QA
Learn. To Change.

ACE Workshop:
Reading and Notetaking

Please note: these workshops are interactive! Message the lecturer if you are unable to unmute your microphone during the session.

Session will start at: 00:00

Reading and Notetaking Strategies: Workshop Content

List five reasons why reading and notetaking effectively is important at university

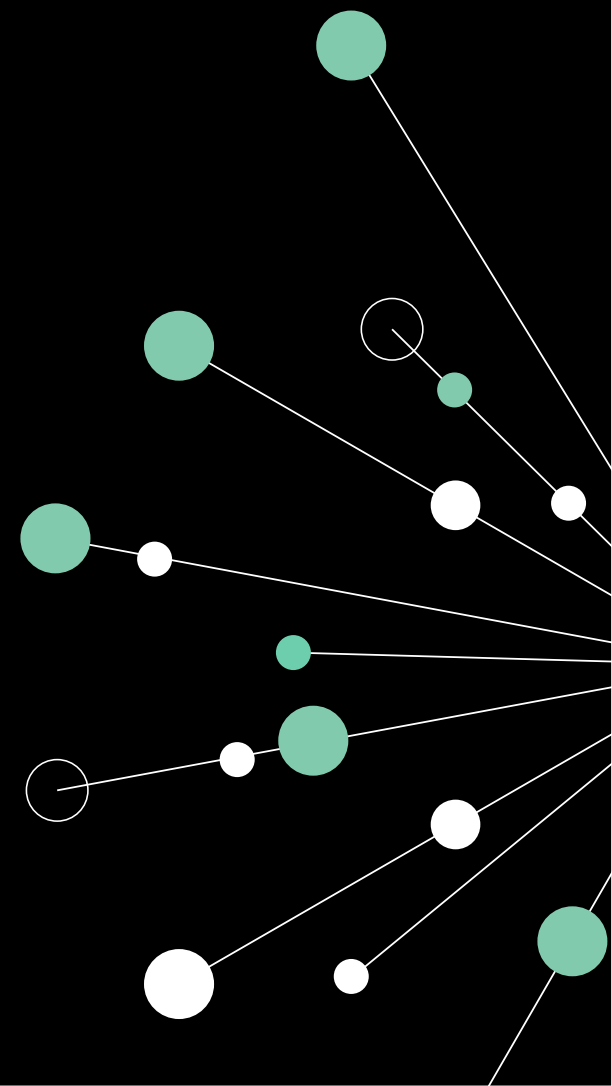Practise skimming, scanning and reading for detail, explaining the purpose of each strategy

Use the SQ4R method to take effective notes, generating questions from headings and subheadings

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

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

Part 1

Reading

Importance of Reading

Task

Why is academic reading important?

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

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

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

Importance of Reading

Answer

Why is academic reading important?

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

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

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

Importance of Reading

✓ Constitutes the **largest proportion of your study time**.

✓ Enhances your **subject knowledge**.

✓ Supports the formation of **new ideas, knowledge** and **applications**.
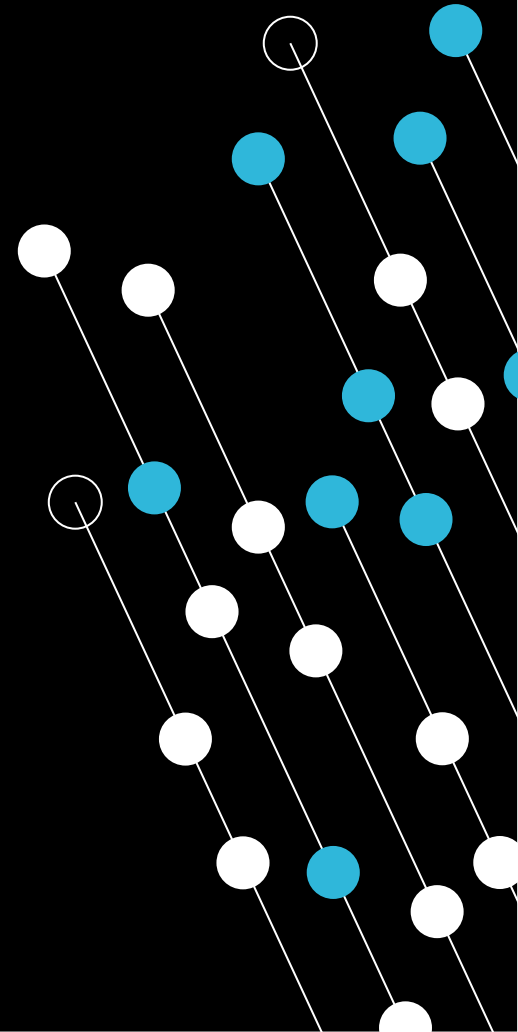
✓ Improves **critical thinking skills**.

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

✓ Supports the **development of your own academic writing style**.

1. Reading Different Types of Text

Types of Text and Challenges

Task

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

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

Overcoming Challenges: Quick Tips

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

✓ **Read simpler texts to 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 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 and **always read for purpose!**

Task

Match the type of text to its key features!

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.

Answer

Match the type of text to its key features!

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.

1 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).

2 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).

QA

3 **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: Key Features

1 Journal Article

2 Textbook

3 Report

In your breakout rooms, discuss the following question:

How might you approach reading each of these texts?

1 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**.

2 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!

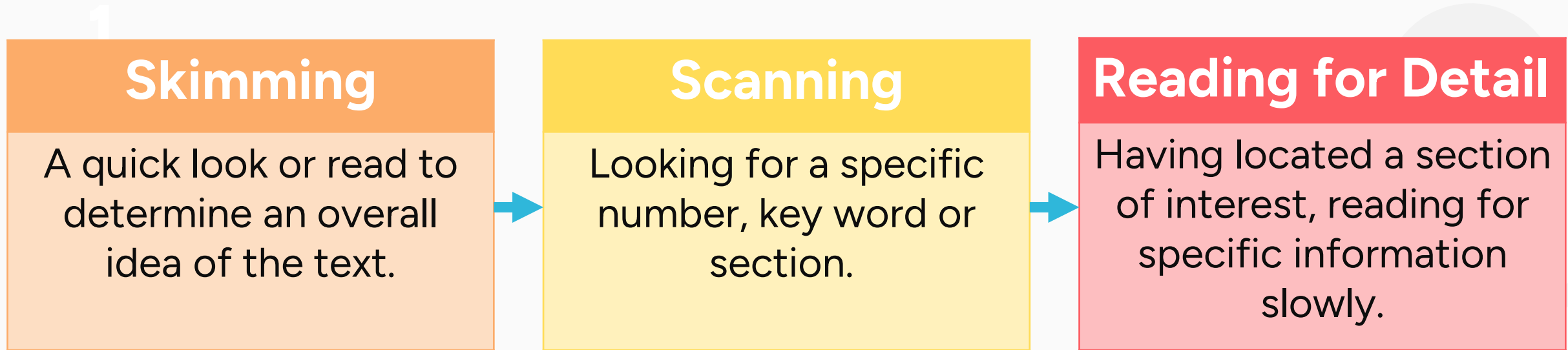4. Look for further sources in the reference list (**snowballing**).

3 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!
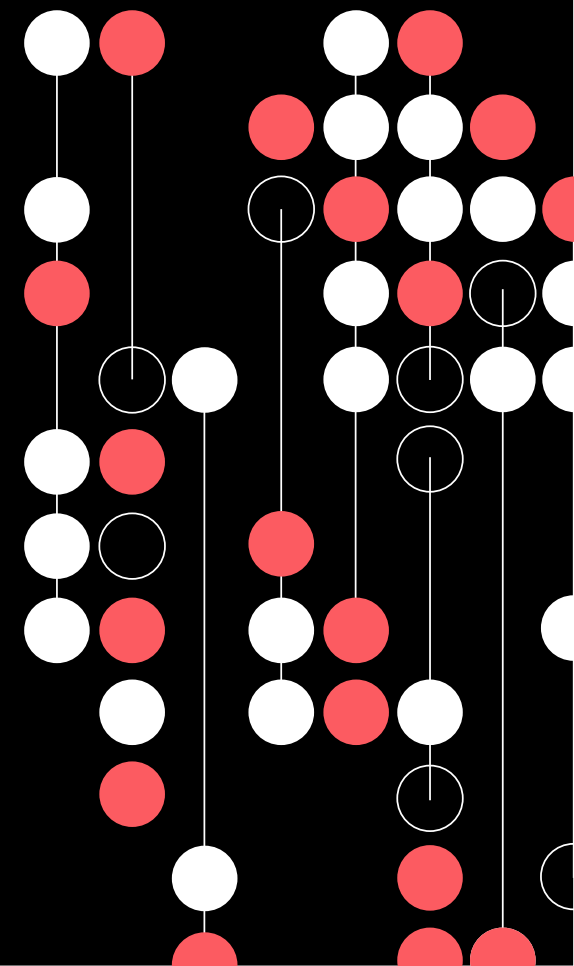
2. Skimming, Scanning and Reading for Detail

Reading Strategies: Skimming, Scanning and Reading for Detail

Skimming	Scanning	Reading for Detail
A quick look or read to determine an overall idea of the text.	Looking for a specific number, key word or section.	Having located a section of interest, reading for specific information slowly.

Reading Strategies: Skimming, Scanning and Reading for Detail

Skimming	Scanning	Reading for Detail
Check if a text is relevant. Ascertain the general idea of a text and the writer's argument. Understanding background and 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 a justified stance before writing an assignment.

Practise Skimming and Scanning

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

1

Task 1
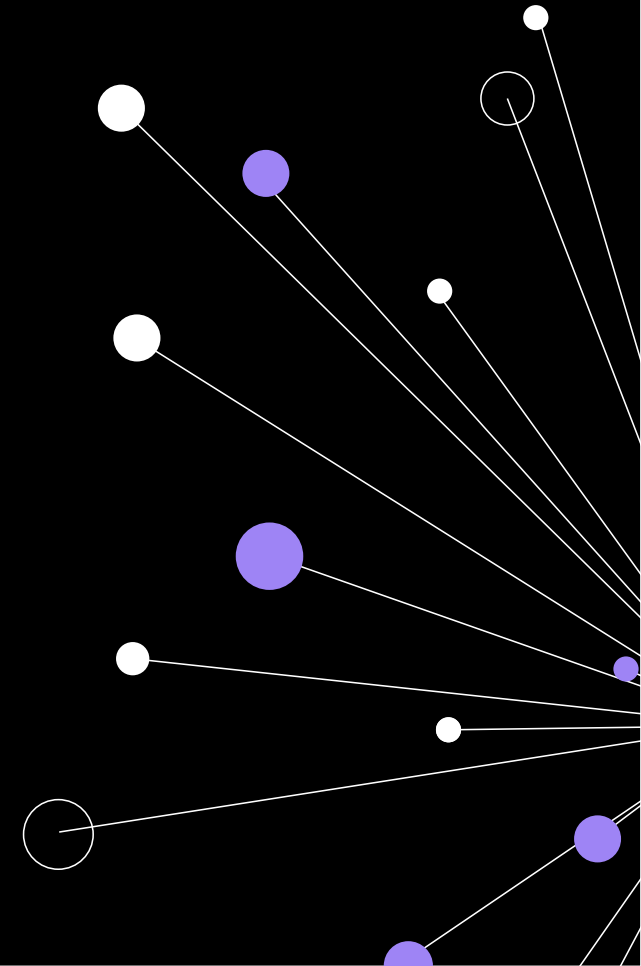
Scan the article to find the following sections:

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?

3. SQ4R Reading and Notetaking Method

Introducing 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

Introducing SQ4R

Survey

- **Skim and scan the text**, including headings, sub-headings and visuals and 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!

Introducing 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?

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!

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 should consider:
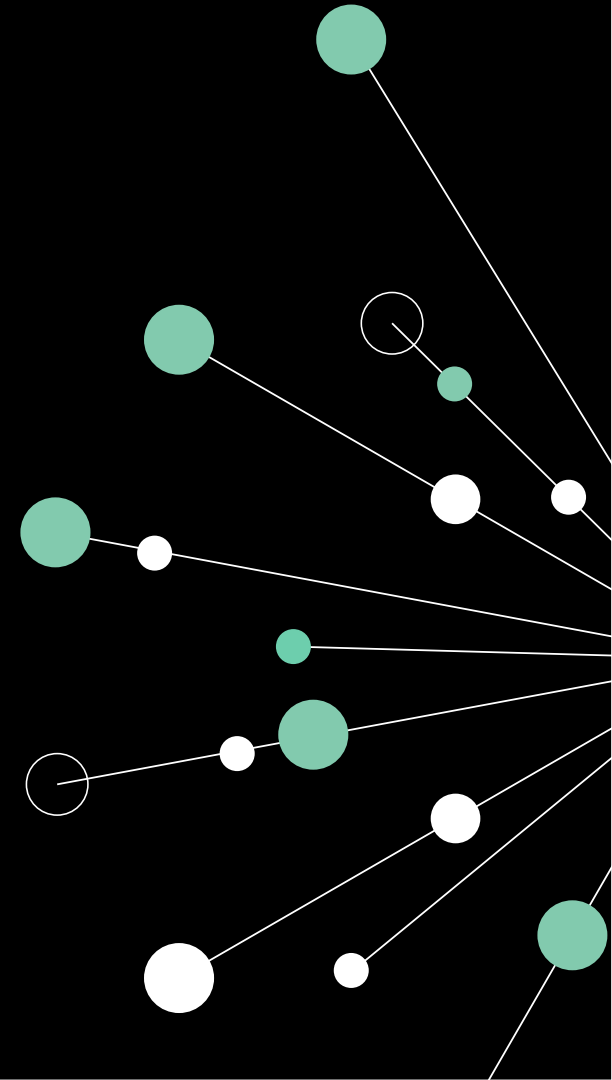
- How what you have read **links to previous reading and learning**.

- 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.

Part 2

Notetaking
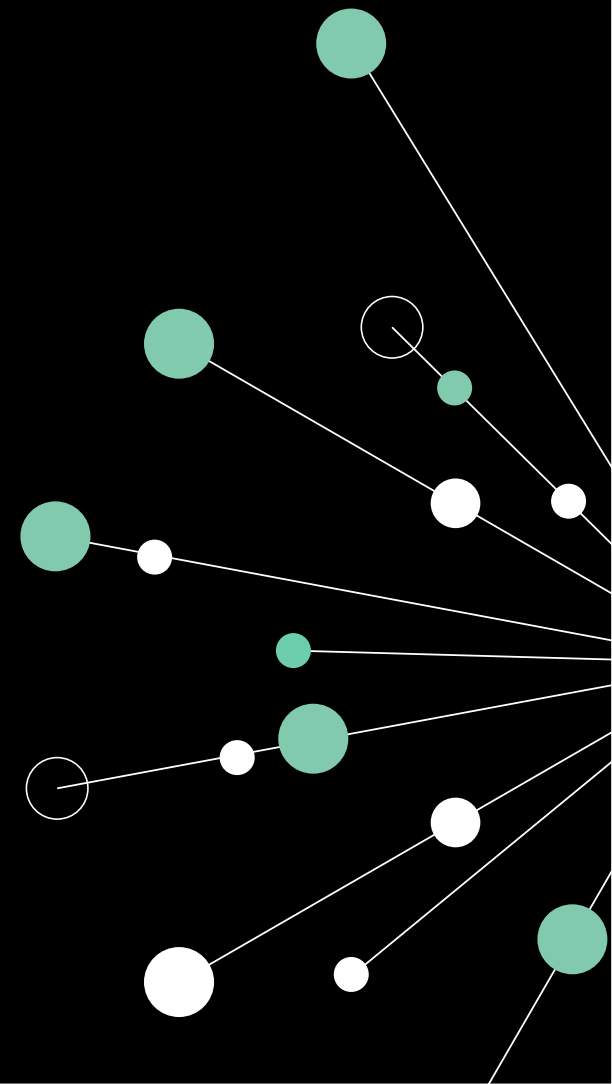
1. Notetaking Strategies

Notetaking

Task

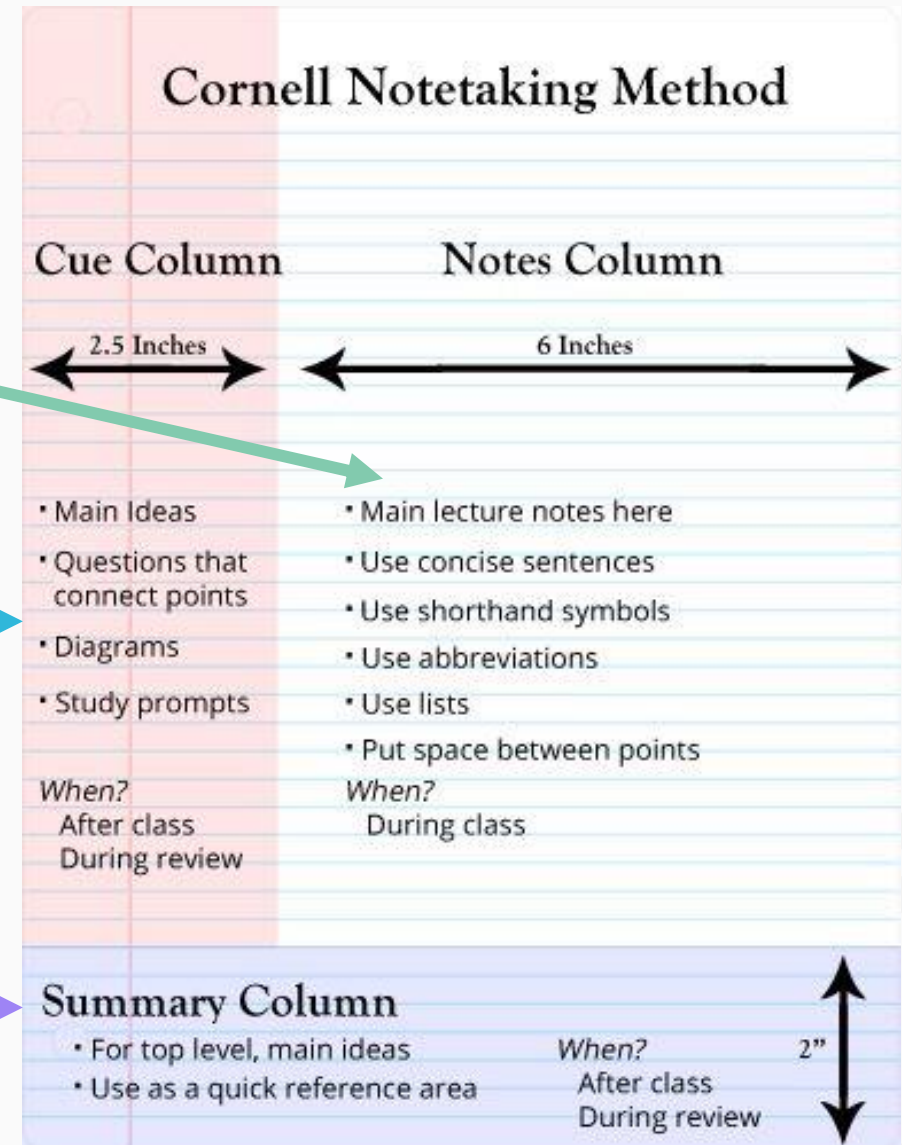| 1	Do you have any strategies for effective notetaking?
2	How do you keep your notes organised?

Notetaking: Tips and Strategies

- ✓ Use **headings** and **sub-headings**.
- ✓ Leave **clear spaces** between different ideas and topics.
- ✓ Use your **own words**.
- ✓ **Record the sources** you have used.
- ✓ Use **abbreviations** (but ensure you know what they mean!)
- ✓ Create your owns **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 **note-taking frameworks and strategies**, developing your own or adopting an existing method e.g. SQ4R or Cornell Notetaking.

Cornell Notetaking Method

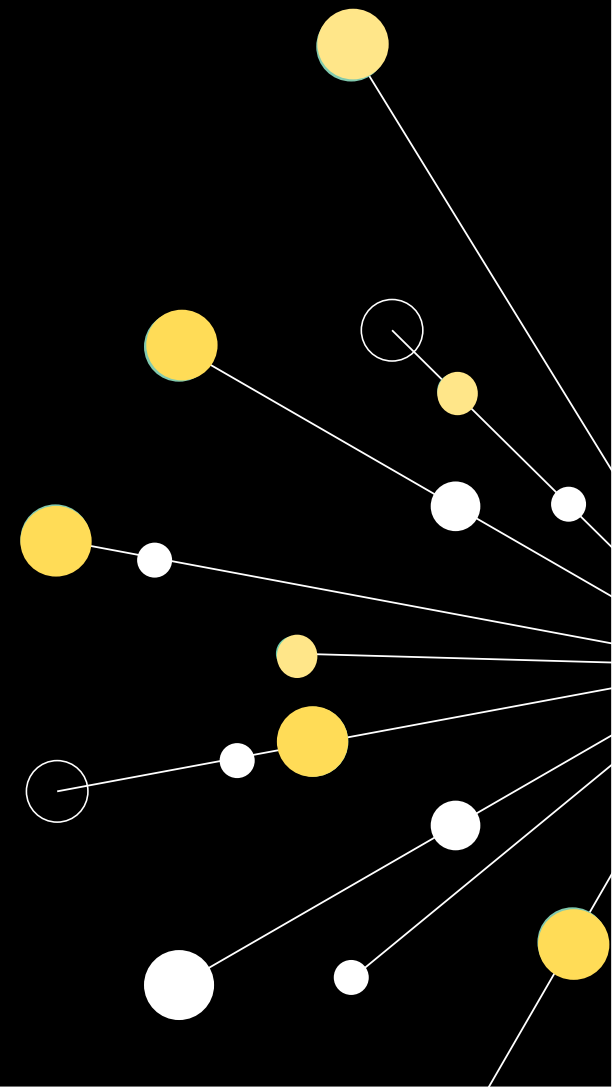The **Notes Column** is where you take your main notes when reading a text.

The **Cue Column** is where you review your notes and extract the main points and ideas and reflect on what you read.

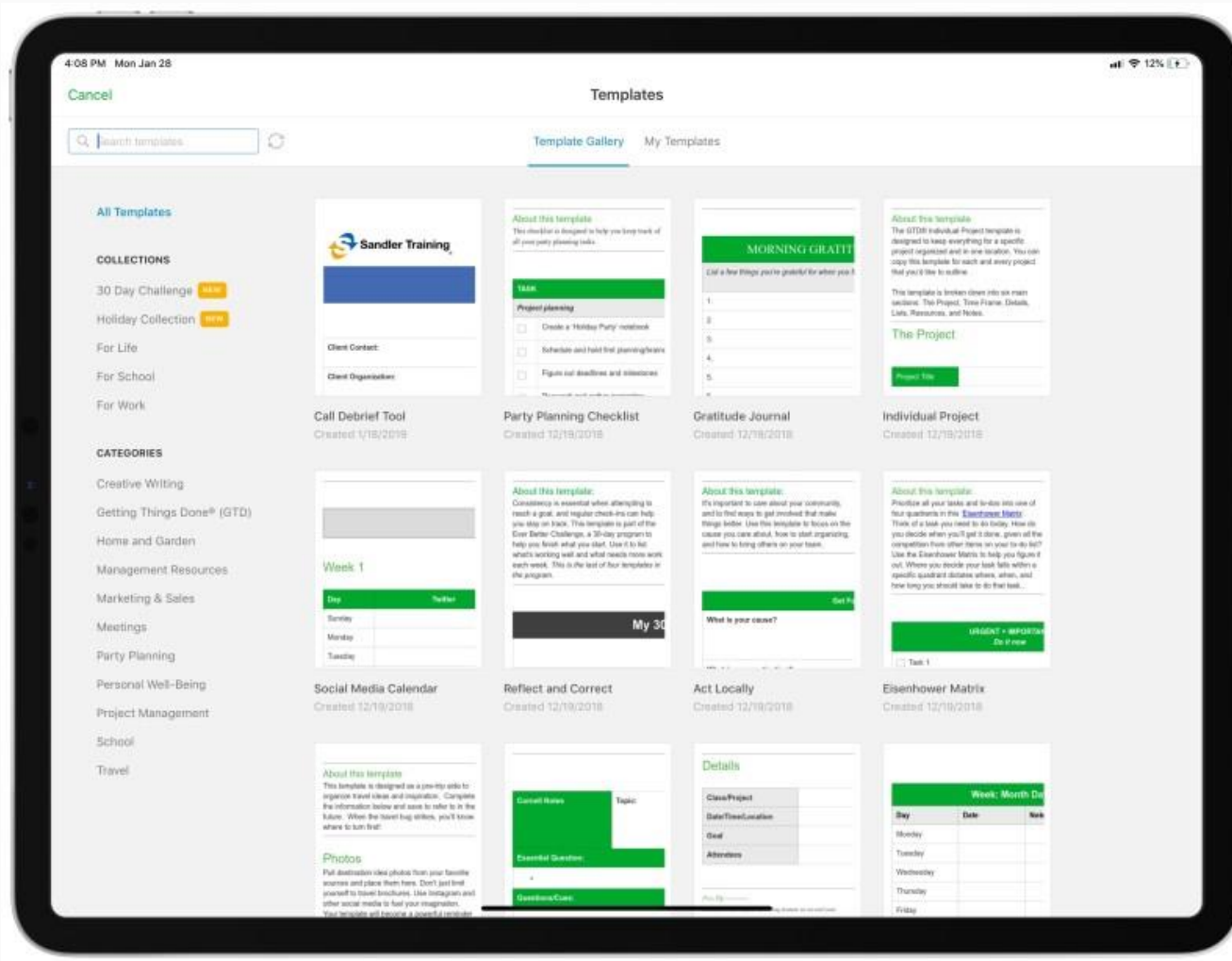The **Summary Column** is where you summarise your notes and reflections.

Cornell Notetaking Method

Cue Column | Notes Column

2.5 Inches | 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"

(Williams, 2023)

2. Notetaking Apps and Software
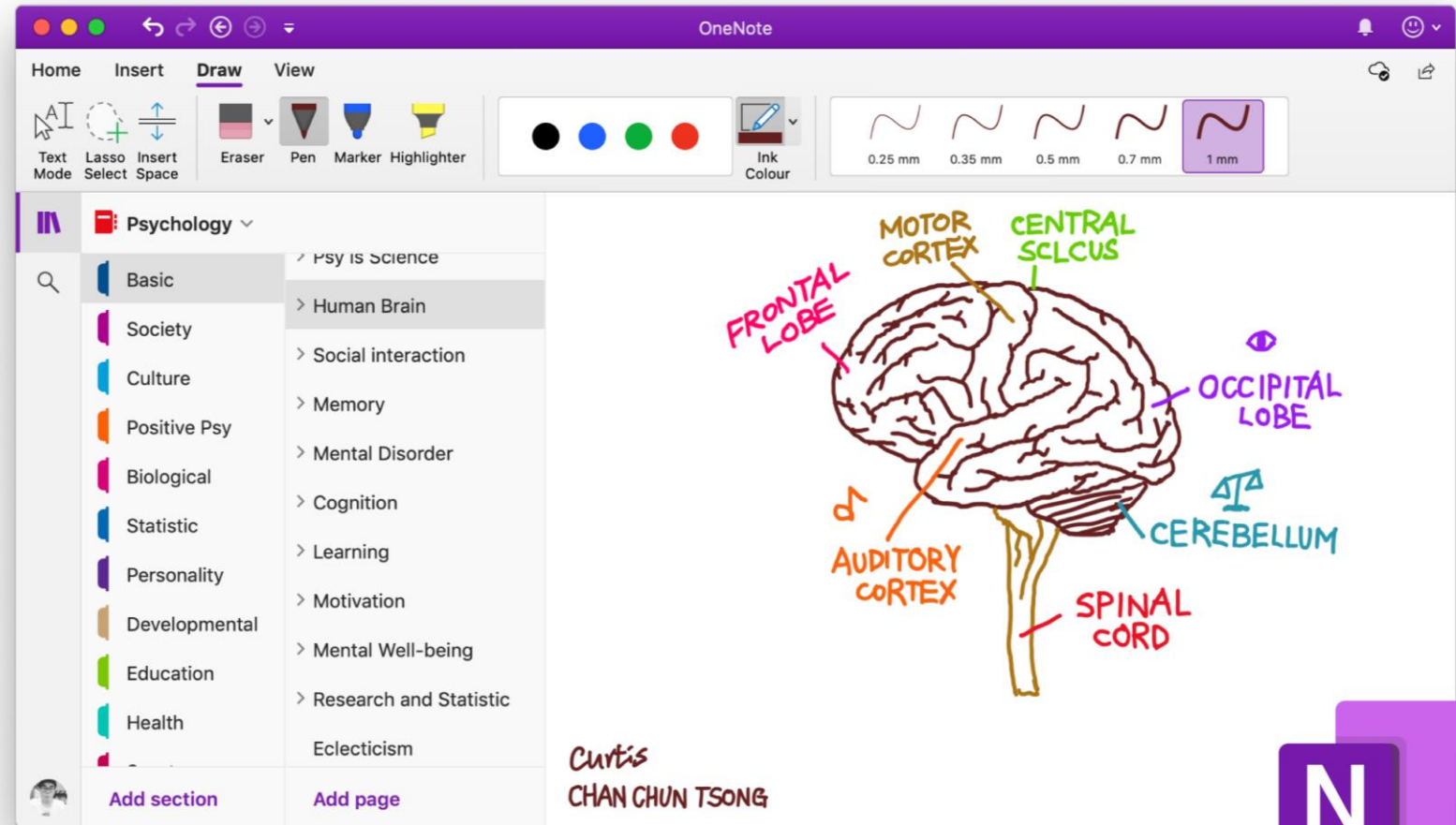
Notetaking Apps and Software: Evernote

Key features

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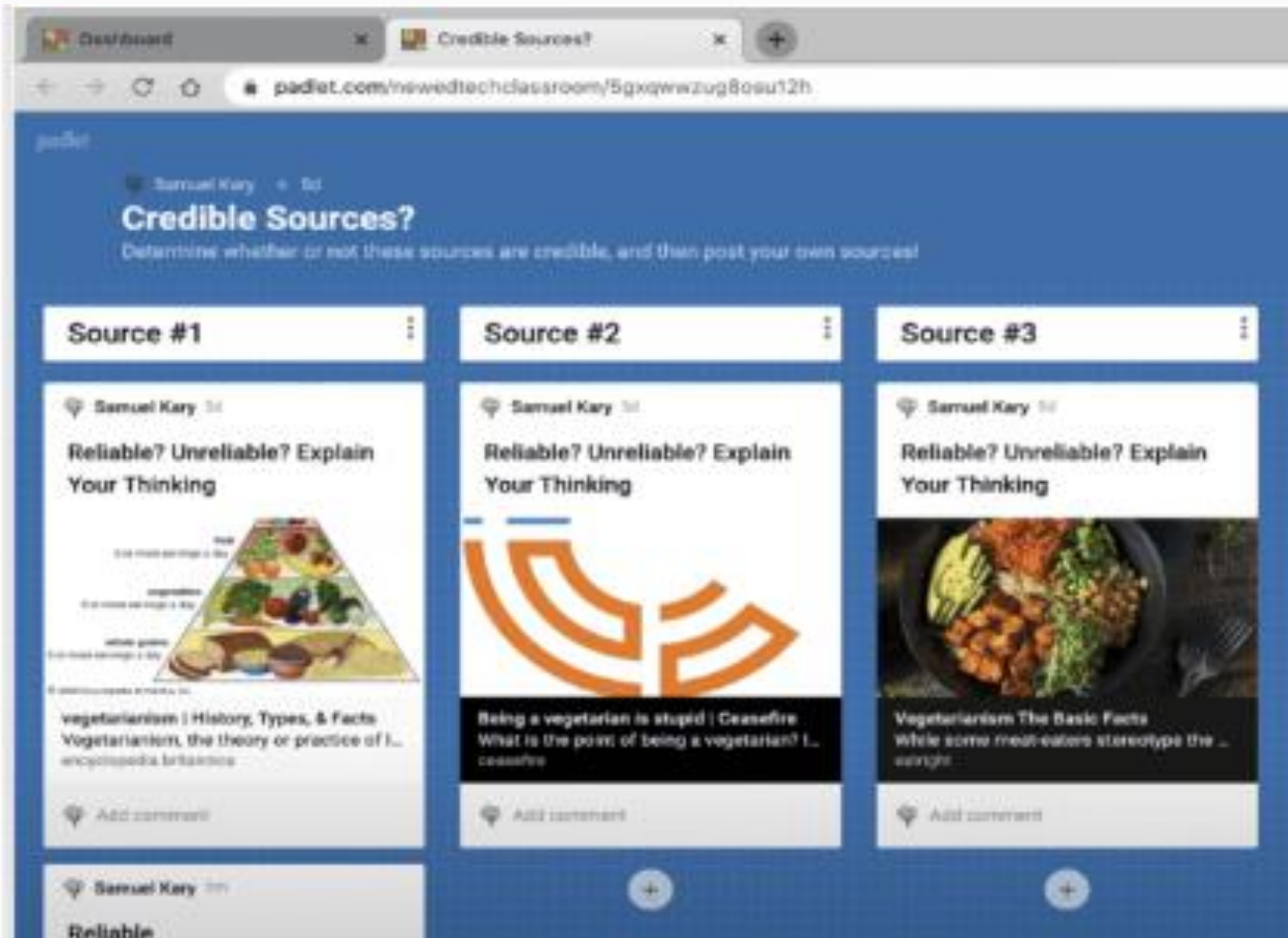
Notetaking Apps and Software: OneNote

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.

Notetaking Apps and Software: Padlet

Key features

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

Handwritten

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 them 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.

Review
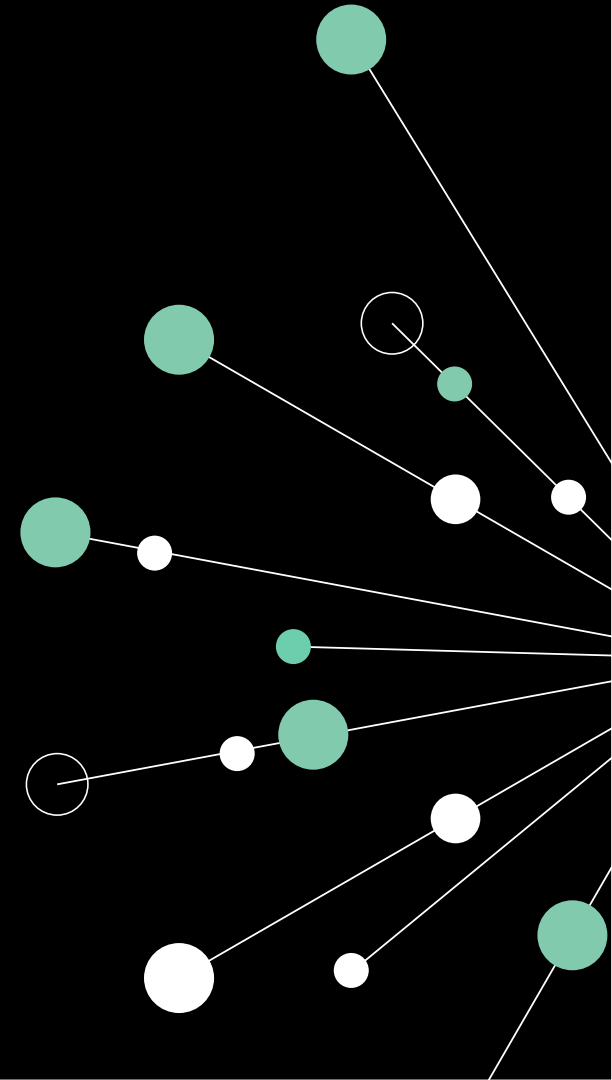
Reading and Notetaking Strategies - Review

Reading should make up the largest proportion of your study time

Reading and Notetaking Strategies - Review

⊗ You should always read an entire journal article from start to finish

Reading and Notetaking Strategies - Review

✓ You must critically reflect on what you have read

Reading and Notetaking Strategies - Review

You should never take handwritten notes

ACE Feedback

Thank you for attending this ACE Workshop.
We would be grateful if you could take 2 minutes to complete our **feedback form**.

References and Further Reading

Kwan Lo, C. (2023) 'What is the impact of ChatGPT on education? A rapid review of the literature', *Education Science,* 13(4), pp. 410-425. Available at: https://www.mdpi.com/2227-7102/13/4/410 (Accessed: 26 September 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: 25 September 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: 23 September 2024)

UEFAP (2019) *Strategies for reading academic texts*. Available at: http://www.uefap.com/reading/readfram.htm (Accessed: 26 September 2024)

Do you require further academic support?

Look on the ACE Page for resources

Check out our upcoming workshops

Book a 1-2-1 tutorial

Any questions?