

The lesson

In the previous lesson....

In order to introduce learners to note-making, I find it useful to start with some ideas and examples of how we make notes. The University of Leeds has a great page on note-taking strategies. (https://library.leeds.ac.uk/info/1401/academic_skills/85/note_making/3)

I give learners a copy of this page to read as homework before the lesson.

Stage 1

To start the lesson proper, we look at some examples of note-taking (see below). Learners discuss together:

1. Which note-taking structure has been used (refer to the homework reading)
2. What kinds of words the writer has used (nouns, verbs, prepositions etc)
3. Which structures have been used (full sentences, bullet point lists etc.)
4. What do you think the abbreviations in each example mean?

After a brief feedback session, I ask learners what the note-taking examples have in common.

Answers

1. 1) Linear notes, 2) Pattern notes, 3) Three-column approach
2. Nouns, verbs, some adjectives. Minimal prepositions, pronouns etc.
3. Abbreviations, reduced sentences, subheadings, bullet point lists, full sentences only for quotes
4. In2 (into) 4(for) imp.(important) ad(advertising) algoriths (algorithms) >(more than) max. (maximum) attn. (attention) 2 (to) = (equals) • • (therefore), ppl (people) ATM (at the moment), e.g (for example), & (and)

They are all notes on the subject of social media bubbles

Stage 2

Using **Slide 1** of the presentation as stimulus, ask learners where they get their news from, and how often they use each news media source.

Focus in on the social media element. Learners discuss the following questions in pairs or small groups -

- How are the news items on your social media feeds selected?
- Do you tend to follow people with similar views to your own, or different?
- Have you, or anyone you know, ever had an argument online? What about? Did the argument get resolved in the end? How?
- Do you know of any high-profile social-medial users who frequently make inflammatory statements? Why would they do this?

Plenary feedback could be useful here, as learners may well have very different views from one another, and some may need examples of social media users making inflammatory statements (see **lesson materials** below).

Stage 3

Move to **Slide 3** of the presentation. Learners discuss the questions in pairs. If they haven't heard of the WBC before, you might have to fill in some information using their Wikipedia entry or similar.

Stage 4

Introduce Megan Phelps-Roper as a former member of the Westboro Baptist Church. Inform learners that her TED talk covers leaving the group and information on online discussion management. The talk is 15 minutes long, so they will be concentrating for an extended period of time. If you feel it is appropriate, use the English subtitles available. If your learners are ready for the challenge, you can go without. Phelps-Roper is an excellent speaker with a fairly neutral American accent and clear enunciation.

Learners should choose a note-taking style from their reading homework and the examples at the start of the lesson. They then make notes while watching and listening to the speech. To finish, learners compare their notes and see if they have written down similar points.

If you set homework, you could ask them to write up their notes as a summary of the talk they have just seen, including an opinion on Phelps-Roper's ideas for more productive online discussion.

Note-making examples

Linear method

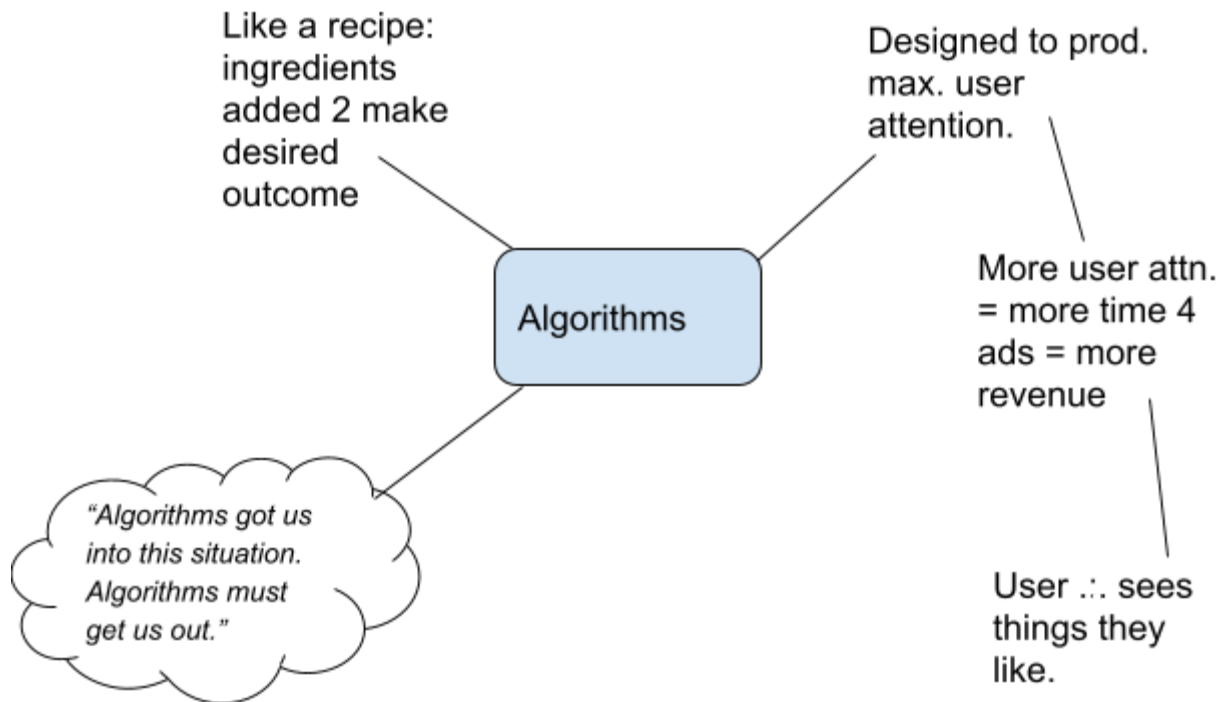
How social media algorithms are altering our democracy

Tom Wheeler, The Guardian

Expectations/reality

- Internet seen as democratizing tool.
- Algorithms split society into 2 small groups - internet divided community, bad for democracy
- More important than ad rules discussion. Political ads a result of algorithms, not cause
- Algorithms prioritise revenue > truth

Pattern notes



Three column approach

KEY TERMS

Community

NOTES

Matching ppl who like similar content: “assembling a community”. Algrths. creating “silos” of preferences - only see what we like.

Application Programming Interfaces

- ATM, algoriths. Secret. Public interest APIs solve that.
- E.g Uber uses Google algoriths, so its poss.
- provide awareness & access 2 info behind posts

MY SUMMARY

- Tech is available to avoid bubbles
- Companies have access to it for commercial purposes
- APIs could be co-opted to serve public interest