|  |
| --- |
| **Summary Writing** |
|

|  |  |
| --- | --- |
| **Setting:** | Lecture or Seminar |
| **Level:** | Levels 3 - 4 |
| **Activity duration:** | 30 minutes |
| **Guidance:** | This task is ideally suited to review previous work in a seminar context or to condense knowledge from a lecture, seminar or an assessment task.  |
| **Additional resources:**  | n/a |
| **Outcomes:** * To encourage students to use their own academic style to review content to produce a summary from a lecture, seminar, a book or article
* Build students’ confidence to write summaries in various academic contexts
 |
| Pre-task preparation: * You should deliver a session as normal – but students should be notified at the start about this activity and enough time should be allowed at the end of the session for them to compete it. The summary should be between 150 to 250 words.
* If used within a lecture, encourage students to pay close attention to the lecture content to develop their note taking and listening skills (focus on key words and new or difficult concepts).
* Careful consideration should be given to how a lecture is structured if used in a lecture setting.
* Provide a clear overview of the content, raise questions or problems during the session and engage students with new concepts, theory or problem for them to resolve.
 |

**Steps to implement the activity:** 1. At the start of the session, explain to the students that they will be asked to complete a summary explanation of the session in writing at the end of the lecture, for example, of around 100–150 words.
2. Tell the students they will need to take comprehensive notes, including specific details, and to make a clear distinction between the main ideas and supporting details.
3. At the end of the lecture, students should spend 5-10 minutes discussing their thoughts. Then, students will provide a written summary which can be uploaded to the module’s Moodle site. Ideally, students will ask appropriate questions within their summary statements.
 |
| 1. On the next lecture after assessing students’ work, you may choose to provide formative feedback on their contributions so they know how effective their summaries were and how they can develop their summary writing in the future.
 |