

Note Taking

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A quick internet search reveals a number of different methods to take notes. Methods that bear the titles Cornell, Mapping, Outlining, and Charting all illustrate different ways to help students write down material shared in a lecture or while reading. While reviewing these strategies with students is a must, just getting the students to TAKE notes maybe the biggest hurdle of all. Also, depending on the discipline, note taking looks different. Whatever the method, allowing time for the students to write is important. Below are examples of four different note taking methods.

THE CORNELL NOTE TAKING METHOD
BEST FOR: Understanding key ideas and relationships

THE MAPPING NOTE TAKING METHOD
BEST FOR: Visualizing connected topics and ideas

The infographic shows two examples of note-taking pages. The Cornell method page is divided into three sections: 'CUES' (2.5 inches wide), 'NOTES' (8 inches wide), and 'SUMMARY' (2 inches wide). The 'CUES' section contains 'After Class' prompts and questions, and the 'NOTES' section contains 'During Class' main points and details. The 'SUMMARY' section is for an 'After Class' summary. The Mapping method page shows a hierarchical flowchart starting with a 'Main Topic' at the top, branching into 'Subtopic #1' and 'Subtopic #2', each with 'Key Details' and three 'Point' entries.

THE OUTLINING NOTE TAKING METHOD
BEST FOR: Easily creating study questions for review

THE CHARTING NOTE TAKING METHOD
BEST FOR: Reviewing lots of facts

The infographic shows two examples of note-taking pages. The Outlining method page is organized into a list of 'Main Topic' and 'Subtopic' entries, each followed by 'Key Point #1' and 'Key Point #2'. The Charting method page is organized into columns for 'Main Topic', 'Topic #1', 'Topic #2', and 'Topic #3', with each column containing 'Point 1 Details', 'Point 2 Details', and 'Point 3 Details'.

What teaching note taking skills looks like in C150/152

PowerPoint slides are available to the students on Blackboard before the lecture to print off if they chose, but it is not mandatory. Different color pens and highlighters are recommended to show levels of understanding and importance. For the theory information, there are some slides that have information left off so students can fill in as the lecture progresses. There are times when information from the lecturer is stressed to emphasize the importance of the information for note taking. The majority of note taking in C150/152 is done during the application of the information in the problems. A problem will be posted and students will be given enough time to write the problem down and attempt to answer it (black ink). After some time, the problem will be discussed and students can check if they correctly did the problem. As we go over the problem, the students can make corrections in a different color ink (blue ink) along with writing the why of certain steps



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(red ink). In the end, they (hopefully) would have a sample problem done with notes that they can apply to other problems.

<https://www.oxfordlearning.com/5-effective-note-taking-methods/>