

### Activity One: Reading speed

Cottrell, S. (2008). *The Study Skills Handbook*, 3rd edn. Basingstoke: Palgrave Macmillan.

#### Intelligence depends on what is needed and relevant within a culture

Some people learn best in quiet stillness; others find that sitting quietly is a torture. Some find it difficult to learn from books and learn better by ear. Some learn best when the curriculum is very structured; others when it is flexible and open.

If you did not do as well at school as you might have done, it may be worth reflecting on how you learn best – then compare this to the way you were taught. You might also consider what you were good at when you were a child, and what you valued as important. Were your interests shared and valued by the people around you – your teachers, parents and friends? If not, this may have made learning more difficult for you.

Are the things you value today shared by the people around you? Do they understand and support your desire to study? If not, as an adult, you can now take responsibility for setting up the right environment for yourself as a student. You may need to find a table you like in the library, or set up a space to study that no one else can use.

Similarly, you can organise information in a way that suits your learning preferences. For example, you could record your materials or convert information to images – whatever works for you.

On the whole, your lecturers will not be able to create the ideal environment for you, as each person's needs will be different. So it's up to you to look after your own needs.



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## Activity Two: Finding sources

10 items

### Essential Reading (2 items)

Every student on this course should be familiar with these texts

[Sociology](#) - Giddens, Anthony, Sutton, Philip W., 2009

Book | Suggested for student purchase

[Sociology: themes and perspectives](#) - Haralambos, Michael, Holborn, Martin, c2008

Book | Essential | A good alternative if you can't get a copy of Giddens

### Recommended reading (8 items)

You might also find these texts useful

[An introduction to sociology](#) - Browne, Ken, 2011

Book | Recommended | A good general introduction

Preview

[Social work and human development](#) - Crawford, Karin, 2006

Book

[Gender and sexuality: sociological approaches](#) - Rahman, Momin, Jackson, Stevi, 2010

Book | Optional

Preview

[What is Sociology?](#) - The British Sociological Association

Webpage | Optional

Online  
Resource

[A sociology of spirituality](#) - Flanagan, Kieran, Jupp, Peter C., c2007 (electronic resource)

Book | Optional | Useful if you choose the assignment on spirituality

Online  
Resource

[Sociology - Wikipedia, the free encyclopedia](#)

Webpage | Optional | Useful if you are struggling to get to grips with the topic but very basic!

Online  
Resource

[Introduction to sociology](#) - O'Donnell, Mike, 1997

Book

[Sociology, gender and educational aspirations: girls and their ambitions](#) - Fuller, Carol, ebrary, Inc, 2009 (electronic resource)

Book | Optional | Useful if you are doing the assignment on gender

Online  
Resource

### **Activity Three: How do you make notes now?**

Read through the original text below. In the free text box or on a piece of paper, make your own notes on this passage using any method you wish.

**Alcock, P. (2008). Social Policy in Britain, 3rd ed. Basingstoke: Palgrave Macmillan, pp. 1–2.**

#### What is Social Policy?

Social policy is an academic subject, studied by students on undergraduate and postgraduate degree programmes and in a number of areas of professional training. It is also studied by some students at A level or in further education; but for the most part social policy study takes place in Universities and other higher education institutions. Social policy can be studied as a discrete subject, on a single honours programme; but there are many other students (indeed the large majority) studying the subject as one element in a broader social studies programme, or as part of a related programme in sociology or political science or, as mentioned above, as part of a programme of professional training for instance, in social work, health science, housing or planning.

Social policy is also, however, the term used to refer to the actions taken within society to develop and deliver services for people in order to meet their needs for welfare and wellbeing. Social policy is thus both the name of the academic subject and the focus of what is studied. Thus sociologists study society, whilst social policy students study social policy. This may seem confusing, but it need not be. Indeed the terminological link between what we study and what we do makes clear the link between analysis and practice which is what attracts many people into social policy, as we shall discuss below.

Studying social policy alongside other subjects such as sociology or economics also raises questions about the extent to which social policy is a discrete subject, or discipline, as academics sometimes call them. It is likely that there will always be argument and debate about what constitutes an academic subject, and in social science, in particular, there is debate about the overlap between subjects such as sociology, economics, politics and social policy, and about what should be the core concerns of each. Certainly social policy overlaps with other subjects, such as these and others like social work or criminology; and this has led some to question whether social policy is an inter-disciplinary field rather than a discrete academic subject. This is not a terribly fruitful debate, however, for disciplinary boundaries are disputed in all academic subjects, and inter-disciplinary work is widely promoted across the social sciences.



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**Activity Four: Rate your own notes**

		Rate Your Own Notes						
		Poor notes	Rating Rate your own notes					Effective notes
General	Hard to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy to read	
	Hard to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy to understand	
	Difficult to learn from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy to learn from	
	Poorly organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Well organised	
Detail	Too detailed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Brief and to the point	
	Not easy to see important points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Important ideas stand out clearly	
	Chunks copied from books or lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	In your own words	
	Easy to confuse your words with quoted material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Your words clearly separated from <b>quotations</b>	
	Hard to see where material comes from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>Source</b> material clearly <b>referenced</b>	
	No <b>abbreviations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Well abbreviated	
	No system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pages numbered and labelled	

Skills4Study, 2014 How helpful are your notes? Palgrave Macmillan. Available from: [www.skills4studycampus.com/StudentContent.aspx?Section=13](http://www.skills4studycampus.com/StudentContent.aspx?Section=13) [Accessed 3 October 2014]



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### Activity Five: Note Taking Methods

Cue Column	Note taking column
<p>Use this column to note down any key words and terms to refer back to later and test your understanding.</p>	<ol style="list-style-type: none"><li>1. <b>Record:</b> During the lecture or lesson, use the notetaking column to record important information from the lecture</li><li>2. <b>Questions:</b> soon after the class, formulate questions based on the notes in the right-hand column. This will help you to clarify meaning and will support with later exam study.</li><li>3. <b>Cue words:</b> After the lecture, note down any key terms of vocabulary in the cue column.</li><li>4. <b>Recite:</b> Cover the notetaking column with a sheet of paper. Then, looking at the questions, or cue words, say aloud, in your own words, the answers to the questions, facts or ideas indicated by the cue words.</li><li>5. <b>Reflect:</b> Reflect on the material by asking yourself questions, for example “What is the significance of these facts? What principles are they based on? How can I apply them? How do they fit with what I already know? What’s beyond them?”</li><li>6. <b>Review:</b> Spend at least ten minutes every week reviewing your previous notes. If you do, you will retrain a great deal for current use, as well as for your exams.</li></ol>
<p><b>Summary</b></p> <p>After the class, use this space at the bottom of each page to summarise the notes on that page.</p>	

*Adapted from How to Study in College 7/e by Walter Pauk, 2001, Houghton Mifflin Company*