Note-making
Aim of workshop

• To discuss the principles of note-making
• To discuss the content of your notes and different styles of note-making
Different purposes of notes

- Capturing all the key points
  - Lectures
  - Books, journal articles
- Capturing selected ideas
- Preparing for revision
- Planning for an assignment

- Decide what your purpose is before you begin
Why do you need this skill?

• At university, you choose what to read, so need your own records
• You need to think beyond the content to how it fits in with your assignment
• Transferable skill
• Helps you to:
  • focus
  • understand
  • remember
  • use your own words – improving your writing
Check: do you need to take notes?

• What are you going to do with them?
  • Will you look at them again?

• How easy is it for you to take notes?
  • For example, may be more difficult for dyslexic students

• Is there an alternative?
  • Printout of PowerPoint slides from lecture?
  • Lecture recording?
  • Abstract from article?

• But: if you’re not going to take notes:
  • How are you going to keep active and attentive in the lecture?
  • How are you going to review the lecture?
Activity

• What types of notes are you most concerned about?
• Write some ideas down in note form on worksheet
What should your notes contain?

• Include full reference so that you can find the source
  • Date of lecture, topic
  • Details of authors, years, URLs etc for references
  • Date, topic, assignment for plans
• Label your notes (numbered)
• Use abbreviations (with a key?)
• Explain your points so they’ll make sense later
• Have way of distinguishing quotations/paraphrases/something in-between
• Read, then make notes – not lots of copied content
• Analyse the content
  • Include summaries, questions and where you need to go next.
### Some abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>Important, notice this</td>
<td>∴</td>
<td>Therefore</td>
</tr>
<tr>
<td>e.g.</td>
<td>For example</td>
<td>∴</td>
<td>Because</td>
</tr>
<tr>
<td>i.e.</td>
<td>That is, that means</td>
<td>&gt;</td>
<td>More than</td>
</tr>
<tr>
<td>c.</td>
<td>Circa = about</td>
<td>&lt;</td>
<td>Less than</td>
</tr>
<tr>
<td>C19</td>
<td>19\textsuperscript{th} century</td>
<td>≠</td>
<td>Is not the same as</td>
</tr>
</tbody>
</table>
Activity

• Create a list of some abbreviations that you could use in your subject area
What style of notes?

• A style that makes sense to you
• Portable notes so you can make them anywhere
• Lots of different options:
  • Handwritten
  • Tables with columns
  • Word documents with numbers
  • Cornell method – key points in margin and summary at the end
  • Mind maps
  • Diagrams, pictures, speech
  • Annotation of texts (eg Mendeley, Ebook Central, Reading Lists)
  • Separate from the text (eg OneNote)
## Cornell note-taking

<table>
<thead>
<tr>
<th>Review</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use for questions, keywords</td>
<td>For brief notes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
</tr>
<tr>
<td>For most important points</td>
<td></td>
</tr>
</tbody>
</table>
Mind mapping
Note-making

- Do you need to take notes?
  - Content
  - Style
  - How to make portable?
Hand-drawn notes
Annotating texts

PowerPoint slides

Mendeley
OneNote - benefits

- Portable - available from pcs, iPad, your phone
- Can set up hierarchies of notebooks, sections, pages, even subpages
  - Useful as can have sections for an assignment
- Can search content
- Can bring in other content
  - Pictures, PDFs, files
- Customisable
- Workshop available (in iPad training programme)
Find out what works for you

Your note-making needs to fit in with your needs and your skills

Differences in:

- Efficiency of short-term and long-term memory
- Speed of information processing
- Typing skills
- Confidence with IT
- Legibility of handwriting
Are your notes in keeping with your learning style? (VARK)

• Visual
  • Underline, highlight, different colours
  • Draw pictures, flowcharts
  • Use symbols instead of words

• Aural
  • Record your notes

• Read/Write
  • Written notes, organised in hierarchies

• Kinaesthetic (learning by doing)
  • Include ‘real life’ examples
Notes on keynote by Mick and Ruth Healey, LTE Conference 2018 (Visual)

**Partnership** as a process, way of doing things

**Collaborative reciprocal** - all participants have to contribute equally although not necessarily in same ways.
- Difference between listening to students and having them work with you to make changes

**Threshold concept** - looking at something very familiar from a different perspective

**Equity** - fairness, responsible for aspects of work relative to role and expertise.
- Contributing equally not the same as having equal responsibility.
- Neither disciplinary or pedagogical experts. Their expertise is in being a student.
Tips from the experts

• Make use of colour
  • Different coloured pens for different sections/topics to break up volume of text
  • Highlighting key points/priorities in a specific colour

• Break up your notes
  • Use bullet points
  • Leave spaces between key points

• Read through your notes after the lesson
  • Reinforces your learning
  • Allows you to add to your notes while they’re still fresh in your mind
Activity

• Draw or write what you’ve learned so far from this workshop.
• Try using a different style of note-making from what you’ve used previously.
What not to do

• Just copy the points
  • You won’t be active, so will miss out on benefits of note-making
  • It’s not a good use of your precious time
• Worry about the neatness of the notes
  • They’re only for you.
• Muddle up your ideas with points copied from a text
  • Danger of plagiarism in error
• Share your notes inappropriately
  • Danger of being accused of collusion, if meant to be working individually
  • Think about how sensitive your notes are – eg don’t share your essay plan
• Lose your notes!
  • Are they backed up electronically eg via university account/cloud storage?
  • If they’re handwritten, have you taken photos of them?
References


Other useful workshops

• How to study well
• Strategies for reading academic articles (bitesize)
• Structuring your assignment

• Note writing to capture vital information (iPad training)
Questions

• Any questions?