Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Effective

Reading & Notemaking

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SLD
Student Learning Development

Today's objectives

- Explore the different purposes for study tasks

- Learn tips to manage reading and use active and effective reading strategies

- Look at note making strategies

- Questions

- Further resources

I'm just going to the library for 4 hours….

(I'll work out what I'll study when I get there)

Active studying means

- Working with the material to try to build understanding

- Find a way to process the information in a deep and meaningful way
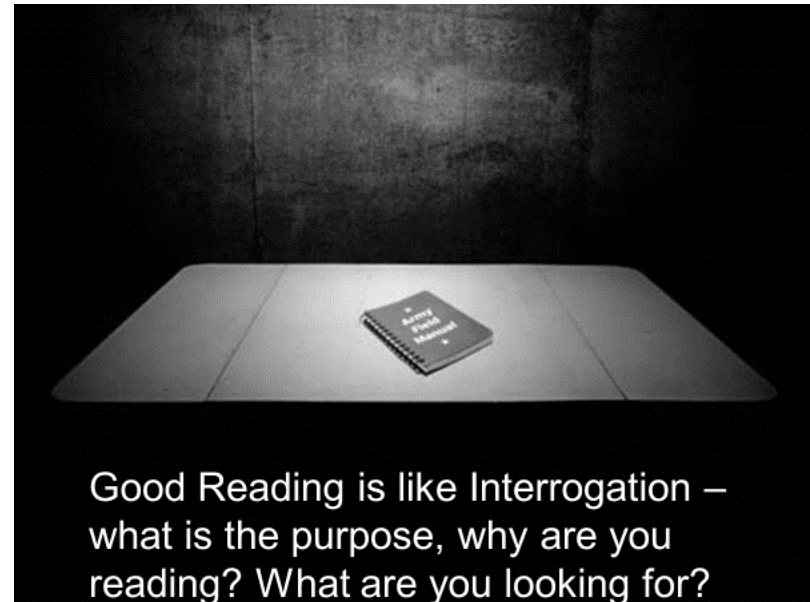
- Make your study more alive

Discussion

1. How do you study (reading/notes) ?
2. How do you read?
3. How do you take notes?

Managing reading

📚 Read with a purpose

📚 Be selective

📚 Focus on a question or task

📚 Break reading into manageable segment & schedule a time to read

📚 Keep a record of what you read

Good Reading is like Interrogation – what is the purpose, why are you reading? What are you looking for?

How?

Have a framework

— Think about the purpose of the study task

— Consider the best way to approach it

— Reflect and review

PSR

— Purpose – why?

— Strategy – how?

— Review – check!

Reading List

You can't cover 100% of the course, and if the content is more difficult, requires time to understand

You must be smart about what to cover and be selective

Reading List:

Judd, C., Smith, E. and Kidder, L. 1991
   Research Methods in Social Relations. 6th ed. London.
   300.Jud (1 copy)
Moser, C. A. and Kalton, G. 1971
   Survey Methods in Social Investigation. London.
   300.723 Mos (10 copies)
Oppenheim, A. N. 1966, 1973
   Questionnaire Design and Attitude Measurement. London.
   011.422 Opp (3 copies)
Hoinville, G. Jowell, R. and associates. 1978
   Survey Research Practice. London.
   300.723 Hoi (1 copy)
Rose, G. 1982
   Deciphering Sociological Research. London.
   301.072 Ros (4 copies)
Kurtz, N. R. 1983
   Introduction to social statistics. London etc.
   300.72 Kur (4 copies)
Blalock, H. M. 1960
   Social Statistics. London.
   301.072 Bla (2 copies)
ESRI Reports : Read at least one of these research reports based on a social survey.

Get reading – actively!

Purpose?

Strategies to suit:

- Skimming/Previewing
- Scanning
- In-depth/close
- SQ3R (Survey, question, read, recall, review)

} Reading Strategies

- Note making
- Answer your questions

Skimming or previewing

What is it?

- Good to quickly gain an overview, familiarise yourself with a chapter or an article

How to skim:

- Don't read every word

- Do read summaries, heading and subheadings

- Look at tables, diagrams, illustrations, etc.

- Read first sentences of paragraphs to see what they are about

- If the material is useful or interesting, decide whether just some sections are relevant or whether you need to read it all

From https://libguides.reading.ac.uk/reading/reading

Scanning

What is it?

- Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

How to scan?

- after gaining an overview and skimming, identify the section(s) of the text that you probably need to read.
- start scanning the text by allowing your eyes (or finger) to move quickly over a page.
- as soon as your eye catches an important word or phrase, stop reading.
- when you locate information requiring attention, you then slow down to read the relevant section more thoroughly.
- scanning and skimming are no substitutes for thorough reading and should only be used to locate material quickly.

From https://student.unsw.edu.au/reading-strategies

Intensive or critical reading

What is it?

- Intensive reading is detailed, focused, 'study' reading of those important parts, pages or chapters.
- To build understanding & knowledge

How?

- Use skimming and scanning to find what you need to concentrate on, then slow down and do some intensive reading.
- Ask & answer questions
- Follow the argument
- Make notes
- Try SQ3R

SQ3R

Survey/skim

Question

Read

Recall

Review

Reading journal articles
https://libguides.hull.ac.uk/reading/summary

Summary diagram

The diagram below summarises the reading process.

Stage 1:
Skim read and browse

Read the title

Stage 2:
Highlight and annotate

Main points of the article

Stage 3:
Deeper reading and note making

Revisit what you do not understand

**Stage 4:**
Summarise

Your notes should help you navigate the article.

Comprehensive notes may mean

DEFINING BURNOUT

Burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job. The three key dimensions of this response are an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment. The significance of this three-dimensional model is that it clearly places the individual stress experience within a social context and involves the person's conception of both self and others.

The initial research on burnout was exploratory and relied primarily on qualitative techniques. Because the earliest researchers came from social and clinical psychology, they gravitated toward relevant ideas from these fields. The social perspective utilized concepts involving interpersonal relations, i.e. how people perceive and respond to others; these included detached concern, dehumanization in self-defense, and attribution processes. It also brought in concepts of motivation and emotion (and especially coping with emotional arousal). The clinical perspective also dealt with motivation and emotion, but framed these more in terms of psychological disorders, such as depression. Subsequent researchers came from industrial-organizational psychology, and this perspective emphasized work attitudes and behaviors. It was also at this point that burnout was conceptualized as a form of job stress, but the primary focus was on the organizational context and less on the physical characteristics of the experienced stress.

What emerged from this descriptive work were the three dimensions of the burnout experience. The exhaustion dimension was also described as wearing out, loss of energy, depletion, debilitation, and fatigue. The cynicism dimension was originally called depersonalization (given the nature of human services occupations), but was also described as negative or inappropriate attitudes towards clients, irritability, loss of idealism, and withdrawal. The inefficacy dimension was originally called reduced personal accomplishment, and was also described as reduced productivity or capability, low morale, and an inability to cope.
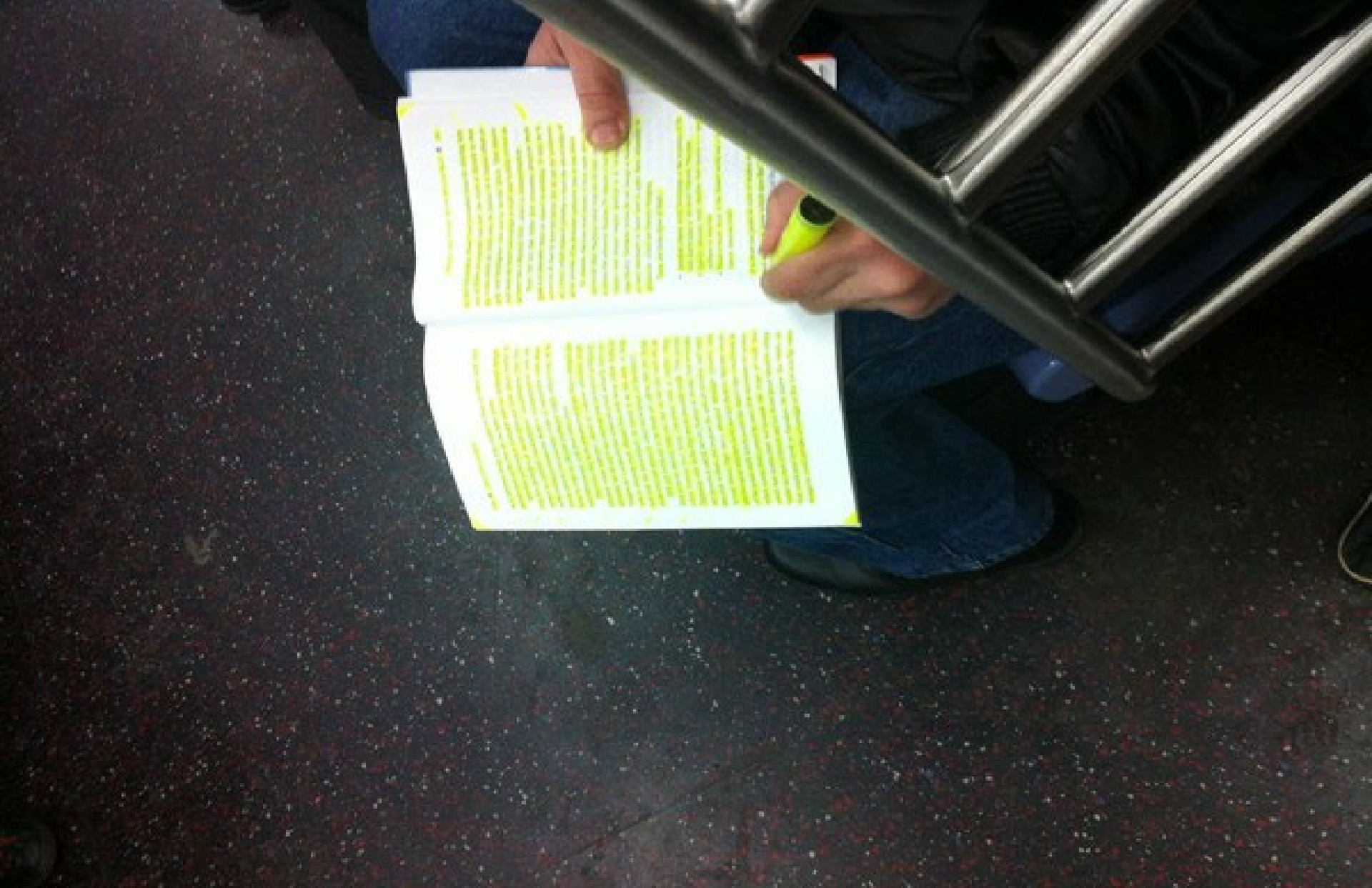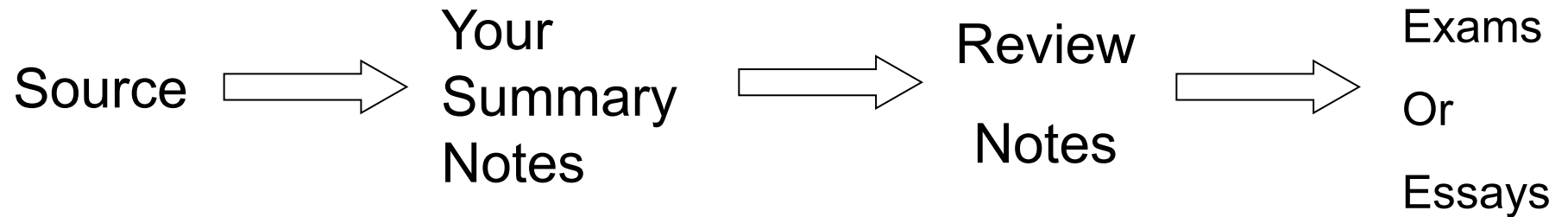
Making Notes
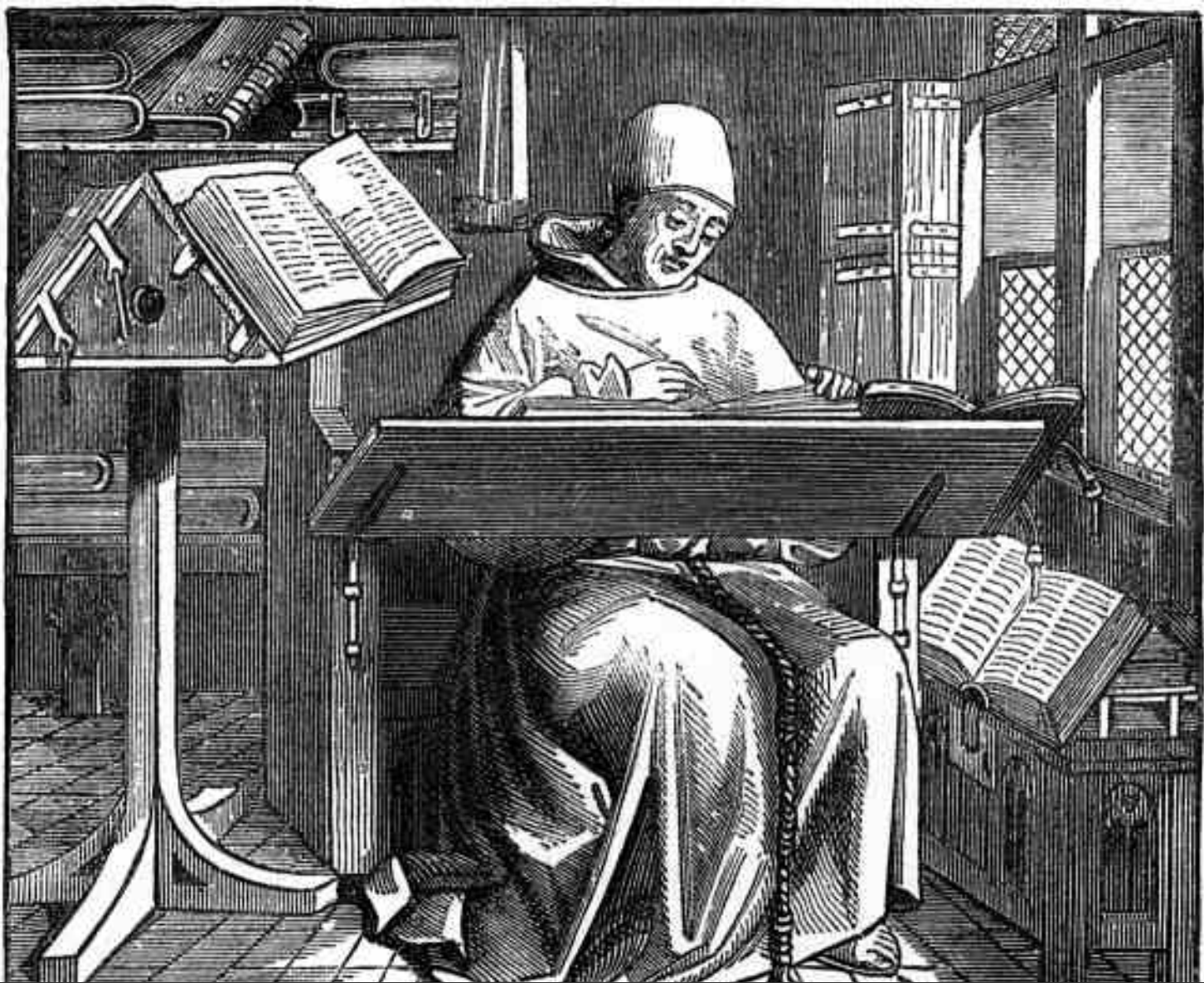
Copying – doesn't activate your brain

Note making process

Source $\rightarrow$ Your Summary Notes $\rightarrow$ Review Notes $\rightarrow$ Exams Or Essays

Notes from reading

- Read text to understand

- Margin notes

- Write summary/main points of text

- Ensure formulae/dates etc. are exact

- Limit quotes

- Check notes against text

- Write reference of the text you're using

- Try using templates

(e.g. https://www.studocu.com/en-au/document/deakin-university/science-master-of-teaching/note-taking-six-strategies-deakin-study-support/25373280)

Note-taking template 1: Keeping track of sources

Bibliographic details of source	*Details required will depend both on source and referencing style*
Author:	Year of publication:
Title of chapter/article/webpage:	
Title of book/journal/website:	
Book edition/journal volume and issue:	Publisher and city (books):
Page number span of chapter/article:	Date you accessed online source:
URL (websites) or DOI (online articles):	
Name of database you used to access source:	

Why am I reading this text? How is it relevant to my assignment question?

Page	Main points Is it a (Q)uote, (P)araphrase or (S)ummary?	My comments /questions/analysis

What to take notes on in Lectures

- ✎ Big Picture

- ✎ Main Points or key elements

- ✎ Premises or Hypothesis

- ✎ Sources

- ✎ Theories or concepts

- ✎ What is the lecturer emphasising

- ✎ Don't take down every word!

Date/number pages/lecturer's name/module

Notemaking techniques

How do you take notes?

1. Prose or summary

2. Outline or skeleton

3. Mind or concept maps

4. Cornell or 2 Column

Summary

Be careful with $\tan^{-1}$

Because $\tan^{-1}$ returns values between $-\frac{\pi}{2}$ and $\frac{\pi}{2}$, the formula $\arg(x+iy) = \tan^{-1}(y/x)$ only works if $x > 0$. This can cause problems in e.g Qs 2vi and 10 of complex Methods sheet 1.

2vi Where is $u = \tan^{-1}\left(\dfrac{2xy}{x^2-y^2}\right)$ harmonic and find an analytic function whose real part is u.

First we determine where it is definitely not harmonic. Consider the lines $y = \pm x$.

As (x,y) approaches the line $y=x$ from below $(x,y>0)$ (see picture), we have

$$\frac{2xy}{x^2-y^2} \longrightarrow \infty, \text{ so } u \longrightarrow +\frac{\pi}{2}.$$
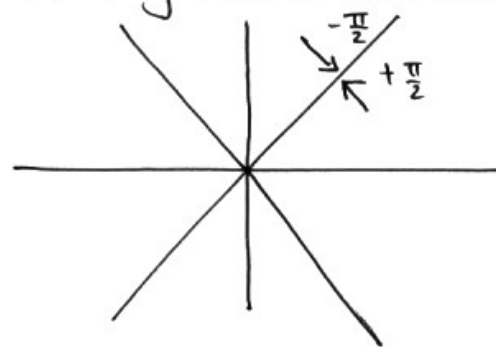
If we approach from above, $u \longrightarrow -\frac{\pi}{2}$, so u is discontinuous. Similarly in the other quadrants.

So we assume $x^2 \neq y^2$. If $x = r\cos\theta$, $y = r\sin\theta$ then $u = \tan^{-1}\tan 2\theta$, which equals 2θ provided $-\frac{\pi}{4} < \theta < \frac{\pi}{4}$. In this case, we can take $f(z) = -2i\log z$, where

$\log z = \log|z| + i\arg(z)$, $-\pi < \arg(z) < \pi$ is the principal branch. Then $f(z) = -2i\log r + 2\theta$,

<u>Classical Social Theory</u> — Dr. Colm Coult—
Max Marx.   Man
                              see handout.
— The alienation of man & the necessity for
commodity.

Reification — Commodity fetishism
Social structures seem to create themsel—
despite the people involved

Marx uses religion as a metaphor when
complaining about Capitalism
— comparison between worker under
capitalism and person under influenc—
of religion.

A counterfeit life?   — Guy Debord
— The Society of the Spectacle
Situationist movement — unwiedding
artistic group.
The modern society is the society of the Spectac—
— people in modern world are alienated
they do not really live or experience —
rather they observe and are handed down
experience — represented for us
we are spectators in our own lives

All these spectacles have replaced relig—
Religion encouraged us to look to afterlif—
Modern world encourages us to look to
what the modern world has to offer —
commodities & pleasures
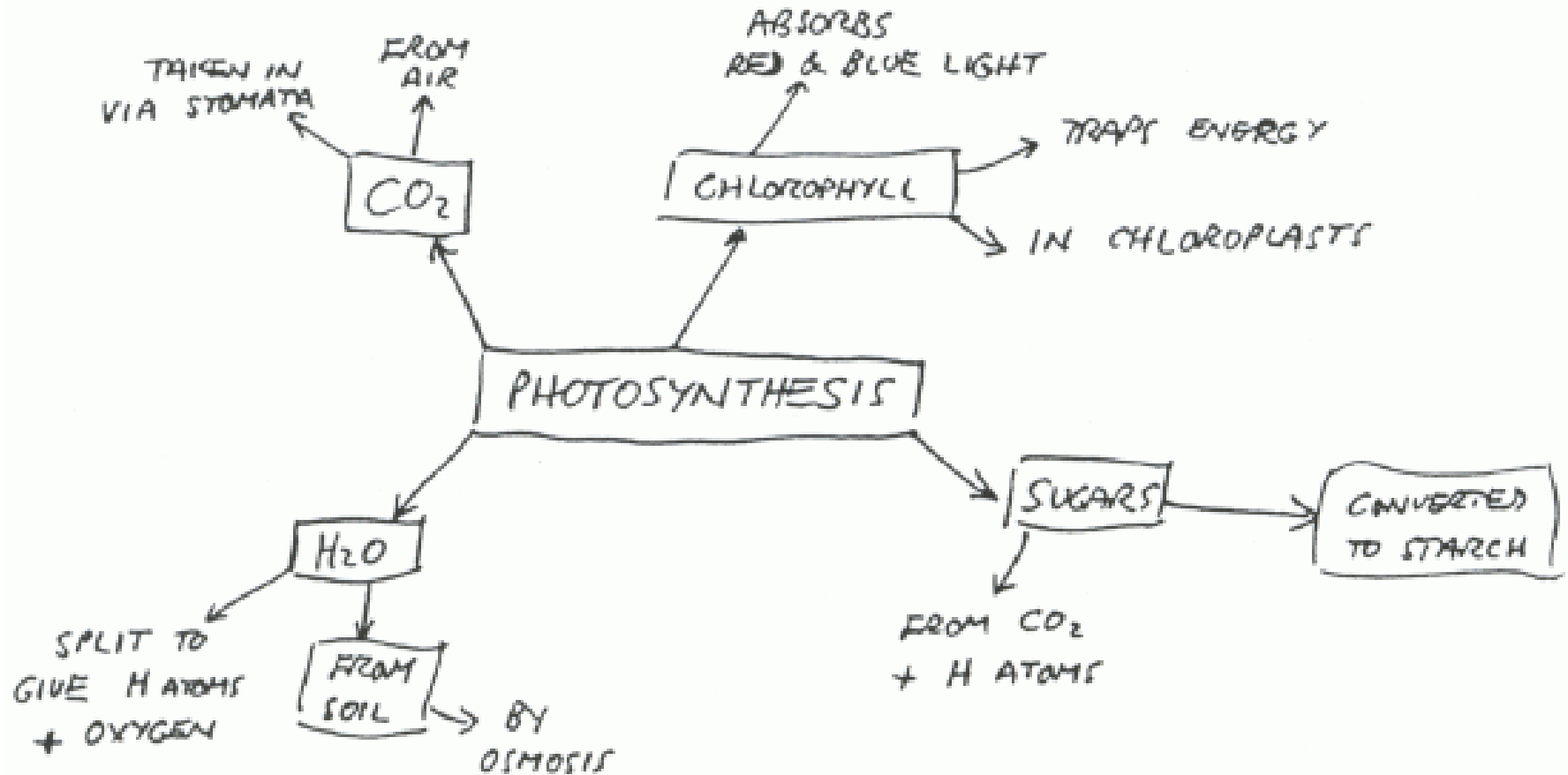Essential to this "non-life" is the
commodity
These commodities are offered to us   as
our salvation & key to happiness.
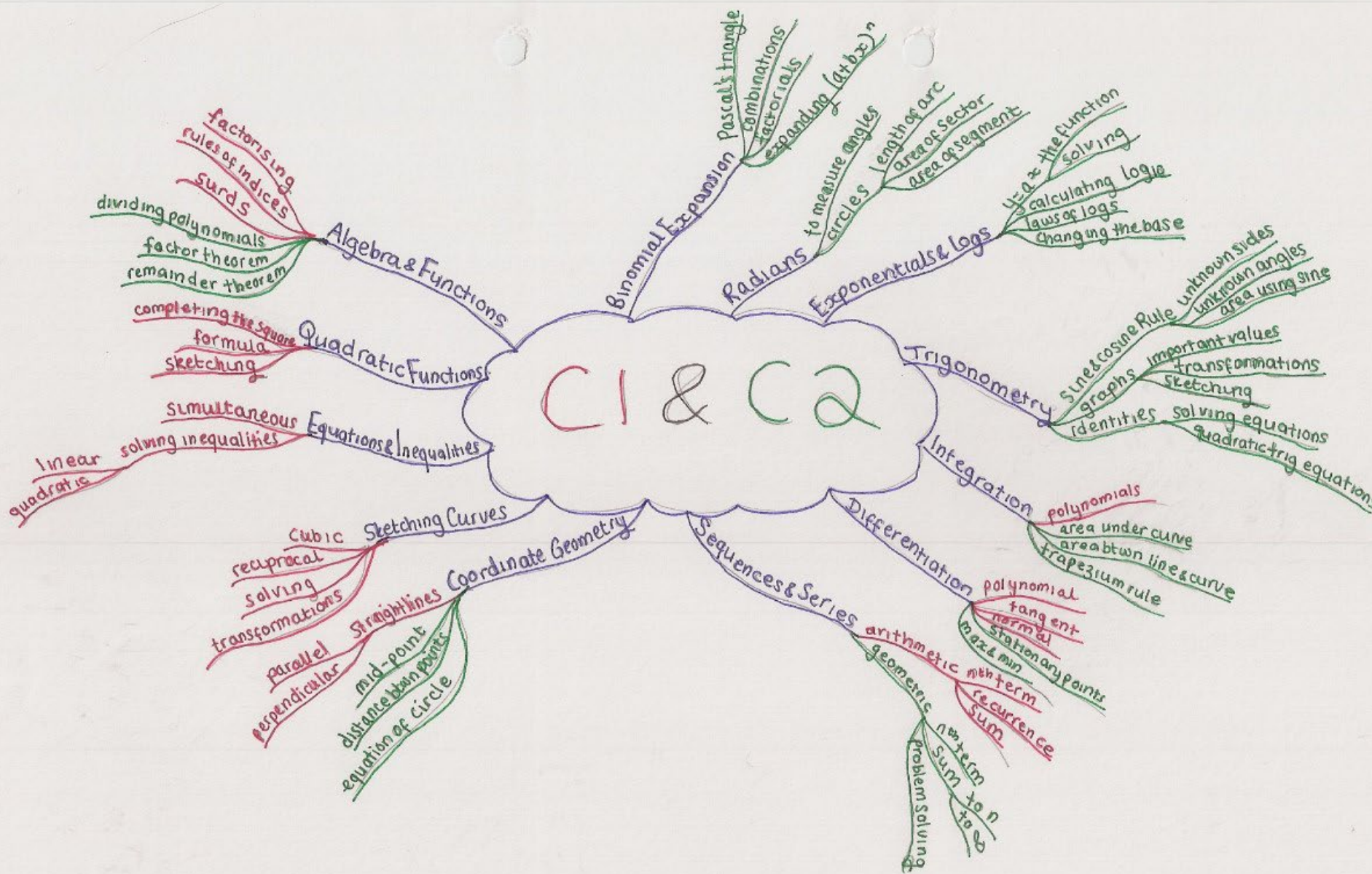Society of Spectacle is a sham — these
commodities never make us truly happy
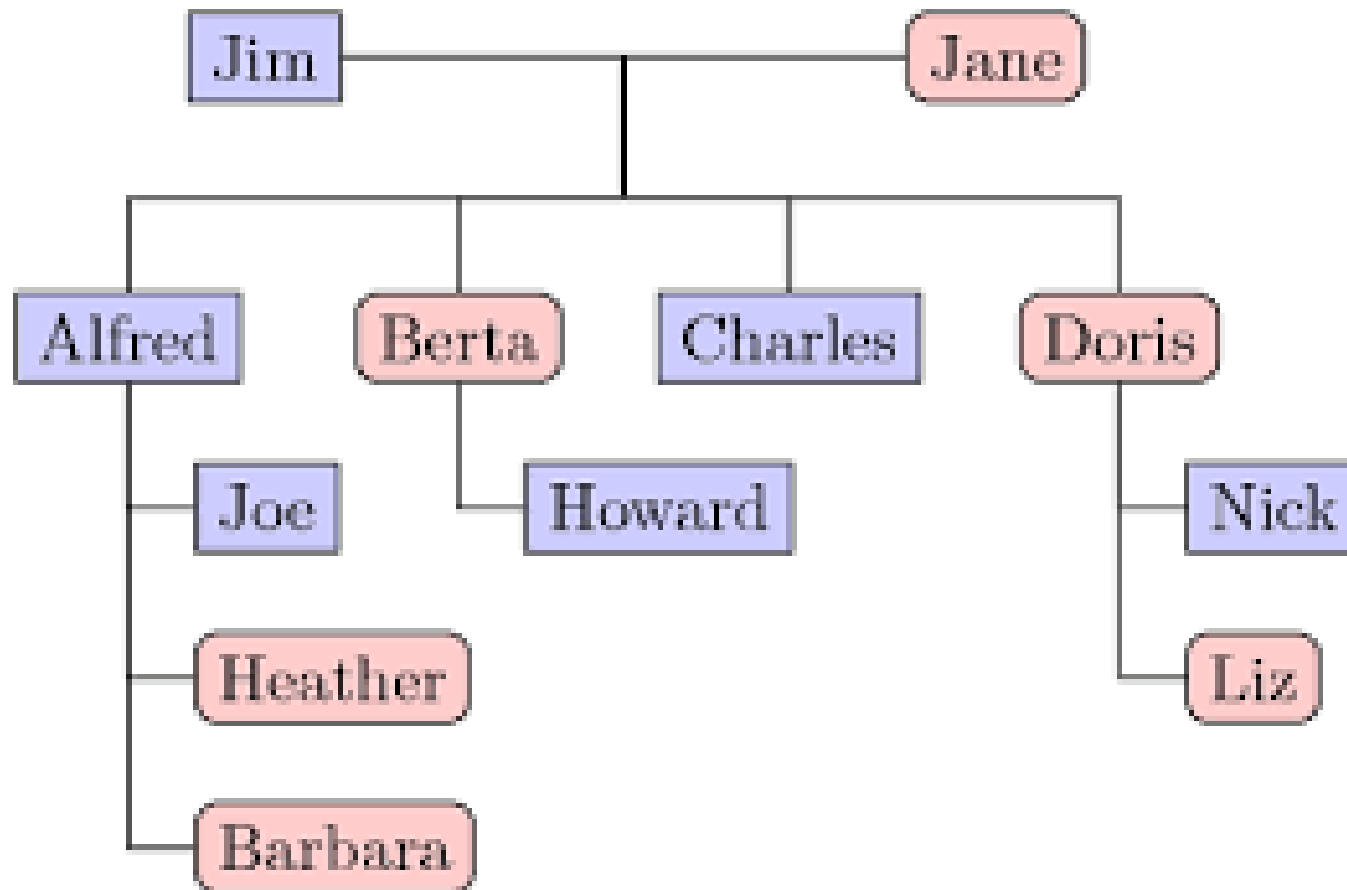
Outline

The Art of Reading Actively

A. Active = purposeful, critical, questioning.
B. Look for _Main Ideas_
  1. Survey (SQ3R) for general ones (Ch 5)
  2. Read paragraphs for more specific ones
    a) Each para usually has one main idea.
    b) Usually in topic sentence (1st or last?)
C. Look for _Important Details_
  1. e.g. proof, example, support for main idea
  2. Usually at least one per main idea
  3. Which do I consider important?
D. In hunt for main idea and important details:
  1. Watch for signposts
    a) Visual (layout, etc)
    b) Verbal (clue words)
  2. Study diagrams, etc.
  3. Don't ignore difficulties
E. _Evaluate_ the text
  1. Be sceptical (Expect the author to prove)
  2. Compare with my own experience
  3. What do I get from it?
  4. Discuss with other students
F. Make _Notes_:
  1. If I need them (for my purposes)
  2. At Recall stage (of SQ3R)
  3. Compare with other students'.
G. Concentrate:
  1. By seeking understanding (not memorisation)
  2. and see Chapter 4 hints.
H. Vary reading speed:
  1. according to purpose
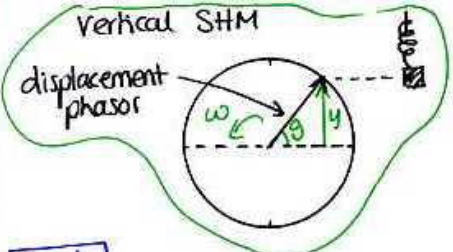 2. but not at expense of understanding.

Concept Maps

Mind Maps

Hierarchy Maps

SHM

Vertical SHM
displacement phasor

ω, θ, y
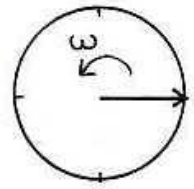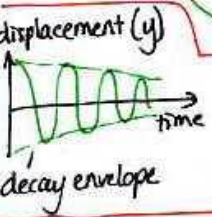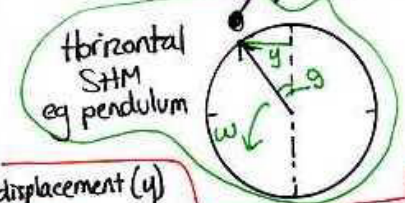
$f = \frac{1}{T}$

$\omega = 2\pi f$

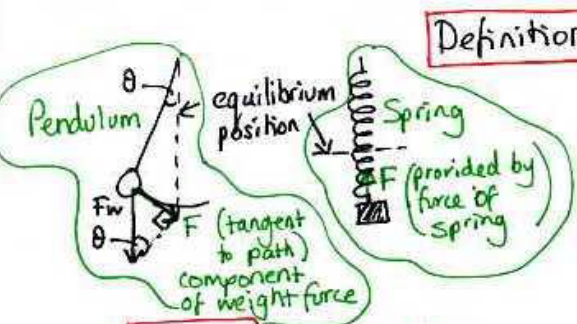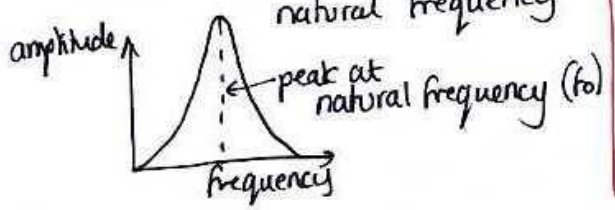$\omega = \frac{\Delta \theta}{\Delta t}$

ω = angular frequency

Horizontal SHM eg pendulum

y, θ, ω

displacement (y)

decay envelope

Reference Circle

Pendulum
equilibrium position

F_w, θ

F (tangent to path) component of weight force

Spring
F (provided by force of spring)

Vectors
F and a opposite direction to y
For F, v, a, y for pendulums and springs

Definitions
Motion repeats

force is proportional to displacement, and in the opposite direction (as $F = ma$ this is also true for acceleration)

$a = -\omega^2 y$ and as $F = ma$ also $F = -\omega^2 y \times m$

NOT SHM if the force is not changing eg only force acting is gravity

These can be proved by using the reference circle.

Equations
Starting at the equilibrium position, y increasing

$y = A \sin \omega t$ $v = A\omega \cos \omega t$ $a = -A\omega^2 \sin \omega t$

Starting at maximum displacement

$y = A \cos \omega t$ $v = -A\omega \sin \omega t$ $a = -A\omega^2 \cos \omega t$

Period
= time for one oscillation (left to right and back again OR up, down and back up)

$T = 2\pi \sqrt{\frac{L}{g}}$ pendulum

$T = 2\pi \sqrt{\frac{m}{k}}$ spring

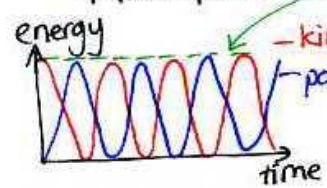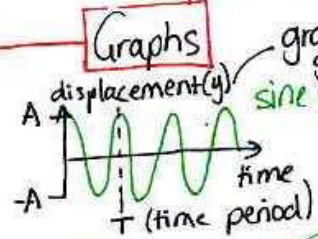know what affects the period of each eg. pendulum T not affected by mass

Maximums
from equations
max when $\cos \omega t$ or $\sin \omega t = 1$

$y = A$

$v = A\omega$

$a = -A\omega^2$

Damping
Due to energy being converted to heat, because of friction & air resistance.
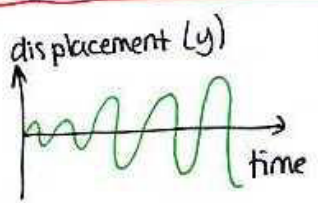
Resonance
Energy is added by applying a force. Gives large amplitude if it is in time with natural frequency

amplitude — peak at natural frequency (f_0)

frequency

Graphs
gradient of y.v.t graph gives velocity

sine wave

displacement(y), A, $-A$, time, T (time period)

$E_p = \frac{1}{2} k y^2$ $E_{K(LIN)} = \frac{1}{2} m v^2$

$\Delta E_p = mg \Delta h$

Total energy is constant $E_T = E_K + E_p$

energy — kinetic, potential

gravitational potential for a pendulum

elastic potential for a spring

Total energy = max kinetic energy = max potential energy

Force (F)
Force in opposite direction to displacement

displacement (y)
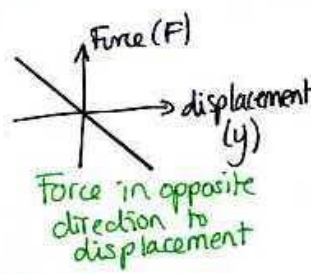
The Cornell Note-taking System

2 1/2"	6"
	Notetaking Column
Cue Column	
Write Keywords or Questions here	Write brief notes here as you are reading a book OR during a lecture

Summary

2"

Write a short summary of the page here

Further Resources

Effective study strategies from the science of learning

- https://www.learningscientists.org/

Good websites, some with exercises

- https://aso-resources.une.edu.au/academic-reading/about-academic-reading/#

- https://libguides.hull.ac.uk/reading/home

- https://student.unsw.edu.au/more-reading-strategies

- https://www.monash.edu/rlo/study-skills/reading-and-note-taking/reading-difficult-material

Useful Reading & Notemaking tutorials

- https://resources.library.leeds.ac.uk/note-taking/

Where to find us

Visit our website at:
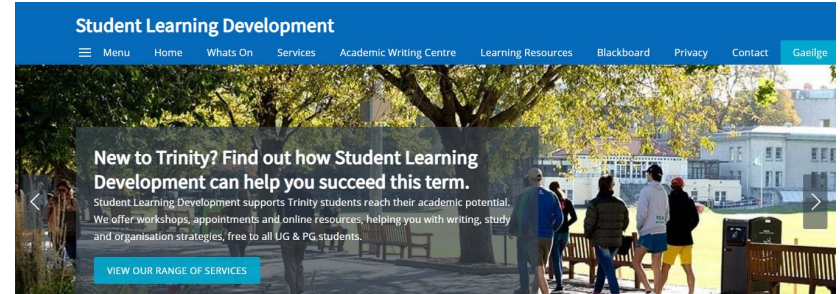http://www.tcd.ie/sld

Email us at:
student.learning@tcd.ie

Enrol on Blackboard module:
Academic Skills for Successful Learning
See our website for instructions

Questions

Thank you. Feedback, please!

https://eu.surveymonkey.com/r/SLDWorkshop