extremities, and an increase of the muscle mass in the left thigh, as well as partial recovery of superficial and deep sensation. There was also some indication of improved visceral sensation and improved vascular autoregulation in the left lower limb. The pattern of recovery suggests functional regeneration of both efferent and afferent long-distance fibers. Imaging confirmed that the grafts had bridged the left side of the spinal cord, where the majority of the nerve grafts were implanted, and neurophysiological examinations confirmed the restitution of the integrity of the corticospinal tracts and the voluntary character of recorded muscle contractions. To our knowledge, this is the first clinical indication of the beneficial effects of transplanted autologous bulbar cells.

Commented [KN(1]: Strong opening sentence to the abstract as the opening of the abstract should always state the topic in an engaging manner (so that the reader will be convinced to read the paper). (EVALUATION)

The topic here is in sentence-initial position (where we would expect the topic to be): treatment of patients sustaining complete spinal cord injury (EXPLANATION)

The relevance immediately follows: an unsolved clinical problem

Commented [KN(2]: It seems to me that a clearly formulated aim is missing. (EVALUATION)

You seem to have immediately moved on from the topic to the methodology; the treatment of a patient. While an abstract should always have a clear aim

The aim can be deduced from reading the entire abstract, but that's not what you want to go for as it might still remain confusing for readers or they might misinterpret your aim. (EXPLANATION)

Always have a clearly formulated aim. For example: as such, the aim of this paper is to ..... (SUGGESTION)

Commented [KN(3]: Strong ending to the abstract as the authors here highlight the relevance of their own research. (EVALUATION)

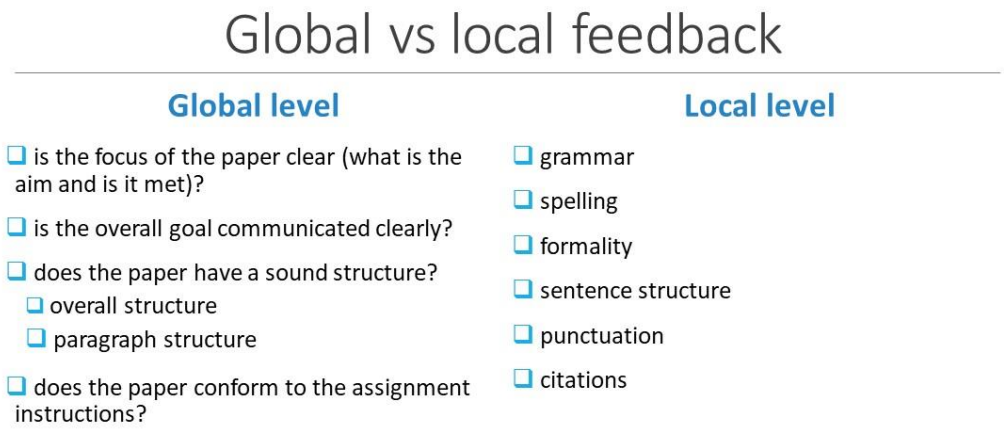
As the last sentence of the abstract, this is information that will stay in the readers' minds. (EXPLANATION)

Peer Review: Commenting strategies

Below you'll find a video on peer review strategies. The video discusses ways to focus on both global and local aspects and on how to formulate your feedback.

https://www.youtube.com/watch?v=GlSCMx9-fGA

Global vs local feedback



Part 1.C) Writing resources

JRP1 Assignment Instructions and Assessment Rubric

JRP1 Assignment Instructions

Guidelines for Writing a Research Project Report

General format
The function of the Junior Research Project Report is to report on research performed during the internship. Reports of Junior Research Projects 1 and 2 should follow the format of original research articles published in a biomedical journal. The text should be divided into the following sections: Abstract, Introduction, Methods, Results, and Discussion. Subheadings may be necessary within some sections to clarify their content.

Layout
The paper should be written in Times New Roman, 12 point font and double-spaced.
All pages should be numbered.

Title page
The title page should contain the following information:

- Research project title, in accordance with the title given in the research project proposal
- Student's name and number
- Stage of research - Junior Research Project I or Junior Research Project II
- Start and end date of the Junior Research Project
- Name of supervisor
- Departmental affiliation

Abstract
The abstract should provide the context or background for the study and should state the study's purpose/ aim, basic procedures (study subjects, laboratory animals or cell lines, observational and analytical methods), main findings (giving specific effect sizes and their statistical significance, if possible), and principal conclusions. It should emphasize new and important aspects of the study or observations.
Length: Max 250 words

Introduction
The Introduction sets the context for the study, provides relevant background information and states the research question addressed. The introduction section should:

- Locate your study within the existing field of relevant research
- Justify your study (identify the need for your work; how its contributes to or challenges existing research)

- State the purpose or aim of your study

Provide only relevant references, and do not include data from your own research.

Length: maximum 1000 words

Methods
The Methods section should provide enough information for a competent researcher to repeat your study and reproduce the results.

- *Selection and description of cell lines or participants*: Clearly describe your selection of the observational or experimental participants (patients or laboratory animals, including controls), including eligibility and exclusion criteria and a description of the source population. The guiding principle should be clarity about how and why a study was done in a particular way.
- *Technical information*: Identify the methods, apparatus (give the manufacturer's name and location in parentheses), and procedures in sufficient detail to allow others to reproduce the results. Give references to established methods; provide references and brief descriptions for methods that have been published but are not well-known; explain new or substantially modified methods. Identify drugs and chemicals used, including generic name(s), dose(s), and route(s) of administration.
- *Statistics*: Describe statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the reported results. When possible, quantify findings and present them with appropriate indicators of measurement error or uncertainty (such as confidence intervals). Avoid relying solely on statistical hypothesis testing, such as P values, which fail to convey important information about effect size. References to the design of the study and statistical methods should be to standard works. Define statistical terms and abbreviations. Specify the computer software used.

Results
The Results section should present and illustrate your findings. Present your results in logical sequence in the text, tables, and illustrations, giving the main or most important findings first. Do not repeat all the data in the tables or illustrations in the text; emphasize or summarize only the most important observations. Extra or supplementary materials and technical detail can be placed in an appendix where they will be accessible but will not interrupt the flow of the text.

When data are summarized in the Results section, give numeric results as the absolute numbers from which any derivatives (for example, percentages) were calculated, and as the derivatives if appropriate. Restrict tables and figures to those needed to explain the argument of the paper and to assess supporting data. Use graphs as an alternative to tables with many entries; do not duplicate data in graphs and tables.

Discussion
The discussion should answer the question posed in the Introduction. It should explain how the results support the answer. The discussion should emphasize the new and important aspects of the study and the conclusions that follow from them. Link the conclusions with the goals of the study. The discussion should consider how the research performed in the study contributes or adds to work

done in that field. Strengths and limitations of the study should be stated. Implications for future research and clinical practice should be suggested. Avoid conclusions not adequately supported by the data.
Length: The Discussion should be between 900 and 1500 words.

Acknowledgements
The acknowledgements section should specify any substantial help received from organizations or individuals, whether they provided grants, materials, technical assistance, or advice. Concisely thank those who went out of their way to help, and describe their contribution.

References
Direct references to original research sources should be provided whenever possible, rather than references to review articles that may not reflect original work accurately. Small numbers of references to key original papers often serve as well as more exhaustive lists.

Appendix
Information or data that supports or supplements the research performed (but is not central) may be included in an appendix. Extra information may be deemed necessary by either the student or the supervisor. Examples of supplementary material are

- standard protocols
- supplementary data
- pilot studies

Tables

Tables capture information concisely and display it efficiently. Number tables consecutively in the order of their first citation in the text. A brief title should be placed above the table. The Students should place explanatory matter in footnotes, not in the heading. Explain all non-standard abbreviations in footnotes. Identify statistical measures of variations, such as standard deviation and standard error of the mean. Be sure that each table is cited in the text.

Illustrations (Figures)
Figures should be made as self-explanatory as possible. Titles and detailed explanations belong in the legends, not on the illustrations themselves. Figures should be numbered consecutively according to the order in which they have been cited in the text. If a figure has been published previously, acknowledge the original source.

- *Legends for Illustrations (Figures)*: Type legends for illustrations with Arabic numerals (1,2,3, etc) corresponding to the illustrations. When symbols, arrows, numbers, or letters are used to identify parts of the illustrations, identify and explain each one clearly in the legend. Explain the internal scale and identify the method of staining in photomicrographs.
- *Units of Measurement*: Measurements should be presented in metric units according to the International System of Units.

Abbreviations and Symbols
Use only standard abbreviations. The spelled-out abbreviation followed by the abbreviation in parenthesis should be used on first mention unless the abbreviation is a standard unit of measurement.

Professional Integrity
The findings, conclusions and hypotheses of other authors that you report on should be fully referenced. Students are required to write in their own words even when describing the work of other authors. Copying passages from other texts word-for-word is a form of intellectual theft (even if a reference is present) and will be reported to the Examination Committee as plagiarism.

These requirements are adapted from the Uniform Requirements for Manuscripts Submitted to Biomedical Journals that have been produced by the International Committee of Medical Journal Editors.[1]

JRP1 Assessment Rubric

Insufficient	Sufficient	Good	Very good	Excellent
Structure				
Much of the information presented is irrelevant or presented without appropriate context.	Sections contain relevant information. Aims are presented clearly, and relevant context is provided.	All sections contain relevant information presented in a well-organised, logical manner.	Connections between points are made evident. Both the overall structure and the organization of each section help create a cohesive paper.	Developments and transitions are effectively presented. Findings and other points are presented in a logical manner to such an extent that the report feels seamless. The paper's organisation adds to its convincing appeal.
Language				
Ideas are unclear and difficult to follow. Informal language is extensively used. Many grammatical inaccuracies are present.	Ideas and information are presented with sufficient clarity to be understood. The register is generally appropriate. Grammatical errors are present but do not prevent the reader from understanding the paper.	Ideas are presented in a clear and generally concise manner. The register is appropriate and consistent. Signalling language is used to create cohesion. Very few, minor grammatical errors are evident.	The language is clear, concise and appropriate. Strong cohesion and sophisticated syntax make the paper highly readable. Virtually no errors are evident.	The text uses language in a sophisticated manner to engage and convince the reader.

General Writing Tips: distractions tips, Writer's block solutions, writing apps

See Links Table

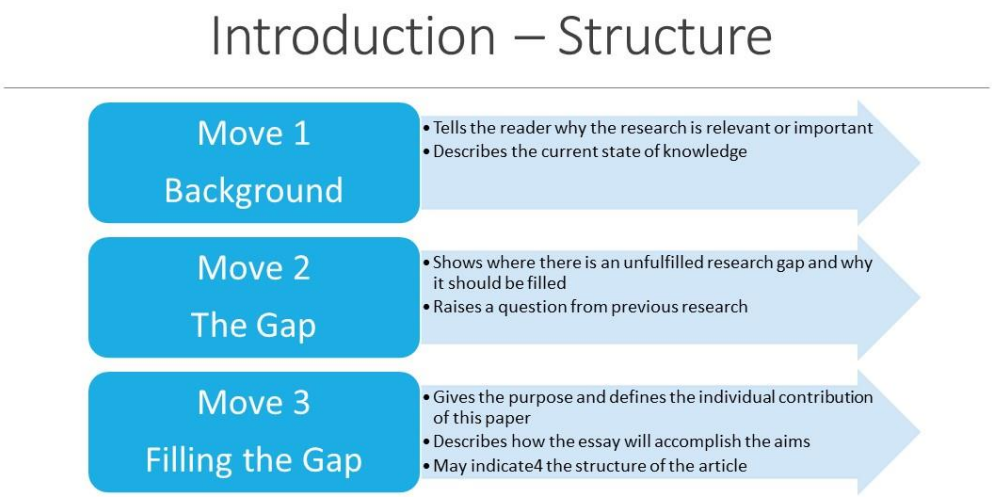
[1] http://www.icmje.org/urm_main.html

Structure

See Table 1 – Links

Introduction

See Table 1 – Links



Material and Methods

See Table 1 – Links

Paragraphs

See Table 1 – Links

Grammar: general info, Subject-verb agreement, prepositions

See Table 1 – Links

Cohesion: Making your text flow

See Table 1 – Links

Cohesion explained

Cohesion in writing is used to show how parts of a text (sentences/words/paragraphs/chapters) are related to one another. In order to guide the reader through a text, so called cohesive devices are used:

1. transition words (signalling language)
2. old-new cohesion

Transition Words Examples

Function	Transition word
Addition	again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too
Comparison	also, in the same way, likewise, similarly
Contrast	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet
Concession	granted, naturally, of course
Emphasis	certainly, indeed, in fact, of course
Example/ Illustration	after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly
Summary	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
Time sequence	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when
Place/direction	above, below, father on, nearby, to the right
Relationships	therefore, so, consequently, for this reason, since

Old-New Cohesion: explanation and exercise

Cohesion explained

Writing in a cohesive manner means creating clear and logical relationships between ideas, between paragraphs and between sentences. Often, when a text is cohesive and ties ideas together in a seamless way, it is described as a text that "flows". A way of creating a flowing text is through the concept of old-new cohesion. Old-new cohesion is a way of communicating that places *new* information into a context that is already *known*.

Old Information:

- Place old information at the beginning of sentences (topic position)
- Old information can be information that is either common knowledge or information that was just presented in the previous sentence
- Placing old information in the topic position will also signal to readers that new information will follow

New information:

- Place new information at the end of sentences (stress position)
- Readers will perceive information in the stress position as more important

Generally speaking we can say that when we read, we expect general/known information about the topic in the first part of the sentence and important information/new information at the end of a sentence. Playing into these reader expectations will get you that flowing text.

Schematic representation

[Some astonishing questions about the nature of the universe have been raised by scientists]

A

[studying ***black holes*** in space.] [*A* ***black hole***] is created by [the collapse of a dead star into a point

B **B** **C**

perhaps no larger than a marble.] [**The compression of such an enormous amount of matter into**

C

that small a size] [changes the fabric of space around it in puzzling ways.]

D

Exercise

Rewrite the next paragraph applying the principle of Old-New Cohesion. The answer will be on the next page.

The elderly population has a higher risk of developing sarcopenia. Progressive, age-related loss of muscle mass and muscle function is the definition of sarcopenia. malnourishment, poor physical performance, low BMI, age, male gender and reduced lower lib strength are risk factors for developing sarcopenia. The negative consequences of this disease are severe. An increased risk of disability, falls, frailty, loss of independence, hospitalization and higher morbidity levels are all consequences of this disease. Interventions to prevent the development of sarcopenia are of the utmost importance.

Answer

The elderly population has a higher risk of developing sarcopenia. This age-related disease is defined as the progressive, age-related loss of muscle mass and muscle function. Risk factors for developing sarcopenia are malnourishment, poor physical performance, low BMI, age, male gender and reduced lower lib strength. For the elderly population, the negative consequences of this disease are severe. Examples of such consequences are an increased risk of disability, falls, frailty, loss of independence, hospitalization and higher morbidity levels. All these consequences combined cause a drastic decrease in quality of life and amplify the mortality risk. As such, interventions to prevent the development of sarcopenia are of the utmost importance.

Answer – schematic representation

[The elderly population has a higher risk] of developing [sarcopenia]. [This age-related disease] is
A B B
[defined as the progressive, age-related loss of muscle mass and muscle function]. [Risk factors for
C C
developing sarcopenia] are [malnourishment, poor physical performance, low BMI, age, male gender
D
and reduced lower lib strength]. [For the elderly population, the negative consequences of this
A-C
disease] are [severe]. [Examples of such consequences] are [an increased risk of disability, falls,
E E F
frailty, loss of independence, hospitalization and higher morbidity levels.] [All these consequences
F
combined] [cause a drastic decrease in quality of life and amplify the mortality risk]. [As such,]
G G
[interventions to prevent the development of sarcopenia are of the utmost importance.]
H

Tenses: how, what and when

See Table 1 – Links

Formality

See Table 1 – Links

Tips for formalizing your writing
Sophistication and formality in language derives, in part, from one's vocabulary. Variation, knowing that for 'find' you could use 'discover, unveil, prove, indicate, notice, observe, etc', will elevate your writing just that bit more.
A couple of the key concepts in formality are:

1. Synonyms: words that carry a meaning similar to another word.
2. Collocations: words that always occur together, such as 'crystal clear' or 'have an experience' instead of 'do an experience'.
3. Stock phrases: phrases often used in a particular context. Scientific writing is rife with them.

Below you'll find websites to help you formalize your writing.

Punctuation

See Table 1 – Links

Citing and Referencing

See Table 1 – Links

Editing

See Table 1 – Links

Editing tools
Below you'll find videos, website links and pictures that will help you analyse and edit your own work and that of others. Useful tools when working on that final version of your paper or when helping your fellow student.