

Good afternoon everyone and welcome to my presentation on note-taking. I am Renee Lebeau-Ford working over here at the Torreyson library. And hopefully you've already listened to my presentation on study skills as these two presentations do work hand in hand. Before I begin my presentation, I just wanted to say that note-taking is not just for college students, even out in the world. If you're any kind of professional, you're going to have meetings. And unlike in the movies where the secretary comes in and sits down and takes minutes, that's not usually what happens anymore. And usually it's a volunteer from somebody on a committee that has to take those notes. So then you're writing those notes and you're actually publishing them for everyone to see. So taking good notes is somewhat important as a life skill, not just as a college skill. So first question out there. I want you to think about this is why do you even need to take notes? Well, there have been lots of surveys done, lots of research that actually says that if you take notes, it's going to minimize your rate of forgetting. It's going to help you remember what that lecture was all about. It's something to look back on, something to reflect on something to think about what you're supposed to be learning. That research actually indicates that you will forget 60% of random information within 24 hours. Okay? The word random is important here. If you take organized notes and you do something actively with them, like we talked about in the study skills. Presentation. Actively study them and doing something with them. More likely that you will remember between 8100%. So let's talk about what random information is. If I were to throw all these words out there at you and tell you to learn them. You might try to memorize them top to bottom. You might try and put them in alphabetical order. But if I said that these random bits of information actually had a theme to them, it might be easier to take the notes, but also then to use those notes to remember all of these pieces of information. So if you haven't figured it out yet, the pieces of information have to do with Elvis. Okay, so if we are having a class on popular music, maybe not anymore, but used to be. You Ain't Nothing but a Hound Dog was a song. Elvis was in the Army. Priscilla was his one and only wife. He sang rock and roll. We call them the King record label was RCA. He really did have ugly sideburns that they called pork chops. And his favorite sandwich was peanut butter, bacon, banana, and honey. So if we were taking notes on these things about Elvis, what would I actually be writing down? Okay. His famous song title. You Ain't Nothing but a Hound Dog that he was in the army from when to when. Okay, so that's something we're going to talk about is leaving spaces in your notes when you don't know what to write down. So let's say I'm lecturing on Elvis and I put down that he's in the army. But part of me says it might be a little bit important if we're looking at a chronology of his music as to when he was in the army. So I'm going to leave those places blank with a question mark. I'm gonna go back and fill that information in later. When did he get married to Priscilla when did he divorce Priscilla. Oops. And just different pieces of information about Elvis. Okay, so this is kind of an outline format. Again, we're going to talk about that further down in the presentation. So when you're thinking about taking notes for lecture, there are several things that you really should do before the lecture that will help you take better notes and actually help you listen and understand what the lecturer is talking about. If you do these things ahead of time. The first thing is reading your syllabus. So you were all given a syllabus at the beginning of the semester. Some of those syllabi are better than others. And some people might actually tell you what you're working on every week. What topic you're going to be reading, how is that topic tied to the textbook? Those are great things to know, especially the textbook piece. What is the purpose of the lecture? Okay, is the instructor are going to be talking about some readings? Are there going to be talking about specific piece in the textbook? What's the main content? Remember, you're going to close that notebook where you're taking notes and you're not going to look at it. I know for probably another week when you go to class again or in three days, start putting some headings on the tops of your pieces

of paper. So it might seem obvious now what the topic was about when you go back to those notes, it might not necessarily be obvious anymore. So what was the main content of that lecture? Looking at and surveying your textbook beforehand is really important. If you have time where the instructor is on the lecture with your textbook. If you were to survey your textbook beforehand, These are the kinds of things that you would be able to not have to take notes on. For example, if I'm talking about something that's heavy with names and dates, if I'm taking notes, what's going to happen is I'm all of a sudden I'm worried about having, having to spell out somebody's name. If the name is in the textbook, put down the first couple letters and put a line. I mean, you don't have to know how to spell it in your notes because it's in the textbook. Dates. Again, if you're taking notes, if some of this information is in the textbook, you don't have to write it again. Also then looking over your previous lecture notes to see kind of where the instructor left off. I mean, sometimes you're on a totally different topic when you have a new lecture, but sometimes it might just be a continuation of a previous topic. So knowing all those things before you go in there, my kind of put you in a better framework for taking your notes. During the lecture, we want to talk about using a specific method of note-taking. Think about how you're going to learn this material, and then think about the best way to take notes for this class. Every class is not going to be the same. Topics are different and they just lead themselves to different types of note-taking. I also want you to think about your mind versus the lecture. So what happens in a lecture as You could call this one right here. You're thinking about something else. And all you're thinking about is, oh, it's on the PowerPoint. I can start thinking about what I'm going to do this weekend and not have to pay attention to the lecture. So the catch is, is that PowerPoints are not necessarily a lecture. They are note-taking in a sense, for a lecture there, my notes to trigger me to talk to you about something. For the lecturer to remember to talk about something, they're an outline there, not necessarily the whole lecture. So if you're not thinking and listening to the lecture, you probably are not getting everything that is being relayed to you. Your mind has a tendency to wander. And yes, your mind can work a lot faster than I can talk or a lecturer can talk. So your mind is going to wonder, you need to figure out a way to keep yourself focused on the lecture because that is just an obvious problem that everyone has. Third thing here is paper, taking notes on paper versus taking notes on a laptop. Ok? Now, one would think that laptop would be better, but not necessarily. If you're taking notes on paper, you can actually write faster. Most of us can write faster than you can type, okay? Unless you just happened to be a speedy typist. The other thing that happens with a laptop, as you would suspect, is we tend to do other things on our laptop rather than taking notes. So I'm like checking my email, I'm going to my Facebook account. I don't necessarily stay focused on what I need to stay focused on. We also, when we're typing, we tend to, we have a tendency, unlike with texting, to go back and correct things because it's so easy to go back and you see those things and, you know, if you're in Word and it highlights that it's wrong. So what happens is your mind then is worried about how to spell a word versus listening to the lecture. So think about each of those and which option you think is best for you. The other thing here is, during this lecture, you don't need to write down things that you already know. So if the instructor is reviewing and you really already know that stuff, don't bother writing it. You want to focus on the things that you don't know. So let your notes become a trigger of the things that you need to work on, the things that you actually need to study. During that lecture. There are going to be times when you don't understand something the lectures talking about or you miss something, he said something that maybe you just missed it. Leave spaces, put big question marks. That's where you're going to want to go back and try and fill that in. The faster you fill it in, the better. Okay, after the lecture, what you're looking for is ways to tie your notes in your textbook. So at the end of the process, you don't want to have lecture notes

over here, PowerPoints over here, your textbook over here. And then you're trying to steady all the stuff. What you want to do is try and put all this into one stream. Figure out a way to put everything together. So when you're studying about one topic, you have one place to go. You're not going back and forth between your notes and your textbooks. Reviewing notes is important. Remembering that 24 hour rule, if we don't look at those notes quickly and really don't just read them, but actively look at them and do something with them. There's a good possibility that we're going to forget everything that was just said. So most of you don't have classes every day. So 24 hour rule means you really need to look at your other class notes in-between classes. We talked about in the study skills presentation about frequency and chunking. The fact that you cannot just sit down and read everything all at once and expect to learn it. Things are learned best by doing them frequently in small pieces. Most of us have 15 minutes here and there that you can spare. Take a specific topic in your notes. Maybe it's something you need to memorize. Maybe it's a theory that you're not quite understanding. And just keep thinking about that and just in 15 minutes, it's all you need to just constantly think about something until you have it figured out in your head. Or maybe you could rewrite it. Or you could spit out the words that you're trying to memorize in a certain order. Just keep doing that in small little pieces over time. So you've all heard that There are different note taking systems out there. Probably never really gave them a name, but I'm gonna give you three basic ways of taking notes and then the Cornell note-taking system. So I cannot say that any of these ways are better than one might work well for one discipline and for someone else, it might be something else. This is for you to decide what is best for you. The outline, obviously it's quite known. It's easy, it's good for structured lectures. Mapping shows a little bit more about relationships. And charting might be good if you're trying to do some comparing of two topics. I'm going to go through those in a second. And then of course, Cornell being a way to kind of take all of these notes in one of those three formats, but then do something with it that's more active. Okay, so I've picked the topic here and you're going to pretend that I'm lecturing about college athletes and whether or not they should be paid. So this is a topic that's been out there, out there for a very long time that college athletes are bringing in money to universities and they're not being compensated for their time and energy, their name, their jersey number, etcetera. So what I wanna do is just take that topic and pretend that you're taking notes in a lecture and utilizing the different ways of how we might take notes for this topic. So should they be paid or not? An Outline method, a comparison chart and a mapping process. So this would be the structure of a typical Outline method. That's probably how most of you learned to take notes. You have a heading, you have some subheadings, and then you start listing facts underneath, you have another heading, pretty straight forward. So in this instance, we've got college athletes and income. So where's the, where's the money coming in? So if I'm lecturing about this topic, I know that I'm listening to my lecture and they start listing a bunch of items. They make a list. Okay, that's perfect for an outline of note-taking. I'm making a list that they're getting TV revenues, advertising, ticket sales, merchandise scene in licensing, expenses. I'm going to skip the rest of that slide because I think it's an error. Should the college athletes be paid, follow the money trail, the pro and con of pain athletes. Okay. Yes, sorry, skip that previous slide. I meant to take that out. So here's your outline method. Expenses on one side. I've put income on the other side. Okay, so all the ways that a university takes in money and all the types of ways that we have to spend money for athletes. So it's just a straight outline with one heading and a bunch of listings underneath. But over here under ticket sales, I've actually got a subheading. So there's different types of ticket sales. There's the boxes, there's season ticket holders or possibly out the door and maybe you had a raffle, you have some free tickets. All the different ways that you might be taking in. So that's just an example of a straight outline method. This

would be more of a comparison chart. Okay? So should we pay the athletes or should we not pay them? Some points that your instructor or your lecture has made their working over 60 hours. They'd just deserve it. Maybe if they were paid, there'd be less corruption. A lot of them go pro because they need to support their families. Maybe players would stay longer at the university and not jump if they were paid. Why they're not paid over here on the right. It's all about education. If you go to college, that's why you go to college, is to get an education, Not to play sports. Colleges are broke, especially after Covid-19. Colleges can't afford it. One would say that we're already paying the athletes by giving them full scholarships, are partial scholarships. And then over here that if we pay them, they'd probably never go to class because they wouldn't really care whether or not they flunked out. So just some bullet points in a comparison chart. Maybe your mind works better if you see things you know, here's the good and here's the bad. This would be an example of mapping. Okay? So you know that there's lots of different factors here with regards to college athletes. So what I've done here, I've just kinda created these bubbles. I need to talk about the economics of college athletes. I need to talk about their education. What about the court cases that have actually already happened in the past? Would about the business model, what research is out there? I've taken one bubble here, which is the legality of, the legality of it all which we're talking about signing bonuses on booster clubs. So maybe you're more of a visual person and you would prefer to just kinda lay this all out and draw circles and draw stick figures, whatever you want. The idea is your notes, are your notes. So the idea is however, you have to put it down on a piece of paper to look at it later and figure out what it is you're supposed to be learning. It's whatever works for you. So wanna do, I want to go through and look at a few subjects on how note-taking might be different based on the type of subject. So in the sciences, biology, chemistry, astronomy, physics, etc. Clinical sciences, anatomy, physiology, nursing. We are talking heavy on vocabulary. Okay? So if you're trying to take notes on vocabulary again, if you don't know how to spell the word when you're taking notes, don't worry about it. As long as you know what the word is and you know its meaning, that's important. If you don't, you might want to start flashcards for like if you were learning anatomy for example, and you needed to list all the bones, that might be a way to do it. It might be if you got, if you drew a stick figure and you wanted to just draw arrows to the names of the different muscles and bones and then write the words over on the side, that would be good. These lectures tend to be more about processes. How do nutrients run through the system? How does the cell develop? So you're talking about a beginning and an ending point. And then every step in between. Lectures tend to follow the textbook more frequently. And that is because science is much more factual. And that is what you are learning. You are learning the facts versus a lot of abstract theories. Now as you progress, if you were, let's say a nursing major as you progress, there of course, will be what we call evidence-based and factual. So if you take Covid-19, for example, there are the facts that are out there. But then there are other things that people are saying, well, you know, younger folks are starting to have symptoms even after they recovered, even if their case was mild. So you've kind of got this abstract stuff that's out there that, you know, is it actually fact or is it just being thrown out there in the media? Or is it something that could have a pro and con based on it? So when we're talking about science in general, those are some of the main themes. I know a lot of people think that science is the hardest subject to learn. But in reality, you're talking about a lot of memorization, a lot of very straightforward processes. It might require a lot of studying, a lot of learning, but it's not necessarily the hardest thing to wrap your head around until you get down to maybe a more advanced level. So looking at chemistry, for example, you're talking about a lot of elements, formulas and processes. You might just have to memorize those. And I will say I've had chemistry many, many years ago and yes, you just have to memorize those. That's just the way

it is. And the best way to memorize, I think, is using note cards or using your phone nowadays. Put the name of the chemical on the front and then the answer is the actual formula on the back. They're going to be prefixes that you need to memorize. If you memorize those prefixes, they will be used later with other words. And I'm going to throw out my first mnemonic here, which is kangaroos hopping down mountains drinking chocolate milk. That is kilo, hecto, deca, meter. From large to small? The Periodic Table, again, it's all about memorizing. Maybe you just have to memorize the first line and I've made up a numeric, which is Harry helps little Bobby Brown create new online Facebook news. All I have to do is remember that line which has a meaning to me. H, H, Okay, I've got helium or hydrogen, which one comes first and then little is for Lithium and Be is for Bobby. But what did that mean? So the numeric needs to mean something to you so you can remember that and then remember those letters in order. In talking about sciences in the library, we have a lot of students that will come in and say, I don't understand this topic, as long as you can tell us what the topic is. So if you came in and said, I don't understand how the circulatory system works in human beings. We could probably find you another book, a website, reputable Website that might help you to understand it. So maybe you're just not making a connection with your textbook or with the lecture. There are other resources out there. You need to know what it is that you're, that you're stuck on. Go find that in another format or another manner. So biology is a little more complicated in that goes from simple to complex vocabulary, lots of vocabulary learning to break it down in learning those prefixes again, so that if you know that glu- means sweet and you know that -cose means sugar, you can mix those words up and create all kinds of words and you don't have to memorize each new word. You'll be able to figure it out because you already know the prefix or the suffix. Here. Oops, excuse me. There's some examples here. At the bottom. Okay, social sciences. That would be things like psychology, sociology. I've heard students say that, oh, those are easy classes. And then they turn around, say, it's so hard there's all these theories and I just don't understand them. So it's not quite as fact based is the hardcore sciences. You're looking at theories and how there's opposing theories and how if this happens with this theory, then this might happen. So it becomes definitely more complicated and comparing and contrasting. So how do you take notes on that? What I've got here is kind of a mapping concept on the bottom. Maybe you've got the name of the theory with some basic information and the middle. And then off of the wheel, you might just have all the different things that you need to know about that theory. Because yes, it tends to be a little more abstract and, and definitely not linear. History. History's where I like to say figure out, talk to your instructor. What do you need to know? History is full of facts, names, events, places, dates, et cetera. Do you need to know all of those things? I mean, is there going to be a multiple question, a multiple choice question that says, you know, the civil war started in 1963, 1964, 1962, 1961. And all the dates are going to be really, really similar. And you knew it started in, let's say, the 1860's, but now you can't remember. So do you have to know the specific date or just need to know kind of when events, places, et cetera. So again, are those names and dates in your textbook, can you not write them down when you're taking notes? Because you'll be able to find them somewhere else. Cause and effect. The what if timelines, you know, history is different. Okay? But this might be a way of mapping out a history lecture. You know, that we're talking about the Civil War and you know that there's all these little tangents of things that one needs to talk about. Art. In the Library. We had a lot of students having difficulty memorizing and learning all of the different paintings and sculptures and pieces in the art class. Again, very heavy on names and dates, the period that the artwork was done, the movement, the style. This comes down to knowing what your options are. And then notecards would be good. They actually have a program in the art department that will help you with some of these pictures. The lectures may

be very visual and very auditory, requiring you to listen to the story behind the painting and the content. You might just have to memorize some of the content. But what you need to do is think about the story behind any statue, painting, artwork, because it will help you remember the details. I remember the name of this painting quite well because I saw a movie with the title of the painting. It's Vermeer, it was Dutch. I know the story behind this painting. The artist Vermeer. And of course I know the story behind the painting because I watched the movie. He, this was the slave girl and he saw her in front of a window. He took her. He decided he was going to paint her, and he decided that she needed something. He went and got his wives Pearl Earring. And of course wife wasn't happy. But thus we have a famous painting called The Pearl Earring, or rather the Girl with a Pearl Earring. So learn the story behind these things. Don't just try and memorize. This painting has a bunch of people fighting each other. Think about what, you know, what colors are they wearing? What's the scenery, what battle might it be? It will help you remember. Okay, math. Math is about knowing the symbols. Okay? Now when you're taking notes with math, I've done some reading on this because I had trouble, I thought, taking notes and math. So what would happen is the instructor, would get up there and start writing all these problems on the board. And I'd start just writing everything that the person wrote on the board. What, what happens is when you solve a problem in your notes, you've lost the steps that it took to get to solve the problem. And that's really what it is you need to learn. You don't need to learn that specific problem. You needed to know how to solve the problem. So in researching what I have found, people say, the main thing you need to do is make sure that you put the beginning problem down and the ending, the solving of the problem. And then in-between, try and follow how the problem is solved. So rather than writing down numbers and symbols as you go along, you can do that if you want, but make sure that you do it in different steps so that you're not constantly working on the same problem, and you no longer can see it when you go back to it, but you have separated out into ten different steps. So you want to learn those steps, not necessarily just the end result. Excuse me. Again, in your math book, it will talk about the type of problem you're working on. And as you've probably already figured out if you've had a math class, math is all about practice. Ok. So taking those notes and figuring out that this was a, I don't know, a training triangle problem. You could go to the Internet, you could go to the library and you could find other problems based on that same theme. And again, practicing those different problems will help you learn it. So a lot of you have probably heard about Cornell note-taking. It's pretty popular mainly because it's very flexible. It's not rocket science basically you have a piece of paper, lined piece of paper. And all it does is say take your notes in this big space here where it says notes. Take your notes whichever way you want. Is it a map? Is it a comparison chart, is an outline, Do whatever you want in this space. But what you want to do over in this space on the far left is you want to create some questions. So remember early on I said if what you're trying to do is put all this stuff into one place so that when you're studying for a test at the end of the semester, you're questioning yourself. Remember that's active learning. So just rereading your notes. Just rewriting your notes is not active learning. If you're the kind of person who goes home after lecture and rewrites your notes by looking at the notes. That doesn't do you any good. All you're doing is copying your handwriting. You want to read the note and see if you can remember what it was about and then rewrite that in your own words because it's your own words that are going to help you remember things. Okay? So you want to read it, reflect on it, think about it, and then rewrite it. Okay, that's an active method of studying your notes. The other way here would be then to take all of those notes over on the right hand side and think of questions. And what you could do is you could come up with your questions right here and cover up the side that says notes on it. And then you in a sense, would be quizzing yourself. What better way to know whether or

not you know, the material is to quiz yourself. Okay, so Cornell works pretty well because you are questioning yourself. Reflecting on the note you're thinking about it, you're testing yourself. It forces your brain to think actively versus just passively reading over those notes. And it creates those higher level questions, the things that you're probably going to be tested on, not just the facts, right? So I talked about bringing all of this stuff together. We want to make sure that we take those lecture notes, the textbook notes, and the handouts, and we put them into one place, into your notes. Maybe you end up with note cards, maybe you end up with a notebook, whatever it is, the idea is that you have one place to go where you're going to question yourself and do some active problems. Quizzing yourself, paraphrasing what you've read, whatever it is that works for you. Okay. But you don't want to have to have three or four different ways to get all of that. Now, I primarily talked about lecture notes, but the same things apply for textbook notes. When you're reading your textbook, or you taking notes or you highlighting, are you writing in the margins? Again, think of the meat, what active means? Ok, so active does not necessarily mean just reading your textbook. Take that textbook and create those question. So maybe as you're reading your textbook, go ahead and take notes on a piece of paper of the textbook. Okay. There's a study and I'm not sure everybody would want to do this, but if you read that section and then rewrite it in your own words, that means you know it. You can go onto the next section, but if you can't rewrite it in your own words Or at least rewrite it in your head. You need to go back and read it again because that means you didn't learn it. All you did was read a bunch of words that were just random and they weren't put together into some meaning. Okay? We know that teaching information to someone is the best way to know that we know it. Everybody start having little, you know, fake friends, whatever. Teach your material to someone. Make sure you know it. Study anywhere you can. And that's the end of my note-taking presentation. Thank you and have a good day.