# Navigating a journal article 2a

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| **Student focused learning outcomes:**  By the end of the session, you will be better able to:   * use strategies to navigate a research journal article. * identify and evaluate main ideas. * select subject specific vocabulary. |

In *Navigating a journal article 1b,* you read the introduction section of the [the Denovan and Macaskill (2017) article](https://link.springer.com/content/pdf/10.1007/s10902-016-9736-y.pdf).

Your tutor will now assign you a section of the text to read and discuss during this session.

Student(s) A = 1.1 Everyday Stress and Psychological Wellbeing (p.507)

Student(s) B = 1.2 Positive Psychology (pp.507-508)

Student(s) C = 1.3 Psychological Strengths (pp.508-509)

## Task 1

1. Find the relevant section for your group letter (A, B, or C) in the note-taking template at the end of this session.
2. Read the headings in your section of the template, then scan your part of the article for relevant information (look for key words from the headings, then focus on the relevant sentences / paragraphs in the article).
3. Make notes under the headings in your section of the template. The notes should be in your own words, so you should not copy large chunks of text from the article. The notes will only be read by you and do not have to be in full sentences. However, you will use them later to explain the main points to other students.

Remember: during your reading, you are using the headings to help you look for **main points and supporting evidence**. You should not spend too long on this.

**Presentation：**

**Heading：Jerry**

**Point 1-4： Miranda/ Anetta/ Mary/ Freya**

**Conclusion： Harry**

## Task 2

After you have made notes in your section of the template, compare with others who read the same section.

Think about the following questions.

1. What are the main points in your part(s) of the article?
2. What did you learn about the topic of your part of the article?

* Everyday Stress and Psychological Wellbeing **or**
* Positive Psychology **or**
* Psychological Strengths

1. How will you explain these points to other students?

## Task 3

Your tutor will now put you into a new group with students who read different sections of the article.

1. Take it in turns to explain the main points of your section to the group.
2. While you listen to your classmates, add notes in the sections you have not read. Remember to ask your classmates for clarification if you do not understand some of their points.

You will continue to read and discuss other sections of the article during your individual and group study.

# Navigating a journal article note-taking template

## Part 1

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| **Student A ONLY: 1.1 Everyday Stress and Psychological Wellbeing** |
| *Transactional models:*  The transactional model suggests that stress occurs when environmental or internal demands are appraised by an individual as exceeding or taxing their ability to cope.  The explanation of the transactional model (how does stress occurs). |
| *Everyday irritants and wellbeing:*  A substantial literature suggests that everyday irritants or hassles are more detrimental to well-being than stressful life events.  Everyday irritants or hassles are more harmful to well-being. |
| *Limitations of traditional research:*  However, a limitation of the traditional research approach is that stress and the associated impact on well-being are largely understood via an emphasis on the regulation of negative outcomes.  Previous studies are focused on the negative outcomes and cannot properly help to minimize the stress. |
| *Focus on positive outcomes*  Focusing on the relationship of psychological characteristics with happiness in response to stressful experience.  Fix the shortages of previous researches, and focus more on the relationship of the positive outcomes and stressful experience.  Conclusion:  Great thanks to my teammates for their impressive presentation. To conclude, this paragraph illustrates the shortages of previous studies, which is lack of positive side analysis, and addresses the main point and research method of the following article. |
| **Student B ONLY: 1.2 Positive Psychology** |
| *Positive psychology:* |
| *Subjective well-being:*  Stress on students 3 compo: evolution of humans / satisfaction |
| *Co-morbidity:*  Combination of  Positive charac. |
| *Individual variables as covitality factors:*  Optimism/ hope/ self-control  Relationship between stress and well-being  Positive psychology, think positively, overcome the obstacles |
| **Student C ONLY: 1.3 Psychological Strengths** |
| *Optimism:* |
| *Hope:* |
| *Self-control:* |
| *Academic-self-efficacy:* |
| *Resilience:* |

## Part 2

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| **1.4 The Current Study** |
| *Duration of study:* |
| *Time point measurements:* |
| *Proposed stress-SWB model:* |
| *Hypotheses:* |

## Part 3

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| **4. Discussion**  **Do the results of the research support the authors’ hypotheses in section 1.4?** |
| ***Hypothesis 1:***  *Yes/ no?*  *Evidence?* |
| ***Hypothesis 2:***  *Yes/ no?*  *Evidence?* |
| ***Hypothesis 3:***  *Yes/ no?*  *Evidence?* |