



Australian  
National  
University

# Reading and Notetaking Strategies

ANU Academic Skills



Australian  
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University

We acknowledge and celebrate the First Australians on whose traditional lands we meet today, the Ngunnawal and Ngambri peoples, and pay our respect to elders past and present.

We acknowledge and respect their continuing culture and the contribution they make to this city and the ANU.

What are your concerns about managing the reading at ANU?



Read with a  
purpose

Have a strategy

Engage!

# What are the types of reading you'll be doing at ANU?



<b>High achieving students</b>	<b>Low achieving students</b>
Use readings to learn and understand, actively engaging with the source.	Use readings only to make an output product. Forage for resources without understanding their purpose.
Take notes as they read.	Don't take notes as they read.
Develop a consistent strategy for organising and using their resources and notes.	Don't know what to do with the readings—frantically search for something that might fit without active engagement.
Spend a lot of time planning their writing.	Spend more time composing than the high achievers, but don't plan.

Research presented at the AALL conference, 2019, by Dr Rowena Harper.

**Read with a PURPOSE:**

Why am I reading this?

What information do I need?

How much time and energy is it worth?

Always have a question!

# Many possible purposes

Background  
info

What are the  
arguments and  
key points?

Why do they  
argue this?

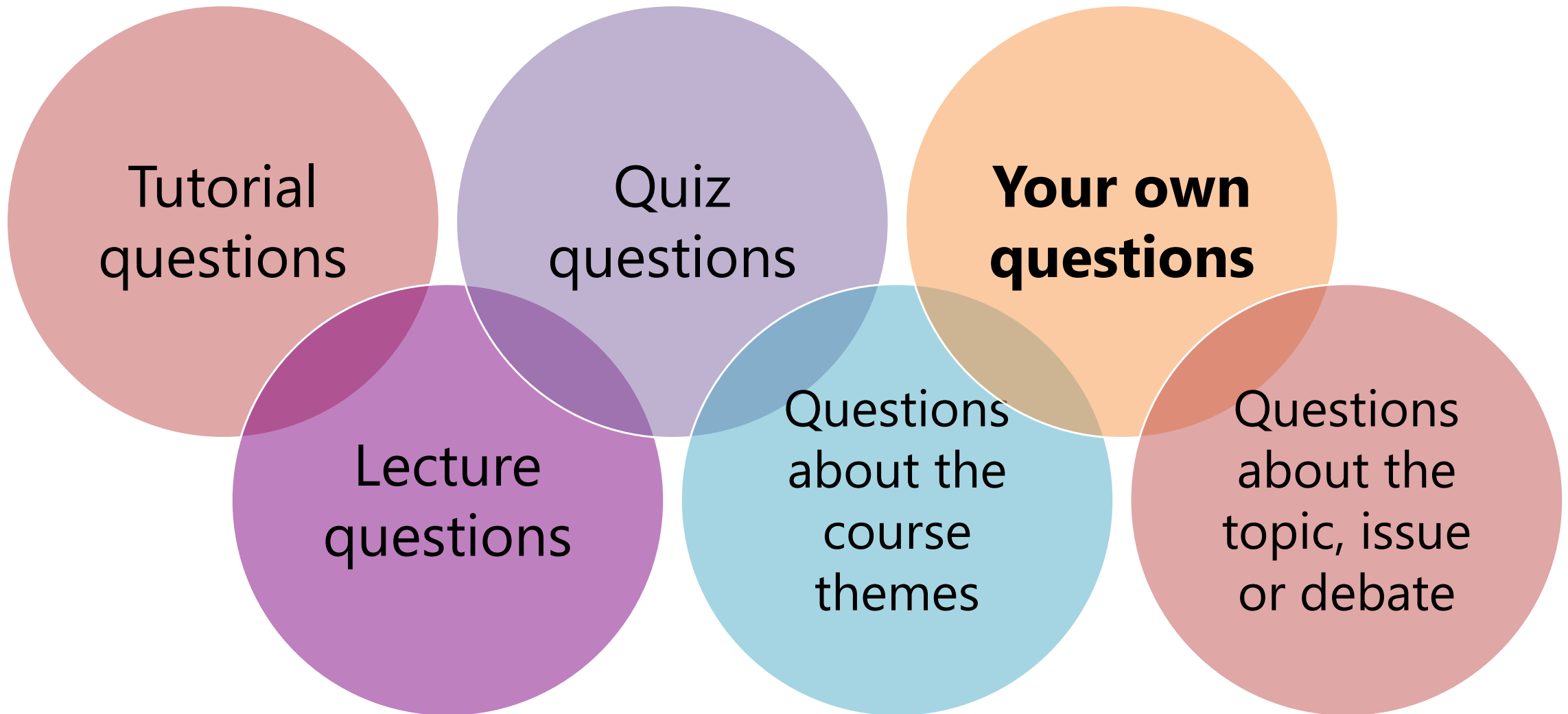
Finding  
specific  
information

Which theories  
/ frameworks  
are used?

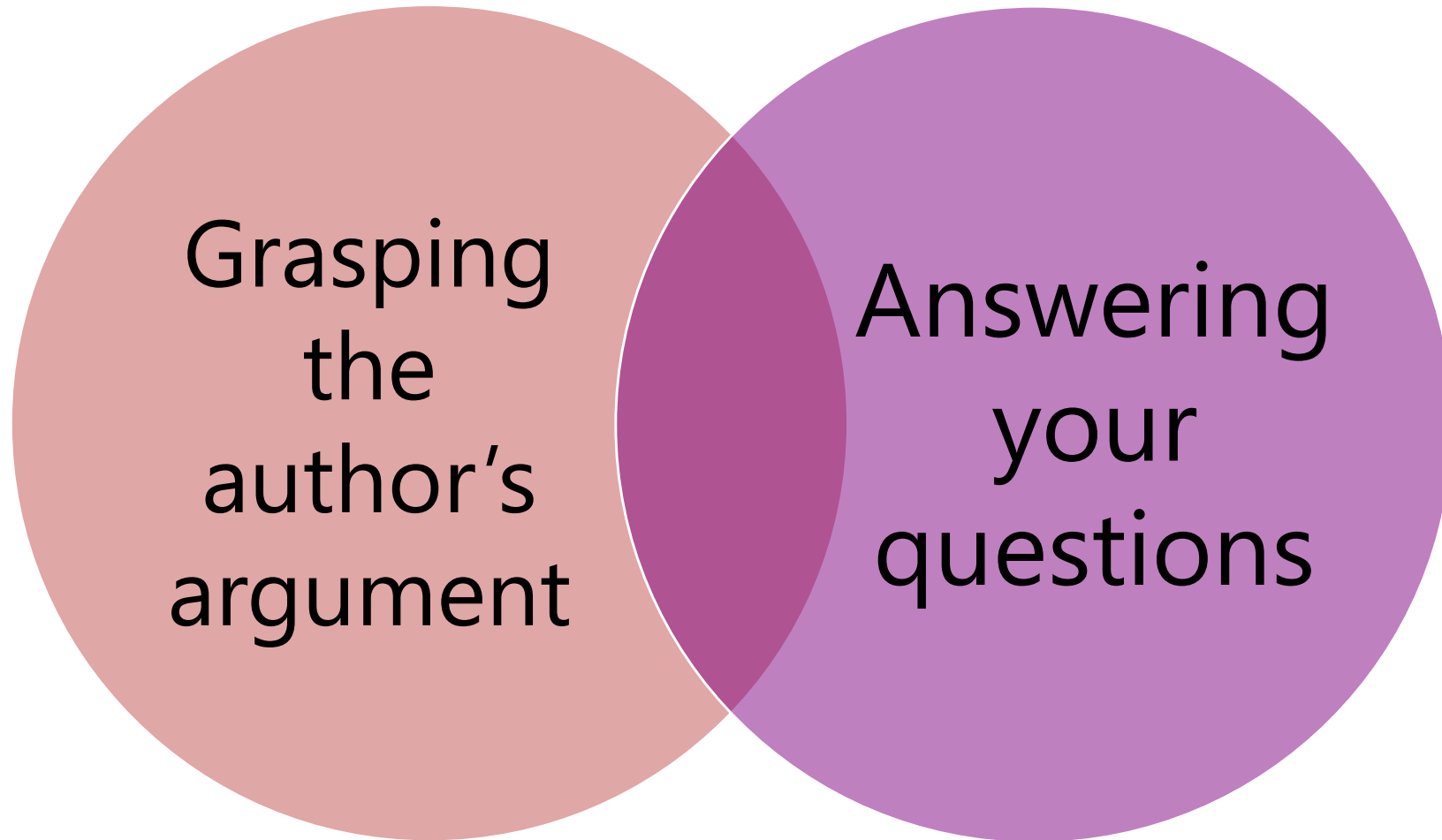
**Why is this  
relevant to  
my work?**



# Seek questions to guide your reading



Ultimately, you're reading for two main goals:



**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

**1. Search**

**2. Skim**

**3. Select**

**4. Study**

**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

## 1. Search

How is the article laid out?  
What are the sections?

## 2. Skim

What are the key ideas in the abstract, key words, intro, headings, topic sentences?

## 3. Select

Which sections or paragraphs are relevant to me?

## 4. Study

Closely read the relevant parts and take notes.

# Reading for an essay

*Can place ever be considered neutral or natural, or, are all places, instead, political? Use relevant theory to support your answer.*

- How would you go about finding research to answer this question?
- What are some questions you need to answer first, in order to answer this broad, complex question?

# Break down the question: create sub questions

*Can place ever be considered neutral or natural, or, are all places, instead, political? Use relevant theory to support your answer.*

- How is 'place' defined?
- How and why might place be considered neutral, natural, and/or political?
- What theories are relevant?
  
- What are the possible positions I could take here?

# Tips for breaking down the question into sub questions:

- **Focus** on key words / terms.
- **Stick** to the discipline you are studying in (in this case, sociology or anthropology instead of psychology or geography).
- **Focus** on gaining background understanding.
- Try to **discover** the debate, and the arguments for the various points of view.

- **Don't** put the whole question into the SuperSearch.
- **Don't** expect one or several articles will directly answer the question you've been given.
- **Don't** read **too** widely so that you are overwhelmed and off topic. Remember to read with a purpose.

# 'We don't leave our identities at the city limits': Aboriginal and Torres Strait Islander people living in urban localities

**Bronwyn Fredericks**

Office of Indigenous Engagement, Central Queensland University Australia

*Abstract: Aboriginal and Torres Strait Islander people who live in cities and towns are often thought of as 'less Indigenous' than those who live 'in the bush', as though they are 'fake' Aboriginal people — while 'real' Aboriginal people live 'on communities' and 'real' Torres Strait Islander people live 'on islands'. Yet more than 70 percent of Australia's Indigenous peoples live in urban locations (ABS 2007), and urban living is just as much part of a reality for Aboriginal and Torres Strait Islander people as living in remote discrete communities. This paper examines the contradictions and struggles that Aboriginal and Torres Strait Islander people experience when living in urban environments. It looks at the symbols of place and space on display in the Australian cities of Melbourne and Brisbane to demonstrate how prevailing social, political and economic values are displayed. Symbols of place and space are never neutral, and this paper argues that they can either marginalise and oppress urban Aboriginal and Torres Strait Islander people, or demonstrate that they are included and engaged.*



Volume  
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**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

## 1. Search

How is the article laid out? What are the sections?

# Search out the structure

- Quickly look at the way the article is structured.
- Does this give you an idea of what the article is about?



*How is 'place' defined?*

*How and why might place be considered neutral, natural, and/or political?*

*What theories are relevant?*

# Stop and reflect

- Beware the temptation to read on!
- Summarise your understanding so far.
- You might be able to start answering some of your questions.

## Cue column – your ideas

- What do I already know?

## Notes column – authors' key points

Argument

- What are the author/s arguing?

Summarise how the argument and ideas and apply to your critical analysis

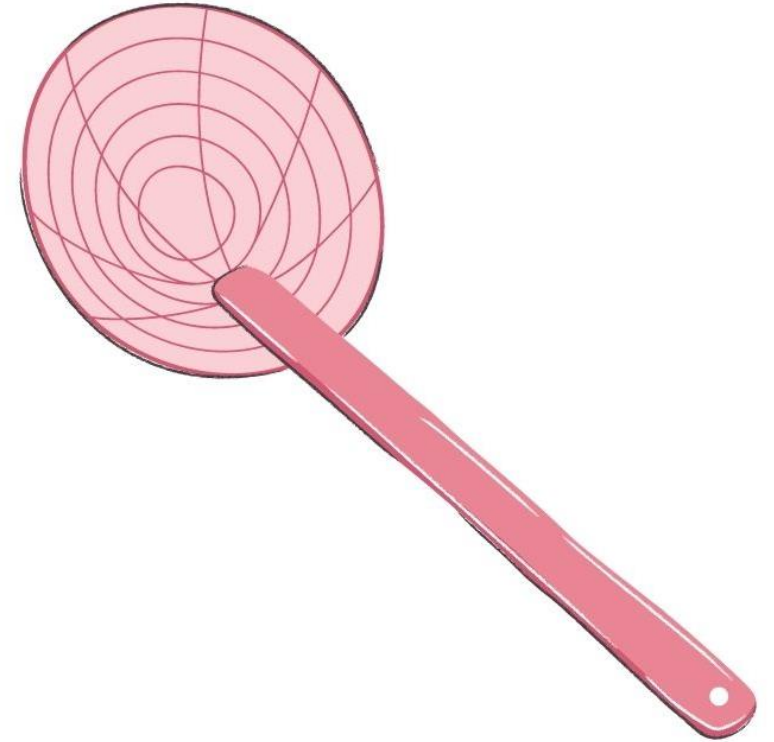
**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

## 2. Skim

What are the key ideas in the abstract, key words, intro, headings, topic sentences?

# Skim the text

- Skim the key sections (read the **abstract, introduction, topic sentences, and conclusion**)
- Can you identify the author's argument?
- Will it help you to answer some of your sub questions?



*How is 'place' defined?  
How and why might place be considered neutral, natural, and/or political?  
What theories are relevant?*

## Cue column – your ideas

- What do I already know?
- How does the text answer my questions?
- What do I need to find out next?

## Notes column – authors' key points

Aim	<ul style="list-style-type: none"><li>• What are the author/s aims?</li><li>• What is the research question?</li></ul>
Argument	<ul style="list-style-type: none"><li>• What is/are the author/s arguing?</li><li>• What is their answer to the question?</li></ul>
Main points	<ul style="list-style-type: none"><li>• What points support their argument?</li><li>• What are their main reasons?</li></ul>
Evidence	<ul style="list-style-type: none"><li>• What evidence have they used to support their argument?</li></ul>

Summarise how the argument and ideas apply to your critical analysis

**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

### **3. Select**

Which sections or paragraphs are relevant to me?



# Select the text

- Which sections are most relevant to our questions?
- Questions to consider:
  - How is 'place' defined?
  - Is place neutral, natural, and/or political?
  - What theories are relevant?



**PURPOSE** – Why am I reading this? What information do I need? How much time and energy is it worth?

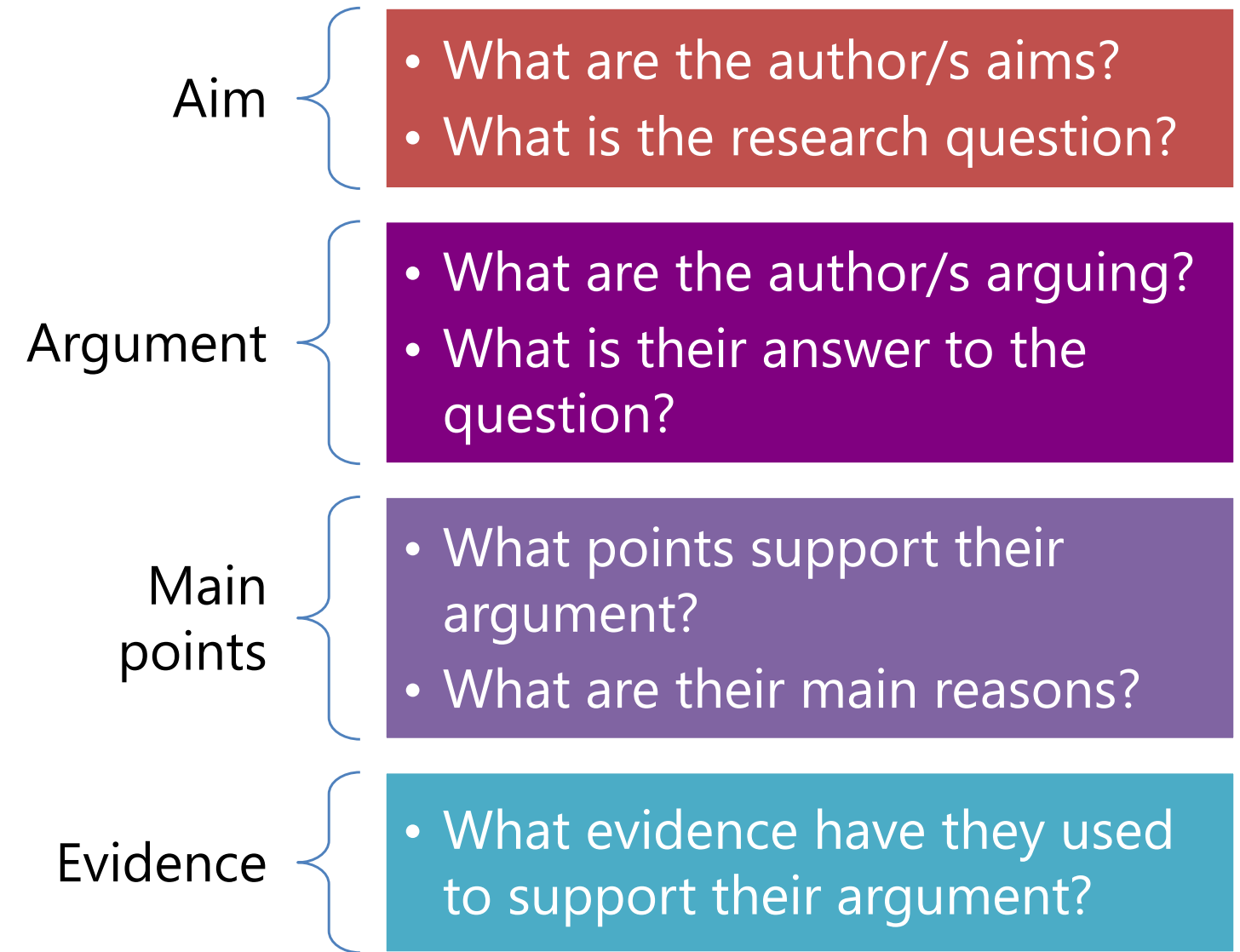
## 4. Study

Closely read the relevant parts and take notes

## Cue column – your ideas

- What do I already know?
- Strengths and weaknesses?
- How valid are the research methods?
- How strong is the evidence?
- How logical is the argument?
- How does this fit in to other research in the field?
- What do I need to find out next?

## Notes column – authors' key points



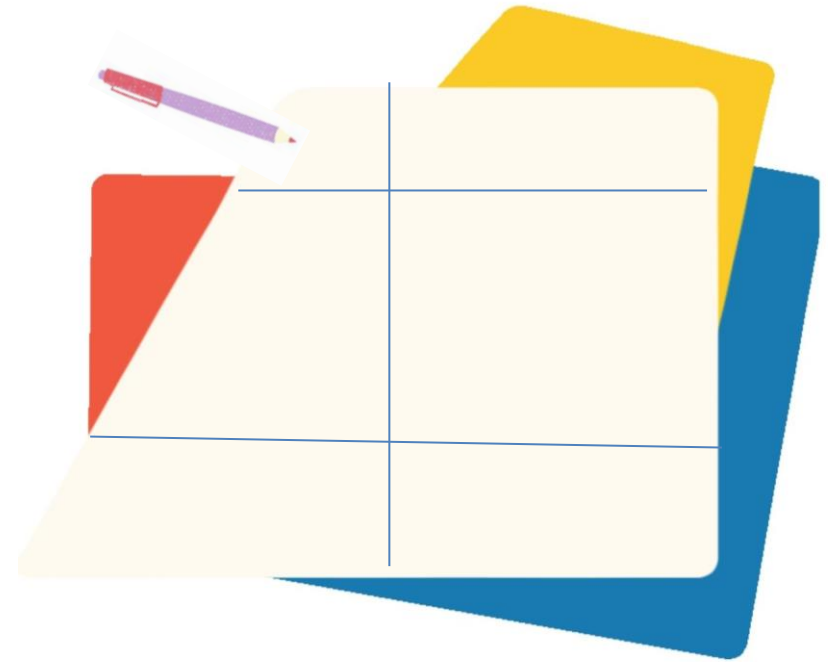
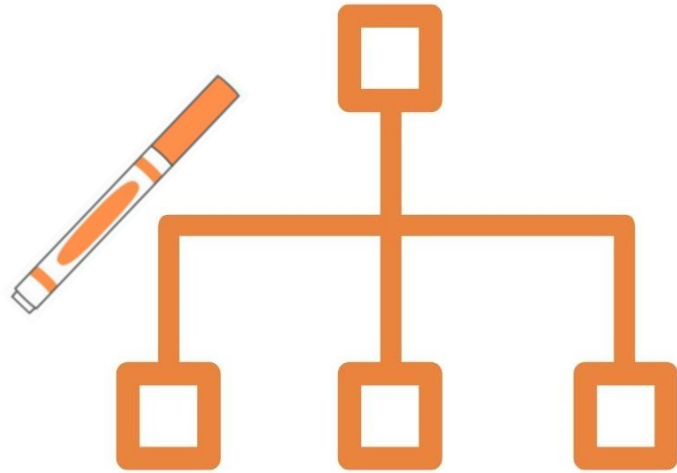
Summarise how the argument and ideas and apply to your questions.

# Read actively: engage!

- Question the text and take notes:
  - Where is the argument going?
  - Why does the author say this?
  - Do I agree? Why/why not?
  - What do I need to find out next?



# Note-taking ideas



What's your note-taking strategy?

Cue column – your ideas

Notes column – authors' key points

Summary section

# Notes column – authors' key points

Aim

- What are the author/s aims?
- What is the research question?

Argument

- What are the author/s arguing?
- What is their answer to the question?

Main points

- What points support their argument?
- What are their main reasons?

Evidence

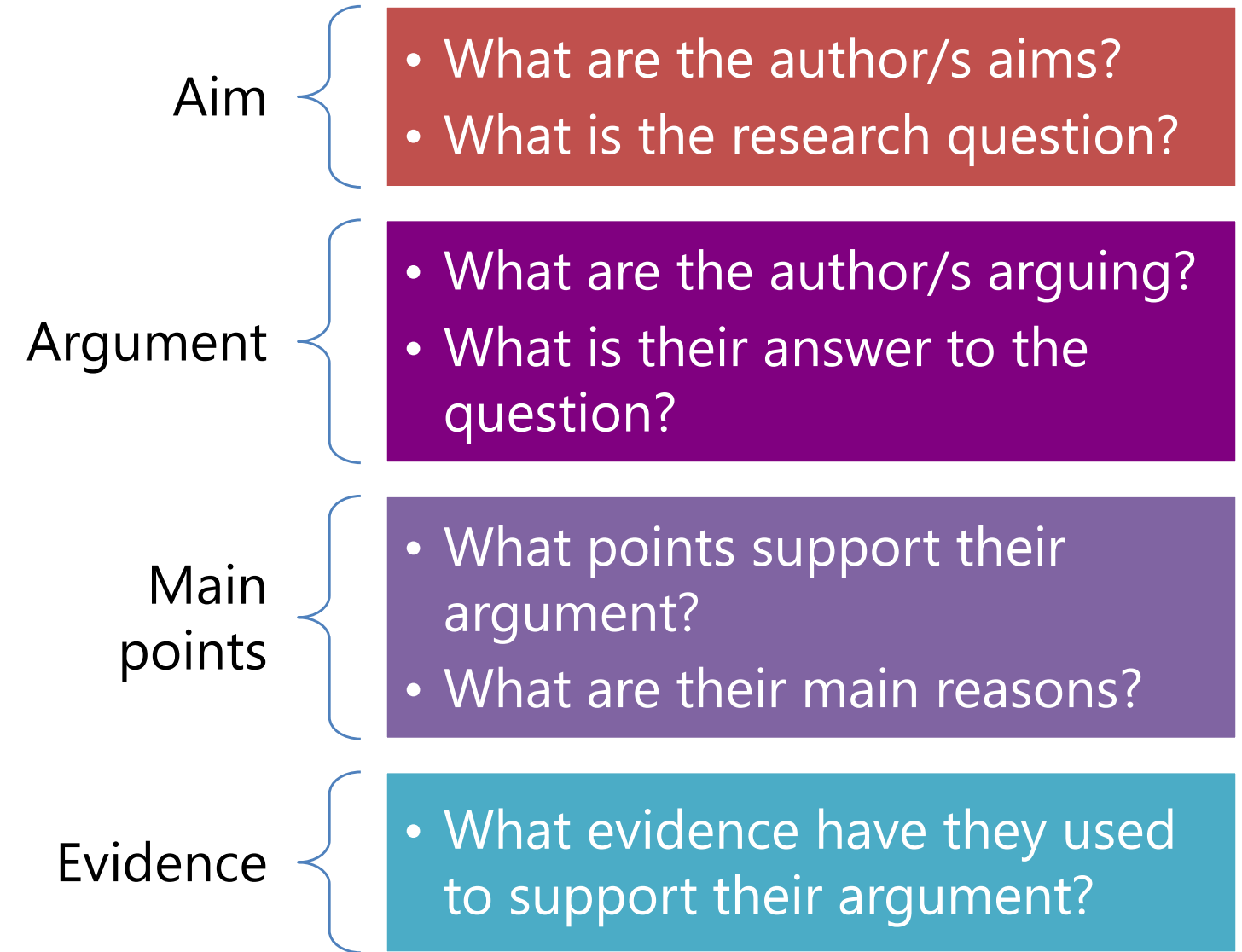
- What evidence have they used to support their argument?



## Cue column – your ideas

- Strengths and weaknesses?
- How valid are the research methods?
- How strong/compelling is the evidence?
- How logical is the argument and subsequent conclusion?
- How does this fit in to other research in the field?

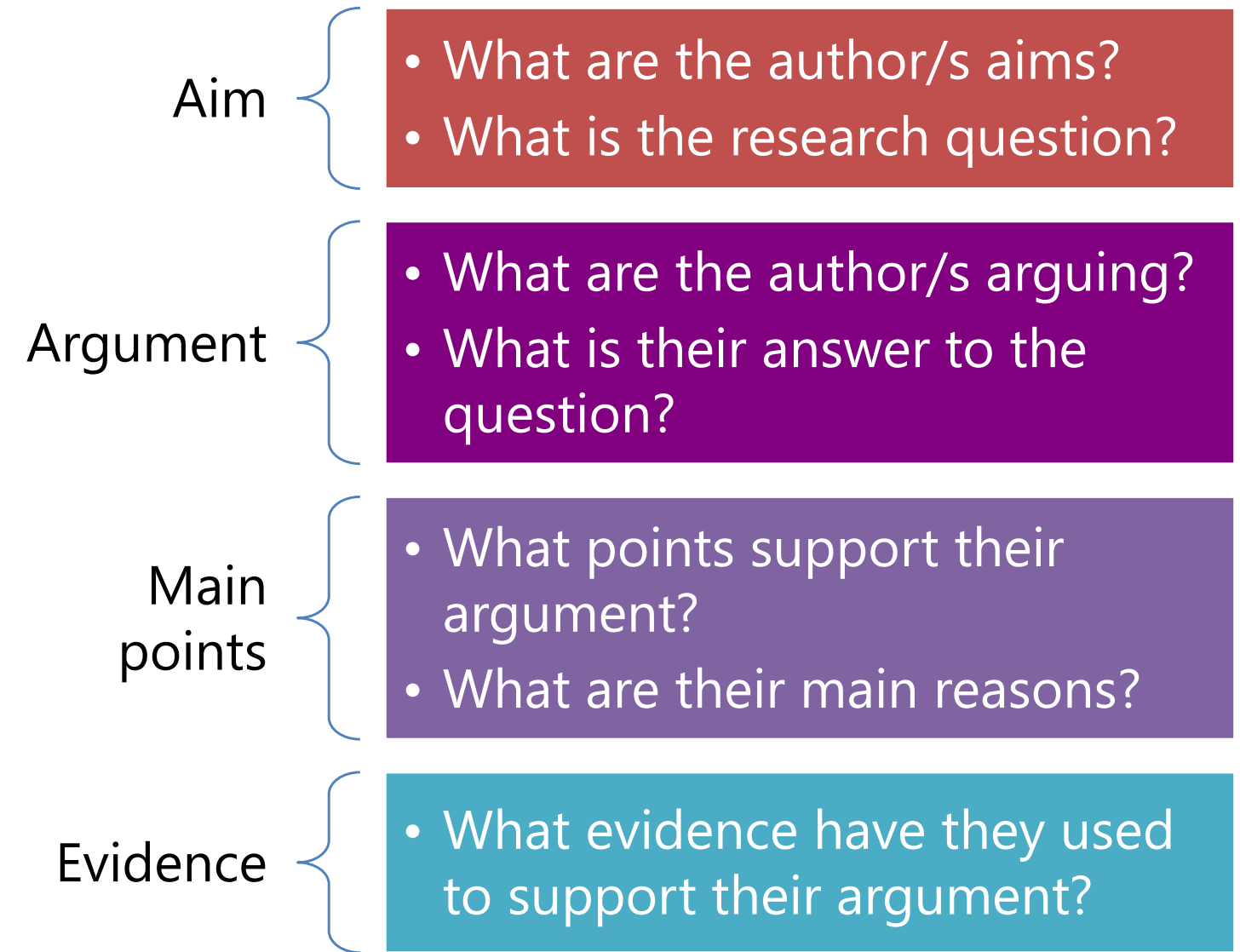
## Notes column – authors' key points



## Cue column – your ideas

- Strengths and weaknesses?
- How valid are the research methods?
- How strong/compelling is the evidence?
- How logical is the argument and subsequent conclusion?
- How does this fit in to other research in the field?

## Notes column – authors' key points



Summarise how the argument and ideas and apply to your questions.

# Adapted Cornell Method

October 3

October 3

Types of Leadership Theory

Pg. 127

Pg. 122

Why do some believe in Theory X and others Theory Y?

**Note-Taking Area**

Motivational Theories -  
- Explain how human relations affect motivation.

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

\* Developed By Abraham Maslow  
\* Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

\* Developed by Douglas McGregor  
\* What type of leader you are is determined by which theory you believe in.

MASLOW

**Summary Area**

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

"The process whereby social life [dominant social relations] is converted to a natural reality" (Eagleton 1991, xvii)

Sound familiar?

Eg we take commerce for granted

Times Square - epitome of capitalism

Ideology - things we take for granted

Capitalism is an ideology \*

**IDEOLOGY**

**Naturalisation of Social Processes & Relations**

- Ideology with big 'I': overall process
- Ideology with small 'i': specific content which changes.

What examples of ideology can you think of? How do they illustrate an overall process, i.e. Ideology?

Eg. ~~capitalism~~  
we are brought up within ideologies

Eg - capitalism, religion, heteronormativity

The work of ideology is to smooth over real contradictions in social life.

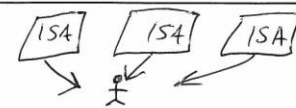
How was slavery allowed to happen? (Ideology of racial discrimination)

What are the contradictions in capitalism? - Equality ideals

That is, because we take ideologies for granted, we don't see/question their assumptions

Enforced through schools, politics, religion, spatial arrangements

inequality in reality  
- Not everyone can earn enough money



# Leadership

## Change

character moral

- 1. Openness
- 2. Conscientiousness
- 3. Extraversion
- 4. Agreeableness
- 5. Neuroticism

Five factor theory

Incompetence  
 Detail not  
 not meet  
 objectives  
 not build  
 solid teams  
 not build  
 relationships  
 not adapt

Advantages coming  
 Displacement of  
 responsibility

implicit prejudice  
 ingroup bias  
 overlying credit  
 conflicts of interest

## Punishment

Myth  
 performance  
 administering

## Power & Influence

### Emits values attitudes

Values  
 Vision  
 Empathy  
 Conscientious  
 Integrity

Supervisors  
 Understand supervisors world  
 adapt to supervisor style

- Expert power
- Referent power
- Legitimate power
- Reward power
- Coercive power
- Personalized
- Socialized

## Influence tactics

- trained network
- inspirational appeals
- consultation
- ingratiation
- personal appeals
- exchange
- coalition tactics
- pressure tactics
- legitimizing tactics
- hard
- soft
- rational
- LMX

## Interaction Model

Leaders  
 Followers  
 Situation

- Theories
- Leader member exchange
    - role based
    - role making
    - relationship
  - Normative decision model
    - levels of performance
    - decision quality
    - acceptance
    - decision time
  - Situational leadership
    - task presence
    - relationship presence
    - follower readiness
  - Contingency model
    - least preferred style
    - situational favorability
  - Path-Goal theory

## SITUATION

- situational engineering
- role theory
- multiple-influence

## INFORMAL ORGANIZATION

WINE  
 Trade off  
 low values  
 accountability

## Attributes

Analytical  
 Practical  
 Creative

Cognitive  
 Resource  
 Theory

Emotional  
 Intelligence

## Behaviour

Maslow  
 self-actualized  
 self-esteem  
 belongingness  
 security  
 physiological

## Motivation

Operant approach  
 reward  
 punishment  
 Contingent  
 Non-contingent  
 Extinction

## TEAMS

Group roles  
 task role  
 relationship  
 dysfunctions

Teamwork  
 characteristics  
 skills  
 onboarding  
 learning from experience  
 learning from others  
 journal  
 technical competency

"the process of influencing an organized group toward accomplishing its goals"

- process not position
- science and art
- rational + emotional
- Different but complementary to management

NOT  
 all common sense  
 born not made  
 learned through  
 hard knocks

## ACTION LEARNING

- perception + reflection
- perception + observation
- perception + action

reflection  
 experience  
 education

## Learning to lead

FORMAL  
 2. ORGANISATION  
 levels of authority

- Task
  - task autonomy
  - task feedback
  - task challenge

inter personal  
 leadership  
 business

CONSTRAINTS  
 framing  
 building  
 social capital  
 motivation

Assess  
 360° feedback

- Change
- action learning
- development planning
- Coaching Mentoring

Achievement  
 Goal Setting  
 Empowerment

Satisfaction  
 functional turnover  
 dysfunctional turnover

Nature of groups  
 process losses  
 social loafing  
 social facilitation  
 Group development

- forming
- storming
- norming
- performing

people concern for products  
 important managing  
 country club  
 muddled  
 no real team

1. Job centred dimensions  
 2. Employee centred dimensions

Bad reactions  
 Incompetence  
 Detail not  
 not meet  
 objectives  
 not build  
 solid teams  
 not build  
 relationships  
 not adapt

Great man theory

Value

Theory X  
 Theory Y

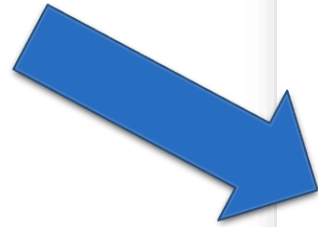
Veterans  
 Baby Boomers  
 gen-Xers  
 nexters/millennials

impairment  
 ingroup bias  
 overlying credit  
 conflicts of interest

Notes: Mark key points/ideas/themes/theories/theorists

Highlight, underline, circle, whatever!

Use bottom and top margins for summary section and longer notes.



Fredericks

"We don't leave our identities at the city limits"

**Understanding connections to place**  
Moreton-Robinson (2007) articulates how Indigenous peoples' sense of place, home and belonging is configured differently to that of migrants in terms of knowing. She asserts that 'there is no other homeland that provides a point of origin, or place for multiple identities. Instead our rendering of place, home and country through our ontological relation to country is the basis for our ownership' (Moreton-Robinson 2007:37). Sally Morgan (2008:263) describes this in part when she explains that:

When we experience that deep longing inside ourselves, then we know our country is calling us back. It is time to go home, even if only for a short while. This is because my country is far more than what can be seen with physical eyes. Our country is the home of our ancestral spirits, the place of our belonging. The core of our humanity.

The realities of Indigenous place and Indigenous ownership of place remain unchanged, even though the processes of colonisation in Australia have dispossessed and displaced Indigenous peoples and may have altered Indigenous connections, access and control within and of place. In urban localities, as in other geographic localities, Aboriginal peoples still have Indigenous belonging and Indigenous ownership of place. This exists regardless of whether multi-storey buildings, freeways, sports grounds, houses and places of worship have been built within that geographic locality. It exists regardless of whether individual Australians claim ownership.

**Non-Indigenous territorialisation of sites and land holdings is only possible through the dispossession and de-territorialising of Aboriginal people from that land.**

Within urban localities, a multiple of realities and connections to place can exist. This includes the Aboriginal ownership of place and the non-Indigenous attachment and connections to place – which may be varied depending on that urban centre's history and economic situation.

Sommerville (2010) contends there are a mixture of complex political realities of Indigenous/non-Indigenous relationships in place and that some places offer multiple and contested stories of experiences of that place. Sometimes, the experiences of place contain deeply held beliefs and emotions, and people may display emotional behaviour in relation to place – such as **affection, nostalgia or dislike** (Memmott and Long 2002). Furthermore, as emotions and behaviours develop, they may also then be 'maintained by groups of people having collective experiences at those parts of the environment and reinforced through feedback from ongoing experiences at such places' (Memmott and Long 2002:40). Through this process, it is possible that places can enact the politics of inclusion and allow for multiple identities and marginalised groups (Sibley 1995) or enact 'a place-based politics which is reactionary, exclusionary and blatantly supportive of dominant regimes' (Oakes 1997:526). That is, places can enact feelings of welcome, belonging and inclusion, or feelings of being unwelcome and excluded.

De Certeau's (1984) book *The Practice of Everyday Life* constructs the notion of belonging as a sentiment that develops over time through everyday activities. For De Certeau, simple everyday activities are part of the process of appropriation and territorialisation. He suggests that, over time, belonging and attachment are established and built on memory, knowledge and the experiences of everyday activities. This is seen in the experiences of non-Indigenous Australians, who have developed attachment and belonging to places based on the dispossession of Aboriginal people and on their everyday activities over the past 200 years. During this time, non-Indigenous people have marked their appropriation and territorialisation with signs, symbols, representations and images. In marking their attachment, they also define how they position Indigenous people – both by our presence and our absence.

The concepts of place and space are closely related. Sommerville (2010:327) argues that place and space are so 'deeply implicated in one another it is difficult to consider one without the other'. Mills (2006) explains that 'space is a question of relations: perceptions of and actual relations between the individual, the group, institutions and architecture, with forces being perceived as restricting or enabling movement or access'. Gupta and Ferguson (1992:8) state that 'an identity of a place emerges by the intersection of its specific involvement in a system of hierarchically organised spaces with its cultural construction

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*not neutral*

*political*

*built w/in a particular place?*

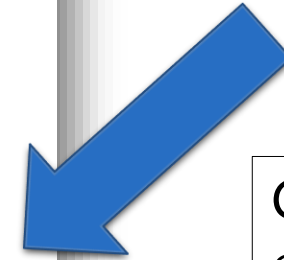
*Indigenous people too?*

*define both?*

*not neutral*

*follow up*

**Summary:** B/c places + spaces hold and enact so many emotions both positive + negative, they can never be neutral. For Aboriginal people, these emotions are mainly belonging + dispossession, making their relationship to space political.



Cue column: for comments/definitions /connections/items to follow up.

These note-taking strategies can work in other academic contexts as well:

- Note taking helps you to develop your understanding of course concepts
- To gather ideas for discussions in tutorials
- To prepare summaries for exam revision

## Weekly notes

- Lecture notes
- Tutorial exercises
- Readings
- Assessments

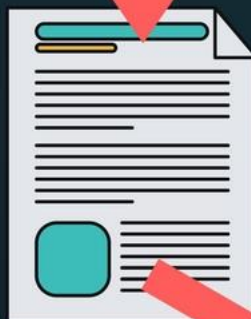
## Topic summary sheet

- Terms
- Themes
- Theories
- Theorists

## Course summary sheet

- Systematic, schematic overview
- Retrieval system to work backwards

### Topic 1



### Topic 2



### Topic 3



# Methods - format

- Write by hand?
  - Electronic?
  - Notetaking software?
  - Which one?
- 
- How will you organise and categorise your notes?





# Engaging with the text

- As you begin your studies, be open to evolving your note-taking approach.
- The best strategy is the one that pushes you to engage deeply with the text.



## Summary of the author's argument

"Fredericks (2013) presents the idea that because our relationships to places and spaces are varied and multiple, they can never be neutral. Fredericks explains that for Aboriginal people, experiences of place mostly focus on inclusion and exclusion, making their relationship to space particularly political."

*How and why might place be considered neutral, natural, and/or political?*

# Summary of relevant theory

“Fredericks (2013, pp. 7-8) uses De Certeau’s theory of everyday practices to argue that people’s use and ideas about space and place are deeply political. De Certeau (1984) focuses on ...

I need to look up more about De Certeau, and examples from outside Australia.”

*How and why might place be considered neutral, natural, and/or political?*

# Summary of the author's argument about the case studies

"Fredericks (2013, pp. 8-13) uses examples from Brisbane and Melbourne to argue that place is always political. For example, Fredericks draws attention to a variety of symbols, artwork and signage that display contesting notions of ownership over space.

*How and why might place be considered neutral, natural, and/or political?*

# My summary of how I might use the author's argument

"This is a very relevant source for my essay. I agree with Fredericks' (2013) idea that because our relationships to places and spaces are varied and multiple, they can never be neutral. Fredericks explains that for Aboriginal people, experiences of place mostly focus on inclusion and exclusion, making their relationship to space particularly political. Fredericks uses examples from Brisbane and Melbourne, and I think similar ideas might be worth examining for Canberra."

*How and why might place be considered neutral, natural, and/or political?*

# Summing up: Reading and note-taking strategies

- Refine your reading and note-taking skills throughout your degree.
- Experiment to see what works best for you.
- Related workshops:
  - Time Management
  - Using Sources

