# Mastering the Art of Effective Note-Taking

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# Learning Objectives

- recognizing the role of note-taking in the learning process.
- differentiating between Cornell, outline, and other note-taking methods.
- discussing the suitability of each method for various learning scenarios.

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# Understanding the Importance of Note-Taking

# Common Core Standards for Reading in Science and Technical Subjects

## Grades 9-12

- Integration of Knowledge and Ideas
  - CC.3.5.9-10.I
    - Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.
  - CC.3.5.11-12.I
    - Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving confliction information when possible.

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# Common Core Standards for Writing in Science and Technical Subjects

## Grades 9-12

- Integration of Knowledge and Ideas
  - CC.3.6.9-10.C, CC.3.6.11-12.C
    - Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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# What is the purpose of taking notes?

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# Did You Say One of These?

- Taking notes forces you to listen carefully and test your understanding of the material.
- When you are reviewing, notes provide a gauge to what is important in the text.
- Personal notes are easier to remember than the text.
- The writing down of important points helps you to remember them even before you have studied the material formally.

# Name Different Note-taking Strategies

- Pick out main ideas
- Summarize with short phrases and keywords
- Note important facts, vocabulary words, formulas
- Leave space between ideas and leave margins blank
- Put date and subject at the top of each note page
- Use page numbers
- Use symbols and abbreviations but be consistent
- Put into your own words

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# How to Take Better Notes

- Pictures are easier to remember than words. If you are short on time, draw an image.
- If you like to color code, don’t do it during initial note-taking.
- Write short, succinct sentences.
- Use abbreviations and symbols.
- Use your own words.

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# The Study Cycle

- Preview
- Attend class
- Review
- Study
- Check


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# Preview

- Pre-class reading
- Focus on headings, introductions, summary
- Preview PowerPoint slides
- Write questions down

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# Attend Class

- Be attentive
- Be engaged
- Ask questions
- Take part in discussions

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# Additional Strategies

- Use your teacher’s notes or your textbook as a starting point and a way to familiarize yourself with the topic.
- Write questions to yourself if there is something you don’t understand.
- Don’t try to write everything down.
- Ignore your own spelling and grammar mistakes.

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# Check Your Knowledge

1. True or false: The study cycle is preview, attend class, review, and study.

    A. True

    B. False

2. When attending a class, you should ____.

    A. Open materials for the first time at the start of the class.

    B. Ask questions and take part in discussions.

    C. Try to write down everything that is said.

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# Three Effective Note-Taking Methods

# Methods

Cornell

- Page separated into four spaces
- Course information
- Notes
- Cue Column
- Summary

- Outline/Bullet
  - Write information in an organized pattern using space indention
  - May use bullets or letters/numbers

- Charting
  - Columns headed by categories
  - Reduces amount of writing

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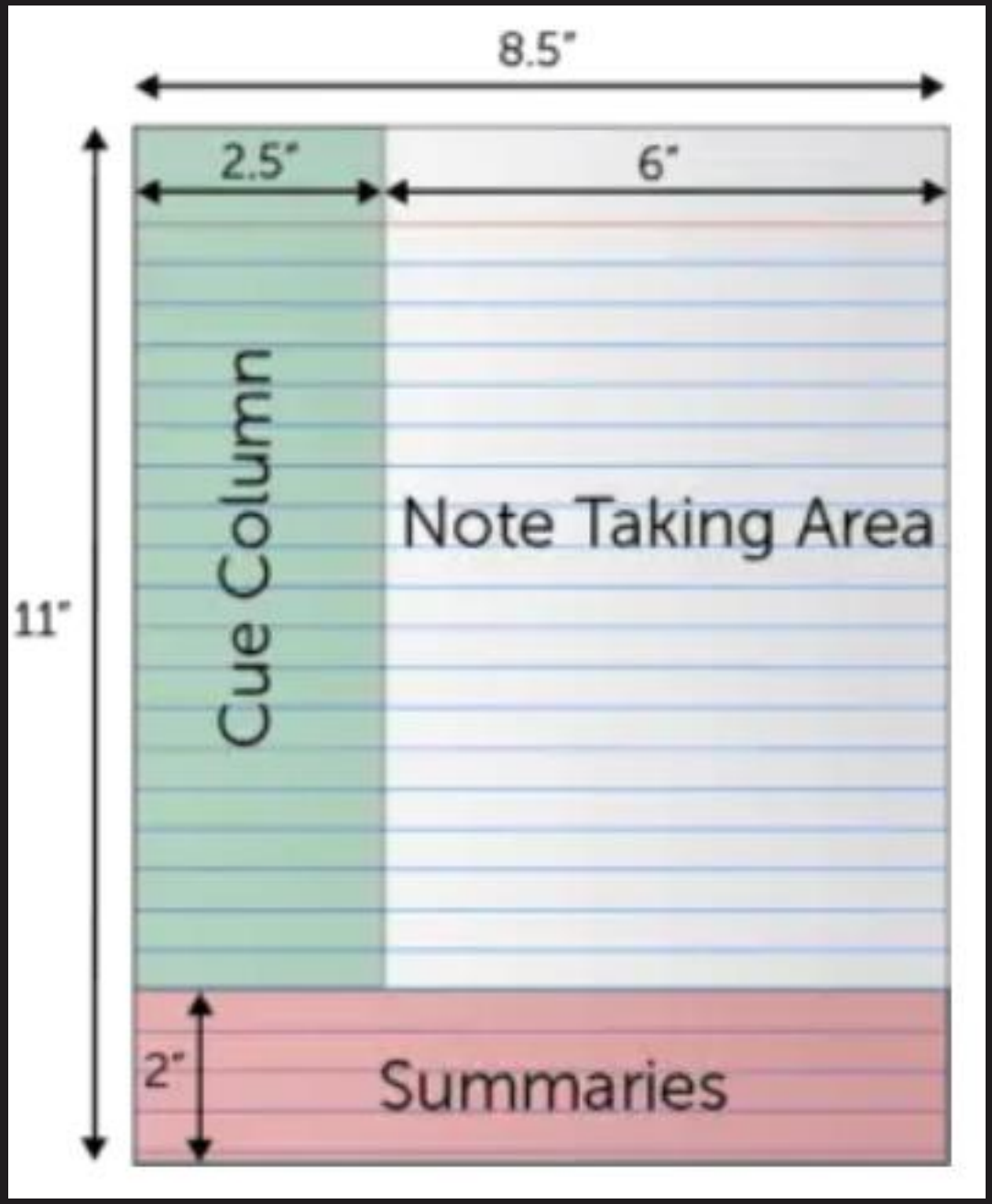
# Cornell 5 R's of Note-taking

- Record
- Reduce
- Recite
- Reflect
- Review

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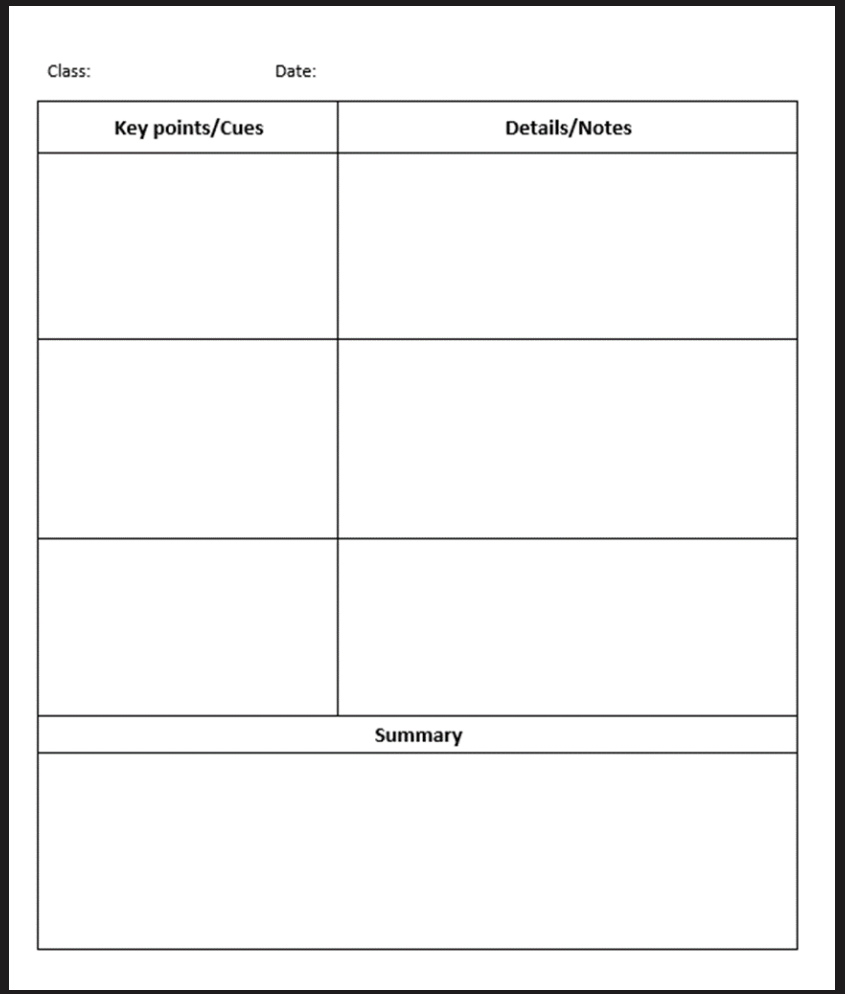
# Braillewriter Adapted Cornell Method

- Use 11x11.5 paper
- Top line contains date, subject, page number
- Take notes on top half of paper
- Use third quarter for cues
- Use bottom quarter for summary

# Cornell on Technology



Class: Date:

| Key points/Cues | Details/Notes |
| --- | --- |
| | |
| | |
| | |
| Summary | |
| | |

- Evernote
- Microsoft OneNote (document)
- Notion
- Notability (document)

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# Outline/Bullet Method

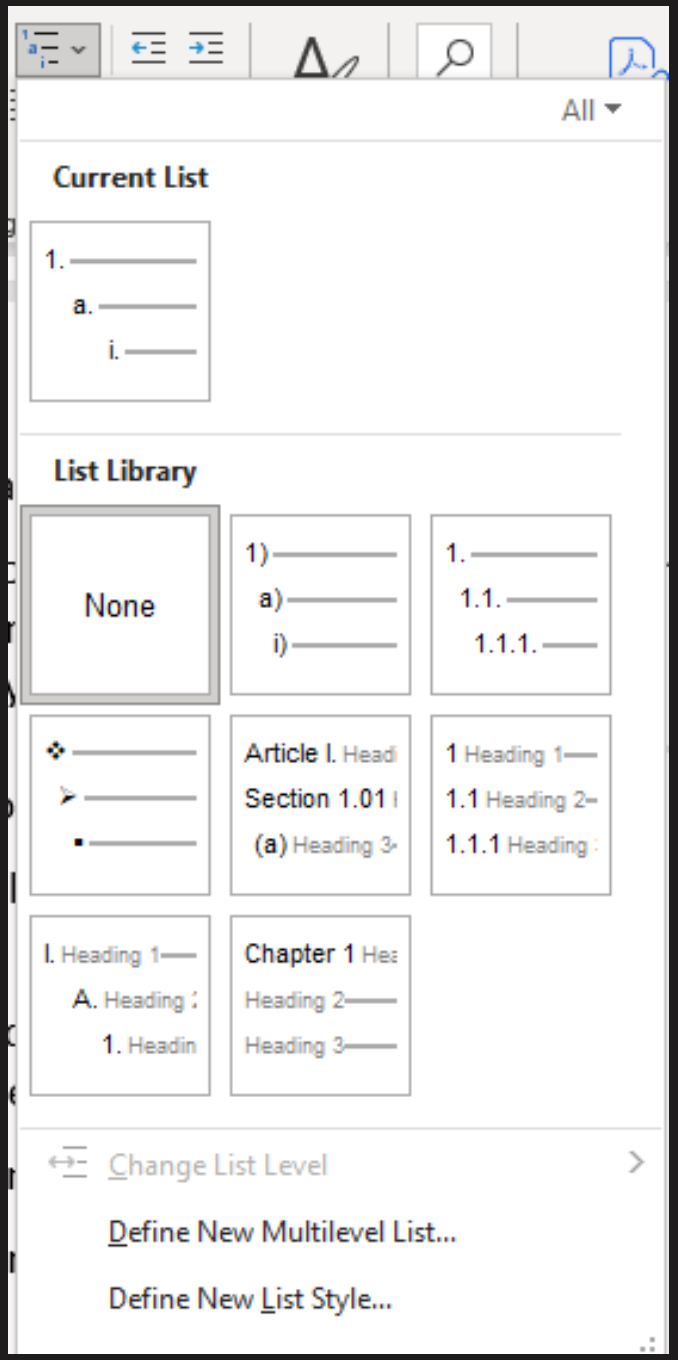
- Write points in an organized manner based on space indentation
- Place major points farthest to the left
- Indent each more specific point farther to the right
- Digital or hard-copy flexible
- Braille: use margins 1-7, 3-7, 5-7

# After Taking Notes Using an Outline

I. Read one line at a time
   A. Explain the information and connect the idea to others presented
II. Check the accuracy of the information
III. Add clue words
   A. Jot down keywords or details not originally there
   B. Use these keywords to jog your memory when studying
IV. Recite information from the outline aloud
V. Write a summary of the information presented
   A. Use your own words

# Outline/Bullet on Technology

- Built into most technology tools
- Aids in accessibility

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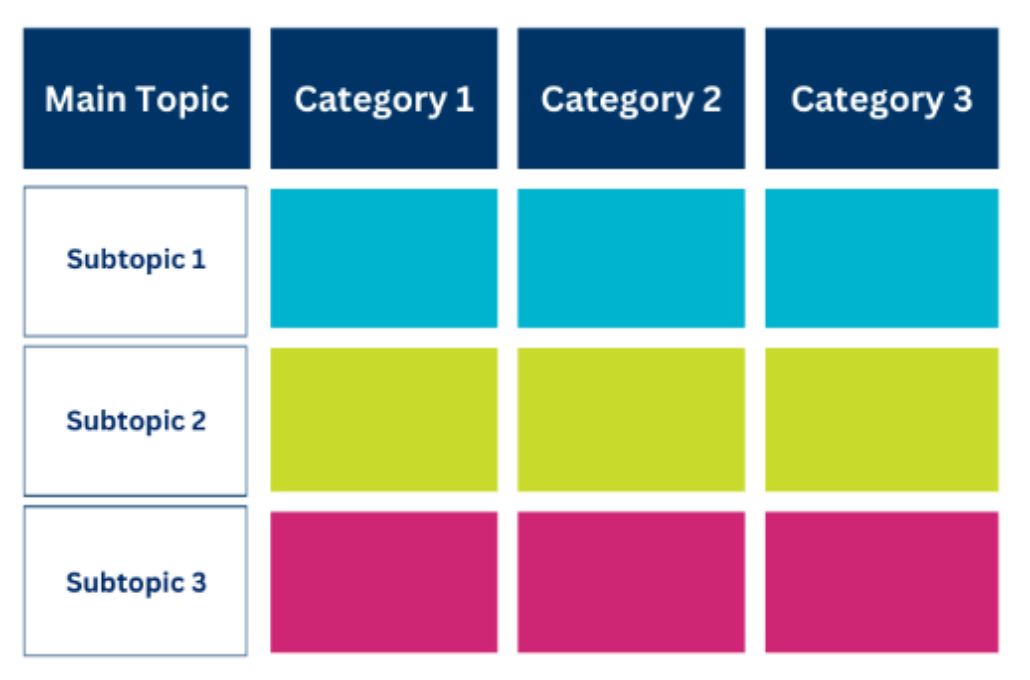
# Charting Method




- Identify categories and topics
- Set up paper or spreadsheet before class
- Record information in appropriate column

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# Braillewriter Adapted Charting Method

- Use rows instead of columns
- Select up to 4 topics
- Label 4 rows
- Limit to 4 lines per row of notes

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# Charting Technology

- Built into Technology
  - Excel
  - PowerPoint
  - Table in Word
- Limit merging cells for increased accessibility

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# Digital Apps

- Evernote
- Microsoft OneNote
- Notion
- Apple Notes
- Google Docs
- AI Writer
- Simplenote
- Trello
- GoodNotes
- Notability

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# Accommodations Under IDEA

- Guided notes
- Instructor lecture notes
- Copies of notes by a designated note taker
- Audio recordings

# Check Your Knowledge

1. True or false: There are only three ways to take notes using a braillewriter: Outline, Cornell, and Chart.

   A. True

   B. False

2. Which of the following notetaking methods is frequently built into software?

   A. Outline
   B. Cornell
   C. Chart

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# Notetaking Scenarios

# Books and Documents


- Analyze the text structure.
- Identify the main idea.
- Reduce information presented in the text.
- Identify key words, comparative relationships, and sequence relationships.

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# Class Lectures

- Read provided material before class
- Sit where you won’t be distracted
- Be prepared with our preferred note-taking structure
- Listen carefully if they revisit a point several times
- If they write it, make a note of it

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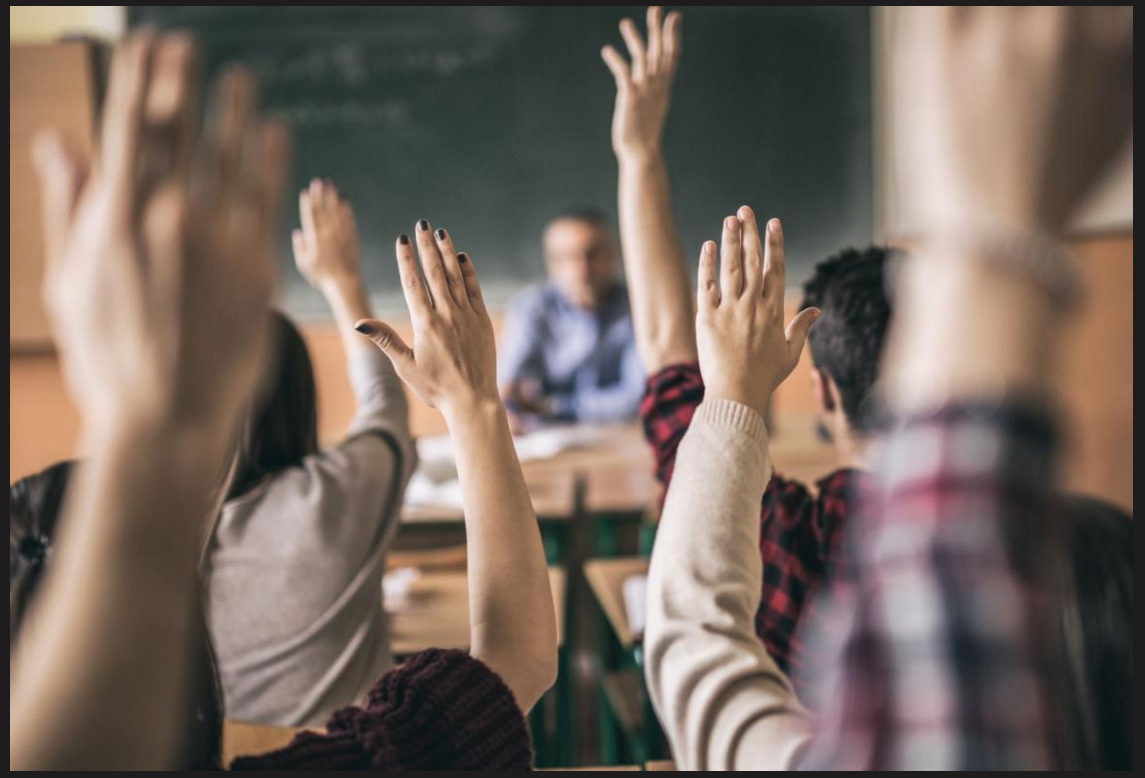
# Verbal Cues

- Key words: critical, essential, necessary, crucial, vital, etc.
- Stating it is important
- Repeats something or lingers on subject
- Emphasis by tone of voice
- Word signals (i.e.: two points, third reason, conclusion)
- Summaries at the beginning or end of class



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# Visual Cues

- Writing something on a board
- Emphasis by gesture
- Slide deck
  - Font changes
  - Font size changes
  - Bolded text
  - Underlined text
  - Number of ‘slides’ devoted to a topic

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# Movies and Videos

- Preview the video
- Take notes while watching
  - Access transcript
  - Slow playback
  - Pause
  - Rewind
  - Heading and subheadings
  - Key details
  - Use your own language
  - Use tone and music
  - Use video time stamps

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# Science Labs and Math Class

- Explain the steps.
- Why do the steps work?
- Work the problems.
- Annotate steps.

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# Check Your Knowledge

1. True or false: Notetaking from books, PowerPoints,  and articles is often part of previewing before a class.

    A. True

    B. False

2. All of the following are ways to take notes when watching a video except ___.

    A. Access the transcript.
    B. Pause and rewind.
    C. Document lingering on a topic.

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# Note Review and Revision

# The Golden Rule


- Review your notes within 24 hours and organize them!

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# Immediately or within 24 Hours

- Rework (not redo) your notes by adding extra points and spelling out unclear items (contact instructor for clarity)
- Recitation of notes
- Read your notes – do not listen to your notes
- Identify key points, relegating the rest of the lecture to obscurity

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# Create a Study Guide

- Write information in question/answer format
- Add main topics, examples, and memory cues
- Write a summary (about 7-10 lines)
- Create a visual study guide
  - Concept map (web)
  - Comparison chart
  - Process diagram (flow chart)
  - Timeline
- Become a teacher of the information
- Study in terms of question, evidence, conclusion

# Silence Is Not Always Golden

- Rewrite notes
- Redo in outline form
- Listen to recording at places you need more information
- Practice reciting what you know from the notes
  - Out loud
  - Recorded

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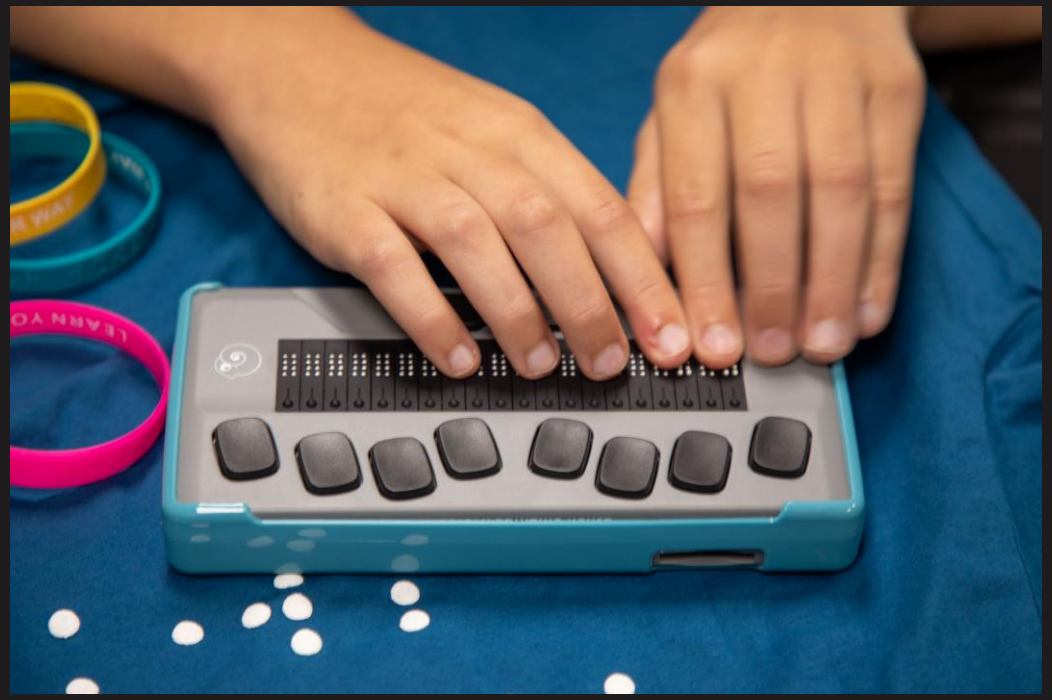
# Spacing Out is Good



- Short periods over several days
- How you study matters more than how long you study
- Each class needs study time

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# Self-Test Within One Week

- Review notes.
- Remove notes and jot down as many main points, memory cues, and relevant details you can remember.
- Review notes and compare your main points and detail with your notes.

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# Feedback Always Follows Errors

- Write a check mark on your self-test by the main points that you successfully remembered.
- Attempt every question.
- Study all items.
- Write anything that is missing below your completed work.

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# Metacognitive Questions

- Does this answer make sense given the information provided?
- What strategy did I use to solve this problem that was helpful?
- How does this information conflict with my prior understanding?
- How does this information relate to what we learned last week?
- What questions will I ask myself next time I'm working these types of problems?
- What is confusing about this topic?
- What are the relationships between these two concepts?
- What conclusions can I make?

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# Check Your Knowledge

1. True or false: One of the most impactful learning strategies is “distributed practice.”

    A. True

    B. False

2. When studying, you should do the following:

    A. Once you recall an answer correctly, remove it from your studying.
    B. Alternate studying with testing.
    C. Eliminate the possibility of documenting an incorrect answer.

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# MASTERING THE ART OF EFFECTIVE NOTE-TAKING

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