The Plan for Today – Aims and Objectives

Outline the importance of reading and notetaking for academic study

Explore how to approach reading different types of texts

Practice using different reading and notetaking strategies

Apply critical reading skills to academic texts

By the end of the lesson you will be able to:

Use a range of different reading and note-taking strategies to help better engage with academic texts

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Importance of Reading

Task

Why is academic reading important?

Select the *best* answer and post your response in the chat!

A It helps students to develop higher levels of focus, expands their vocabulary, and strengthens memory and retention.

B It improves subject knowledge and develops students into independent critical thinkers (Wood, 2022).

Importance of Reading

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Importance of Reading

✓ Constitutes the largest proportion of your study time

✓ Enhances your subject knowledge

✓ Supports the formation of new ideas, knowledge, and applications

✓ Improves critical thinking skills

✓ Leads to improved grades through engaging with a wide range of sources

✓ Supports the development of your own academic writing style

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Types of Text and Challenges

Task

1. What types of text are you required to read on your course?

2. What do you find most challenging about reading these texts?

Quick Tips for Overcoming Challenges

Helpful Tips

✓ **Start with set texts and recommended reading, e.g. reading lists, VLE resources, lecture materials.**

✓ **Read simpler texts to help build understanding before moving on to more advanced texts**

✓ **Keep a glossary of key terms and abbreviations**

✓ **Learn how to use the library services**

✓ **Use techniques to help find relevant information and key words, e.g. contents and index pages, 'ctrl+f' search**

✓ **Be selective! Only read the parts of the text you need**

✓ **Always read for a purpose!**

Types of Text – Key Features

Task

1 Journal Article

A Title page, contents page, executive summary, introduction, headings and sub-headings, conclusion, recommendations, and reference list.

2 Textbook

B Title, abstract, introduction, methodology, results, discussion, conclusion, and reference list.

3 Report

C Contents page, chapters, chapter introductions, headings and sub-headings, chapter summaries, index pages, and reference list.

Types of Text – Key Features

Answer

1 **Journal Article**

B Title, abstract, introduction, methodology, results, discussion, conclusion, and reference list.

2 **Textbook**

C Contents page, chapters, chapter introductions, headings and sub-headings, chapter summaries, index pages, and reference list.

3 **Report**

A Title page, contents page, executive summary, introduction, headings and sub-headings, conclusion, recommendations, and reference list.

QA

Journal article

1. **Title** – Indicates what the article is about
2. **Abstract** - Summarises purpose of study, how it was conducted and the main findings
3. **Introduction** - Defines key terms and provides background and context to the study - why is it important?
4. **Methodology** - Explains how the study was conducted and the methods used
5. **Results** - Presents results in the form of raw data
6. **Discussion of results -** Discusses and interprets the results and what they mean
7. **Conclusion -** Provides conclusions and recommendations based on the discussion
8. **Visuals, e.g. graphs, charts -** Raw data (usually in the results section)
9. **Reference List -** List of sources used (at the end of the article)

Textbook

1. **Contents page** - Outlines what is included in the textbook and where it is located, e.g. page numbers
2. **Chapters -** A section of the textbook dedicated to a certain topic
3. **Chapter Introductions** - A brief overview of what the chapter covers and why the topic is important
4. **Headings and sub-headings** - The 'main body' of the text which explores the topic in more detail and breaks it down into component parts
5. **Chapter summaries -** Summarises the main ideas and arguments covered throughout the chapter
6. **Visuals, e.g. illustrations, diagrams -** Used throughout the text to support written explanations
7. **Index pages -** A collection of key words used throughout the book in alphabetical order with relevant page numbers
8. **Reference list -** List of sources used (at the end of the textbook)

Report

1. **Title page** - Indicates what the report is about
2. **Contents page** - Outlines what is included in the report and where it is located, e.g. page numbers
3. **Executive summary** - Summarises the purpose of the report and the main findings and recommendations
4. **Introduction** - Defines key terms and provides background and context to the report: why is it important?
5. **Headings and sub-headings** - The 'main body' of the report which explores aspects of the subject in more detail and breaks it down into component parts
6. **Conclusion -** Summarises the main findings of the report
7. **Recommendations -** Provides actionable recommendations of how to move forward
8. **Reference list** - List of sources used (at the end of the report)

Types of Text

QA

Journal article

Textbook

Report

Task

In your breakout rooms, discuss the following question:

How might you approach reading each of these texts?

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Journal article

1. Identify relevant key words in the **title**

2. Read through the **abstract** to ensure it is relevant

3. Skim read the **introduction** for background and context

4. Ctrl+F search for key words throughout the article

5. Read **discussion of results** and **conclusion** in detail and take notes!

6. Look for further sources in the **reference list**

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Textbook

1. Look for key words in **contents** and **index pages**. Identify relevant chapters to read. You can use 'bookmarks' to mark out useful chapters and pages to come back to

2. When you have selected a chapter, skim through the **chapter introduction**, **headings and sub-headings**, **visuals and chapter summary** and identify relevant sections to read

3. Read relevant sections of the chapter in detail and take notes!

4. Look for further sources in the reference list (**snowballing**)

Report

1. Look for key words in **contents page** and select relevant sections to read and 'Ctrl+F' search for key words throughout the report

2. Read the **executive summary** to get a brief overview of purpose of report and the key findings

3. Skim the **introduction** for background and context

4. Read through the **conclusions** and **recommendations** in detail - take notes!

5. Read through any other relevant **headings** and **subheadings** in detail - take notes!

Reading Strategies

Skimming

A quick look or read to determine an overall idea of the text

Scanning

Looking for a specific number, key word or section

Reading for Detail

Having located a section of interest, reading for specific information slowly

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Reading Strategies

Skimming	Scanning	Reading for Detail
✓ Check if the text is relevant ✓ Get a general idea of the text and the writers argument ✓ Understand background/ context	✓ Find specific information ✓ Locate relevant content in contents and index pages	✓ Gain an in-depth understanding of ideas / concepts/ theories/ writer's argument ✓ Build knowledge and form an opinion before writing an assignment ✓ Prepare for a discussion or presentation

(UEFAP, 2019)

Skimming & Scanning

Practice Skimming and Scanning

QA

Use the **example journal article** to complete the following tasks:

Task 1

Scan article to find the following sections:

1. Abstract
2. Conclusion

Task 2

Skim the abstract and conclusion and answer the following questions:

1. What is the article about?
2. What is the aim of the research?
3. What are the main conclusions and recommendations?

Reading for Detail

SQ4R

SQ4R is a reading and notetaking technique that helps you:

- Read for purpose
- Read for detail
- Take more effective notes
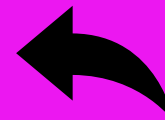- Link new learning to previous learning
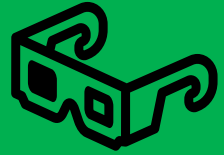- Develop critical thinking

Survey

Question

Read

Respond

Reflect

Review

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QA SQ4R

Survey

- **Skim and scan the text**, including headings, sub-headings and visuals. Look for key words
- Is the content relevant? What sections are you going to read?

Question

- **Generate some questions** you would like answering from reading the text
- You can turn headings and sub-headings into questions

Read

- **Read one section at a time** in detail
- Look for the answers to your questions
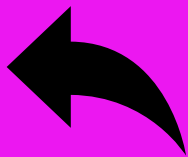- New questions might arise- this is normal!

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QA **SQ4R**

Respond

- **Record the answers** to your questions in your own words.
- Ensure you understand what you have read. Re-read if necessary

Reflect

- **Reflect on what you have read.** Make links to previous learning and reading.
- To what extent do you agree with the author?
- Make further notes in a different colour

Review

- **Review your notes**. What have you learnt?
- Have your questions been answered?
- Do you need to conduct further research?
- Could you rewrite / condense your notes?

QA Creating Questions

Generating questions is an important part of the SQ4R method as it helps you read for a purpose and take clear, succinct notes.

- Turn headings and subheadings into questions

- Generate your own questions based on what you have surveyed in the text and what information you need to answer your assignment question.

4.2. Challenges and Threats Posed by ChatGPT in Education

What are the challenges and threats posed by ChatGPT in education?

Using SQ4R - Question

Task

Practice using the SQ4R reading & notetaking method:

1. Go to the discussion section of the **example journal article**

2. Choose a sub-heading and turn it into a question

3. Use the article to answer the question!

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Let's hear some of your responses...

Example Questions

What is ChatGPT?

What was the aim of the research?

What was the methodology of the research?

How do we leverage Chat GPT in teaching and learning?

What are the challenges and threats posed by Chat GPT?

What immediate action should be taken?

What were the conclusions and recommendations?

What are the limitations of the research?

Using SQ4R – Reflect

Reflect is one of the most important parts of SQ4R. This is where you engage critically with what you have read.

You may consider:

- **How what you have read links to previous reading and learning**

- **How what you have read maps onto your organisational context**

- **To what extent you agree with the author and why**

- **The quality and validity of the author's arguments and interpretations**

- **Limitations, biases or anything the author has not considered**

Notetaking

Notetaking

1. Do you have any strategies for notetaking?

2. How do you keep your notes organised?

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Notetaking Tips

Helpful Tips

✓ **Use headings and subheadings**

✓ **Leave clear spaces between different ideas and topics**

✓ **Use your own words**

✓ **Record the sources you have used**

✓ **Use abbreviations (but make sure you know what they mean!)**

✓ **Create your own visuals and diagrams to help understand information**

✓ **Colour code different sections and topics**

✓ **Use note-taking apps to help store and create more effective notes**

✓ **Use notetaking frameworks and strategies,developing your own or adopting an existing method, e.g. SQ4R or Cornell Notetaking**
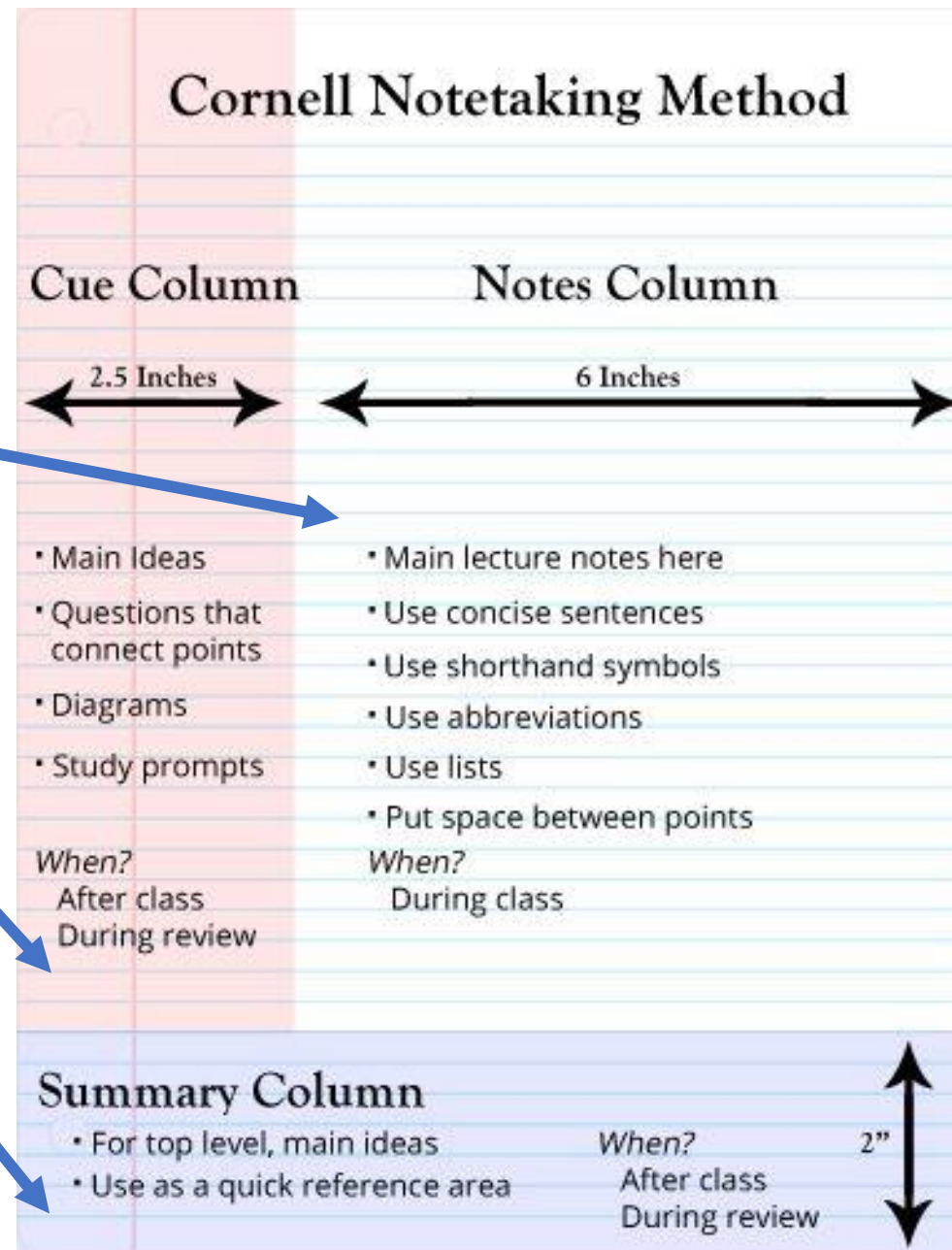
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Cornell Notetaking

QA

The 'Notes' Column is where you take your main notes when reading a text
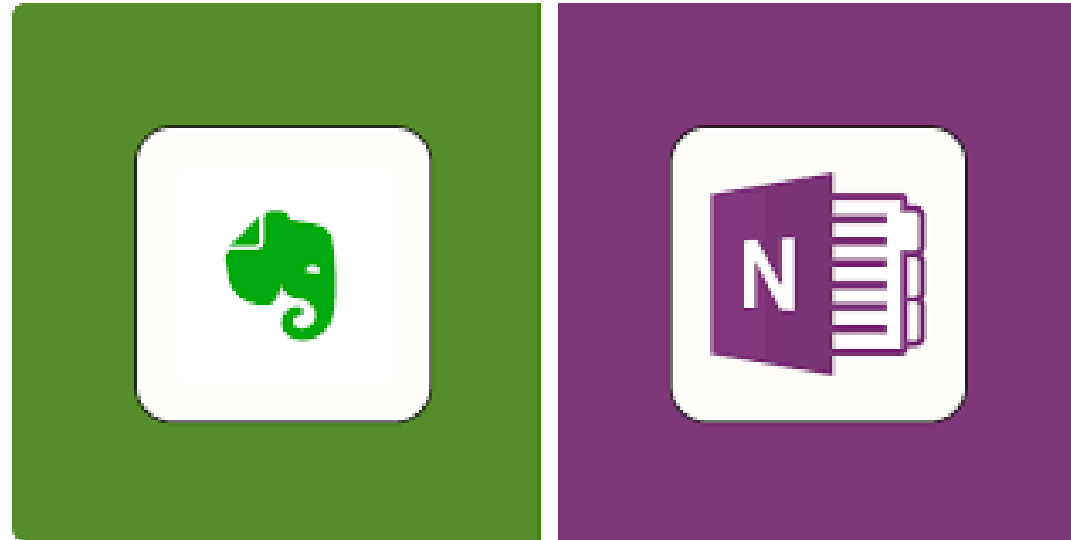
The 'Cue' Column is where you review your notes and extract the main points and ideas and reflect on what you read

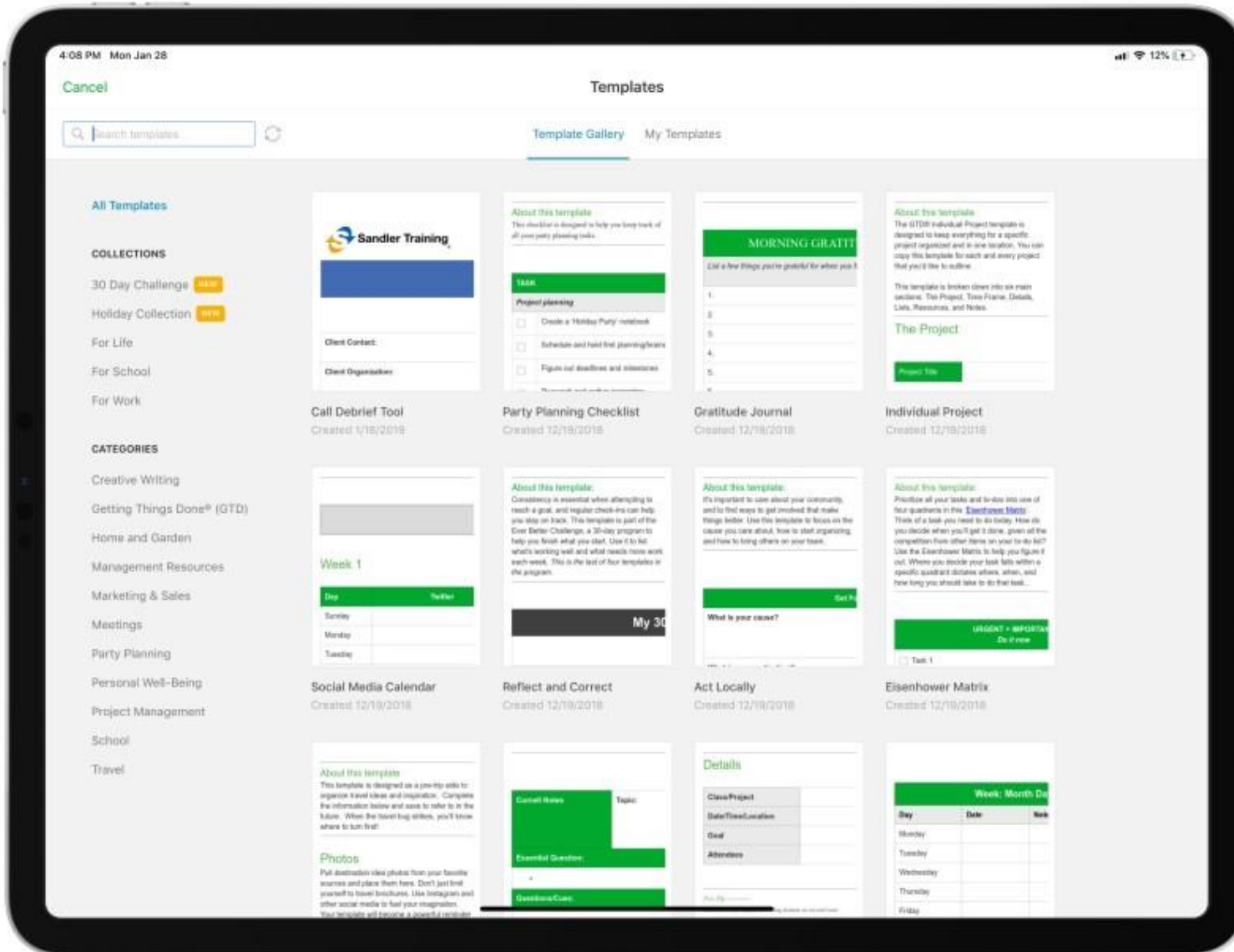**The 'Summary Column' is where you summarise your notes and reflections**

Cornell Notetaking Method

Cue Column

← 2.5 Inches →

Notes Column

← 6 Inches →

- Main Ideas
- Questions that connect points
- Diagrams
- Study prompts

When?
After class
During review

- Main lecture notes here
- Use concise sentences
- Use shorthand symbols
- Use abbreviations
- Use lists
- Put space between points

When?
During class

Summary Column
- For top level, main ideas
- Use as a quick reference area

When?
After class
During review

2"

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(Williams, 2023)

Notetaking Software & Apps

Evernote

Key features

Enables you take notes, organise your materials and create to-do lists. It also lets you capture photos and record voice notes and reminders.

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OneNote

Key features

Resembles a notebook. You can create separate notebooks and divide them into sections. You can add pages to each section. You can also add drawings, images, links, videos and documents
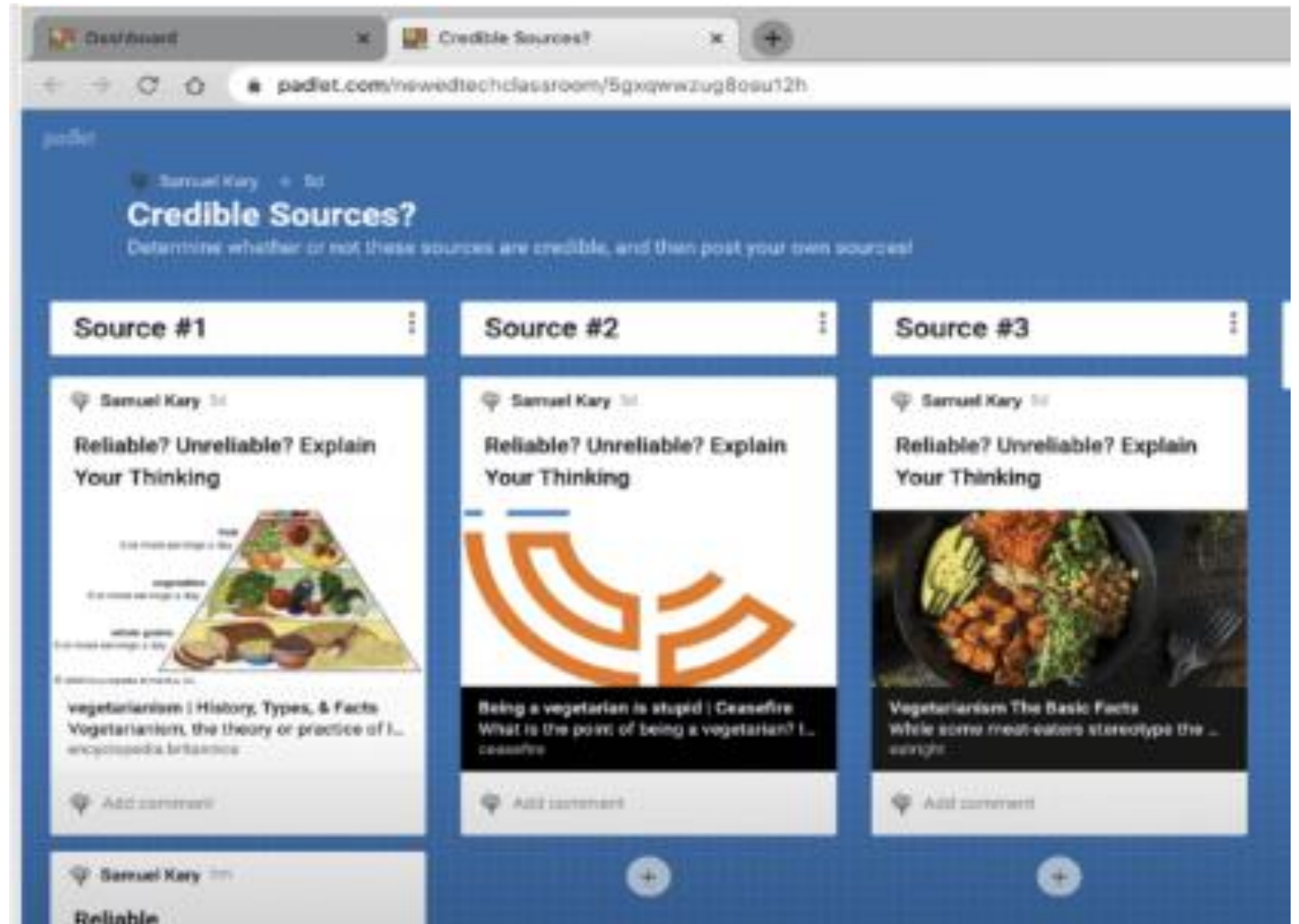
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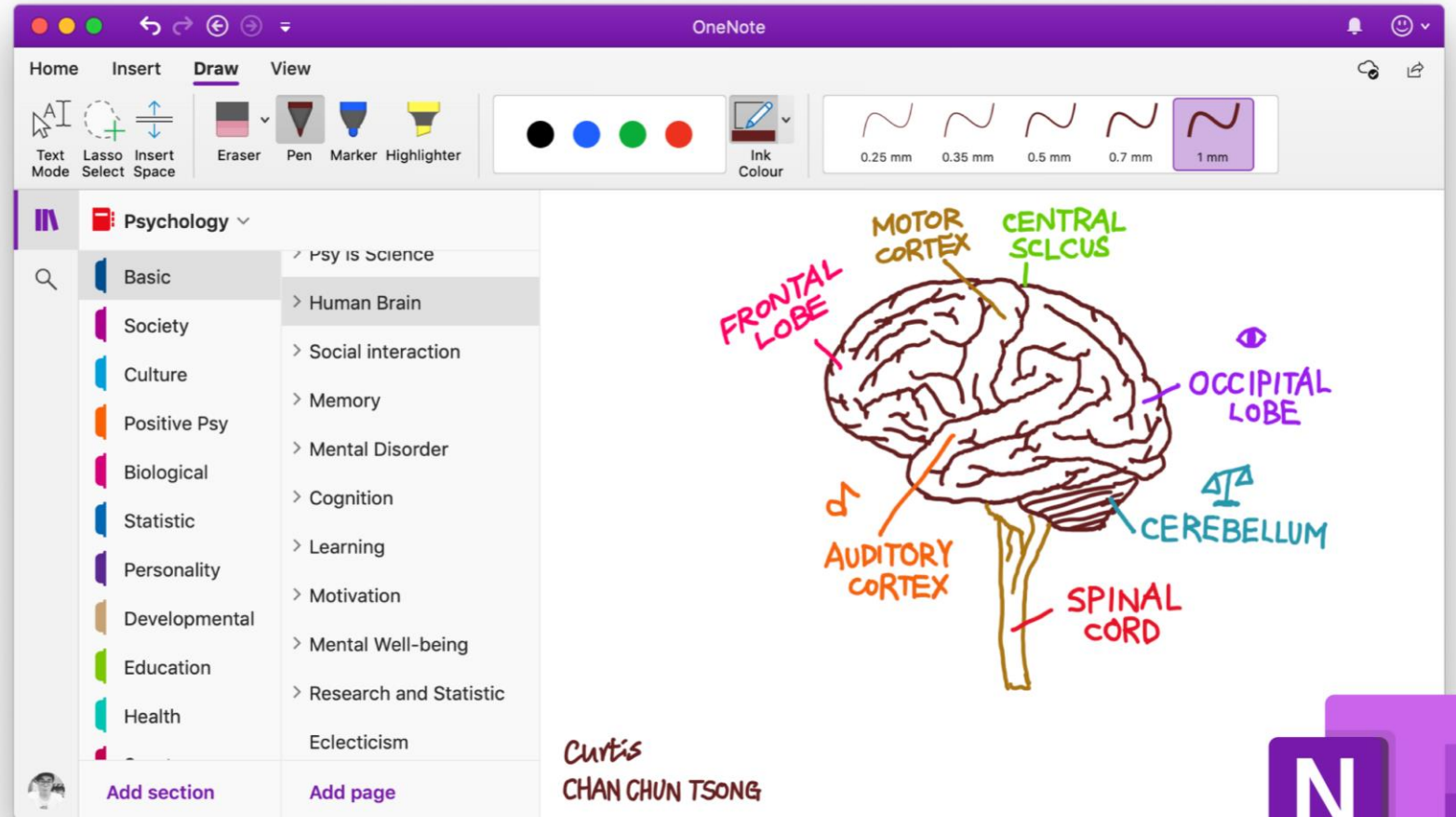
Padlet

Key features

Collects your notes and ideas through text, links, images, videos, bookmarks and more.

Handwritten Notes

Everyone learns differently, and you can take handwritten notes!

However, you must ensure you have an **effective system of organisation.** For example:

1. Write your notes in a notebook
2. Number and date each page
3. Leave one side of each page blank for reflection and review
4. Take notes out of your notebook and store in an organised ring binder with plastic wallets and coloured dividers
5. Add a post-it note to the top of each set of notes with a bullet pointed list of the main topics the notes cover

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1. Reading should make up the largest proportion of your study time

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2. You should read an entire journal article from start to finish

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3. You must think critically and reflect on what you have read

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4. You should never take handwritten notes

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You might also like...

See the ACE Team page for self-study resources on the following related topics (and much more):

- **Evaluating Sources and Reading Critically**
- **Reading Strategies**
- **Note-taking**
- **Reading Online**
- **Referencing**

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Thank you for attending today's ACE workshop. We would be grateful if you could take 2 minutes to complete our **feedback form**.

ACE Team Feedback Form

References

Kwan Lo, C. (2023) 'What is the impact of ChatGPT on education? A rapid review of the literature'. *Education Science*, 13(4), pp. 410. Available at: https://www.mdpi.com/2227-7102/13/4/410 (Accessed: 28 June 2024)

Williams, E. (2023) *Cornell notetaking system: what is it and how to use it.* Available at: https://pdf.wondershare.com/mobile-app/cornell-note-taking-system.html (Accessed: 28 June 2024)

Wood, J. (2022) *The purpose and practice of academic reading.* Available at: https://makingdigitalhistory.co.uk/2022/01/10/the-purpose-and-practice-of-academic-reading/#:~:text=It%20helps%20students%20to%20interact,the%20development%20of%20critical%20thinking. (Accessed: 28 June 2024)

UEFAP (2019) *Strategies for reading academic texts.* Available at: http://www.uefap.com/reading/readfram.htm (Accessed: 28 June 2024)

QA

Any Questions?

Thank You!