

## **Note Taking in Lectures**

### **Why take notes?**

- Promotes Active Listening
- Provides an accurate record of information
- Makes you restructure information
  - Interpret (i.e. gives meaning)
  - Condense
  - Organise
- Provides repetition

### **Good notes:**

- Are organised
- Distinguish main points from detail
- Include examples
- Indicate lecture pattern
- Allow for self-testing
- Stand the test of time
- Use abbreviations

#### **Make Sure to include:**

- **Date**
- **Module name**
- **Topic**

**For all your notes**

### **Organisation is Key!**

- Make sure you are familiar with all your modules
- Have separate folders, notebooks/dividers to keep your notes organised.
- Have all your equipment, e.g. pens, note books, laptop and highlighters

**Remember, having good notes can only bring you so far.**

**It is important that your notes are REVIEWED regularly**

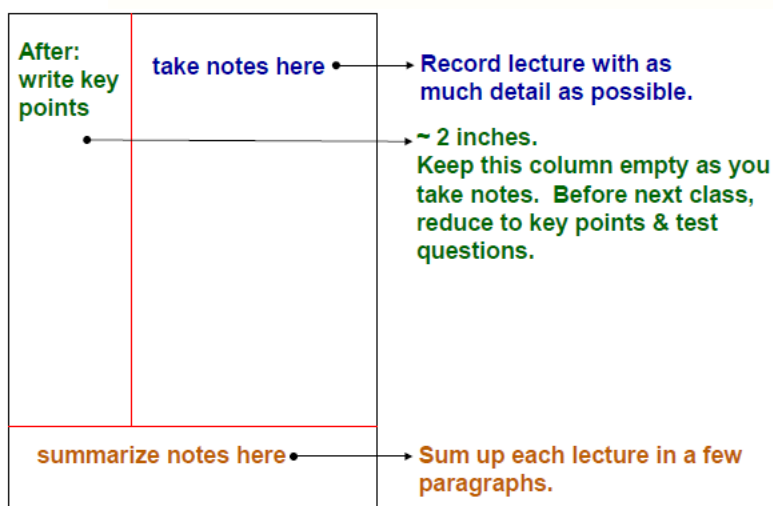
## Note Taking Systems

### 1. The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

#### Method

Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin.



| Cornell Two-Column Notes                             |   |
|--|---|
| Keywords:  | Notes:  |
|  | <u>Types of Matter</u>  |
| Solids   | I. Solids<br>A. Have a definite shape<br>B. Have a definite volume                |
| Liquids  | II. Liquids<br>A. Do not have a definite shape<br>B. Have a definite volume       |
| Gases  | III. Gases<br>A. Do not have a definite shape<br>B. Do not have a definite volume |
| Summary:<br>(Insert summary of lecture after class.) |   |

### Use the 5 R's, to take your notes using the Cornell Method

|           |   |
|-----------|---|
| Record    | • As many facts and ideas from your lecture as you can  |
| Questions | • After class write questions/ key words or ideas in the cue column of the left                               |
| Recite    | • Covering the right column, test yourself on the key words & questions                                       |
| Reflect   | • On the material by asking yourself questions. E.g. "Why is this important?", "What conclusions can I make?" |
| Review    | • Your notes for at least 10 minutes a week   |



| Advantages   | Disadvantages  |
|--|--|
| <ul style="list-style-type: none"> <li>Organized and systematic for recording and reviewing notes.</li> <li>Easy format for pulling out major concept and ideas.</li> <li>Simple and efficient.</li> <li>Saves time and effort.</li> </ul> | <ul style="list-style-type: none"> <li>None</li> </ul> |

**When to Use**- In any lecture situation

## 2. The Outlining Method

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts is carried out through indenting.

### Method

Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indentation can be as simple as or as complex as labelling the indentations with Roman numerals or decimals.

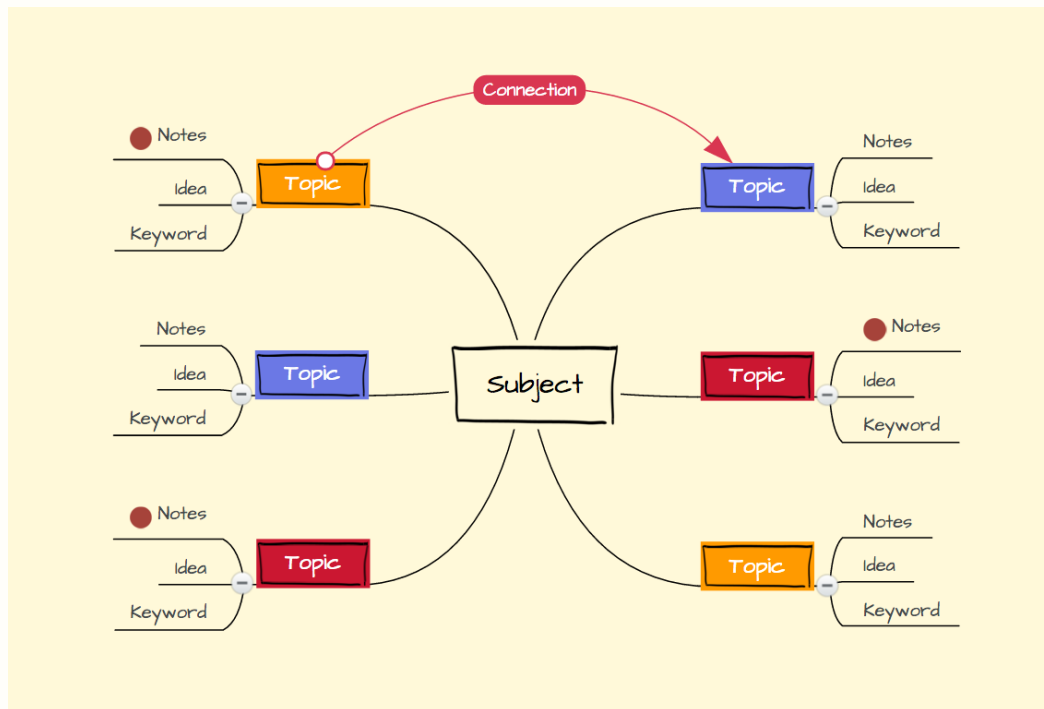
| Outline                         |  |
|---------------------------------|--|
| Shakespeare                     |  |
| • Playwright                    |  |
| • 39 plays                      |  |
| • Comedies                      |  |
| • As You Like It                |  |
| • Much Ado About Nothing        |  |
| • Histories                     |  |
| • English                       |  |
| • King John                     |  |
| • Roman                         |  |
| • Julius Caesar                 |  |
| • Antony and Cleopatra          |  |
| • Tragedies                     |  |
| • Romeo and Juliet              |  |
| • Hamlet                        |  |
| • English                       |  |
| • Born 1564 Strafford-upon-Avon |  |

| Advantages  | Disadvantages  |
|---|--|
| <ul style="list-style-type: none"><li>• Well-organized system if done right.</li><li>• Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.</li></ul> | <ul style="list-style-type: none"><li>• Requires more thought in class for accurate organization.</li><li>• This system may not show relationships by sequence when needed.</li><li>• It doesn't lend to diversity of a review attach for maximum learning and question application.</li><li>• This system cannot be used if the lecture is too fast</li></ul> |

**When to Use-** lectures

### 3. The Mapping Method

Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.



| Advantages  | Disadvantages   |
|---|---|
| <ul style="list-style-type: none"><li>• Visually track your lecture regardless of conditions.</li><li>• Little thinking is needed and relationships can easily be seen.</li><li>• Easy to edit your notes by adding numbers, marks, and colour coding.</li><li>• Review will call for you to restructure thought processes which will force you to check understanding.</li></ul> | <ul style="list-style-type: none"><li>• You may not hear changes in content from major points to facts.</li></ul> |

**When to Use-** Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

Deese, James and Ellin K. Deese. *How To Study (3rd ed)*. New York: McGraw-Hill, Inc., 1979.

Johnson, Sue. *The 4 T's: Teacher/You, Text, Talk, Test - A Systematic Approach To Learning Success*. California Polytechnic State University, San Luis Obispo.

Pauk, Walter. *How To Study In College (2nd Ed)*. Boston: Houghton Mifflin Co., 1974.

Raygor, Alton L. and David Wark. *Systems For Study*. New York: McGraw- Hill, Inc, 1970.