**Prioritise your reading**

There will be a huge amount of reading you will need to do and it is unlikely you will be able to read everything you are sent to the extent you might want to. You will need to prioritise your reading to make sure you have read the documents that are important to the student learning experience. Doing this will help you with your time management.

A useful tool for prioritising is the “Urgency/Importance Grid”. Managing your time effectively, and achieving the things that you want to achieve, means spending your time on things that are important and not just urgent.

**Urgent/Important**

**Important** activities have an outcome that leads to the achievement of your goals, whether these are professional or personal.

**Urgent** activities demand immediate attention, and are often associated with the achievement of someone else's goals.

1. The first step is to list all the papers that you feel you have to read.
2. Next, on a scale of 1 to 5, assign importance to each of the papers. Remember, this is a measure of how important the reading is in helping you understand the student facing issues. Try not to worry about urgency at this stage.
3. Once you've assigned an importance value to each activity, evaluate its urgency. As you do this, plot each item on the matrix according to the values that you've given it.

 URGENCY

IMPORTANCE

1. Urgent and Important

There are two distinct types of urgent and important papers. Ones that you identify as such and plan for, and one’s that become this because you’ve left it to the last minute. You can avoid last-minute reading by planning ahead and avoiding procrastination.

1. Urgent and Not Important

Urgent but not important papers will that stop you reading the urgent and important papers, and prevent you from completing your work. Ask yourself whether these documents can be read later.

**KWL**

|  |  |  |
| --- | --- | --- |
| What I **K**now | What I **W**ant to know | What I **L**earnt |
| Your knowledge of the elements reviewed prior reading. | The information you have to seek, what you need to look for. | Answers to your questions and new information. |

|  |
| --- |
| **K** |
| **W** |
| **L** |

**SQ3R**

**Survey**

* Identify headings/subheadings/overall hierarchy of document.
* Identify introduction, summary and conclusion.

**Question**

* For identified relevant chapters, identify what questions you want these chapters to answer.

**Read**

* At your pace.
* Look for answers to your pre-identified questions.
* Read first what you DO understand.
* Mark what you need to review later.

**Recite/write [note]**

* Note down the main important points using your own language.
* Take your notes by connecting ideas if it helps e.g. mind map.
* Focus on the answers to your questions, things that are equally important but haven’t thought of.

**Review**

* Review your notes and pick what you want to want to explore further.

Once you’ve prioritised your reading you then actually have to read it! A good process to follow is:

* + scan the title of the section and parts of the content to see if it is relevant.
	+ skim the text to gain an overview of its content and confirm how centrally relevant it is.
	+ intensively read the whole text to understand and evaluate its content in depth.

Now is the time to start making connections between all the information and identifying questions you might have for clarification.

* 1. **Tips for effective reading**
* Go through the sections in the order that you have prioritised them.
* Write down your current knowledge on the various sections of the documents.
* Summarise briefly each paragraph in the margin.
* Write questions you already have at this stage. Make a note of the page it relates to.
* Note questions as you go and note the page/section your question relate to.
* Write down additional questions you have after your reading.
* Write down things that you need clarification on.
* Use colour coding (highlighters and coloured tabs) to order your questions.