



ORGANISE YOUR THOUGHTS

Cassily Charles for Digital Health CRC

Outline

- Introductions
- Getting organised and the nature of thinking: What are we aiming for?
- Cline of purpose & cline of development - Horses for courses
- Ways of capturing information / ideas (descriptive)
- Ways of creating/adjusting/capturing patterns (analytical)
- Ways of tracking your written work & feedback
- Ways of tracking other kinds of ideas & information

Introductions

- Cassily Charles
- Now please introduce yourself, by typing into the chat window:
 - where are you?
 - what are you working on?
 - do you have a favourite flower/tree?

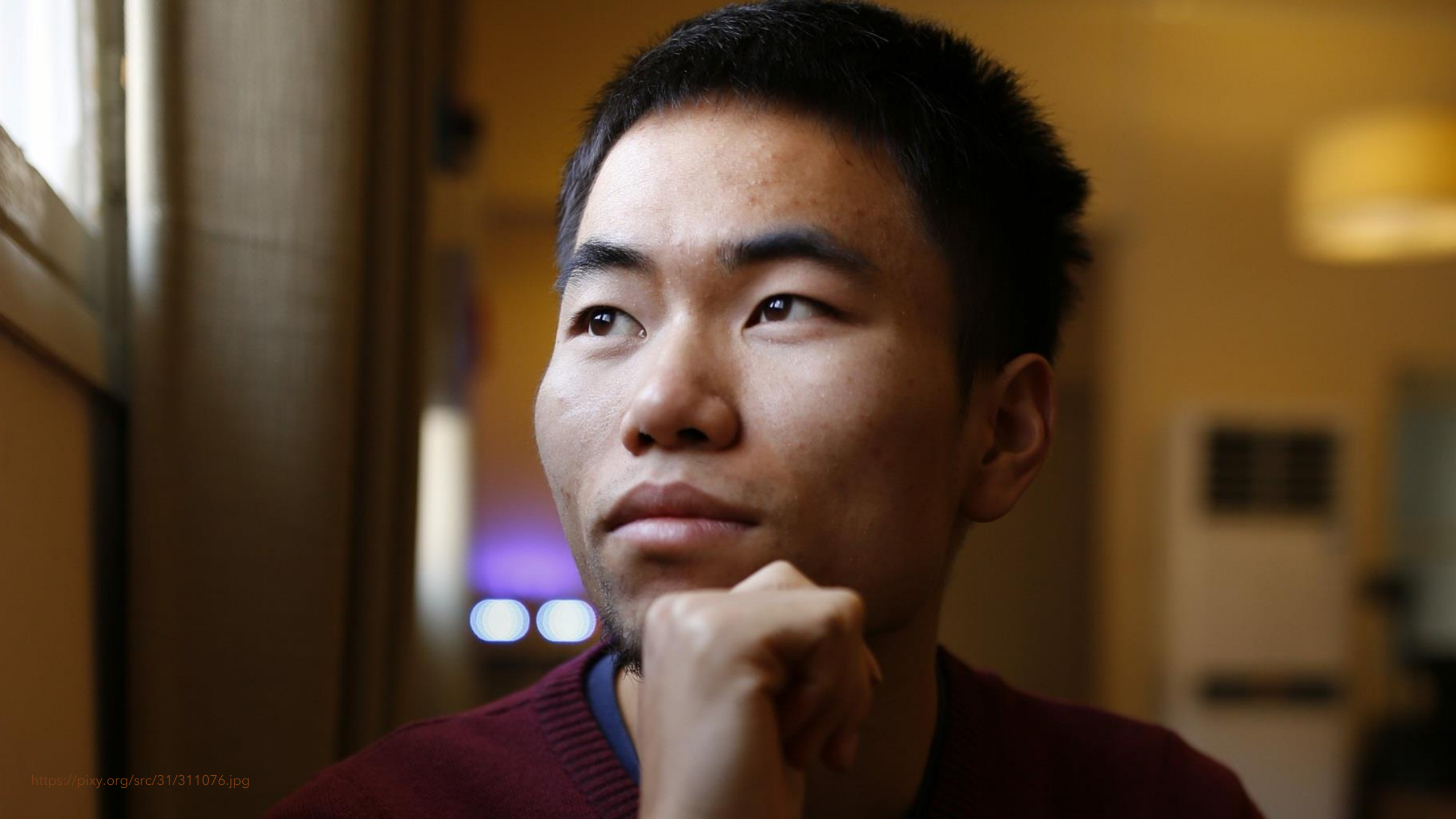
Getting organised + the nature of thinking

- What does 'organised' mean to you?
- Maybe... control, order, efficiency, accuracy, completeness, transparency, safety, ease, sophistication, minimalism, clarity, linear, categorical, hierarchical, logical...
- What is your experience of thinking, learning, understanding, problem-solving?











Getting organised + the nature of thinking

- What does 'organised' mean to you?
- Maybe... control, order, efficiency, accuracy, completeness, transparency, safety, ease, sophistication, minimalism, clarity, linear, categorical, hierarchical, logical...
- What is your experience of thinking, learning, understanding, problem-solving?
- Is it linear, or non-linear? Is it predictable? Does it happen at an even, steady pace or in bursts, with stops and starts? Is it alone or with others? Where & when does it happen?

What are we aiming for?

- To prevent loss of information or sources
- To reduce the amount of back-tracking
- To share parts of the processes with others (e.g. supervisors, co-authors)
- To track our progress towards goals, to see achievements & make our next plans
- To increase feelings of confidence, predictability & clarity about our work
- To help us proceed from simpler to more sophisticated tasks & understanding

Cline of purpose & cline of development

Different *purposes* require different means of creating & capturing information, e.g.

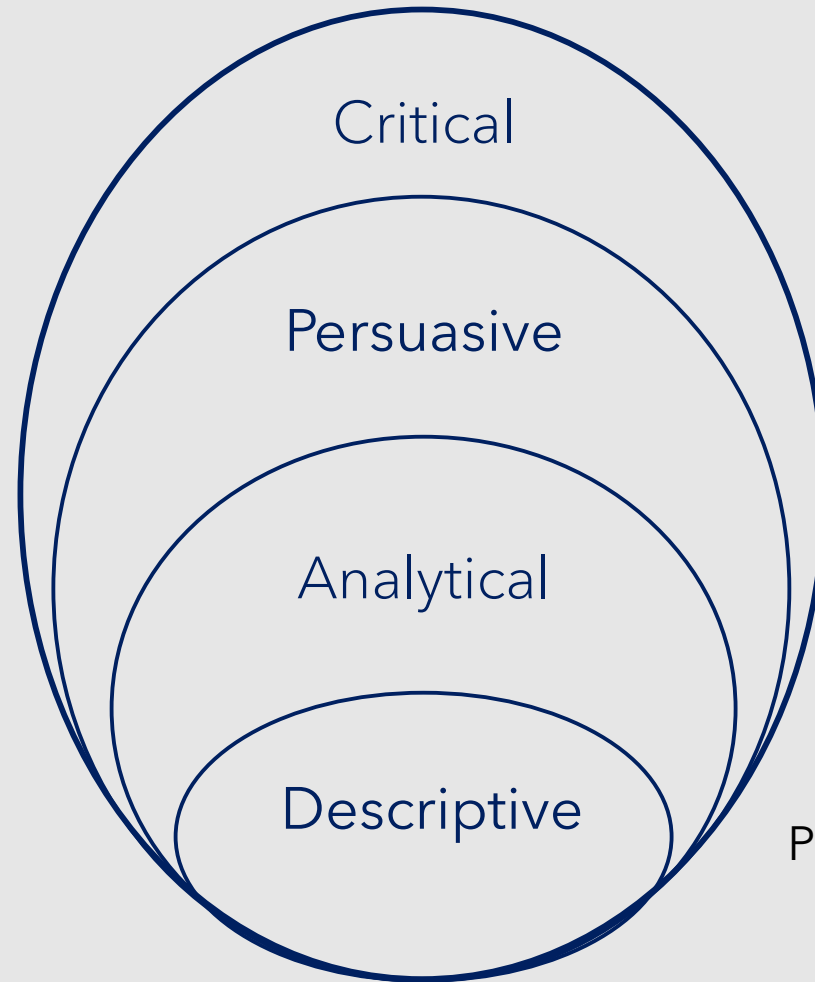
- Initial notes from reading a paper
- Screening in or screening out articles for a systematic literature review
- Keeping track of feedback & changes made on a journal paper draft
- Identifying the gap in the research which your own original research will fill
- Planning the structure of a thesis Discussion chapter

Cline of purpose & cline of development

**Also, different *stages in your project development* need different approaches
e.g. in a literature review...**

- Starting to read the literature review for a PhD - maybe some categories in mind, or not
- Trying out different ways of categorising the literature - seeing different options
- Planning a structure for the lit review chapter, using categories to build up to the gap

SOME DIFFERENT TYPES OF PURPOSE IN ACADEMIC TEXT



Evaluating others' work, entering a debate, considering alternatives

Taking a position, making a claim, developing an argument

Re-organising information: applying models to data, comparing, finding patterns & categories

Providing information & facts

Cline of purpose & cline of development

PLUS, 'horses for courses' - Your individual traits, habits & circumstances, e.g.

- Drafters versus planners
- Analogue versus digital
- Abstract versus concrete
- Preferences for colours, lines, spoken/written words, hierarchies, tables, etc.
- Institutional versus private, free tools versus purchased, professional skills & habits, etc.

Ways of capturing information / ideas

'Descriptive' purposes - i.e. simply moving information from one place to another

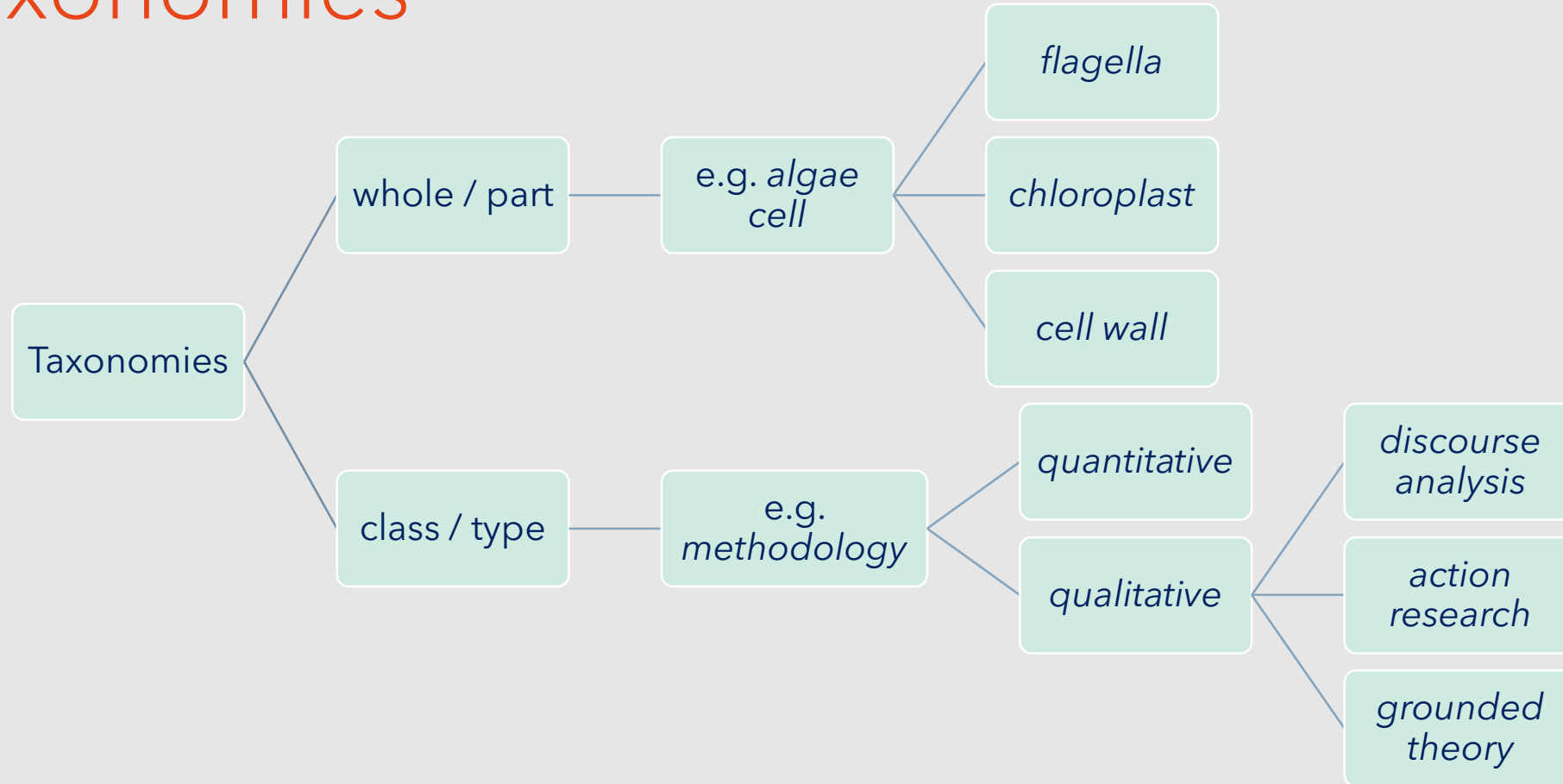
- Written notes - e.g. Cornell method, annotations on PDFs, sticky notes, pen & paper, Word
- Journalling, free-writing
- Audio notes, audio-recorded discussion
- Mind-mapping http://en.wikipedia.org/wiki/List_of_concept-_and_mind-mapping_software
- Search plans / tracking / PRISMA <https://utas.libguides.com/SystematicReviews/Documenting>
<http://www.prisma-statement.org/>
- Drawing, creating diagrams, collecting images
- Applications such as EndNote, Zotero, Scrivener, OneNote, NVivo

Ways of creating, adjusting & capturing patterns

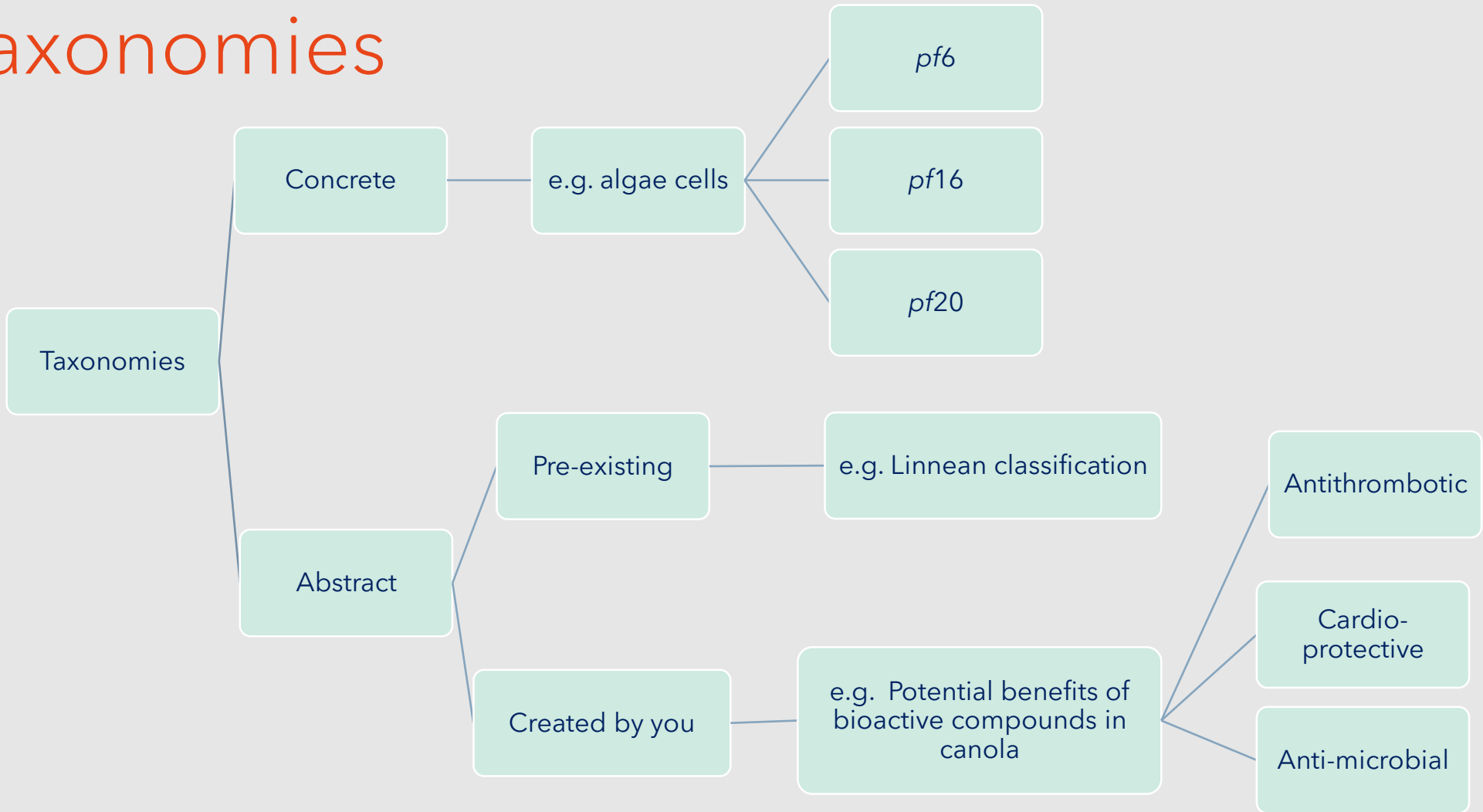
'Analytical' purposes - i.e. re-structuring information

- 'Tweaking' mind-maps - e.g. collapsing two nodes together, splitting apart
- Paragraph labelling / reverse outlining - good for 'drafter' people
- Physical or abstract sorting - e.g. piles, folders or sticky notes
- Colour-coding key themes in notes
- Tables - e.g. synthesis grid for studies
- Assigning category codes, to tag papers in EndNote or Zotero, or tables
- Dot-point outlines, draft table of contents
- Literature map or chronology
- Taxonomies (hierarchy) - part / whole or class / type

Taxonomies



Taxonomies



Ways of tracking your written work & feedback

- Version control of drafts - e.g. date, feedback iteration
- Storylines - share the big picture

Storyline example from Jennifer Sumsion - 1.

Contemporary Issues in Early Childhood (2nd article can possibly go to Studies in Philosophy and Education).

1. There is considerable literature about infants in ECEC settings.
2. It is easy to assume from this literature that we know what daily life is like for infants in ECEC settings.
3. This paper argues that this assumption could be flawed because relatively little of that literature has endeavoured to explore the daily lives of infants in FDC, or to understand the perspectives of the infants themselves.
4. Knowing with certainty what daily life is like for infants in FDC, and what their perspectives are is impossible but within that impossibility there are some possibilities.
5. It is towards this undertaking, making explicit some of the possibilities of what seems to be impossible, that I direct my attention to in this article.
6. By taking the risk of working at the edge of present boundaries ...

Storyline example from Jennifer Sumsion - 2.

Introduction

1. Increasingly, researchers are endeavouring to understand infants' experiences of being in non-parental care from the 'perspectives' of the infants themselves.
2. This research endeavour results from a number of influences including researchers' increasing awareness of infants' capacities (REF Alderson, Hawthorne & Killen 2005) including their capacity to act as expressive, communicative, co-constructors and active participants in their social worlds (REF Sumsion et al 2011; Bradley in press - group life in babies), along with their entitlement to freely express their views on all matters that affect their lives and, also, for those views to be taken into account (UNCRC - Article 12/gc 7).
3. Despite the deepening awareness and acceptance of infants' rights to become actively involved in the development of knowledge about their lives in non-parental care, however, as we have argued elsewhere (authors under review) most researchers construct the research as a site of epistemological rather than ethical practice.
4. The focus in practice therefore tends to be ...

Ways of tracking your written work & feedback

- Version control of drafts - e.g. date, feedback iteration
- Storylines - share the big picture
- Agenda & minutes of feedback discussions
- Audio recording of discussions
- Co-creating drawings & diagrams
- Feedback tracking e.g. emails, versions, track changes, table as per examiners' comments

Ways to organise other kinds of ideas & information

- 'Future' files - e.g. reading 'rabbit-holes', article ideas, future research directions
- Exemplar file - pieces of other people's work that is helpful - e.g. a well-crafted article, good literature review chapter, conference poster, etc.
- Other approaches which you have found useful...
- Other things that you have found challenging to organise...



Any further questions or ideas?

Happy organising 😊