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Writers' Night
Spring 2021

Which strategies do you use for your course literature?

- take notes
- summarize after reading
- make mind maps
- skim the text first
- refrain from checking my phone and laptop
- highlight
- adjust my reading speed
- ask myself questions
- take breaks regularly

Click «View Options» and choose «Annotate»:









Reading Strategies



Reading for Orientation

- Quick orientation
- Headings, subtitles, summary, conclusion, reference lists

Speed Reading

- What is the text about?
- Quick read through the text
- Don't stop

Thorough reading

- Read the text thoroughly
- Use a dictionary for difficult words
- Take notes

Dysthe, O., Hoel, T., & Hertzberg, F. (2010). *Skrive for å lære: Skrivning i høyere utdanning* (2. ed.). Abstrakt.

Ask question

Social Media

the main topic?

Does social media affect communication among teenagers?

research question?

Whether using various social media channels daily affects how teenagers communicate with each other

author wants to research?

Teenagers communicate more superficially through social media channels. Having many followers on Instagram and Snapchat make teenagers more insecure.

the author conclude?

Using quantitative analysis. 1000 respondents. Age 13-19

how reach this conclusion?

Highlighting & notetaking

- Key phrases
- No more than approx. 20% of the text
- First reading: Get an overview (mark with a pencil in margins)
- Second reading- highlighters

Red headings

Orange definitions

Yellow facts

Green explanations/examples

Molnes, V., & Kjetilstad, V. (1993). *101 gode råd om studieteknikk*. Cappelen.



Brainstorming

scientific breakthroughs

patent 1943

Florey 1939 further research

Fleming 1928

USA dev. fermentation process

penicillium mould on agar plate - antibacterial

mass production

WW2 - Allied troops
dying - surgery/infection

History of Antibiotics

problems with penicillin

penicillin limited

resistant strains

?virus to attack bacteria

challenges today

overuse/over prescribing/animal husbandry

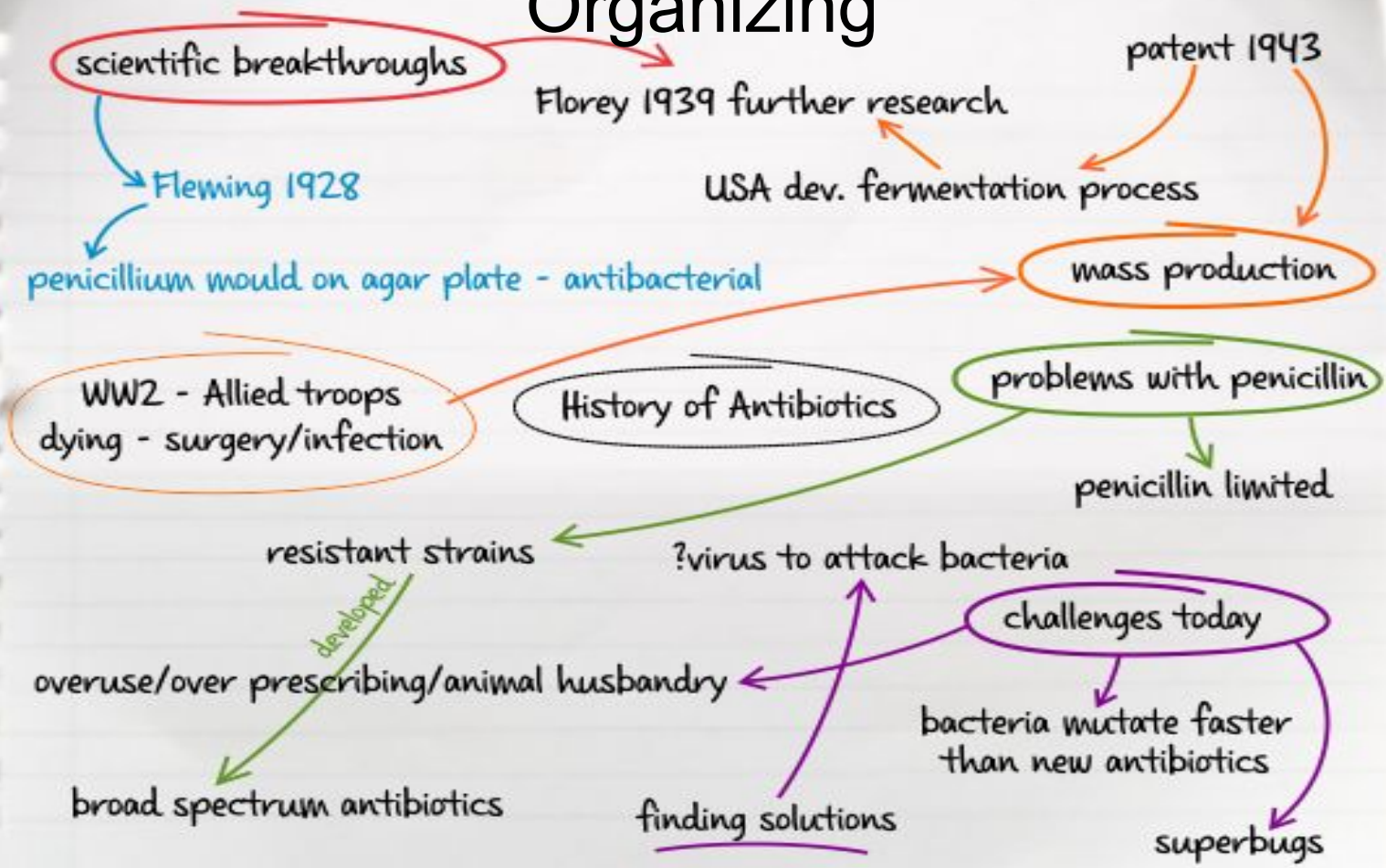
bacteria mutate faster
than new antibiotics

broad spectrum antibiotics

finding solutions

superbugs

Organizing



Mind map

scientific breakthroughs

- Fleming 1928
- discovered antibacterial properties of penicillium mould

History of Antibiotics

WW2 catalyst

- Allied troops: surgery/infection/death
- Women dying in childbirth

mass production

- Further research by Florey 1939
- Florey went to USA
- mass production of penicillin
- patent 1943

challenges today

- overuse of antibiotics
- over prescribed
- used in animal husbandry
- bacteria mutate quicker than new antibiotics are made
- superbugs

Possible solutions

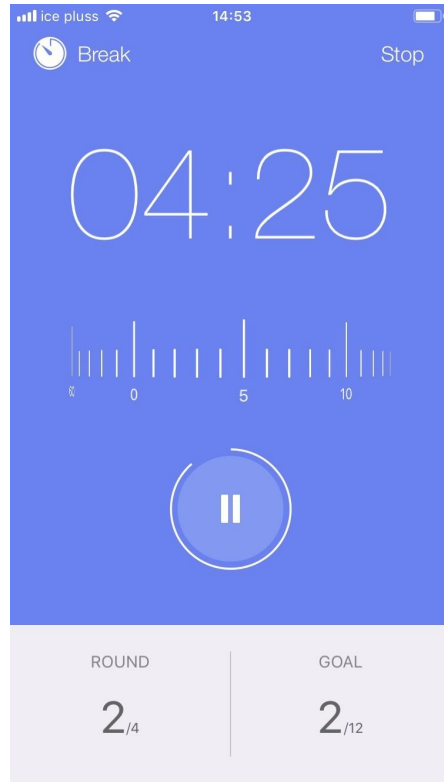
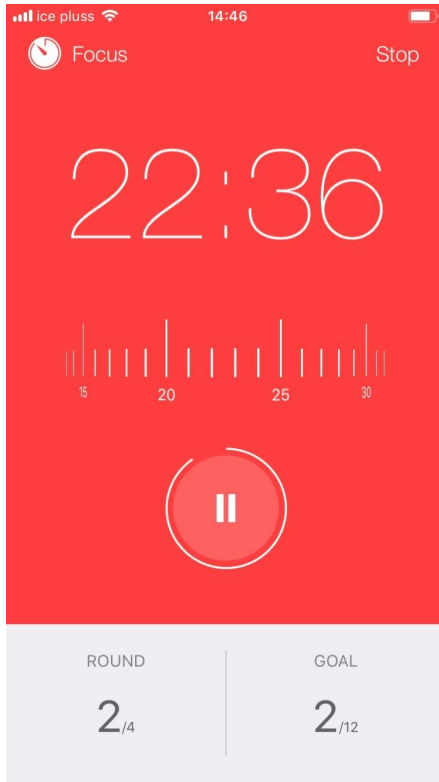
- ??using viruses to attack bacteria

problems with penicillin

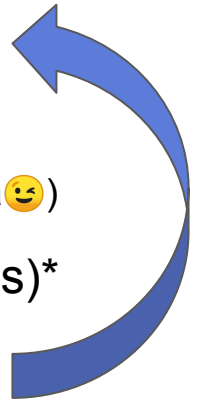
- not broad spectrum, limited
- bacteria quickly became resistant
- led to development of broad spectrum antibiotics

Pomodoro technique

to structure your reading sessions



1. Make a task list
2. Set a timer for 25 minutes
3. Work until the timer rings
(no checking messages/social media 😊)
4. Take a short break (5 minutes)*
5. Cross out completed tasks



*Take a longer break after every 4th “pomodoro”

Read actively with SQ3R

Survey/Skim (S)

- ❖ Look at introduction, conclusion, headings, figures/tables, summaries (<5 minutes)

Question (Q)

- ❖ Think about questions you can ask yourself while reading (<5 minutes)

Read (R¹)

- ❖ Read actively (read with your questions in mind, take notes, make a mind map)

Recite/Recall (R²)

- ❖ Summarize with your own words

Review (R³)

- ❖ Check your understanding (Did you answer all of your questions?, Do you understand the information?), Remember to review again later on!



Feynman technique

1. Write the name of the concept at the top of sheet of paper
2. Pretend to teach the concept to someone else
3. Look through your explanation and identify any gaps
4. Simplify your explanation



Cornell note-taking

2. Cue column
(questions, key
terms, page
numbers)

1. Note-taking column

3. Summary (with your own words)

What are You Supposed to Know?

FACTS

Course code: RIS640_1

Credits (ECTS): 10

Semester tuition start:

Spring

Duration: 1

Exam semester: Spring

Language of

instruction: English

Offered by: Faculty of
Science and Technology,
Department of Safety,
Economics and Planning

Learning outcome

After taking this course the student shall:

Knowledge

- Have in-depth knowledge of common generic frameworks, approaches, standards, principles, concepts, methods and models for risk assessment
- Have basic knowledge of how these are operationalised in selected application areas, such as global, national and regional/municipal risk assessments, risk assessment in enterprises,

offshore oil and gas risk assessments, and infrastructure risk assessments

- Understand how risk assessments are to be used to support risk-informed decision-making

Learning Outcomes/ Skills

Skills

- Be able to recognise, describe and distinguish the common generic frameworks, approaches, standards, principles, concepts, methods and models for risk assessment
- Be able to reflect on strengths and weaknesses of these
- Be able to apply common risk assessment methods to realistic problems

- Course overview
- Learning outcomes
- Discuss with your fellow students

Tips & Tricks

- How many pages are you supposed to read?
- What are you supposed to learn?
- Have you understood it?
- Having trouble focusing?
- Tired?
- Hungry?
- Have fun :-)

Get an overview

Learning outcomes

Discuss with fellow students

Remember to take breaks

Try to get enough sleep

Remember to eat (somewhat healthy)

