

## Making the most of lectures and effective reading techniques

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## Reviewing lectures

- what am I getting out of lectures?
- what am I putting into lectures?
- can I make better use of the lecturing time - staying in? ...or not?

## Is the lecture....

- a map or outline of the territory?
- a guide to reading?
- inspired highlights and new perspectives?
- a way into difficult detail?
- a precise of new/hard to find/difficult to deal with material?

## Is the lecture

- voluntary or compulsory?
- interesting or dull?
- easy to grasp or difficult?
- helping me to learn what is important?

## Am I...

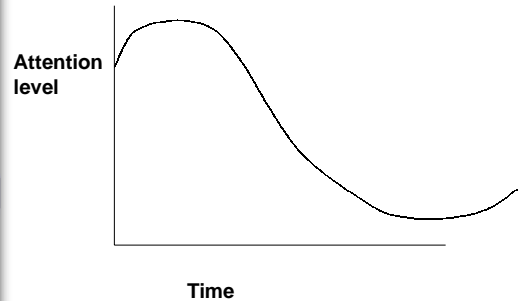
- a good listener?
- someone who prefers to read and digest for myself?
- in "listening mode" today/now?
- someone who likes to start from "the big picture" ?
- someone who likes to see elements/ ideas built up gradually, a step at a time?

## Do I...

- BEFORE:
  - Think about the lecture before it starts?
  - Come with questions in mind?
  - Print out tutor notes/slides in advance?
- DURING
  - "Make" notes or "Take" notes?
- AFTER
  - Return to my notes
  - Use my notes?

## Making more of lectures

## Attention in lectures



## Maintaining attention

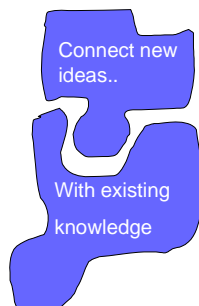
- arrive early and get comfortable - select position carefully
- come with questions in mind
- note when your concentration flags - do something (even chewing gum can help!)
- listen out for “closing” phrases - they can be useful and are often lost!

## Becoming more active

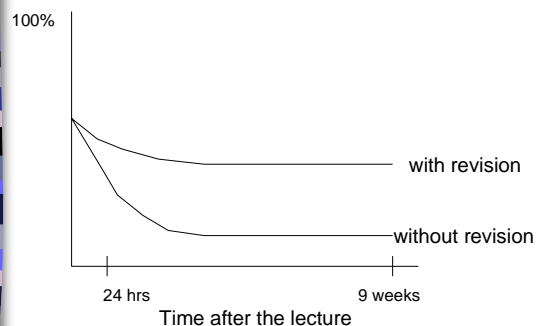
- do some reading in advance
- print out any notes/get handout
- have highlighter pen to the ready, coloured pens to annotate
- compare notes/share notes with a friend
  - listener/summariser
  - note taker

## After lectures

- review notes
- file notes
- make connections



## “Forgetting” after a lecture



## Handouts: research

	Immediate test	2 wks spot test	8 wks with revision time
No notes	medium	best	worst
Brief notes	better		OK
Full notes	best		OK
Tutor notes	worst		best

## Keeping track of notes

- Date notes
- Try hard-back note books
- Try course files - and A4 plastic pockets
- Are notes worth typing?
  - look at new structures
  - try columns (eg: your views/key questions and points arising)

## From Session 1:

- Get your knowledge quickly and then use it. If you can use it, you will retain it.  
*A.N. Whitehead*

## QUESTIONS???????

## Focusing your reading

## Do you...

- believe that photocopying=reading?
- ever read several books at once?
- talk to others about what you are reading? - friends, class tutors, lecturers
- write down YOUR reactions to what you read?
- have a reading system?

## A method...

- SQ3R
  - Survey
  - Question
  - Read
  - Recall
  - Review

## ■ Think about:

- reading for essay writing
- reading for class presentation
- reading for lecture preparation
- reading for exams
- reading for general insight
- reading actively

## Before:

Work out what you are looking for

Think:

- What questions am I trying to answer?
- What am I looking for?

## During:

Read "inter-actively"

- \* Think
- \* Note
- \* Question
- \* Challenge

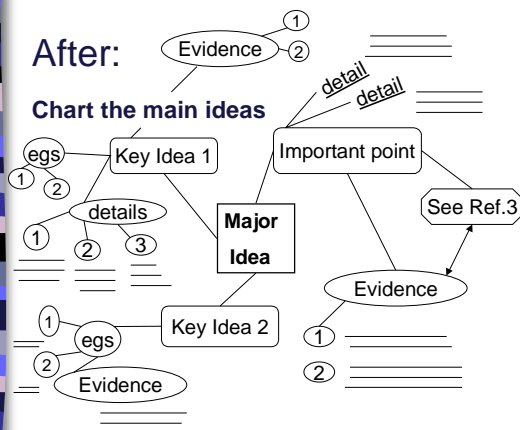
What is the main point or basic idea I have just read?

Can I sum it up in 10 words?

Do I agree?

## After:

Chart the main ideas



## Working with a "matrix"

	Liberalism	Realism
For		
Against		



## Keeping track of literature

- Cardbox
- Electronic reference managers - eg: EndNote
  - Library training:
    - **14 or 29 Nov 2-4pm**
    - **20 Nov 6-8pm**



## Referencing advice/plagiarism

- Departmental guidelines
- See UG handbook p.25
- See <http://learning.lse.ac.uk/> and follow the link to this session - web links on Harvard reference system and referencing web sites etc.



## Coming up...

- **Reviewing essay writing**
  - 7 November
- **Presenting seminar papers**
  - 14 November
- **NB D209 2.15-4pm**
- **ALL sessions can be reviewed on video**
- **Website:** <http://learning.lse.ac.uk/>