



**Aim:** discuss finding information, selecting parts & how to paraphrase & summarise them.

**Technique:** group exercises and discussion.

**Resources**

**Room facilities**  
 Computer with projection  
 Whiteboard  
 Whiteboard marker pens

**Take with you**

**Online**  
[Academic Skills webpages](#)

Timings (minutes)	Activity
0 – 10	You could tailor this session by focusing it on an assignment that everyone is working towards and find out how they are planning on finding information for it, how much they are reading and if they are confident paraphrasing and summarising their reading.
10 – 20	Use this Skills@Library webpages to help them with any particular issues that they might have (e.g. trouble finding journal articles, improving keyword searches etc.) There is a useful function for finding the appropriate databases of journals/articles specific to each Faculty.
20 – 35	Spend some time discussing how to paraphrase and summarise, perhaps look at the general information here: <a href="https://emedia.rmit.edu.au/learninglab/content/activity-2-0">https://emedia.rmit.edu.au/learninglab/content/activity-2-0</a>



	<ul style="list-style-type: none"> <li>You could bring in a textbook that is relevant to your course and pick an excerpt that everyone can read (something that's about a page long would work well for this). Then get everyone to paraphrase and summarise it to half a page at most. After that you can all discuss which ones read best and why. Are any of them too similar to the original? Are there sections that seem too identical to the original wording? What can they do to improve?</li> </ul>
35 – 45	<p>Another activity that would be useful here is the Jigsaw technique that can be found in the 'Inspiration Cards' document.</p> <ul style="list-style-type: none"> <li>This is where the students are split into groups. Each group is assigned a text or chapter of a textbook relevant to your course to read, discuss and understand together. Then each person from every group joins up with one member of a different group and attempts to paraphrase and summarise the information that they have learnt to them. The partner then does the same with the information they have learnt.</li> <li>You could keep going until each person has been paired with at least one person from each other group. Then discuss how well they thought they did. Did some people use very similar wording, suggesting that it was perhaps not well paraphrased? Did people try to read in too much depth, rather than skim-reading, and therefore struggle to relay all the information? This page lists some basic differences between various reading techniques that could be useful: <a href="http://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/">http://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/</a></li> </ul>
45 – 50	<p>Wrap-up session:</p> <ul style="list-style-type: none"> <li>Discuss how you can access various services within the University to help with these skills. They include Skills@Library workshops, 1:1 support and of course asking your tutors.</li> </ul>