Department of English	Note-Taking	Unit 2nd Year LMD TTU Teacher: Prof. GUERZA Radia.

Objectives:

What this course has in store?

- ✓ *Some thoughts about the reasons for taking and keeping a record of your lectures and your readings.*
- ✓ *A look at the way different approaches to record-keeping taken by different learners.*
- ✓ *Examples of a range of note-taking strategies, including graphic organizers.*
- ✓ *Thoughts about the use of technology for record-keeping.*

Introduction:

"Here, class attendance is expected and students are required to take notes, which they are tested on. What is missing, it seems to me, is the use of knowledge, the practical training." Harrison Salisbury

Good note-taking is a form of critical reflection on an argument the author is trying to set out. Poor note-taking is an arbitrary selection of some of the things an author has said. Taking brief notes means you have to think about the material you are trying to understand. Good notes should be a result of thinking and analysis. They should be in your own words, and they should be brief.

(University of Warwick, 2006, History Department undergraduate Handbook)

- ✓ The Reasons why Keeping a record of your work in one form or another is important.

- ✓ There is not one single best approach to recording and the precise approach taken by individuals is a matter of personal choice.

- ✓ The choice is most often best made from a position of knowledge (Knowledge of preferred learning style).

- ✓ Knowledge of the different approaches that have been found effective by others undertaking the same type of academic study.

- ✓ Setting and fitness for purpose.


Novice Learner

What Approach is Taken?
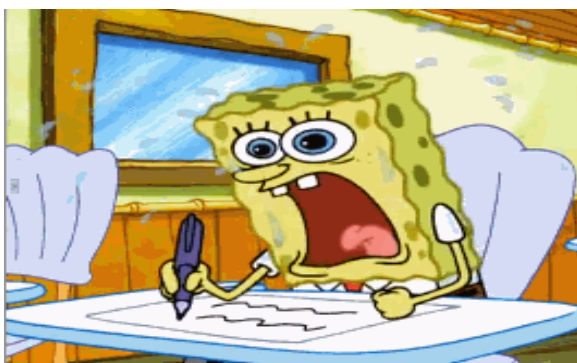
❖ Reads and Writes FURIOUSLY for 2Hours
❖ Copying out Huge Chunks of the Text
❖ A slightly Reduced Version of the text Read
❖ Would server very little the purpose in the Future
❖ No real engagement with the text
❖ No mental processing of the Information
❖ Much of the Important Content is Lost

The Purpose of Record-Making

1. It is a record for your reading:
    1.1. Gives a record of important ideas for future use
    1.2. Gives you a record of where information is located
2. It helps in the process of writing:
    2.1. Helps with the flow of ideas
    2.2. Helps in planning, you can see what you have got
    2.3. Helps in organization: reorganizing notes, order, etc.
    2.4. Helps in getting started
3. It can be important for understanding:
- A good example of engagement: process of thinking and prioritizing (what to note).
4. It helps in remembering:
- Writing a shortened version involves thinking (engagement), helps in transferring ideas, etc. to long term memory.

page 8 – The multi-store model
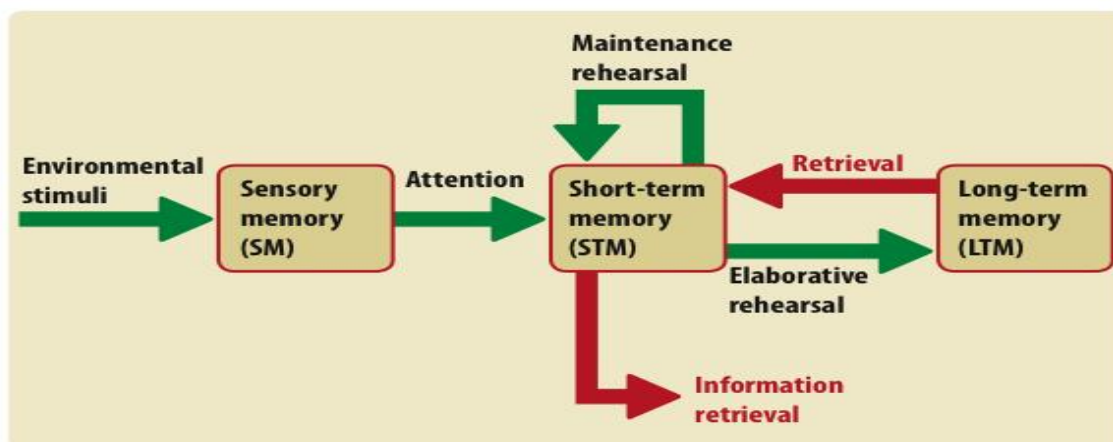
- Notes taken diagrammatically or pictorially can benefit from use of visual memory (Visual learners).

- Useful when revision time arrives.
- Short version of well-organized material ready to re-read and engage with.

Making, keeping and referring to well-organized notes is an important element of the learning process. If you do not take notes you must consider how you will replace this part of your learning experience. For almost all people, not taking notes of some type and being satisfied with either « just reading », or « listening very carefully » does not work.

<u>Some Ideas and Principles:</u>

- ❖ *Be methodical:* date your notes, number each page, have a clear title.
- ❖ *Think before you begin:* decide on your focus and what it is that you want to learn from your reading.
- ❖ *Keep your notes brief:* certainly, do not copy out large chunks of texts; paraphrase and write in your own words.
- ❖ *Write phrases as opposed to whole sentences.*
- ❖ *Do not write out too much from a source:* notes should be a much shortened and refined version of the original.
- ❖ *Make use of headings and sub-headings*.
- ❖ *Number points:* 1,2,3, or a,b,c,….
- ❖ *Highlight key words or ideas in some obvious way:* capitals, underlining, use of colour, highlighter pen.
- ❖ *Make connections between points in different places on the page: use arrows or lines.*
- ❖ *Be absolutely clear about the sources:* keep a full bibliographic note of the source and, if it is different, where you accessed it.
- ❖ *Be absolutely clear when writing direct quotations:* use a different colour for example and note the page number for the original.
- ❖ *Use Icons or Symbols to indicate particular items in your notes:* a quick sketch of a book to indicate the title of recommended book, or a reference to follow up, a bold or stylised question mark to indicate a point of confusion or a question that needs to be followed up.
- ❖ *Use Abbreviations:* especially for words related to your subject area which you will use repeatedly.
- ❖ *Try to be neat in your note-taking:* If you are to make use of your notes at some future point you do not want to be attempting to decode

hieroglyphic-like scrawls or to unpick the meaning of a scramble of words squashed together in a corner of the page.

❖ ***Store notes logically and safely:*** notes are only useful to the extent that they assist in your learning and are available for easy consultation at a later date (times of revision, for example). Number, label and even date the files or boxes where your notes are kept.

Diagrammatic Approaches: Graphic Organisers:

These are formally recognized visual and diagrammatic, or quasi-diagrammatic methods used to establish a framework of understanding relating to reading or the content of a lecture. As a family, these visual tools are referred to as graphic organizers.

Graphic organizers are a pictorial or diagrammatic way of representing and organizing information and are often used as a means of recording what has been read. Graphic organizers help to convert and reduce a mass of information into a structured, easily accessible and easy to read display, often in a non-linear format. When finished, the end product conveys complex information in what can be easy to understand format.

- ✓ **Concept Map**

- ✓ **Mind-Map**

- ✓ **Semantic Web**

Research Process Flow Chart
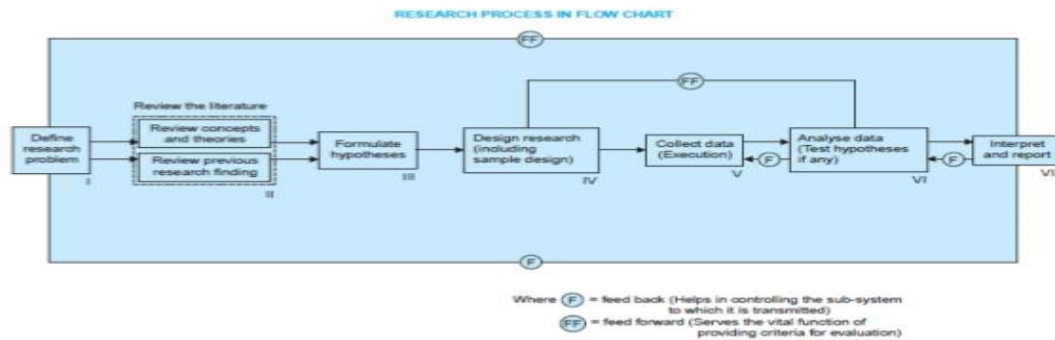
Flow chart or flow diagram is a diagram that visually displays interrelated information such as events, steps in a process, functions, etc., in an organized fashion, such as sequentially or chronologically.

Flow diagram is a graphic representation of the physical route or flow of people, materials, paperworks, vehicles, or communication associated with a process, procedure plan, or investigation.
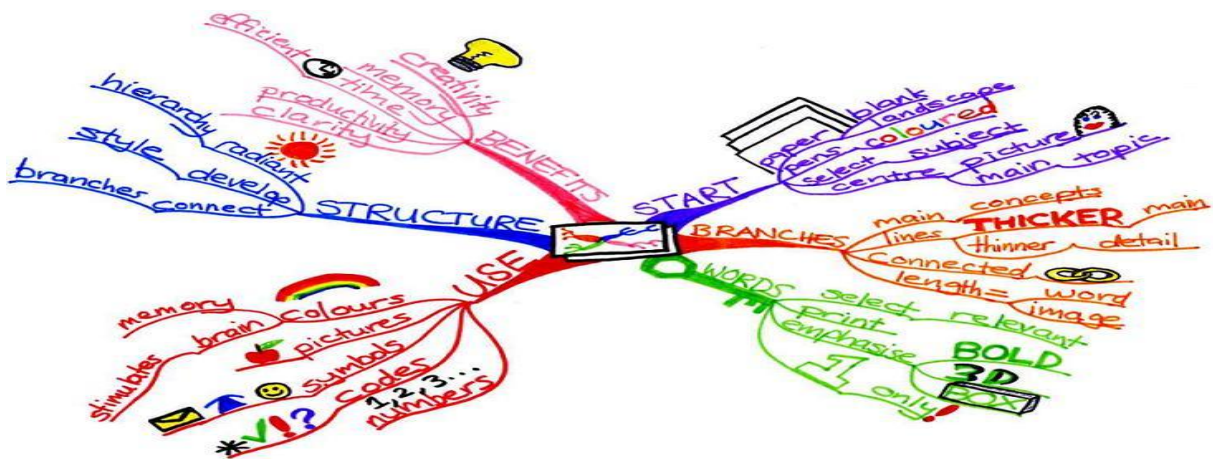
Spider Diagram:
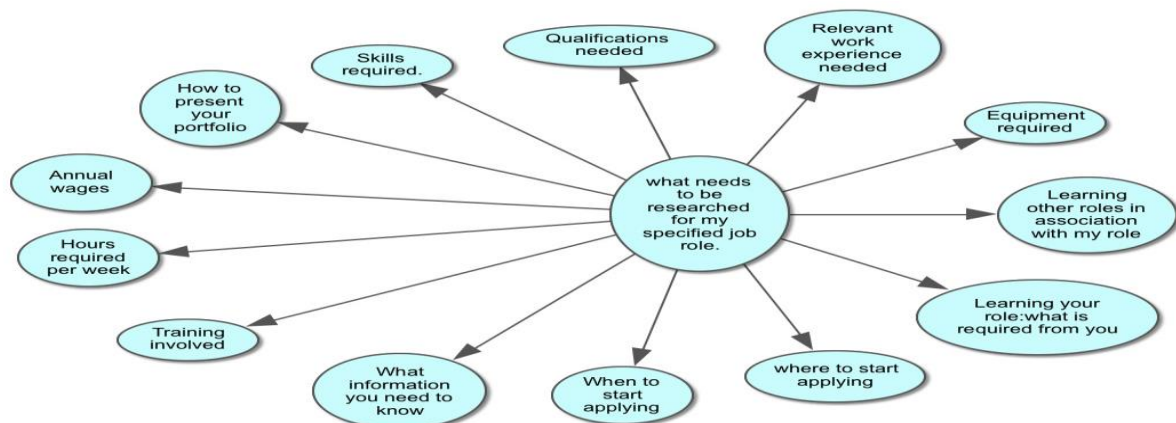
A spider diagram is a visual way of organizing information in which concepts are laid out as two-dimensional branches from an overriding concept and supporting details are added to the individual branches. Spider diagrams get their name because the branches from the main concept resemble the legs of a spider.
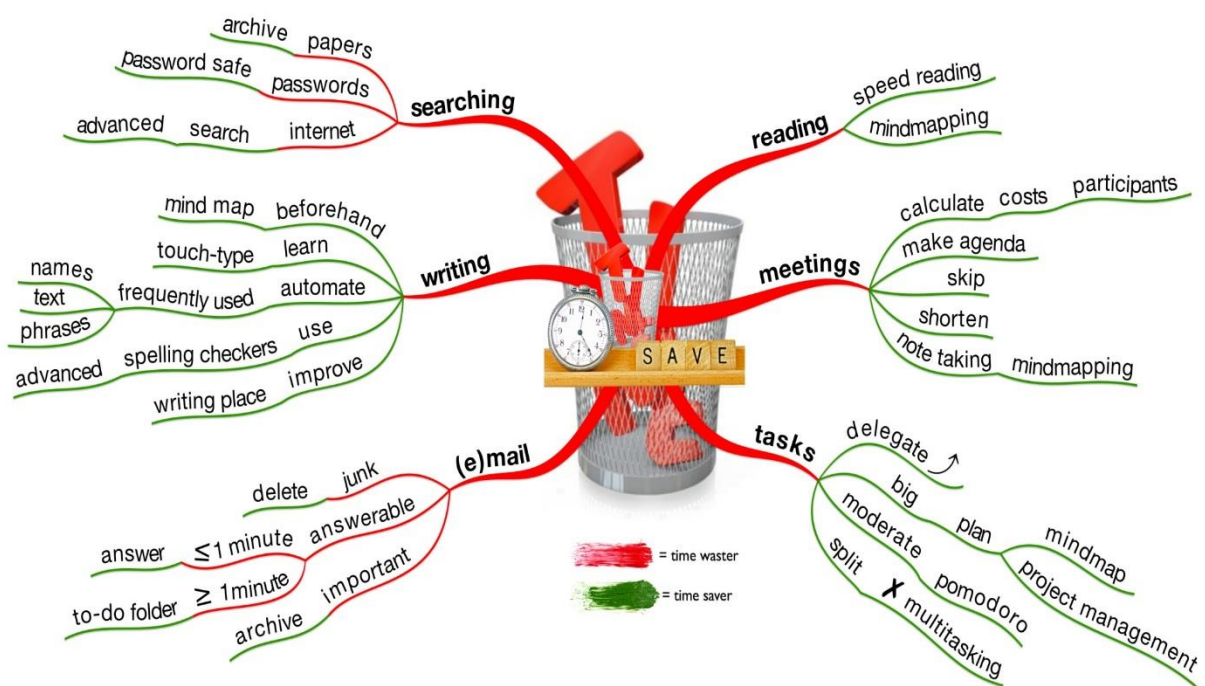
Concept Mind (Novak and Gowin, 1984):

A **concept map** is a type of graphic organizer used to help students organize and represent knowledge of a subject. **Concept maps** begin with a main idea (or **concept**) and then branch out to show how that main idea can be broken down into specific topics.

Mind-Map (Tony Buzan, 2002):

The Cornell System:

The Cornell Notes system (also Cornell note-taking system or Cornell method) is a note-taking system devised in the 1950s by Walter Pauk, an education

professor at Cornell University. Pauk advocated its use in his best-selling book *How to Study in College*

How to use the Cornell Note-taking System?

- ➢ Use one side of the paper only.

- ➢ Record in the note-taking area.

- ➢ Try to get things down in outline format.

- ➢ Use diagrams and different colours to emphasize ideas and make connections between ideas.

- ➢ Leave some white space for adding ideas later.

- ➢ The left-hand margin, or cue column, is used to reduce your notes. Here, write down key terms, formulas, page numbers, references etc.

- ➢ The bottom margin is for summaries. Here you summarize your notes and write down your reflections and thoughts to question later.

The Benefits of the System are:

- ✓ It helps to emphasize the important facts and ideas.

- ✓ It can be used to study for exams by covering the recording area and testing your knowledge.

A Video on the Cornell System has been presented to the classroom:

Link: How to Take Cornell Notes:
https://www.youtube.com/watch?v=w3pM5hEgBk4

Technology for Recording:

Digital Voice Recorder

MP3 Player

Tablet PC

PDA/ Personal Digital Assistant

🞧 *Auditory Learning Preferences:*

> 🞧 Sound Recording of a lecture is all needed.
> 🞧 Storing a « Copy » of a lecture will not lead to any understanding of the Content.
> 🞧 The sound recording is only as useful as the use that is made of it:
> 🞧 Re-listening
> 🞧 Note-taking
> 🞧 Verification

Conclusion:

Engaging with the Content and Keeping a Personalized Record

References:

➢ **Pritchard Alan (2000) Studying and Learning at University: (Vital Skills for Success in your Degree). An E-BOOK that could be downloaded through http://www.bookzz.org**

➢ **University of Warwick (2006) History Department undergraduate**

Handbook