Reading and Taking Notes
Reading and note taking are key skills you are expected to learn during your University degree.

This presentation will show you how to read efficiently for different purposes and how to write effective notes.
What to expect at University

Students can arrive at University unprepared for the pace of teaching.

- Lecturers move through material quickly
- The student-to-teacher ratio is large, meaning less individual attention.

Students need to be proactive, self-directed and self-teaching.
Be a scientist

Experiment with different learning techniques to see which ones work best for you.

Discover your learning preferences with the online VARK questionnaire

Learning how to learn

Every individual learns differently

There is no right or wrong way to study as long as you are able to learn the material.

However, there are reading and note-taking techniques that will give you the edge.
Reading and Taking Notes
Reading and Taking Notes
When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a bibliography or list of references. Before you write your list of references/bibliography check with your lecturer/tutor for the referencing and citation style preferred by your Faculty or School. Whatever style is chosen, it is essential to use it consistently throughout your paper. Remember to note full details of the sources you use while preparing and writing your paper. This will save much time when you later compile your bibliography or list of references.
Relaxed Reading

Relaxed reading is what you do when you
- Look through a magazine
- Browse the internet
- Read a comic
- Read a novel at the beach

Relaxed reading does not require memorization or concentration
Relaxed Reading

Relaxed reading is a good way to enjoy additional or optional readings in your courses.

- That is, readings that are NOT to be examined or needed for assessment.

If you find something in your additional readings that could be useful, then you can switch your reading style to ‘detailed reading’. The techniques on the next few slides will help you with your detailed reading.
Skimming

Skimming is used to quickly get an outline of content.

Skimming establishes the boundaries of what you need to know and what is most important.

Skim a book by reading the table of contents, introductions and conclusions of sections.
Skim a journal article or book chapter by running your eyes over the headings, sub-headings, pictures, graphics, captions and words in italics or bold.

Methods of Analysis

Two main methods of analysis are inductive and deductive. They are quite different in the way they work but they are both important in ongoing research.

Deductive analysis

Deductive analysis tends to go from the general to the specific. It may start with a theory or model and then this is applied to experimental situations hypothesising about the expected results.

Inductive Analysis

Inductive analysis starts with specific observations and from these a theory or model is developed. Observations are analysed looking for patterns or regularities. From this the theory is developed and then hypotheses for prediction of behaviour in the future.
Scanning

Scanning is useful when reading for a particular phrase or topic.

Run your eyes back and forth quickly across the page. Your eyes pick up the words or ideas you are looking for.

Scan readings before writing detailed notes.
When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a bibliography or list of references. When you write your list of references/bibliography, consult with your lecturer/tutor for the referencing and citation style preferred by your faculty or school. Whatever style is chosen, it is essential to use it consistently throughout your paper. Remember to note full details of the sources you use while preparing and writing your paper. This will save much time when you later compile your bibliography or list of references.

Scanning

Scan when:

- Looking for particular key words when searching the databases
- Finding a particular quote in an article you have already read
- Looking in your textbook for the answer to a tutorial question
When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a bibliography or list of references. Before you write your list of references/bibliography discuss with your lecturer/tutor for the referencing and citation style preferred by your Faculty or School. Whatever style is chosen, it is essential to use it consistently throughout your paper. Remember to note full details of the sources you use while preparing and writing your paper. This will save much time when you later compile your bibliography or list of references.

Phonology can be defined as that sub-discipline within linguistics which is concerned with ‘the sound of language’. It differs from phonetics in that it focuses on the linguistic aspects of the sound of language such as syntax morphology and semantics while phonetics moves more towards aspects of acoustics, neurophysiology and perceptual psychology. It is possible to see many overlaps in research when some subfields could readily be referred to as ‘linguistic phonetics’ or ‘experimental phonology’.

Activity: How many times does the word ‘phonetics’ appear in this paragraph?
When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a bibliography or list of references. Before you write your list of references/bibliography, check with your lecturer/tutor for the referencing and citation style preferred by your Faculty or School. Whatever style is chosen, it is essential to use it consistently throughout your paper. Remember to note full details of the sources you use while preparing and writing your paper. This will save much time when you later compile your bibliography or list of references.

Phonology can be defined as that sub-discipline within linguistics which is concerned with ‘the sound of language’. It differs from phonetics in that it focuses on the linguistic aspects of the sound of language such as syntax, morphology and semantics while phonetics moves more towards aspects of acoustics, neurophysiology and perceptual psychology. It is possible to see many overlaps in research when some subfields could readily be referred to as ‘linguistic phonetics’ or ‘experimental phonology’.

**Activity:** The word ‘phonetics’ appears 3 times.
Detailed Reading

Detailed reading is a close analysis of a text and is how you should complete all the mandatory readings in your course.

On the other hand, collaboration can be supported through computer networks, but not without special effort. Those most well-known on the Internet, as stated by Roschelle and Pea (1995), are not robust and simple enough for use in average classrooms, or do not translate to the classroom setting. Typical Internet chat or bulletin board systems or e-mail do not support conversations well for learning. These applications are not, in the first place, designed for pedagogical purposes of building collaborative knowledge, however, with advanced pedagogical practices, these applications can also be utilized for collaborative learning.

The most pure and original applications of CSCS and collaborative technology are, perhaps, networked learning environments (or “groupsware”), such as CSEI (Computer-Supported International Learning Environment), see Sarason & Brecheis, 1994), which are designed especially for educational use and for collaborative knowledge building. A common feature of advanced network applications designed for educational purposes is that they support users’ cognitive activities by providing advanced socio-cognitive scaffolding, by offering many ways to structure discussion to create collaborative representations and by including community-building tools. These tasks all scaffold learning by prestructuring the kinds of contributions learners can make, supporting meanings/relationships among those contributions, and guiding students’ thinking on the basis of socio-cognitive principles” (Pea, Taber, Lin, Means, Brentford, Roschelle, et., Bretpy, & Sanger 1990, p. 229). Even if there exist a body of research with respect to CSCS applications,
# SQ3R Reading Strategy

SQ3R is a technique

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey</strong></td>
<td>Skim or scan a text to determine the structure</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Write down questions to focus what you are looking for</td>
</tr>
<tr>
<td></td>
<td>Write down thoughts, criticisms and reflections about the content</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Read section by section – using all the graphic aids in the text. Relate material to other ideas in the course or your own interpretation of the content.</td>
</tr>
<tr>
<td><strong>Recall</strong></td>
<td>Try answering your own questions in your own words. This tests how well you can remember what you have read.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Regular reviews increase retention and understanding</td>
</tr>
</tbody>
</table>

SQ3R Reading Strategy

SQ3R is a technique

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey</strong></td>
<td>Skim or scan a text to determine the structure</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Write down questions to focus what you are looking for</td>
</tr>
<tr>
<td></td>
<td>Write down thoughts, criticisms and reflections about the content</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Read section by section – using all the graphic aids in the text. Relate material to other ideas in the course or your own interpretation of the content.</td>
</tr>
<tr>
<td><strong>Recall</strong></td>
<td>Try answering your own questions in your own words. This tests how well you can remember what you have read.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Regular reviews increase retention and understanding</td>
</tr>
</tbody>
</table>
Detailed Reading – Weekly Readings

How long will it take to read and take notes on all my assigned readings?

- Approximately 10 minutes per page.

However, each student is different and each subject is different, so...

Time yourself reading

Use the time it takes to read and take notes of 1 page to estimate how long you need to study per week.
# How to Study Weekly Readings

<table>
<thead>
<tr>
<th>Time</th>
<th>Read</th>
<th>Write</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>30min</td>
<td>Skim</td>
<td>Overview</td>
<td>Connect ideas covered in lecture and tutorial.</td>
</tr>
<tr>
<td>10min</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45min</td>
<td>Detail</td>
<td>Highlight Notes</td>
<td>How does the reading develop ideas?</td>
</tr>
<tr>
<td>10min</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45min</td>
<td>Detail</td>
<td>Highlight Notes</td>
<td>How does the reading develop ideas?</td>
</tr>
<tr>
<td>10min</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30min</td>
<td>Review</td>
<td>Summarize Mnemonics Write ‘to-do’ list</td>
<td>What needs to be remembered?</td>
</tr>
</tbody>
</table>
Reading

[Diagram: Downward arrow labeled "Reading" and an upward arrow labeled "Taking Notes"]
Taking Notes

Lectures

Assignments

Exams
Lectures

Before lectures

Download PowerPoint presentations ahead of time (if possible).
Skim slides and relevant readings before the lecture.
Write down questions to ask your tutor or lecturer.

In lectures

Focus on content that will be assessed
Use abbreviations
Use diagrams, different coloured pens, arrows, etc... to quickly convey ideas

After lectures

Read readings in detail
Review and re-write lecture notes in your own words
Ask questions in tutorials

Reading and Taking Notes
Assignments

Always record the source with the content of ideas.

Source 1: James and Black (1999)
Poverty causes social isolation which has implications for children’s emotional wellbeing (p.45)
Poverty can lead to attention seeking behaviour to gain recognition by peers (p.16)
Economic status not necessarily an indicator of academic ability or commitment (p.55)

Family poverty impedes children’s ability to interact in the playground (p.75)

Poverty is socially isolating for children (p.32)
Poverty is more prevalent in single parent and indigenous families (p.14)

Main idea Sources

|-------------------------|----------------------|----------------------|-----------------------------|
Exams

By the exam study period you should have 100-200 pages of notes per subject.
- Approx. 10 pages per week

Reduce your notes to smaller chunks of information 2-3 times before the day of the exam to maximize memory.
Exams

Writing good notes is one of the best ways to retain information.

Make mnemonics (sentences or words to help you remember)

Write flash cards

Draw diagrams
Image references (in order of appearance)

PAGES 1-15
'2students', In: http://www.rcc.edu/students/images/2students.jpg, ed, girl and boy sitting on stairs talking with book on lap.
Reading and Taking Notes

Image references (in order of appearance)

PAGES 17-27

QUT, 'Reviewing', In: reviewing.jpg, ed, 2009, A graph showing percentage remembered over time with or without review.
Steve Keys, 'ThinkMac's iKanji 1.0', In: http://www.flickr.com/photos/36645776@N00/2711191611/, ed, 2008, screen capture of Japanese kanji flash card program.