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: 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 strategies to better engage with academic texts

Importance of Reading and Notetaking

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

✓ Enhances your **subject knowledge**.

✓ Supports the formation of **new ideas, knowledge** and **applications**.

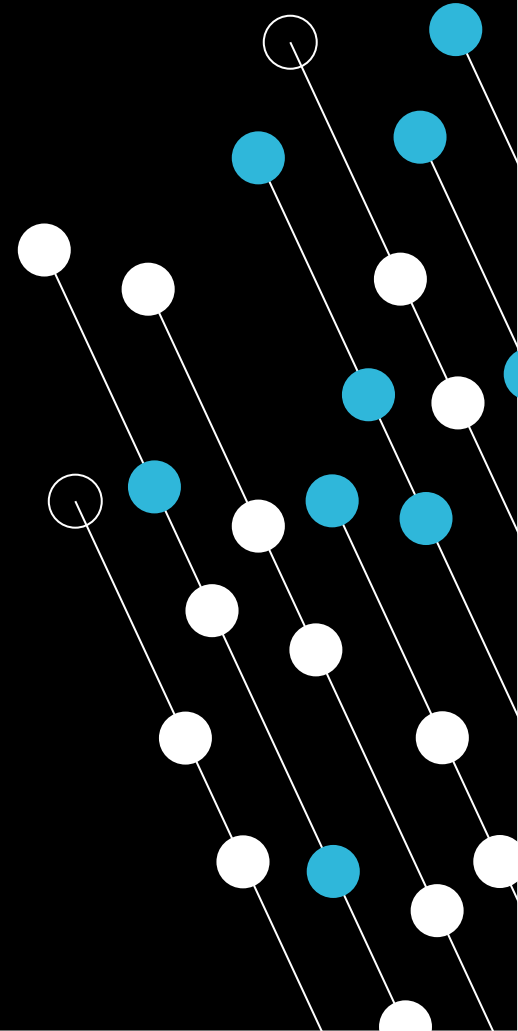✓ Improves **critical thinking skills**.

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

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

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 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 such as textbooks 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** and **Google Scholar**.

✓ 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 Textbook

A Title page, contents page, executive summary, introduction, headings and sub-headings, conclusion, recommendations, and reference list.

2 Journal Article

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 Textbook

C Contents page, chapters, chapter introductions, headings and sub-headings, chapter summaries, index pages, and reference list.

2 Journal Article

B Title, abstract, introduction, methodology, results, discussion, conclusion, and reference list.

3 Report

A Title page, contents page, executive summary, introduction, headings and sub-headings, conclusion, recommendations, and reference list.

1 Reading a Textbook

1. Look for key words in **contents** and **index pages** to identify relevant chapters to read.

1 Reading a Textbook

2. Skim through the **chapter introduction**, **headings and sub-headings**, **visuals and chapter summary** and identify relevant sections to read.

Understanding the client's defining characteristics

(i.e. the value they add). The analysis creates four types of process, each of which may be amenable to an improvement strategy.

Organisational culture

A further critical factor to enable the consultant to understand the client organisation is to appreciate its particular culture – how its members behave and how strategy is developed. The cultural web (Johnson, Scholes and Whittington, 2014) identifies six physical manifestations of culture which coalesce to form the firm's paradigm, its beliefs, values, basic assumptions and collective experience (see Figure 5.6). These are expressed as:

- **Stories** – past events and personalities who are talked about. This can illustrate the behaviour the firm encourages and the things it values.
- **Symbols** – a firm's logo, premises and dress code; the titles it gives its people and the form of language it uses can indicate the nature of the firm.
- **Power structures** – where does the real power reside, and who has the greatest influence on the firm's strategies and operations?
- **Organisational structure** – both the formal organisational hierarchy and the 'unwritten' lines of power that indicate whose contribution is most valued.
- **Control systems** – financial systems, quality systems and rewards. Knowing which areas are most closely monitored will reveal what the firm considers to be most important.
- **Rituals and routines** – people's daily behaviour and routine actions. These signal what is considered acceptable and what is valued by management.
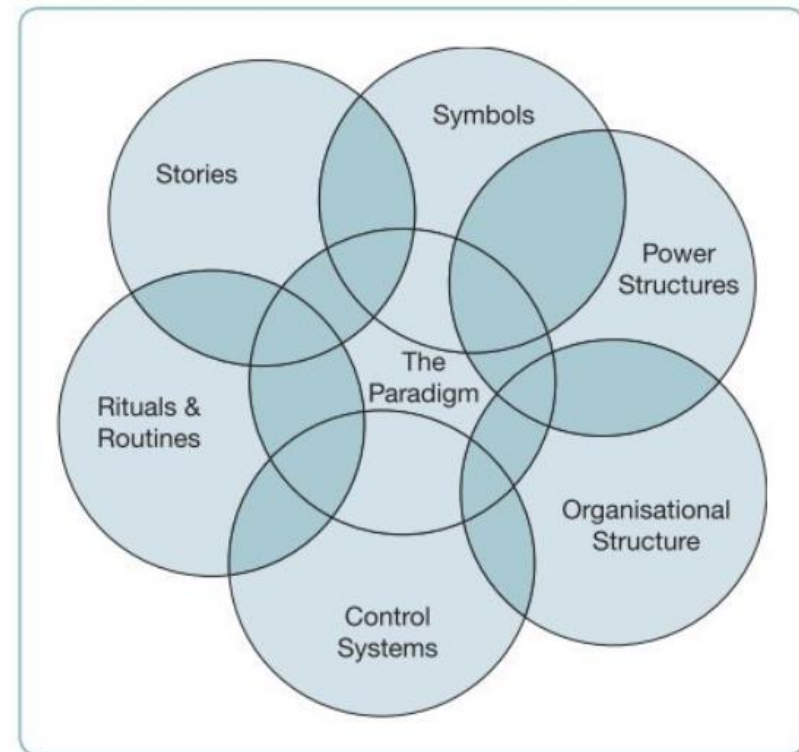

Figure 5.6 The cultural web

Source: from *Exploring Public Sector Strategy*, Pearson Education, Ltd. (Johnson, G. and Scholes, K. 2001) p. 301, © Pearson Education, Ltd. Reprinted with permission.

1 **Reading a Textbook**

Analyse

This is the critical phase as you assess what is wrong with the current process and what you need to do in order to improve things. Consultants often call the resulting improved process the *To Be* process. Key questions that you need to ask are:

- Who do we need to involve to make the changes happen?
- What other resources do we need?
- What are the potential pitfalls we may face?
- What are the downsides if we fail to implement?
- What are the risks to the other parts of the business in implementation?

At Organisation x, our process follows the principles of...

1 **Reading a Textbook**

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

Further reading

Barney, M. and McCarty, T. (2003) *The New Six Sigma*. Harlow, Essex: Prentice Hall.

French, W.L. and Bell, C.H. Jr (1999) *Organization Development* (6th edn). Upper Saddle River, NJ: Prentice-Hall.

Goldsby, T.J. and Martichenko, R. (2005) *Lean Six Sigma Logistics*. Boca Raton, FL: J Ross Publishing.

Hamel, G. and Prahalad, C.K. (1990) 'The core competence of the organisation', *Harvard Business Review*, 68(3), 79–91.

Harmon, P. (2014) *Business Process Change: A Guide for Business Managers and BPM and Six Sigma Professionals* (3rd edn). Waltham, MA: Morgan Kaufmann Publishers, imprint of Elsevier.

Ishikawa, K. (1985) *What is Total Quality Control? The Japanese Way*. Harlow, Essex: Prentice Hall.

Johnson, G. and Scholes, K. (2001) *Exploring Public Sector Strategy*. Harlow, Essex: Pearson Education Ltd.

119

Types of Text: Key Features

Task

2	Journal Article

3	Report

Next you will be shown the **key features** of journal articles and reports.

In your breakout rooms, discuss the following question:

How might you approach reading each of these texts?

2 Key Features of a 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).

3 Key Features of a 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).

**2** Reading a 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**.

3 **Reading a 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!
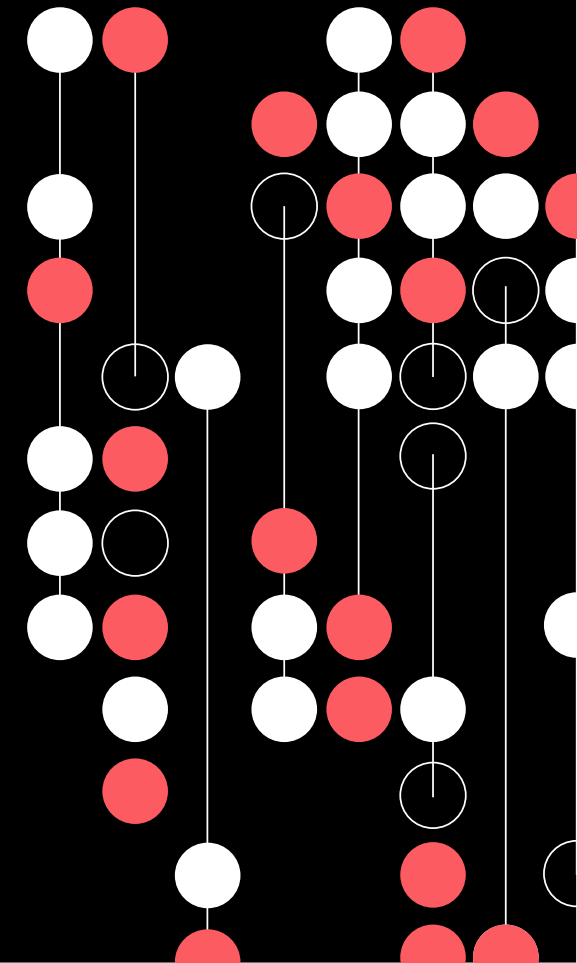
2. Skimming, Scanning and Reading for Detail

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.
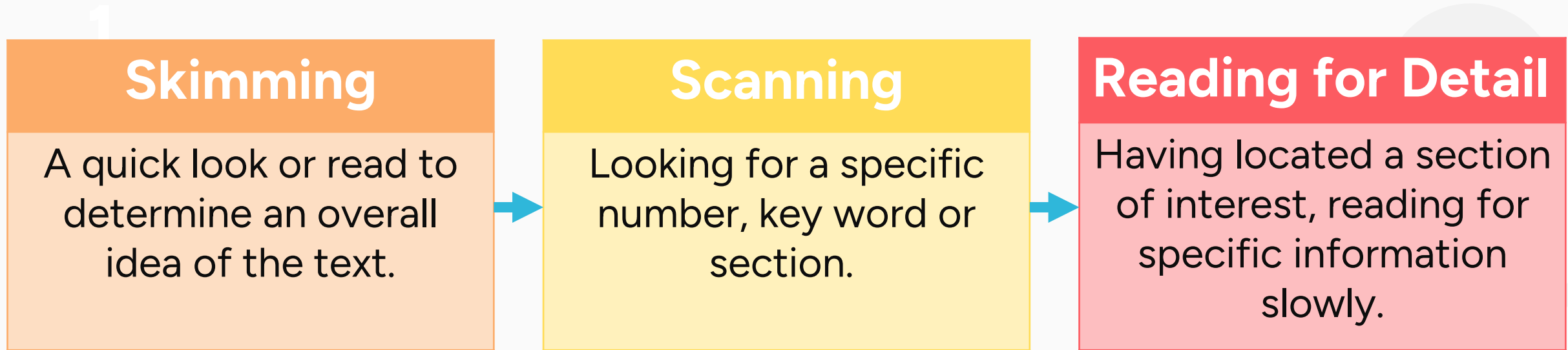
Reading Strategies: Skimming, Scanning and Reading for Detail

Skimming

Check if a text is relevant.

Ascertain the general idea of a text and the writer's argument.

Understanding background and context.

Scanning

Find specific information.

Locate relevant content in contents and index pages.

Reading for Detail

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

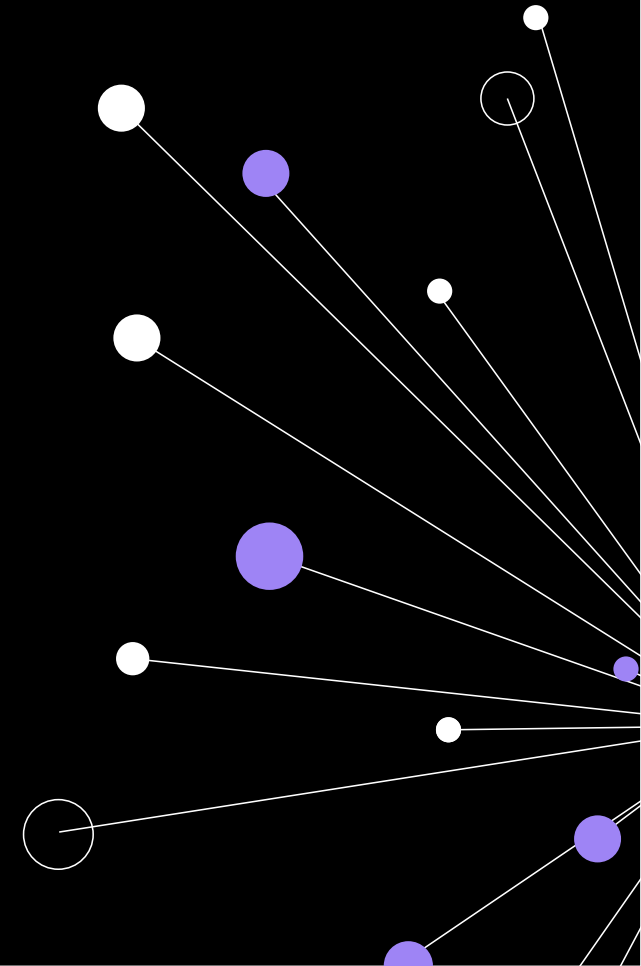**Scan the article to find the following sections:**

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.

Using SQ4R: Reflect

Task

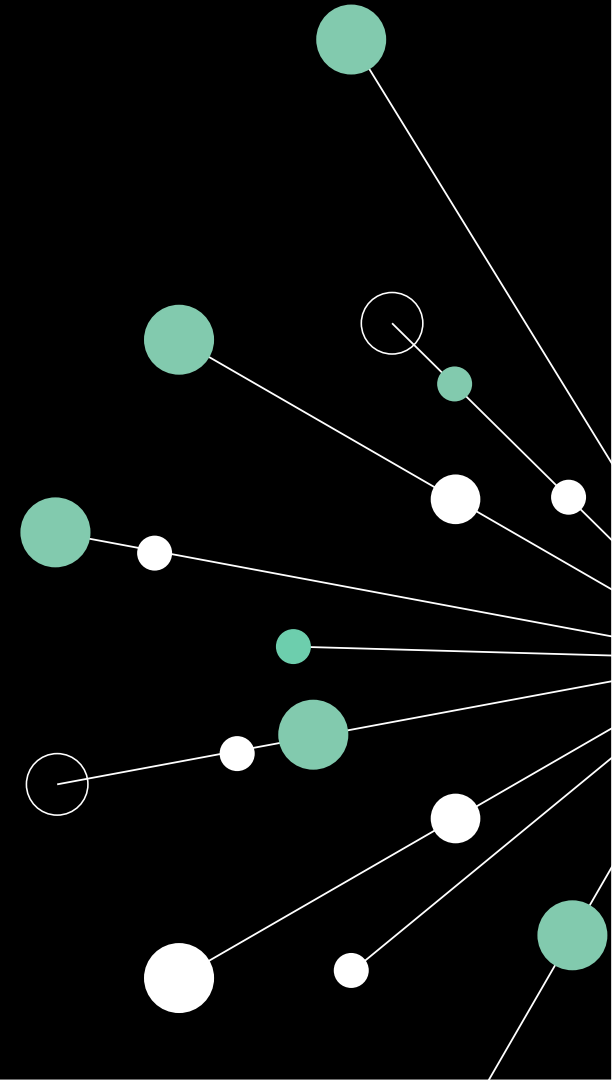| 1 | To what **extent do you agree with the author** and why? |
| 2 | Are there any **limitations** to this research? |

Possible Limitations

- The article is based on **research from December 2022 to February 2023**. For a field developing as rapidly as generative AI, are these findings likely to be out of date?

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

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: 20 March 2025)

Wickham, L. (2020) *Business and Management Consulting: Delivering an Effective Project.* 6th edn. Harlow: Pearson Education Ltd

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: 20 March 2025)

UEFAP (2019) *Strategies for reading academic texts.* Available at: http://www.uefap.com/reading/readfram.htm (Accessed: 20 March 2025)

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?