Study Skills-Skim Reading

Skim reading is the practice of reading a document quickly, looking for key words and phrases to get a general idea or overview of the content. This overview will then aid comprehension of the text when you read it in detail. You skim read to find the main points of the text, skipping over the detail and just concentrate on key words, phrases, charts and tables. For example, Headings and Subheadings also break up a reading and indicate to you what that section is about. By skimming through the headings and finding one that is relevant to your search, you can save a lot of time. The first sentence in a paragraph (sometimes called the “topic sentence”) is also normally important and sets out the main idea of the paragraph. There may be 50 paragraphs in a reading but by skimming over the first sentence in each, you have read just 50 sentences in a short time.

Skim Reading in Practice

Time management as a student is important and you don’t want to waste time on articles, books or reports that are not really about the things you are interested in using in your assignments. So while you are gathering your resources, work smarter, not harder! You might quickly skim read through a few pages of a book to see if you really need to check it out of the library, take it home and read it. If it appears to be the sort of book that is relevant to your assignment, then set it aside to be checked out and used later. Using skim reading in this example could help you gather 5 key texts for you to use in your assignments from a grouping of 20 you searched through. You have reduced your time commitment to 5/20 or 25%, which gives you more time for other tasks.

You can actually learn a lot about a subject by skim reading. It is not a substitute for reading the whole article carefully and if you are looking to prepare an assignment you would be better advised to read that article carefully and be sure of the content. You can also use skim reading later to reinforce your understanding after you have read in detail, for example as examination revision and preparation.
Activity: Please read through this section by Santoro and Reid (2006) and identify three key words. Remember, they key words are words that give you a general idea of what the writing is about. Also write down what you think this section is about.

This paper reports on the findings of a four-year study that seeks to understand the experiences and career pathways of Indigenous teachers in Australia. We present data obtained from in-depth interviews with current and former teachers in order to provide a qualitative account of what lies behind demographic trends in Indigenous teacher recruitment and retention in Australia. The paper highlights the expectations of school and wider communities that Indigenous teachers will be ‘all things to all people’ and will fill a number of complex and sometimes conflicting roles within and beyond classrooms. We speculate that these expectations contribute to their decisions to resign from the school system to work elsewhere. We also introduce and problematise the notion of the Indigenous teacher as a category in the consciousness of teachers, administrators and other participants in the discourses of Australian schooling. We conclude by arguing the need for non-Indigenous student-teachers to be better prepared to work alongside Indigenous colleagues and to take more active roles in the implementation of policy and initiatives around Indigenous education. The paper also raises implications for the recruitment and retention of Indigenous teachers.

Key word 1

Key word 2

Key word 3

Key Theme-What is this section really about?

__________________________________________________________________________________

__________________________________________________________________________________

What research method did the authors use to discover the information?

__________________________________________________________________________________

What conclusion did the authors come to?

__________________________________________________________________________________

Reference