

Southampton Business School Peer Learning : Reading and Notetaking

Date: \ \	Time: From- To-	Location:
Aims of the session	<ul style="list-style-type: none"> • Discuss tips for reading academic texts effectively • Share strategies for taking notes in lectures • Think about taking notes that will make revision for exams easier 	
Preparation before the session	Register Handouts Find a short video clip for students to take notes on Whiteboard pens/ rubber/ flipchart/ post-it notes Set up room for small group work if possible	
Timing	Activities	
Introduction (5 mins)	Pass around the register for the session. Welcome the students and introduce yourselves.	
Icebreaker (10 min)	Conduct a short icebreaker if you feel necessary still to get the group talking to each other and join in so that your group is relaxed. See Icebreakers sheet for ideas.	
How good are your notes? (15 minutes)	Give out the 'Evaluate Your Notes' handout. Give the students 5 minutes to make notes about the piece of text on the first page (have some paper in case they haven't brought any!). They should use their normal technique to get some understanding of how effective it is. After 5 minutes the students turn over the page and use the grid to self-evaluate their notes. If the group are comfortable with each other you could ask them to get into pairs and evaluate each other's notes – as long as they will be open about identifying points for improvement! Facilitate a short discussion about notes. Questions you could ask: <ul style="list-style-type: none"> • What are the most common things that the group want to improve about their notetaking? • Why is it important for notes to summarise points rather than writing everything in full? • Why is it important to make it clear if you are quoting something 	

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	<p>(even in notes that won't be marked?)</p> <ul style="list-style-type: none"> • What techniques have they already used that have been effective?
<p>Reading critically – choosing what to read 15 minutes</p>	<p>The aim of this activity is to make the point that being selective about what you read will save time.</p> <p>Give students the example reading list and ask them to discuss in pairs and markup which items they would definitely read, might read and definitely won't read.</p> <p>After a few minutes, ask the pairs to feedback their choices to the whole group. Facilitate some discussion about what to consider when choosing what to read: e.g. does it need to be up-to-date; how advanced/ basic is that material; how easy is it to get a copy; what does <i>recommended</i> reading mean?</p> <p>INCLUDE GAME that identifies what sources are credible</p>
<p>Different ways of creating lecture notes (20-25 minutes)</p>	<p>Divide into 2 groups. 1 group will take 'pattern notes' with the key topic in the middle (like a mindmap). The other group will take 'linear notes' (noting as a list down the page in the order that topics are mentioned). Give each group a copy of the 'Types of Notes' handout that explains the methods.</p> <p>Ask them to think about the following when they are taking their notes:</p> <ul style="list-style-type: none"> • How will your notes identify the most important points? • How will you identify any sources of further reading or questions to go back to in your notes? • How will your notes show the relationships between different parts of the topic? <p>Show both groups a short (5 minutes max) video (this could be something study related or just something fun!) and ask them to each make their notes.</p> <p>After the video, ask each group to discuss the pro's and con's of their method among their group.</p> <p>After the groups have identified the strengths and weaknesses of each method facilitate some discussion to share with the whole group. E.g. "pattern notes group – what did you find most useful about this type of notetaking? When might you use it?"</p>

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Reading Effectively (15 minutes)	<p>Think, pair, share activity</p> <p>Give each student a copy of the 'Reading Effectively' handout. Ask them to spend five minutes reading through the handout and highlight their top 5 tips from the handout.</p> <p>After everyone has identified their top 5. Get the students into pairs and ask them to agree on their top 3 as a pair.</p> <p>Each pair feeds back to the group and the leader collates the top tips for reading effectively on the whiteboard or flip chart. Students keep the handout and encourage them to take a photo of the top tips!</p>
Ending the session (5 minutes)	<p>Thank the group for their participation.</p> <p>Ask them if they have any questions for the next session (the topic will be how to structure an essay).</p> <p>Let the group know how they can get in touch if they have any further questions.</p> <p>Let the group know how they can book to attend the next session.</p>
Back-up plan(s)	<p>There will not be time to run all of these activities. Choose which you would most like to cover (or create your own!). You could have the other activities in reserve as a backup.</p>

Session Plan