

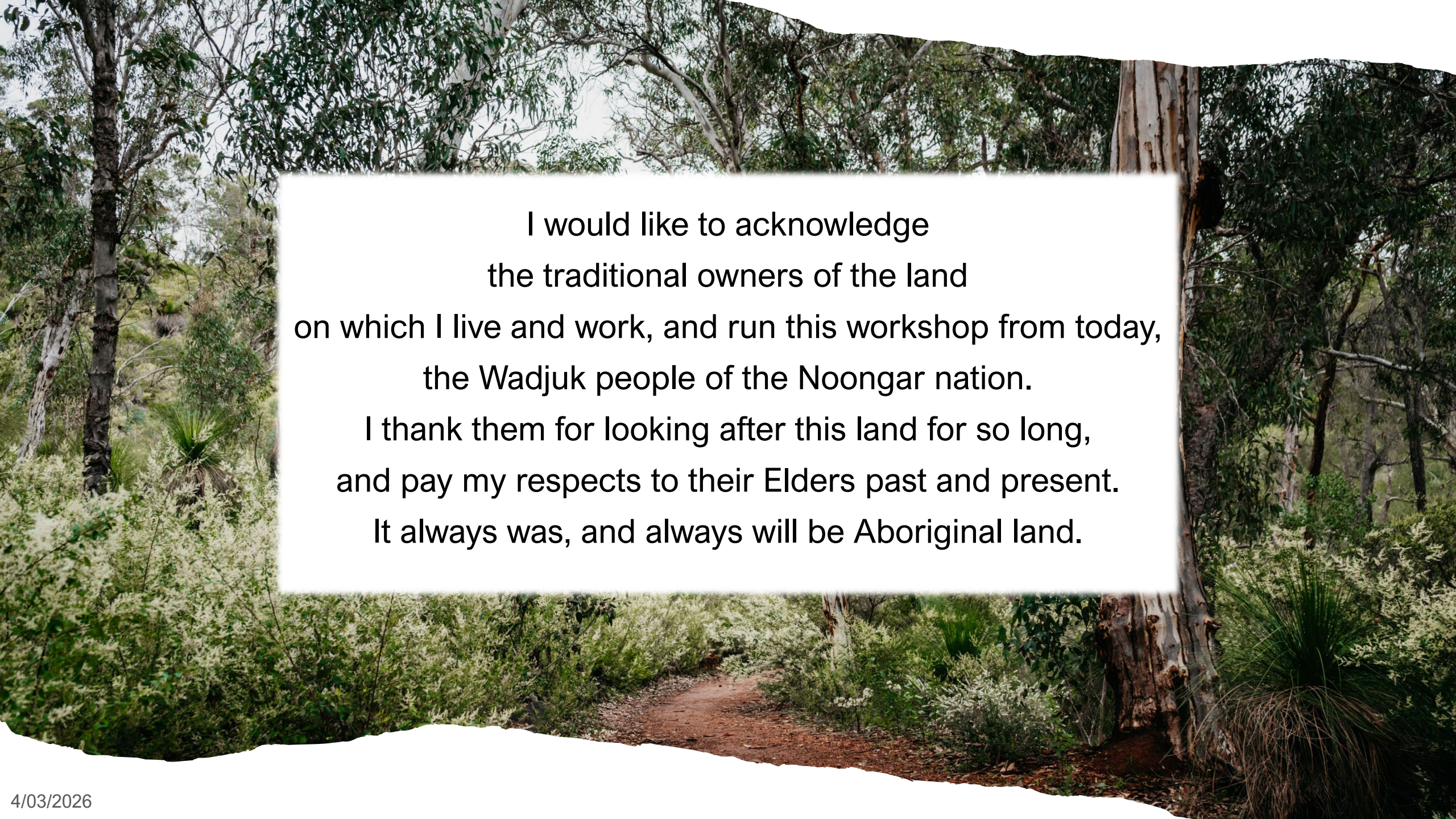


Academic Writing

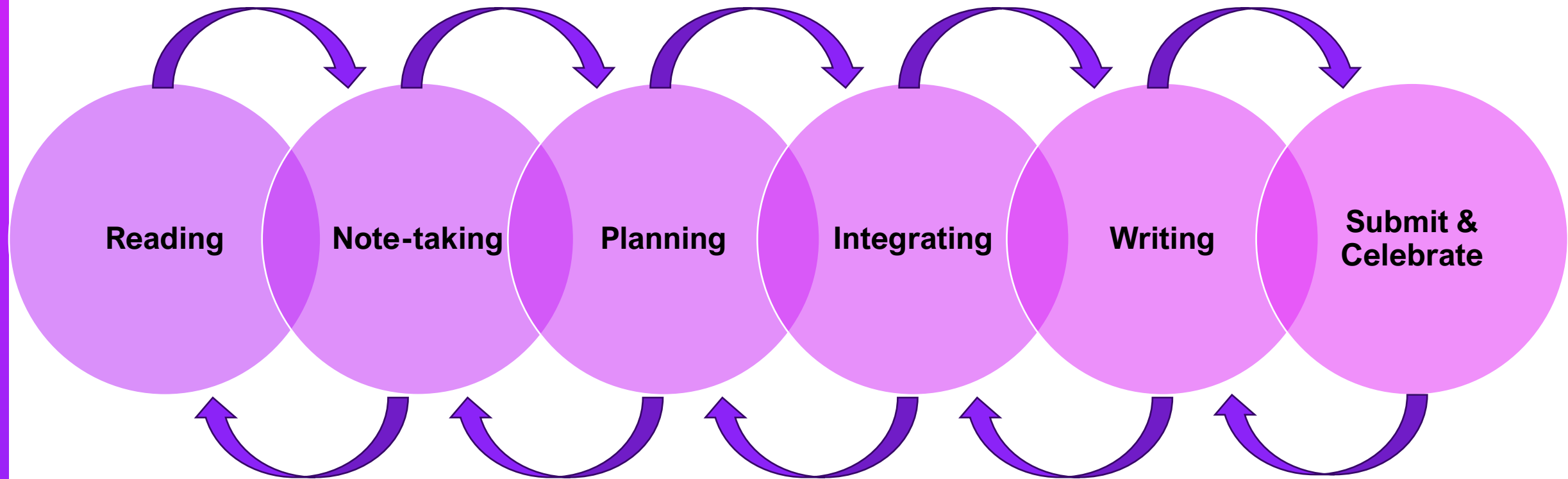
step 2: Note-taking

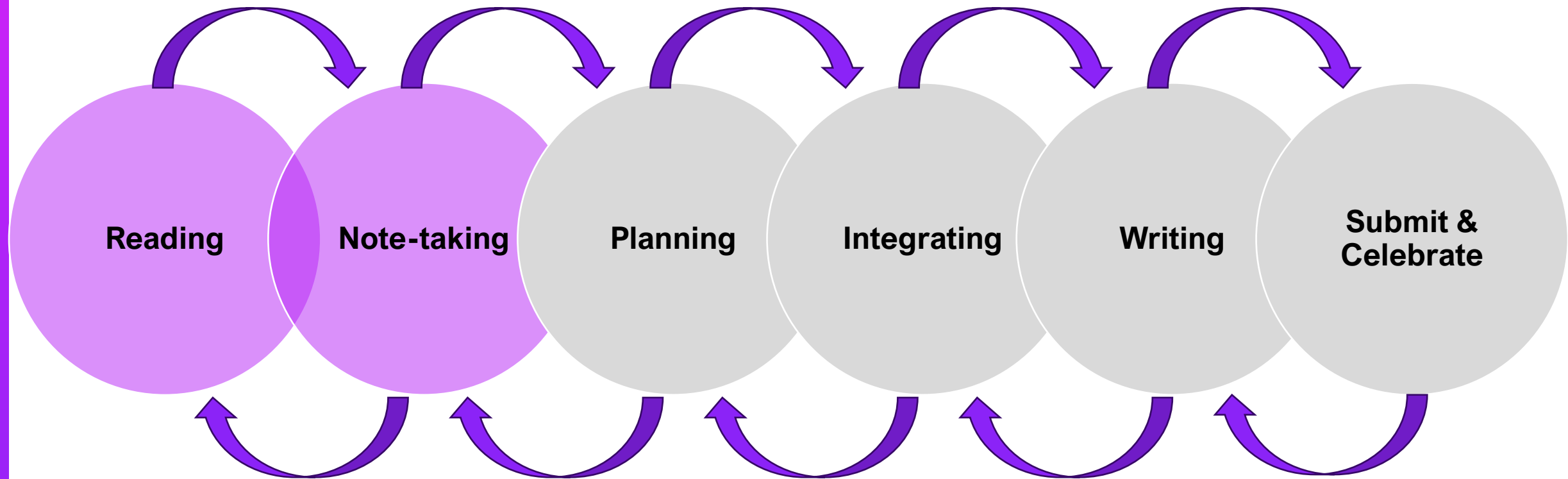
Curtin Library

Dr Petra Dumbell (she/her)



I would like to acknowledge
the traditional owners of the land
on which I live and work, and run this workshop from today,
the Wadjuk people of the Noongar nation.
I thank them for looking after this land for so long,
and pay my respects to their Elders past and present.
It always was, and always will be Aboriginal land.





Academic Writing1: Reading session recap

- Understanding journal articles
- Skim reading, scanning
- Reading difficult texts
- Reading critically
- Using Gen AI for reading

[Find recording from the session here](#)

and resources here: [UniSkills Reading online learning module](#)

What we will cover...

- How to take good notes
- Different note-taking methods
- Different note-taking tools
- Gen AI and note-taking
- Where to find help

Note-taking

Question: How do you take notes?

Tips for good note-taking

- ✓ Keep your assessment question in mind
- ✓ Write in your own words
- ✓ Capture the details of the text (reference)
- ✓ Note things you are unsure about and questions you have (critical thinking!)
- ✓ Think about the note-taking process, but don't procrastinate
- ✓ Progress over perfection – **you do you**
- ✓ Paper is fine as a start, but digital has advantages

Notetaking methods

Cornell method

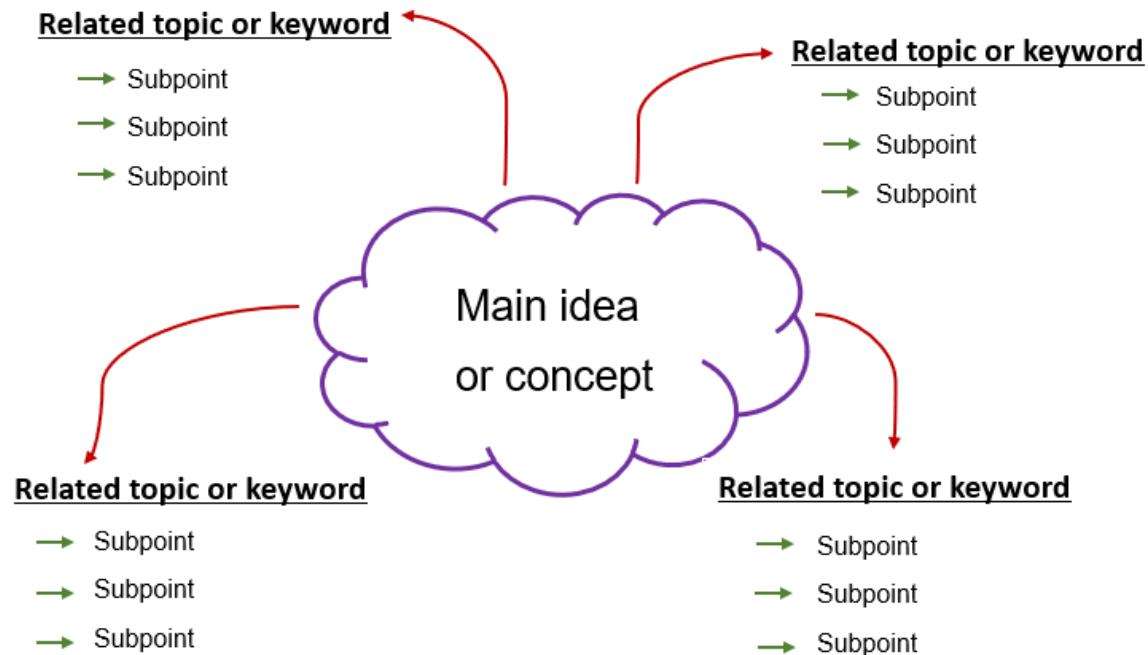
1. Start here. Write the title of the source and its bibliographic information.	
3. For recall. Key words. Also, linking column from other sources	2. Main note making column. Bullet points of key information, quotes, and any questions you need answered. Also, write down page numbers so that you can go back to the original source for reference.
4. Summary. Here, write a one or two sentence summary of the main idea or argument about the topic.	

Outline method

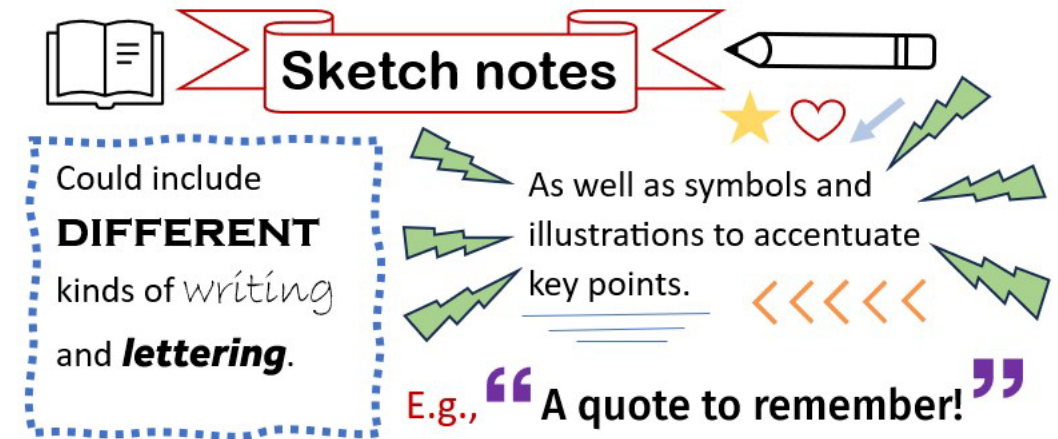
- Main topic 1
 - Sub-topic
 - Related point
 - Related point
- Main topic 2
 - Sub-topic
 - Related point

Notetaking methods

Mind mapping



Sketch notes



Notetaking methods

Notes Matrix

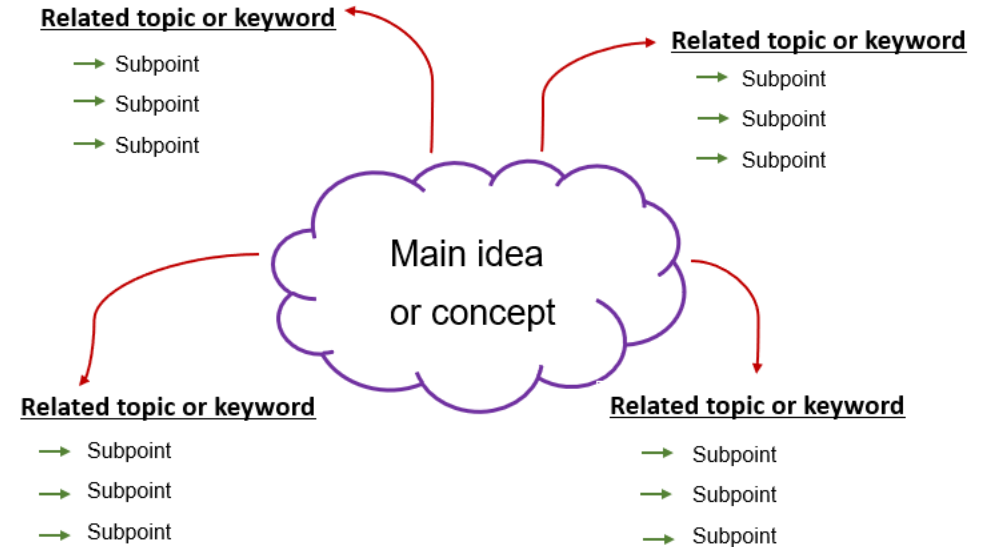
Themes in research about PhD students	Humburg et al (2009)	Mewburn (2012)	Whathisname (2013)
Reasons for undertaking a higher degree	Argues that this varies by discipline	Argues that there is a clear gender division in the discipline enrolments - but older people less so.	Doesn't mention this – many people don't actually. Is this a problem with the literature?
Completion rates.	Shows that men drop out more than women in almost all disciplines.	Shows that older people who are enrolled part time are more persistent than those who enrol part time	Shows that attrition varies by institution and that the 'richer' institutions lose less students
Social learning in PhD student communities	Doesn't mention this	Shows examples of conversations to show that older people have more complex discussions about 'meta' issues in PhD study than younger students	Suggests the community in richer institutions is better than that in poorer institutions.
Relationships with supervisor - how important is it?	Argues that the relationship with supervisor is a key determinant of success	Argues that older people deal with poor supervision better than younger people	Suggests that poorer institutions have a 'younger' supervisor profile

Notetaking methods

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- Main topic 1
 - Sub-topic
 - Related point
 - Related point

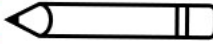
- Main topic 2
 - Sub-topic
 - Related point



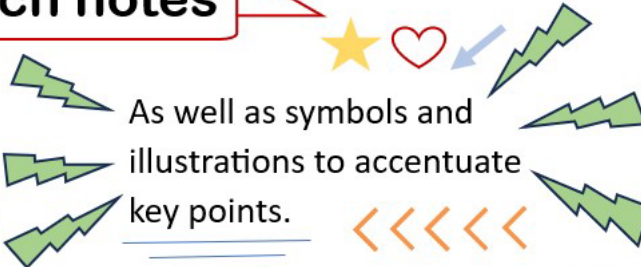
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Sketch notes



Could include **DIFFERENT** kinds of *writing* and **lettering**.



As well as symbols and illustrations to accentuate key points.

E.g., “ A quote to remember! ”

Yusuf (2023)

- What is the impact of physical activity on academic performance?
- Context: uni students in Ethiopia
- Self-esteem and stress control were also investigated
- Method: quantitative cross-sectional design, 300 students, used established survey instruments
- Findings: physical health has an impact on academic performance
- Physical health has impact of reducing stress
- self-esteem also plays a role and has benefits
- is this just about students who are athletes? (is this a limitation?)
- recommendations to unis to offer facilities and programs that are free for students so they can engage in physical activity. also need to look after their self-esteem and psychological needs.
- *The significance of exercise in enhancing academic performance among university athletes is readily apparent. p. 187.*

Digital note taking programs

- OneNote
 - Microsoft.
 - Can set up multiple workbooks and create different sections
 - Can dictate notes, draw into the workbook (on a tablet with a pen)
- Notion
 - Acts like more of a wiki than a notebook.
 - Has templates for tasks – schedules, planning, calculations, etc.
- Obsidian
 - Technical – based on Markdown language
 - Lots of different plugins you can use to customise how you use it
- NVivo
 - Free through Curtin
 - Can upload your PDFs and make notes/codes

Note-taking and Gen-AI tools

Don't use Gen-AI to take notes for you!

Do experiment with Gen-AI. Remember, **check all the outputs**, and don't copy any of the answers.

You can

- [Use Goblin tools](#) to help you with getting started with taking notes.
- Create a podcast out of your notes to help you revise
- Use the prompt below.

Act as a tutor who helps me learn. I am a university student studying [add what course you are in]. I've written these notes for my assessment. The assessment is about [add a brief description].

- *Can you give me feedback on my notes and suggest improvements to make them more useful for writing my assessment.*
- *Can you ask some guiding questions that help me decide on a structure for my assessment?*
- *Suggest three ways that my notes could be organised so writing the assessment is easier.*
- *Can you provide me with a template and some guiding questions so I can take useful notes?*
- *Can you use my notes and generate questions so I can test my understanding of the topic?*

Don't do the work for me - just help me figure it out. Provide your answers in simple, informal language.

Note-taking and Gen-AI tools

Remember, you can use Gen-AI as a student at Curtin

- (1) for study-related purposes.
 - (2) for assessments if given written permission by your unit coordinator.
 - (3) if you think critically about its output.
 - (4) if you declare your use.
- Find more information about Gen-AI in our [UniSkills Guide](#).

Related resources

Use Reading and Note-taking guide on UniSkills: <https://uniskills.library.curtin.edu.au/>

Get in touch with Peer Academic Mentors: <https://www.curtin.edu.au/students/study-support/skills/peer-academic-mentoring/>

Get in touch for help: libraryhelp@curtin.edu.au

[Library](#) [UniSkills](#) [Academic writing](#) [Study](#) [Digital](#) [Numeracy](#) [Referencing](#) [Help](#)

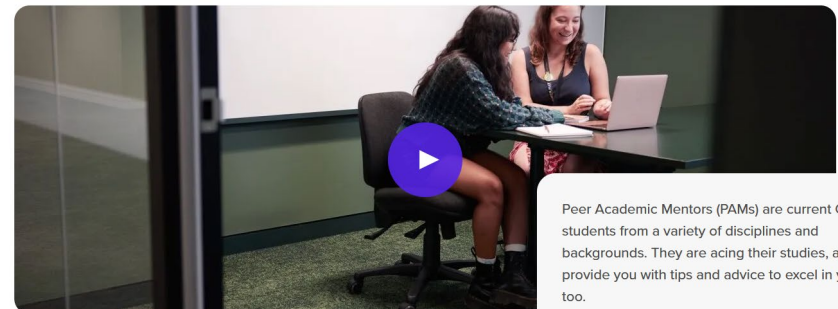
Reading and note taking

[Introduction](#) [Reading strategies](#) [Critical reading](#) [Note taking](#)

Reading and note-taking are crucial activities in the assignment process, enabling you to transform the sources you have found during the research phase into knowledge and understanding that you can then communicate in your own words. This module will focus on reading in support of an assignment question and note-taking as a crucial step in paraphrasing, summarising and incorporating the ideas of others into your assignments.

What you will learn

Peer Academic Mentoring



Peer Academic Mentors (PAMs) are current Curtin students from a variety of disciplines and backgrounds. They are acing their studies, and can provide you with tips and advice to excel in yours too.

i Peer Academic Mentoring has moved! We are now on level 2 of the Library (105.229).

How we can help you:

Key take-aways

- How to take good notes
- Different note-taking methods
- Different note-taking tools
- Gen AI and note-taking
- Where to find help



Questions?



Feedback



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