


SLD 
Student Learning Development

Effective study skills: Reading & Notemaking

Student Learning Development,
Trinity College Dublin
<http://student-learning.tcd.ie>



Handouts on Blackboard



<https://student-learning.tcd.ie> **WEBSITE**

Handouts on Blackboard



Learning Objectives

- Learn active, deep processing strategies
- Explore the different purposes for study tasks
- Learn about active reading and note-making
- Practise using learning strategies



TIME MANAGEMENT IS KEY!



**You can't cover everything –
what is relevant?**

**Plan in advance – have a
strategy**



An example timetable

	Before 9.00	9.00-11.00	11.00-13.00	14.00-15.00	15.00-17.00	After 19.00
Mon		Lecture: Myth 10-11 PB 101 Work in library 11-12	Lecture: Rome 12-1 HUM44	Keep free	Seminar: Myth 3-4 URS21	Independent study
Tues	Swim	Independent study	Independent study		Lecture: Epic 4-5 PB105	
Wed		Seminar: Rome 9-10 HUM15 Independent study 10-11	Independent study	Badminton 2-3	Badminton 3-4	(Union night)
Thurs	Swim	Independent study	Independent study	Lecture: Myth 2-3 PB101 Work in library 3-4	Lecture: Rome 4-5 HUM44	Film soc
Fri		Lecture: Epic 9-10 PB 105 Seminar: Epic 10-11 URS21	Independent study		Independent study	(Our wine friends)
Sat		Paid work	Paid work	Paid work	Paid work	(Our wine friends)
Sun					Independent study	Make to-do list for next week

September 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <small>Labour Day</small>	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

<https://www.calendarlabs.com/>

I'm just going to the library for 4 hours....
(I'll work out what I'll study when I get there)

What's the problem with this statement?



SMART Goal Setting

- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Time-based



Setting Priorities

	High Urgency	Low Urgency
High Importance	1 Do it now	2 Plan to do it
Low Importance	3 Resist giving it high priority	4 Time Wasters Busy work

ACTIVE LEARNING





Up to you to make college:
-interesting
- active



Active studying means

1. Working with the material to try to build understanding
2. Find a way process the information in a deep and meaningful way
3. Make your study more alive

Active Learning

- Teach someone**
- Say it out loud**
- Make associations**
- Visualise**
- Set up a Study Group**
- Get to Know Staff**
- See your subject everywhere**
- Active Note-taking**
- Read lecture notes in advance if available**
- Engage in Seminars**

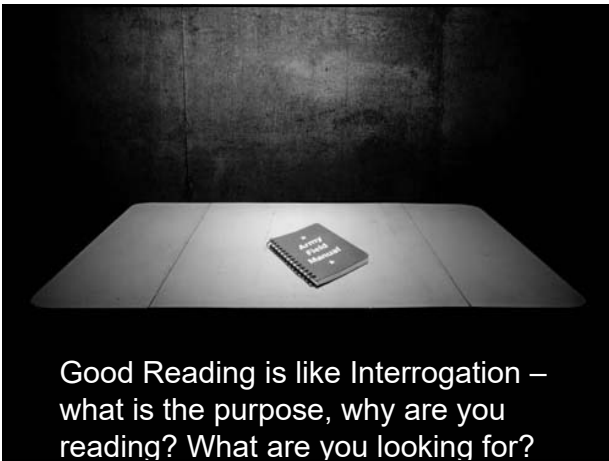
How?

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!



Get reading – actively!

Purpose

- Strategies to suit:
 - Surveying/Skimmming
 - Scanning
 - In-depth/close
 - SQ3R (Survey, question, read, recite, review)
 - Note making
 - Understanding or memorising?

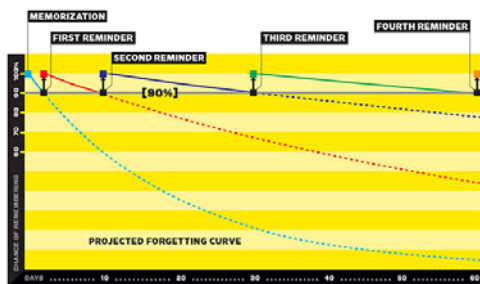
Get Thinking - Reading

1. Ask questions
2. What is the point of view of author?
3. Evaluate evidence
4. Form opinions

Memorising

- Rhymes/songs adapted
- Associations –
- Acronyms- SMART
- Imagery – your body's muscles
- Categorising – smaller groupings
- Creative sentences – two old angels skipped over heaven carrying a harp

Ebbinghaus Forgetting Curve

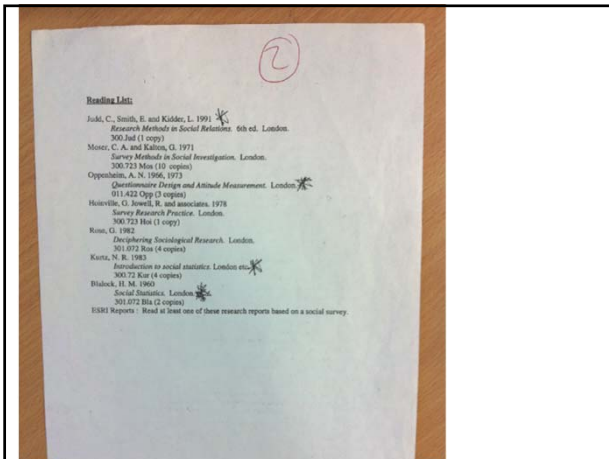


Schedule Time for Reviews

Reading List

- You can't cover 100% of the course, and the content is more difficult, requires time to understand.
- Have to be smart about what to cover





Reading List:

Johd, C., Smith, E. and Kidder, L. 1991
Research Methods in Social Relations 6th ed. London.
300.364 (1 copy)

Mozer, C. A. and Kellon, G. 1971
Survey Methods in Social Investigation. London.
300.723 Moz (10 copies)

Oppenheim, A. N. 1996, 1973
Questionnaire Design and Attitude Measurement. London.
011.422 Opp (3 copies)

Platenik, G., Novick, R. and associates. 1978
Survey Research Practice. London.
300.723 Hst (1 copy)

Ross, G. 1982
Designing Sociological Research. London.
301.072 Ros (4 copies)

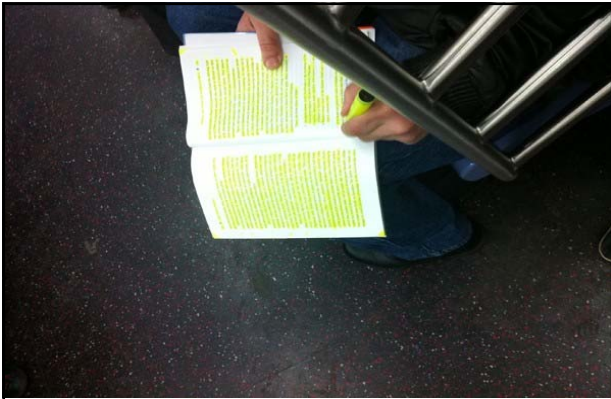
Kertz, N. B. 1983
Introduction to social statistics. London etc.
300.72 Kur (4 copies)

Blacks, H. M. 1990
Social Statistics. London.
301.072 Bla (2 copies)

ESRS Reports. Read at least one of these research reports based on a social survey.

Being Selective

- Ask lectures/tutors what is most relevant
- Be alert for hints and clues
- Ask fellow students
- Ask students in years ahead
- Share reading
- Preview or skim before in-depth reading



Taking Notes



Copying – doesn't activate your brain

What to take notes on in Lectures

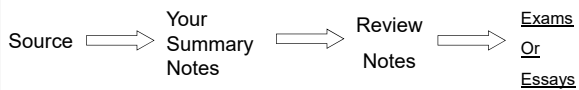
- Big Picture, Main Points
- Premises or Hypothesis
- Sources, arguments
- Theories or concepts
- What is the lecturer emphasising
- Don't need to take down every word
- Note any ideas that come to you

Date/number pages/lecturer's name/module

Notes from text

- Read text to understand
- Put text away
- Write summary/main points of text
- Ensure formulae/dates etc are exact
- Check notes against text
- Write reference of the text you're using

Notes



Types of Notes

1. Prose or summary
2. Outline or skeleton
3. Mind or concept maps
4. Cornell or 2 Column

How do you take notes?

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 eg Qs 2vi and 10 of Complex Methods sheet 1.

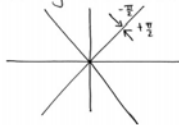
2vi Where is $u = \tan^{-1}\left(\frac{2xy}{x^2-y^2}\right)$ harmonic and find an analytic function whose real part is u .

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 ($xy > 0$) (see picture), we have

$$\frac{2xy}{x^2-y^2} \rightarrow \infty, \text{ so } u \rightarrow +\frac{\pi}{2}.$$

If we approach from above, $u \rightarrow -\frac{\pi}{2}$, 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

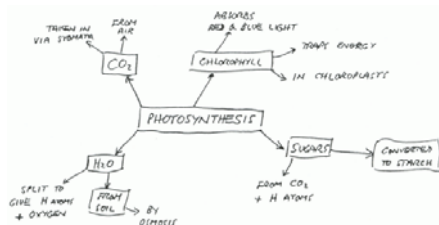


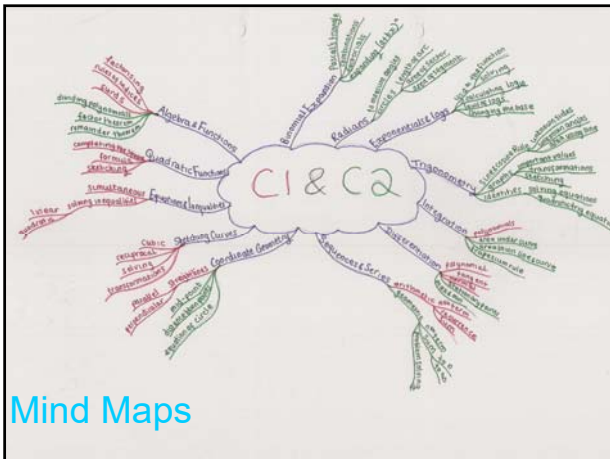
Outline

The Art of Reading Actively

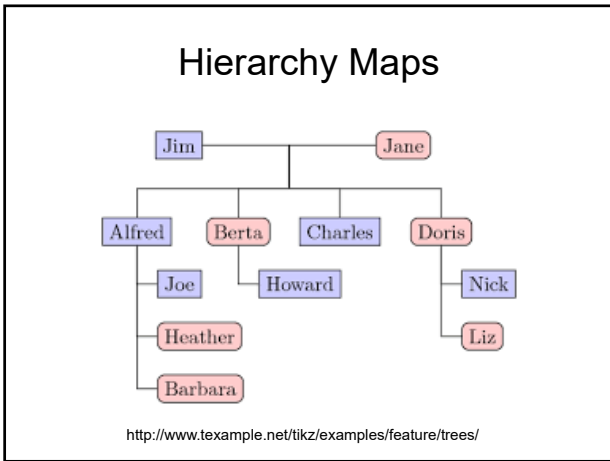
- A. Active = purposeful, critical, questioning
- B. Look for **Main Ideas**
 1. Surfer (SPSA) for general ones (Ch 5)
 2. Read paragraphs for more specific ones
 - a) Each para usually has one main idea
 - b) Usually in topic sentence (1st or last?)
- C. Look for **Important Details**
 1. e.g. proof, 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 supports
 - a) Visual (diagram, etc)
 - b) Verbal (key 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 SPSA)
 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.

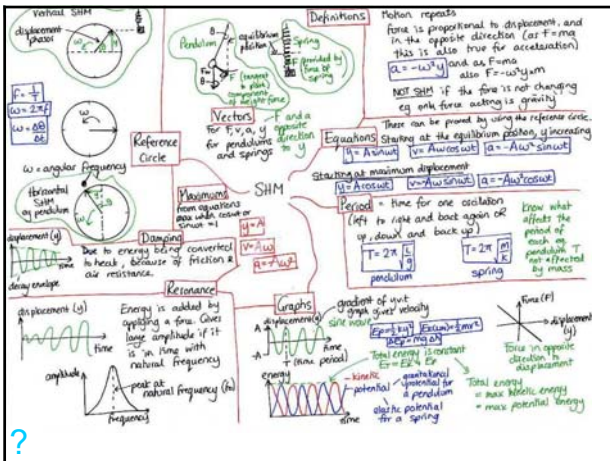
Concept Maps

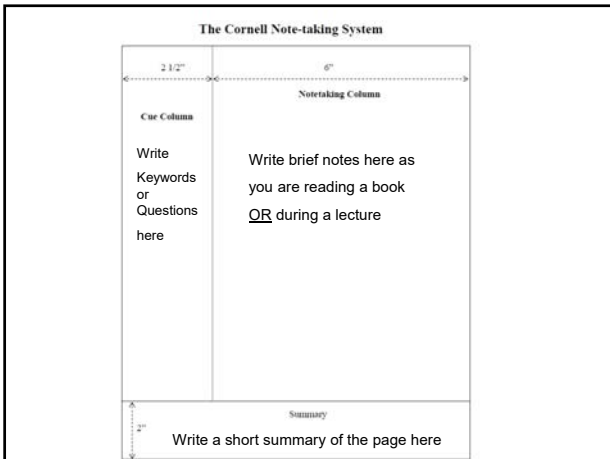


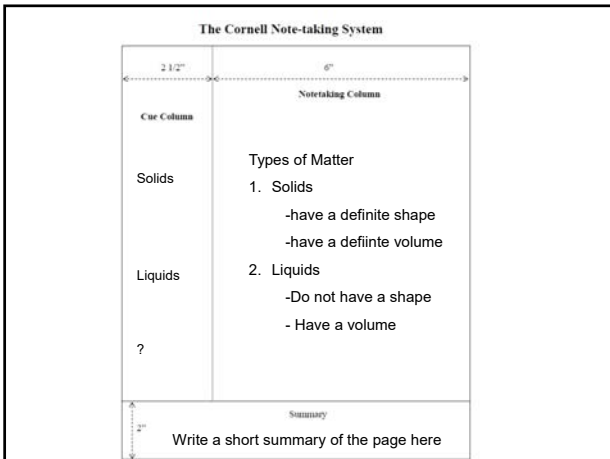


Mind Maps









WHAT WE OFFER POSTGRADS:

1. **General Academic Workshops**
2. **Departmental Workshops**
3. **PhD Module (Hilary Term)**
4. **Postgrad 'Summer school'**
5. **One-to-one Consultations**
6. **E-Learning Portal**

GENERAL WORKSHOPS:



- PLANNING AND MANAGING YOUR PhD
- Approaches To Literature Reviewing
- Developing Critical Writing
- Stress Management
- Developing Arguments In Your Writing
- Time Management
- Overcoming Procrastination
- Critical Reading And Note-making
- Critical Thinking
- Viva Preparation
- Presentation Skills
