Reading warm-up
Which of the following reading strategies do you use for course literature?

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

Social Media

Does social media affect communication among teenagers?

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

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

Using quantitative analysis. 1000 respondents. Age 13-19

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

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

Brainstorming

Scientific breakthroughs
Fleming 1928
Penicillium mould on agar plate - antibacterial

Florey 1939 further research
USA dev. fermentation process
Mass production

WW2 - Allied troops dying - surgery/infection
Problems with penicillin
Penicillin limited

History of Antibiotics
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

Retrieved from https://emedia.rmit.edu.au/learninglab/content/how-create-mind-map
Organizing

- Scientific breakthroughs
  - Fleming 1928: penicillium mould on agar plate - antibacterial
  - Florey 1939 further research
  - USA dev. fermentation process

- Patent 1943: 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
  - Broad spectrum antibiotics
  - Finding solutions

- Bacteria mutate faster than new antibiotics

- Superbugs

Retrieved from https://emedia.rmit.edu.au/learninglab/content/how-create-mind-map
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

**Problems with penicillin**
- Not broad spectrum, limited
- Bacteria quickly became resistant
  - Led to development of broad spectrum antibiotics

**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

Retrieved from https://emedia.rmit.edu.au/learninglab/content/how-create-mind-map
Cornell note-taking

<table>
<thead>
<tr>
<th>1. Note-taking column</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Cue column</td>
</tr>
<tr>
<td>(questions, key terms, page numbers)</td>
</tr>
<tr>
<td>3. Summary (with your own words)</td>
</tr>
</tbody>
</table>
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”
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

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

Retrieved from: https://www.uis.no/studies/study-courses/?code=MSA265_1&parentcat=26479
Tips & Tricks

- How many pages are you supposed to read?
- What are you supposed to know?
- Have you understood?
- 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)
Good luck!

https://libguides.uis.no/LSS