PREPARE ⏰ WORKSHOP

Note Taking Tips Packet

Name:_____

Date:_____

Opening Activity:

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Note Taking Self-Assessment

The following statements refer to issues in taking effective notes. Please circle the rating that best reflects your current behavior for each item. Be as honest as you can in responding to these statements so that you can create a realistic picture of how you listen and take notes right now. Your strengths and areas for improvement will be more easily recognized if you are accurate and objective as you complete this assessment. An increase in your awareness of these behaviors can lead to more effective choices and enhanced success in learning.

1= Never/ Rarely 　　 2= Sometimes 　　 3= Often 　　 4= Almost Always

1. I arrive on time for class rested and alert with all necessary materials.	1	2	3	4
2. I am able to focus on what the instructor is presenting without excessive day dreaming or distracting thoughts.	1	2	3	4
3. I take legible notes in a consistent manner during lectures, class activities, and labs.	1	2	3	4
4. I have a separate notebook or binder for each class that I keep my notes in.	1	2	3	4
5. I have my own method of abbreviating common words and using key symbols to reduce time and space in writing.	1	2	3	4
6. When I review my notes, I can easily tell what the main points are.	1	2	3	4
7. I leave a couple of lines between topics so when I miss something I can fill it in later.	1	2	3	4
8. I have experimented with a couple of note taking systems to find out what works best for me.	1	2	3	4
9. Shortly after class, I review and edit my notes to make sure I understand and recall them.	1	2	3	4
10. I check my notes with a classmate to see if I have covered the essentials as well.	1	2	3	4
11. I look back over my notes at the end of the week to help me remember them.	1	2	3	4
12. I compare my notes with the textbook as appropriate to insure I am accurate.	1	2	3	4

5 Note Taking Methods

#1. Cornell Method

Great for those who want to fully understand their subject. This method encourages reflection and clarification. This method is most effective <u>during and after</u> a lecture.

Cornell Two-Column Notes

Keywords: | Notes:

Types of Matter

Solids | I. Solids
A. Have a definite shape
B. Have a definite volume

Liquids | II. Liquids
A. Do not have a definite shape
B. Have a definite volume

Gases | III. Gases
A. Do not have a definite shape
B. Do not have a definite volume

Summary:
(Insert summary of lecture after class.)

Method:

1.   Divide page into **3 sections**: Cues, Notes, and Summary.

a. <u>Cues:</u> Questions, main points, keywords, visual cues, and other cues that jog your memory go here. Fill this section in **after class.**

b. <u>Notes:</u> Notes during the course of the lecture go here. Use bullets, sentences, shorthand, etc. Fill in this section **during class.**

c. <u>Summary:</u> After reviewing your notes a brief summary of main ideas and points goes here. This section gets filled in **after class** during the reviewing process.

Pros:	Cons:
• Usually works for any type of lecture. • The cue column helps you to create practice questions. • Summary helps you to identify the key ideas from the lecture.	• Note section can be disorganized and appear linear.

#2. Outline Method

Great for students who thrive on structure and simplicity and prefer to compartmentalize information. This method is most effective <u>during</u> lectures with highly structured content.
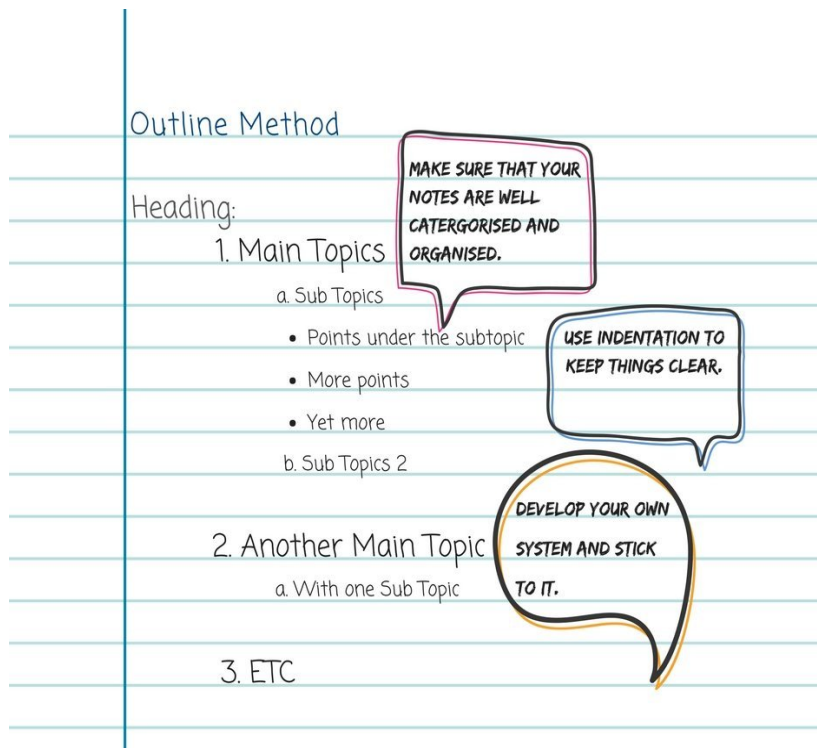
Method:

1. Listen and then **write down points (high level headings)** in an organized pattern.

2. State subtopics and supporting facts underneath high level headings.

    a. Place **major points farthest to the left** and indent **more specific points to the right** Levels of **importance** will be indicated by **distance away from major point.**

i. Indentation can be simple (no marking, just space relationships or more complex, by using Roman numerals, letters and/or decimals.

Pros:	Cons:
• Organizes information based on headings. • There is clear prioritization of information from the lecture. • You are able to see relationships between topics and subtopics. • Can easily use information to generate study questions.	• Can be difficult to create an outline during class due to not knowing which headings to use. • Works best with lectures that give some kind of visual (i.e. PowerPoint and/ or graphs). • May work best when taking notes from the textbook.

#3. Mapping Method

Great for students who are visual learners, prefer minimal note taking, and like to see how things are connected. This method is most effective <u>after</u> a lecture to organize notes and visually show connections between information.

Mind map

Idea   Idea

Sub-ideas   Key idea   Sub-ideas

Idea   Idea

Idea

Idea   Idea   Sub-ideas
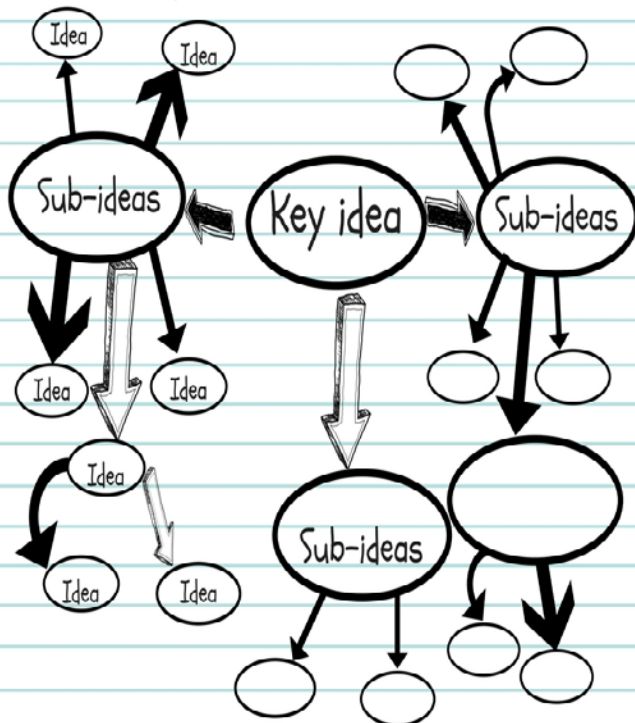
Method:

1.   Determine the "subject/topic" and write this title in the center of page with a circle around it.

2.   As your major facts (subheadings) are presented that relate to the subject/topic, draw lines out from the circle and label.

3.   As additional facts are presented that relate to each subheading, draw these lines, linked to appropriate major fact and label

4. Continue process as more defining facts or ideas are presented.

Pros:	Cons:
• Helps you identify the relationships and connections between topics. • Radial design makes it easy to locate key pieces of information. • Notes are more visually stimulating than the standard lines of information.	• Can be hard to produce during lecture. • May be overwhelming if used for complex concepts.

#4. Charting Method

Great for students who like speed and efficiency, want to cut down on writing, and likes things tidy.

HOW?	ADVANTAGES:	DISADVANTAGES:	WHEN TO USE IT?
Set up your paper in columns and label appropriate headings.	Helps pull out most relevant information	Can be a hard system to use during a lecture	If you'll be tested on facts and relationships
Headings could be categories covered in the lecture	Reduces amount of writing	Not a lot of room to write	If content is heavy and presented quickly
Insert information (words, phrases, main ideas, etc.) Into appropriate category	Provides easy review for memorising facts and studying comparisons and relationships	Need to know the content that will be covered beforehand.	If you want to get an overview of the whole lecture on one sheet of paper

Method:

1. Determine **categories** to be covered in lecture.

2. Set paper up ahead of time by **drawing columns** with determined categories as headings for each.

3. Place information in appropriate columns.

Pros:	Cons:
• Comes in handy for information that can be broken down into categories (i.e. pros vs. cons and/or similarities vs. differences).	• In order to use this method effectively, you will likely need to know in advance what is being covered in the lecture. • This method is limited to subject matter where the information can be neatly boxed.

#5. Sentences or Paragraph Method

Great for note- taking beginners and requires no prep work. This method is most effective <u>during</u> lecture when the instructor is covering a lot of information really quickly.

MAIN TOPIC

1. Sentence #1 with key details of one topic
2. Sentence #2 with key details of one topic
3. Sentence #3 with key details of one topic
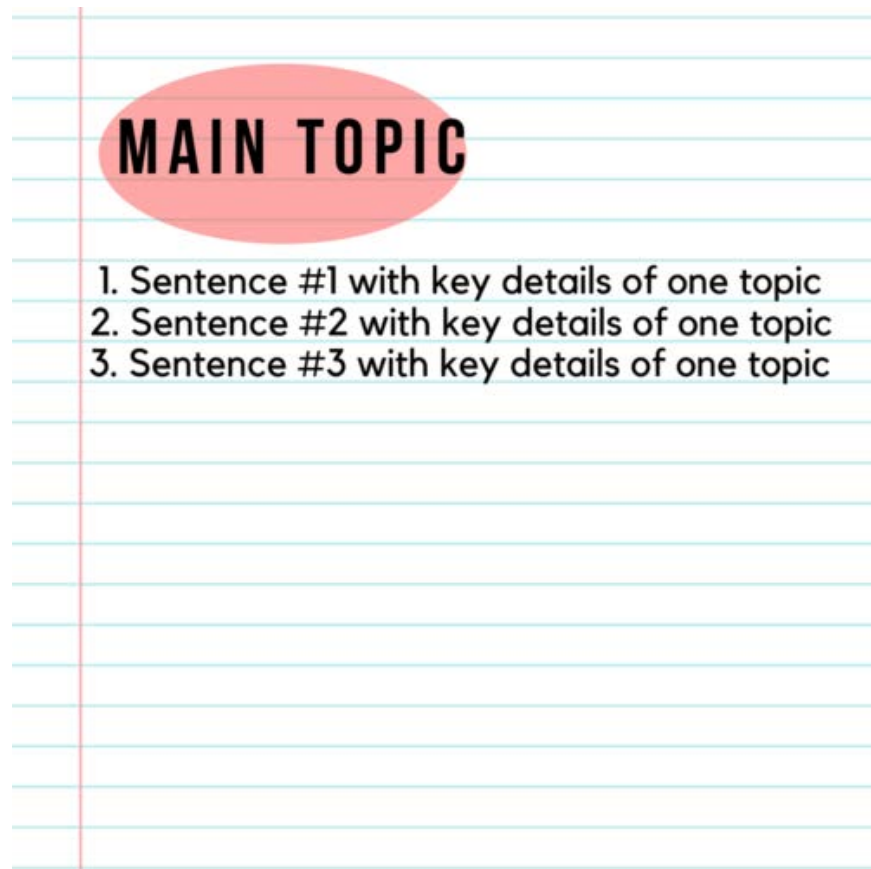
Method:

1. Write down every new thought, fact or topic presented.

2. Use a "new" line for each new thought/fact.

3. Number lines as you progress.

Pros:	Cons:
• Simplest method of note taking and perfect for beginners. • Requires no preparation and no previous knowledge of the subject.	• When the lecture is over, you will have pages of information which will require you to go back and find the key points.

Note Taking Self-Assessment: Interpreting Your Score

Instructions: Calculate your score from today's note taking self-assessment. Use the guide below to interpret your score.

If you scored 12-24:

You are not usually prepared for class and may have a hard time focusing during lecture. Your notes may not always be legible or organized. Try keeping all of your notes organized and in one folder or binder for each class. You should explore the different note taking methods and use what works best with your learning style. Another good tip would be to go over notes with a classmate to insure you have covered all of the main ideas. Use a friend as a study partner when reviewing notes.

If you scored 25-36:

You are generally prepared for class and have an idea of what is to be covered during lecture. Remember to leave a few spaces between topics so that you can go back and add more information later. Compare notes with your textbook to insure accuracy.

If you scored 37-48:

You typically are on time for class or show up early. You are usually able to focus on the information presented during lecture and are able to take concise and organized notes. You often review your notes after class. Try comparing notes with another classmate and make edits as needed.

Closing Activity:

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