Active Learning

Workshop 2

Effective Reading, Notetaking and Study Techniques
Today’s Workshop

1. Reading
2. Notetaking
3. Study Techniques

EDUCATION IS OUR PASSPORT TO THE FUTURE, FOR TOMORROW BELONGS TO THE PEOPLE WHO PREPARE FOR IT TODAY.

— Malcolm X —
POSITIVE MOTIVATION.NET
Reading
Why Do We Read?

1. To prepare for a lecture
2. To prepare for an essay
3. To learn
4. To enjoy
5. To understand
To Prepare for a Lecture

One Simple Notetaking Strategy

First Reading:

- Note chapter titles
- Note ‘Key Concepts’ or questions on page 1
- Read introduction / paragraph 1 - Summarise in your own words
- Read each boldface subheading
- Read the first sentence of each paragraph. Note key points
- Read the last paragraph or summary - Summarise in your words
- Create A Key Word (or new words) List
Pre-Read and Summarise the Textbook

One Simple Notetaking Strategy cont.

Second Reading:

• After you have a good overview of the chapter, you may need to read in more depth.

• Summarise each section or paragraph in one sentence.

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Chapter 1 Notes

Purpose: 0 written communication concerns.

Key Concepts: 0 efficient with written/verbal
  0 court principles.
  0 TCOs

Intro: Purposes of writing 0 convey meaning
  0 written doesn’t have body long.
  0 limitations physical.

Para 2: 0 writer can’t rephrase something instantly.
  0 must better for ease tense.

Summary Para
  0 legal skill develop over time.
  0 literal approach.
  0 writing is a refineable skill.
What is Critical Reading?

- Reading beyond the text
- Considering and evaluating
- Understanding strengths
- Understanding limitations
- Understanding implications
## A Critical Reading Template

<table>
<thead>
<tr>
<th>Reference:</th>
<th>Publisher</th>
<th>Author and date</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarisation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:** What is the purpose of this text, what is the take home message (the bottom line)? Is there an underlying message? What was the author’s position and how does the author position the reader? How does this relate to other readings?

Adapted from Pauline Taylor, 2013
Notetaking
Before you come to the lecture:

1 - *Pre-read* and *summarise* the textbook chapter

2 - Print the lecture slides and preview them
Print Lecture Slides

Print the lecture slides:
- Preview the content
- Look up new words/terms
- Use for notetaking
- Exam Revision
There are 8 essential points for successful note-taking in lectures

1. Note essential ideas/facts, not every word.
2. Write key words - expand later.
3. Look for patterns and key ideas.
4. Use your own words - not the lecturer’s
During the lecture

- Linear note-taking

10/07/2008

Brennan, M. - continued

p33 MS at Sussex

1. Intensity aspect: how media developing in modern age
   2. BUT, practices media ethics? available
   3. 1. electronic media & media potential for those 7 in corporate media analysed
   4. anyone can create own electronic media site
   5. hence, difficulty to verify some published or not
   6. without raw media available at Sue, any social & political activist groups unable to get exposure

What can students do to challenge class of modern media?

1) Study media at uni or possibly
   2) BUT, doesn't effect actual change
   3) 1. oppose group, early and relations with R.M.
   4) 2. become the power - get involved in student media

Q: Is this the point of the whole piece?
During the lecture

- Mind Maps

© Paul Foreman http://www.mindmapinspiration.com
During the lecture

- Concept Maps
### Recalling and Recording the Lecture

#### Cornell Method

**Recall Clue Column**

**Define "Propaganda"**

Propaganda used by politicians, writers. Also by advertisers. Def: Messages intended to persuade audiences to adopt a certain opinion.

**List 4 common tech. used by advertisers**

Advertisers use propaganda. 4 techniques common.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testimonial</td>
<td>Celebrities used to pitch idea, sell product; Audience associate star qualities of celebrity w/ product.</td>
<td>Ex. Michael Jordan sells Nike shoes</td>
</tr>
<tr>
<td>Bandwagon</td>
<td>Encourages people to buy b/c e'one is doing it. Ads urge you to get on board; don't get left out.</td>
<td>&quot;All over America, people are switching to....&quot;</td>
</tr>
<tr>
<td>Transfer</td>
<td>Product associated with s'thing that is attractive or respectable. Car ads show gorgeous model - audience transfer feelings about model to car. Ads use patriotic symbols like bald eagle - audience transfers patriotic feelings to product, company.</td>
<td>Ex. Wal-Mart claims to sell only made in USA products.</td>
</tr>
</tbody>
</table>

**Record Column**

**Intro**

Propaganda used by politicians, writers. Also by advertisers. Def: Messages intended to persuade audiences to adopt a certain opinion.

**Propaganda Techniques in Advertising**

**Define & explain "testimonial" technique**

Ex. Michael Jordan sells Nike shoes

**Define & explain "bandwagon" technique**

Ex. "All over America, people are switching to...."

**Define & explain "plain folks" technique**

Ex. New mother in hospital uses Tylenol.

**Define & explain "transfer" technique**

Ex. Wal-Mart claims to sell only made in USA products.

**Summary**

Advertisers use propaganda. Propaganda = Messages intended to persuade audiences to adopt a certain opinion. 4 common propaganda techniques used by advertisers:

1. Testimonial: celebrity endorses product.
2. Bandwagon: everybody is buying product.
3. Plain Folks: ordinary, non-glamorous people like us use it.
4. Transfer: transfer feelings of admiration to product.
### During the lecture

#### Symbols for note-taking

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>$=$</td>
<td>equals/is equal to/is the same as</td>
</tr>
<tr>
<td>$\neq$</td>
<td>is not equal to/is not the same as</td>
</tr>
<tr>
<td>$\equiv$</td>
<td>is equivalent to</td>
</tr>
<tr>
<td>$\therefore$</td>
<td>therefore, thus, so</td>
</tr>
<tr>
<td>$\because$</td>
<td>because</td>
</tr>
<tr>
<td>$+$</td>
<td>and, more, plus</td>
</tr>
<tr>
<td>$&gt;$</td>
<td>more than, greater than</td>
</tr>
<tr>
<td>$&lt;$</td>
<td>less than</td>
</tr>
<tr>
<td>$-$</td>
<td>less, minus</td>
</tr>
<tr>
<td>$\rightarrow$</td>
<td>gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from</td>
</tr>
<tr>
<td>$\uparrow$</td>
<td>rises, increases by</td>
</tr>
<tr>
<td>$\downarrow$</td>
<td>falls, decreases by</td>
</tr>
<tr>
<td>$\propto$</td>
<td>proportional to</td>
</tr>
<tr>
<td>$\not\propto$</td>
<td>not proportional to</td>
</tr>
</tbody>
</table>
Notetaking Practice

- Step 1 – Choose a Note taking style
- Step 2 – Take notes
- Step 3 – Review your notes with a friend
- Step 4 – Look up any new words
- Step 5 – Add new information during review
In your study period review your notes
You should add more information
You should use them to help guide your reading and research
Let’s look at one example together and check your notes
Post Lecture Tasks

Methods of: comprehension, retention and exam prep

• Review your lecture notes
• Is there anything you didn’t understand? If so, you need to do some research
• Summarise the gist of the lecture in your own words
• Talk through the class with a friend:
  – What did you think was the most important point today?
  – Do you understand what was meant by …..“blah blah blah?”
Study Techniques
Good Study Habits

- Study early and often
- Take one or two days rest each week
- Quiet study space – no phones, no devices
- Soft music or other white noise – Classical styles
- Study according to your learning style.
- Break for 5 minutes every 30-60 minutes
- Study the hardest things first, move on to easier ones
- Spend more time on your weakest points
- Ask for help when facing difficulty
- Use your own words to simplify
- Review your notes on a regular basis
- Make connections between old and new information
- Take practice tests and look at previous essays
- Keep track of your study progress using a planner
- Quiz yourself about what you just studied

Adapted from: http://www.educationplanner.org/students/self-assessments/improving-study-habits.shtml
Active or Reflective?

**Active learners**
- understand by doing
- try out and experiment with the new information
- enjoy group work
- Sitting through lectures with nothing to actually get involved in can be particularly difficult for active learners.

**Reflective learners**
- prefer to think before acting
- think first discuss later
- sitting through lectures can be difficult for reflective learners who often like to have some time out to think through new information.
Sensing or Intuitive?

Sensing learners
• concrete study methods
• careful, practical and patient
• like new knowledge to be relevant to the world
• like repetition and routine

Intuitive learners
• like to discover information themselves, in their own way
• innovative in problem solving
• dislike repetition
• dislike routine
• dislike memorisation
Visual or Verbal?

Visual learners
• understand by seeing
• pictures
• demonstrations
• diagrams
• charts
• films

Verbal learners
• understand through words
• written
• spoken
Sequential or Global?

**Sequential learners**
- understand in linear steps (start to end)
- each step connects to last one

**Global learners**
- learn in large jumps
- absorb material in a random order
- notice connections after understanding the whole concept
Optional Quiz:
What type of learner are you?
Study Tips

Active Learners
• Form a study group
• Explain what you’ve learnt to someone else
• Write down what you think will be on the exam
• Write your own exam questions

Reflective Learners
• Write class summaries
• Reread your notes and think of further study questions
• Rewrite material in your own words
• Lecture in your head to an imaginary classroom, explaining all the key points
Study Tips

**Sensing**
- Apply concepts to a real world example
- Ask the lecturer for specific examples of concepts and procedures
- Research a real world case study

**Intuitive**
- Link theories and interpretations with factual information
- Think about wider application of theories
- Think in terms of problem and solution, how can you solve the problem?
Study Tips

**Visual**
- Find charts and diagrams which explain the information
- Watch videos that explain new concepts
- Draw concept maps

**Verbal**
- Write class summaries
- Outline new material in a logical step by step sequence
- Relate new topics to old ones
- Talk or write about your understanding of new topics you encounter
Study Tips

Global
• Think about the big picture – how does a theory affect the larger environment?
• When you study, skim read the chapter to get a wide understanding first
• Research the major theories or schools of thought on each topic

Sequential
• Break new information into steps
• Outline the logical order of each step
• Break each step into substeps
• Break down substeps into smaller steps if necessary
Top 10 Study Tips

1. Make a weekly study planner and keep to it. Make a semester planner with due dates.
2. Make a study guide for each subject using your notes from lectures, textbooks, journals, wider reading and so on. Regularly review it and organize it by topic.
3. Make a knowledge tree for each subject. Write key topics or issues (on 2 pages max). Put it on a wall so you will regularly see it. Add to it regularly as your knowledge grows.
4. Keep a copy of all the problem questions from lectures, textbooks and so on. Use these questions as exam practice.
5. Regularly review your notes – about once a week. This will help you realise any weaknesses in your understanding well before the exam period.

Super Tip:
Top 10 Study Tips

Adapted from: http://www.learningcommons.uoguelph.ca/guides/university_learning/accessibility/studying.html#_Toc229765229
6. Study for periods of 30-60 minutes with a 5 to 10 minute break.
7. Use multiple approaches to study. Teach a friend, explain a theory to your parents, do a practice exam, practice problem solving, rewrite your notes, make diagrams, make mnemonics and rhymes.
8. Make or join a study group for your subject.
9. Show relationships between ideas and theories by making a concept map.
10. Review the feedback on your assignments and try to understand why you received the marks you did.

• Super Tip:
Review

1. Reading
2. Notetaking
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Further Help

- Read your **Subject Outline** carefully
- Ask your lecturer or tutor (they mark your work, so they know)
- Learning Advice Desk (10-4pm Mon-Fri)
- First year students YourTutor (3pm – midnight Sun-Fri)
- Attend PASS (available in some first year subjects)
- Is there a Learning Advisor in your subject? Check your LearnJCU site
- Request advice from The Learning Centre (use "contact us" form on the website)
  - [https://www.jcu.edu.au/students/learning-centre/contacts/contact-form](https://www.jcu.edu.au/students/learning-centre/contacts/contact-form)