Passive readers

- Approach all texts the same way
- Read just to get it done, even if they don’t understand what they’ve read
- Forget what they’ve read almost immediately
- Often use “random highlighting” or transcription as main note-taking methods
- Read word-by-word, concentrating on taking in each one rather than asking what the sentence says or what the main point of a paragraph or section is
- Do not anticipate what is coming next
- Do not ask questions to the text or author
- Do not make connections with other texts, information, or experiences
Active readers take responsibility

Before, During, & After...

Iterative learning

...they encounter the text.
Active readers

For everything you read, always write something!

write to think

https://phdinahundredsteps.wordpress.com/2015/11/25/writing-to-think-or-writing-to-discover-your-thoughts/
Big picture

before
details
The one thing you can do to increase reading speed: get some previous knowledge of the thing you’re reading **BEFORE** you read!
1. What type of text is this?
   - Empirical research article
   - Theoretical article
   - Literature review
   - Textbook chapter
   - Book for a wider audience
Ex. text types and their purposes

TEXTBOOKS: to teach concepts, facts, and information to students.

PEER-REVIEWED ARTICLE: to talk with colleagues, meant to add something new to the conversation. Problem-solution text? Question-answer text? Claim driven?

• EMPIRICAL STUDY: to test a hypothesis or answer a question by collecting primary data/doing an experiment.
• THEORETICAL STUDY: to interpret a phenomenon through a selective lens. To generalize relationships and concepts.
• LITERATURE REVIEW: to provide an overview about the state of research in the field (what is known and not known).
• DEBATE REVIEW: to provide an overview of an overarching, ongoing debate within the field, often to critique each side and offer an alternative way to view the issue.
• ...?
Big picture:

1. What type of text is this?
   - Empirical research article
   - Theoretical article
   - Literature review
   - Textbook chapter
   - Book for a wider audience

2. Who is the intended audience?
   If not you, can you put yourself in the audience’s shoes?
   Answer helps you become aware of what you don’t know.

Scan for this information!
→ Title, author & pub info, abstract/back cover, table of contents
THE COMPANION TO
DEVELOPMENT STUDIES

THIRD EDITION

EDITED BY VANDANA DESAI
AND ROBERT B. POTTER
The Companion to Development Studies, third edition, contains 109 chapters written by leading international experts within the field to provide a concise and authoritative overview of the key theoretical and practical issues dominating contemporary development studies. Covering a wide range of disciplines the book is divided into ten sections, each prefaced by a section introduction written by the editors. The sections cover: the nature of development; theories and strategies of development; globalization and development; rural development; urbanization and development; environment and development; gender; health and education; the political economy of violence and insecurity; and governance and development.

This third edition has been extensively updated and contains 45 new contributions from leading authorities, dealing with pressing contemporary issues such as: race and development; ethics and development; BRICs and development; the global financial crisis; the knowledge based economy and digital divide; food security; GM crops; comparative urbanism; cities and crime; energy; water hydropolitics; climate change; disability; fragile states; the global war on terror; ethnic conflict; legal rights to development; and ecosystems services for development, just to name a few. Existing chapters have been thoroughly revised to include cutting-edge developments, and to present updated further reading and websites.

The Companion to Development Studies presents concise overviews, providing a gateway to further reading and a flexible resource for teaching and learning. It has established a role as essential reading for all students of development studies, as well as those in cognate areas of geography, international relations, politics, sociology, anthropology, and economics.

Vandana Desai is Senior Lecturer in Human Geography, Department of Geography, Royal Holloway, University of London.

Robert B. Potter is Professor Emeritus, Department of Geography and Environmental Science, University of Reading.
PART 7
Gender and development

7.1 Demographic change and gender
Tiziana Leone and Ernestina Costa

7.2 Women and the state
Kathleen Staudt

7.3 Gender, families and households
Ann Varley

7.4 Feminism and feminist issues in the South: A critique of the “development” paradigm
Madhu Premiina Kishwar

7.5 Rethinking gender and empowerment
Jane Parpart

7.6 Gender and globalisation
Harriet Beazley and Vandana Desai

7.7 Migrant women in the new economy: Understanding the gender-migration-care nexus
Kirta Datta

7.8 Women and political representation
Shirin M. Rai

7.9 Sexuality and development
Andrea Comotti

7.10 Indigenous fertility control
Tulsi Patel

PART 8
Health and education

8.1 Nutritional problems, policies and intervention strategies in developing economies
Pankesh Shetye
Mind map and key concepts

- Theories and strategies
  - Globalisation
  - Gender
  - Rural development
  - Urbanization
  - Environment
  - Governance
  - Health and education
  - Political economy of violence and insecurity

- Industrialization
- Migration
- Child labour

- Globalisation
- Sexuality
- Political representation
Packaging’s Role in Minimizing Food Loss and Waste Across the Supply Chain

By Karli Verghe,1 Helen Lewis,2 Simon Lockrey1 and Helen Williams3

1Centre for Design, RMIT University, GPO Box 2476, Melbourne 3001 Victoria Australia
2Energy, Environmental and Building Technology, Karlstad University, Universitetsgatan 2, Karlstad 65188, Sweden

This paper presents the results of Australian research that explored the role of packaging in minimizing food waste in the supply chain. The economic, social and environmental costs of food waste have been well-documented elsewhere. This research contributes to the debate by identifying opportunities to reduce or recover food loss and waste through improved packaging.

In the fresh produce sector, e.g. waste can be reduced through the use of packaging that improves product protection, ventilation and temperature control. Other opportunities include improved design of distribution packaging to reduce damage in transport and handling; design of primary packaging to reduce waste in the home, e.g. through appropriate portion sizes and by reducing confusion over date labels; and the use of retail-ready packaging that minimizes handling and improves stock rotation in stores. An important conclusion of the study is that packaging can have a significant impact on reducing food waste in the food supply chain; and in some cases, a focus on reducing food waste will require more rather than less packaging. Packaging developers must therefore consider the product and its packaging as a complete system to optimize sustainability. Copyright © 2015 John Wiley & Sons, Ltd.

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KEY WORDS: food waste; packaging; life-cycle impacts; packaging innovation

INTRODUCTION

The global food supply chain faces significant challenges as a result of population and environmental pressures.1-11 With the global population predicted to rise from 7 to 9 billion by 2050,12 the supply of food will need to increase by an estimated 77% compared with that in 2007. This challenge is compounded by the diminishing availability of both productive agricultural land and clean water, which is influenced by salinity, drought, floods, climate change and competing land uses.13 It is estimated that around 40% of all food intended for human consumption in developed countries ends up as waste.1

Food ‘loss’ occurs during agricultural production, post-harvest handling or processing, whereas food ‘waste’ occurs at the end of the food chain (during distribution, retail sale and final consumption).14 The reasons for food loss and waste are many and complex, e.g. Quested et al.9 and Batthy and Hyman15 requiring action and cooperation by stakeholders at each stage of the food supply chain. Solutions to this problem include increased efficiency and waste reduction in the food supply chain, better planning by consumers16 and improved packaging systems.17 Product protection, which is the primary goal for packaging sustainability, sometimes requires more packaging rather than less to reduce food waste.18,19 This paper presents the results of Australian research that explored the opportunities to design packaging to play an even greater role in reducing food waste.

*Correspondence to: Karli Verghe, Centre for Design, RMIT University, GPO Box 2476, Melbourne 3001, Victoria.
Packaging's Role in Minimizing Food Loss and Waste Across the Supply Chain

Introduction
- Background: role of packaging in food protection

Methodology
- Data and methods
- Stakeholder interviews
- The literature review

Analysis
- Where and why food waste is generated

Opportunities
- Opportunities to reduce food waste through improved packaging

Processes
- Agricultural production and post-harvest handling and storage
- Processing and packaging
- Distribution (wholesale and retail)

Conclusion

Mind map created at https://app.mindmup.com

Built on Verghese et al. (2015): "Packaging’s Role in Minimizing Food Loss and Waste Across the Supply Chain"
Task 1: scan an article
Bakker et al. (2008) Governance Failure: Rethinking the Institutional Dimensions of Urban Water Supply to Poor Households

1. Individually: scan the title, summary and headings. Ask yourself:
   (a) what kind of text is this?
   (b) what will be the main point? (write this in your own words, one to two sentences)
   (c) what will each section of the article do?

2. In pairs: compare your notes and discuss
Governance Failure: Rethinking the Institutional Dimensions of Urban Water Supply to Poor Households

KAREN BAKKER, MICHELLE KOOY *
University of British Columbia, Canada

NUR ENDAH SHOFIANI and ERNST-JAN MARTIJN *
ESP-USAID, Jakarta, Indonesia

Summary. — This paper applies a conceptual framework of “governance failure” to an analysis of the institutional dimensions of urban water supply provision to poor households, focusing on the case of Jakarta. Data from a household survey, archives, GIS-based mapping, and interviews are used to document governance failures that create disincentives for utilities to connect poor households and for poor households to connect. The paper concludes by suggesting that the debate over the relative merits of public and private provision has diverted attention from the pressing issue of governance reform, and by raising the question of whether household provision of networked water supply by monopolistic providers (whether public or private) is universally feasible given the current water supply policy norms.

Key words — water, infrastructure, poverty, access, Asia, Jakarta

1. INTRODUCTION

Inequitable access to water supply and sanitation has been characterized as a critical development challenge for the South. Halving by 2015 the proportion of people without sustainable access to safe drinking water and basic sanitation is one of the Millennium Development Goals (UNDP, 2003). The World Health Organization estimates that 1.1 billion people worldwide do not have access to safe drinking water (WHO/UNICEF, 2004; WHO, 2000). An increasing proportion of users without access to adequate water supplies live in urban areas; poor families in large cities in the South frequently do not have networked water supply access for water supplies are necessarily highly uncertain, but it seems likely that the true number of urban dwellers with inadequate provision...
Governance Failure: Rethinking the Institutional Dimensions of Urban Water Supply to Poor Households

2. Market failure, state failure, governance failure: explaining lack of access to networked water supply by the urban poor

(a) Access to water supply in Jakarta
(b) Jakarta’s water network as elite “archipelago”

3. The geography of exclusion: differentiated access to water supply in Jakarta

4. Governance failure and the supplier: why water utilities choose not to connect

5. Governance failure and the consumer: why poor households choose not to connect

3. What do I want out of this reading?  
Alt: Why did my prof assign this text?

For example:
• To understand basic concepts/definitions
• To understand the current state of research in the field
• To understand this text’s argument to respond to it
• To understand the way this theory interprets the relationship between X and Y
• To understand some issue in a specific context
• To understand how method choice affected the results
• ...?
Sorting an unspecified reading list

Group & prioritize according to:
- text type
- the type of information you need from these texts

Example from Development Studies: “Food” section


Chapter 1: Case for fundamental change in agriculture 
Chapter 2: Agroecology and the agroecosystem concept

Active readers take responsibility before, during, & after they encounter the text.
An active reader

“...forms visual images to represent the content being read, connects to emotions, recalls settings and events that are similar to those presented in the reading, predicts what will happen next, asks questions, and thinks about the use of language. One of the most important steps, however, is to connect the manuscript [they] are reading with what [they] already know and to attach the facts, ideas, concepts, or perspectives to that known material.”

Active readers vary their speed according to their purpose (Sternberg 1987) and the text genre (Bean 2011).
Reading strategy

**SKIM**: for the gist and logic in sections and paragraphs. To understand how the text is organized and often to find parts you can skip and those to read more carefully.

**NORMAL**: for an overall view of the content. To understand the author’s argument, problem formulation, and results. Good for sorting texts you don’t need to read more carefully (i.e. when researching for an assignment)

**INTENSIVE**: for detailed knowledge, precise information. To learn the material deeply and be able to reproduce and analyze the nuances of the text.
Reading strategy During

Reading in a foreign language?
It will go more slowly than in your native language.

Resist the urge to look up every word you’re unsure of. Instead, underline them or make a list and come back to those you need to AFTER you’ve read an entire section.

When you choose which ones to look up, write down their definitions in a personal dictionary; the act of writing down helps you remember more than simply underlining or highlighting.
Let me start off with a distinction between two general attitudes to the process of development that can be found both in professional economic analysis and in public discussions and debates. One view sees development as a ”fierce” process, with much ”blood, sweat and tears”—a world in which wisdom demands toughness. In particular, it demands calculated neglect of various concerns that are seen as ”soft-headed” (even if the critics are often too polite to call them that). Depending on what the author’s favorite poison is, the temptations to be resisted can include having social safety nets that protect the very poor, providing social services for the population at large, departing from rugged institutional guidelines in response to identified hardship, and favoring—”much too early”—political and civil rights and the ”luxury” of democracy. These things, it is argued in this austere attitudinal mode, could be supported later on, when the development process has borne enough fruit: what is needed here and now is ”toughness and discipline.” The different theories that share this general outlook diverge from one another in pointing to distinct areas of softness to political relaxation, from plentiful social expenditures to complaisant poverty relief.

This hard-knocks attitude contrasts with an alternative outlook that sees development as essentially a ”friendly” process. Depending on the particular version of this attitude...
Look for signposts!

The Service Context
According to the services management literature, there are several reasons why the concept of emotional labor has particular relevance to service encounters (Bowen, Chase, Cummings, & Associates, 1990; Bowen & Schneider, 1988; Brown, Gummesson, Edvardsson, & Gustavsson, 1991). First, front-line service personnel are situated at the organization-customer interface and, thus, represent the organization to customers. (The generic term customers is meant to encompass specific types such as patients, clients, and students.) Second, service transactions often involve face-to-face interactions between service agents and customers. Third, given the uncertainty created by customer participation in the service encounter, such encounters often have a dynamic and emergent quality. Fourth, the services rendered during an encounter are relatively intangible, thus making it difficult for customers to evaluate service quality. These four factors place a premium on the behavior of the service agent during the encounter, and this behavior often strongly affects customers' perceptions of product quality, both of goods and services (Bowen et al., 1989).

Thus, following Hochschild (1983), we focus on organizational members in customer-contact functions. Although our primary focus is on transactions with external customers...

A number of studies recorded pain both at rest and on movement. It is unclear whether patients distinguish between pain at rest and pain on movement. This may be influenced by such factors as presence of persistent cough, need for physiotherapy, dressing changes, etc. It is probable that, when patients are asked to rate pain over the previous 4 h or at the end of 24 h, they may not distinguish between pain at rest and pain on movement, but may give an overall assessment. It was interesting to note that measurement of pain on movement occurred mostly in studies involving epidural analgesia and seemed of less concern to authors reporting results for other techniques. There were sufficient data to calculate an overall incidence only for pain on movement for moderate-severe pain, but not for severe pain alone. It seems from the literature that pain on movement was reported relatively infrequently and the calculated incidence of pain was associated with wide confidence intervals. For this reason we have limited conclusions and recommendations to pain at rest, which was available for both moderate-severe pain and severe pain, and was associated with narrower confidence intervals.
Task 2: skim an introduction

Bakker et al. (2008) Governance Failure: Rethinking the Institutional Dimensions of Urban Water Supply to Poor Households

1. Skim through the introduction and **look for signposts** pointing you to the information you are looking for.

2. Use the same questions as in task 1 to guide your reading:
   (a) what kind of text is this?
   (b) what will be the main point?
   (c) what will each section of the article do?

3. Does this confirm your ideas from task 1?
What to include in your notes: Content + Reflections

- Problem-solution?
- Main claim and evidence?
- Description of a process?
- Timeline of events?
- Keywords
- Examples (that were especially clarifying)
- Quotes only sparingly
- Page numbers and reference info

- Questions
- Associations, reactions, ideas
- Concrete examples of abstract thoughts
- Visualizations

During
Ask questions to the text:

TITLE
• What is the main idea/are the main concepts?
• Who does it concern?
• What type of study?

ABSTRACT
• What concepts/ideas were discussed/analyzed/compared?
• How?
• Main results and conclusions?

INTRODUCTION
• What is the purpose of the article? (new data, new theory, literature review, etc.)
• What is the problem/question being solved or answered?
• Why should we care about this problem?
• What is the solution/hypothesis?
• What can I expect in the rest of the article?

Adapted from “Critically Reading Journal Articles”
www.colby.edu/biology/bi319/GuideReadJour.doc
Ask questions to the text:

**METHOD (if relevant)**
- What data collection method(s) is (are) used?
- Is this method a valid choice? What other ways could the study have been conducted?
- Do similar studies use similar methods?
- Any potential bias? Is it accounted for?

**RESULTS**
- How do the results relate to the RQ or solution in the intro? (Does the evidence fit?)
- Are the results reported clearly and objectively?

― Adapted from “Critically Reading Journal Articles” www.colby.edu/biology/bi319/GuideReadJour.doc
## DISCUSSION
- Why were the results achieved?
- How does this article contribute to the ongoing conversation in the field?
- What do the findings help us understand better?
- What can we do to change/improve the relevant situation with these findings?

## CONCLUSION
- What is the overall summary of this text?
- Is the significance the same as in the introduction or expanded?
- Any future research recommended?
- **Were my expectations met?**
Active readers take responsibility

Before, During, & After...

...they encounter the text.
Remind yourself of the big picture: What have I learned?
Recall and review

1. Recite out loud or write down what you remember.

2. Go back to the text and review, note what you remembered incorrectly or forgot.

“rereading fact-based material again and again (specifically 14 times on average) resulted in substantially lower recall a week later than reading and reproducing the material just a few times (specifically 3,4 times on average)” (Roediger & Karpick 2006)

Possibly just as effective but less time-consuming than heavy note-taking (McDaniel, Howard, & Einstein 2009)
1. What was the main point?
2. What did you find most surprising?
3. What did you find most confusing, and why did you find it confusing?

Strong correlation between serious reflections on reading and final course grades has been found. (Wirth 2008)
Revisit notes & synthesize

Synthesis matrix

<table>
<thead>
<tr>
<th>Topic: ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Source #1</th>
<th>Source #2</th>
<th>Source #3</th>
<th>Source #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea B</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example from:
https://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf
## Topic: Women in WWII

<table>
<thead>
<tr>
<th>Alteration of women’s roles because of WWII</th>
<th>Cornelsen</th>
<th>Stewart</th>
<th>Bruley</th>
<th>Scott</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Women accredited the WASP program for opening new doors, challenging stereotypes, and proving that women were as capable as men (p. 113)</td>
<td>- WAAC (Women’s Army Auxiliary Corp) was 1st chance for women to serve in army, given full army status in 1943 as WAC (p. 28)</td>
<td>- Women given equal opportunities (p. 223)</td>
<td>- Women born in the 1920’s found new doors open to them where they once would have encountered brick walls (p. 526)</td>
<td>- Women could compete with men as equals in the sky because of their exemplary performance (p. 116)</td>
</tr>
<tr>
<td>- Women could compete with men as equals in the sky because of their exemplary performance (p. 116)</td>
<td>- Needs of the war were so great that women’s traditional social roles were ignored (p. 30)</td>
<td>- Women joined workforce as a break from the ordinary to help the war (p. 220)</td>
<td>- Even women not directly involved in the war were changing mentally by being challenged to expand their horizons because of the changing world around them (p. 562)</td>
<td>- WASP created opportunities for women that had never previously existed (p. 112)</td>
</tr>
<tr>
<td>- Women’s success at flying aircrafts “marked a pivotal step towards breaking the existing gender barrier” (p. 112)</td>
<td>- Military women paid well for the time period and given benefits if they became pregnant (p. 32)</td>
<td>- Unconscious decision to cross into male-dominated roles (p. 221)</td>
<td>- War also brought intellectual expansion to many people (p. 557)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hardships and oppositions women faced</th>
<th>Cornelsen</th>
<th>Stewart</th>
<th>Bruley</th>
<th>Scott</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “From the outset male pilots resented women’s presence in a traditionally male military setting” (p. 1113-4)</td>
<td>- Women in the military given extensive physical and mental tests, but still discriminated against, ridiculed, and considered inferior to men (p. 29)</td>
<td>- Women given unskilled labor positions by government because only seen as temporary workers, therefore no reason to train them (p. 221-2)</td>
<td>- Women given less significant work and viewed as less intelligent and physically able (p. 224)</td>
<td>- “The WASP were routinely assigned inferior planes that were later found to have been improperly maintained” (p. 114)</td>
</tr>
<tr>
<td>- The WASP were routinely assigned inferior planes that were later found to have been improperly maintained” (p. 114)</td>
<td>- Discrimination against WASP at every level of military service, women were only paid 2/3 of what men were for doing identical tasks (p. 114)</td>
<td>- Women given less significant work and viewed as less intelligent and physically able (p. 224)</td>
<td>- “The Church-Bliss diary reveals how dilution arrangements… ensured that women working in male preserves were prevented</td>
<td></td>
</tr>
</tbody>
</table>

---

Example from: https://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf
Then, ask:

• Are there differences in the scope of these texts’ main claims?
• Any degree of disagreements between them?
• Do they use similar methods to tackle similar problems?
• Do they engage with each other? How?
• Do they cover different aspects of my subject? How many different aspects? Any left out?
• How detailed/deep is each analysis?
• Any ideas in one text that you could reasonably expect to see in another, but don’t?
Active Reading

Before...
During...
After...
<table>
<thead>
<tr>
<th><strong>What is your main takeaway?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Always write something</td>
<td>Skim and midemap</td>
</tr>
<tr>
<td>I'll definitely highlight less. (But I like all my highlighters, oh.)</td>
<td>I will not panic anymore but instead quickly go over all the articles</td>
</tr>
<tr>
<td>Use signposts</td>
<td>Start reading the first &amp; last sentences of paragraphs before the whole paragraph</td>
</tr>
<tr>
<td>Prioritise readings</td>
<td>No copy and paste, write in your words</td>
</tr>
<tr>
<td>Always read the first and last paragraph and look for signposts</td>
<td>Skim the text before start reading it</td>
</tr>
<tr>
<td>I will try to not read the whole article but use skimming method, write notes about important information, and may be use mind mapping</td>
<td>Interactive learning</td>
</tr>
</tbody>
</table>
Academic Support Centre

Academic writing
Presenting
Study skills

Student at LUSEM?
Contact the Academic Skills Services (ASKS)
https://www.lusem.lu.se/study/student-resources/academic-skills-services

english.support@stu.lu.se
www.lunduniversity.lu.se/academic-support