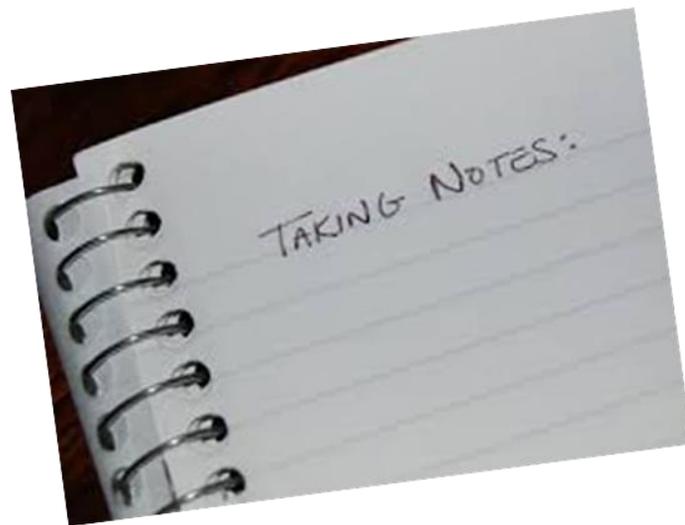


Study Skills Workshop: Effective Note-taking



[Career Services](#)/[Academic Advising](#), Student Life

For more information/questions

Place in Email Subject Line: 'Study Smart'

f.leskovjan@uwinnipeg.ca



THE UNIVERSITY OF WINNIPEG

Active Listening

SLANT

Sit in front

Lean forward

Ask questions

Nod and smile

Track the teacher

Listening Tips

1. Attend all classes
2. Recognize that hearing is not listening. Listening is a cognitive activity that processes and interprets information.
 - Listen deliberately “I am going to listen because...”
3. Focus on meaning, not individual facts
 - Make connections between individual facts and the topic of the lecture. Meaningfulness is the key to understanding, studying and remembering.
4. Listen to opening remarks
 - Teachers often use them to make connections with a previous class, present the purpose of the lecture, or give an outline for the class.

Cornell Method

	8. Questions	7. Added Content	5. Keywords/ Concepts	1. Date, title 2. Course name
9. Index or Checklist		<input type="radio"/>	<input type="radio"/>	3. Lecture notes
		<input type="radio"/>	<input type="radio"/>	4. Leave blank spaces
		<input type="radio"/>	6. Summary	

Cornell Notes PDF Generator link

[Create Your Personal Cornell Notes Notepaper](#)

Word Templates and Cornell Note Taking

[Tips, Word Templates and Cornell Note Taking](#)

For more information search on the web or go to [Cornell Notes](#)

Cornell Method

Use a loose-leaf binder or spiral notebook. Loose-leaf is preferred because new pages, handouts, and returned tests can be added to the notebook.

Right-Hand Page

1. Each lecture should be dated and titled
2. Course name should be recorded
3. The bulk of the right-hand page should be used to record your lecture notes. This should be done in simple phrases. How you do this depends on your own style and your instructor's teaching style. Indent less important material in order to separate these points from the major ideas. Dashes, numbers and letters help. Be consistent in your style and write legibly.

Leave a space if you miss something or find something confusing. Then when you review your notes, you'll know where you had a problem and can seek clarification.

4. Leave plenty of blank spaces in order to correct spelling or add information
5. The margin of the right-hand page should be reserved to record keywords, new words, or what might be called *test words*. During your reviews, these words should be incorporated into a vocabulary list or flash card system. If you find the margin too narrow, draw in a wider column to match your needs.
6. When you review the notes for the first time, write a short summary of the lecture in this space.

Left-Hand Page

7. On the left-hand page you can add to or clarify the lecture notes. You can record material from texts or other sources, correct or redraw diagrams, and add maps or tables.
8. Save at least one third of the left-hand page for a question column. You should continually make up and record questions that pertain to the information in your notes. Asking questions will help you focus on the material and enable you to test yourself before class tests. It also helps you listen actively and stay awake.

Use your questions in your study-group or in your weekly review. Cover up the notes, read the questions, recall and recite the answers. Check the notes to see whether your answers are correct. After the first test, compare your questions to the test questions. How many were helpful? Refine your questioning skill. It will pay off.

9. The margin of the left-hand page may be used for checking off questions, or indicating areas where you need to ask for help. You may want to use this space to record where lecture content can be found in your textbook.

Additional Hints

- Develop your own shorthand. Eliminate vowels and use symbols.
- Use tape recordings only to check or clarify notes, not to listen to the whole lecture again.
- Note whether your instructor repeats material in different ways or gives different examples concerning the same topic.
- Record clues given by the instructor. The tone of voice, the use of expressions, and various gestures are all important.
- Be alert for indicator words or phrases:
 "Three are important..."
 "The beauty of this is..."

Concept Mapping

"Concept-Mapping" is a tool for assisting and enhancing many of the types of thinking and learning that we are required to do at university. To do a Map, write the main idea in the centre of the page -- it may be a word, a phrase, or a couple of juxtaposed ideas, for example -- then place related ideas on branches that radiate from this central idea.

HOW TO DO A MAP

- Print in capitals, for ease of reading. This will also encourage you to keep the points brief.
- Use unlined paper, since the presence of lines on paper may hinder the non-linear process of Mapping. If you must use lined paper, turn it so the lines are vertical.
- Use paper with no previous writing on it.
- Connect all words or phrases or lists with lines, to the centre or to other "branches." When you get a new idea, start again with a new "spoke" from the centre.
- Go quickly, without pausing -- try to keep up with the flow of ideas. Do not stop to decide where something should go. For example, to order or organize material -- just get it down. Ordering and analyzing are "linear" activities and will disrupt the Mapping process.
- Write down everything you can think of without judging or editing -- these activities will also disrupt the Mapping process.
- If you come to a standstill, look over what you have done to see if you have left anything out.
- You may want to use color-coding, to group sections of the Map.

ADVANTAGES OF MAPPING

Here are some advantages of Mapping, which will become more apparent to you after you have practiced this technique a few times:

- It clearly defines the central idea, by positioning it in the centre of the page.
- It allows you to indicate clearly the relative importance of each idea.
- It allows you to figure out the links among the key ideas more easily. This is particularly important for creative work such as essay writing.
- It allows you to see all your basic information on one page.
- As a result of the above, and because each Map will look different, it makes recall and review more efficient.
- It allows you to add in new information without messy scratching out or squeezing in.
- It makes it easier for you to see information in different ways, from different viewpoints, because it does not lock it into specific positions.
- It allows you to see complex relationships among ideas, such as self-perpetuating systems with feedback loops, rather than forcing you to fit non-linear relationships to linear formats, before you have finished thinking about them.
- It allows you to see contradictions, paradoxes, and gaps in the material -- or in your own interpretation of it -- more easily, and in this way provides a foundation for questioning, which in turn encourages discovery and creativity.

USES OF MAPPING

- **Summarizing Readings**

Summarizing is important for at least two reasons: First, it aids memory, and secondly, it encourages high-level, critical thinking, which is so important in university work.

Use Mapping in the following ways, to summarize an article, or a chapter in a book:

1. Read the introduction and conclusion of the article, and skim it, looking at sub-headings, graphs, and diagrams.
2. Read the article in one sitting. For longer material, "chunk" it -- into chapters, for example -- and follow this procedure for each chunk.
3. Go back over the article until you are quite familiar with its content. (This is assuming that it will be useful and relevant to your work -- one would not wish to spend this amount of work on peripheral material).
4. Do a Map as described above, from memory. Do not refer to the article or lecture notes while you are doing the Map if you do, you will disrupt the process.
5. Look over what you have done. It should be apparent if you do not understand, or have forgotten, anything. Refer back to the source material to fill in the gaps, but only after you have tried to recall it without looking.
6. Up to this point, the Map is made up of information derived from what you have read. If you want to add your own comments, you can differentiate them by using a different colored pen -- or you could make a whole new Map. This is useful if you want to go more deeply into the material -- to help to remember or apply it, or to work on an essay.

- **Summarizing Lectures**

Some people use Mapping to take lecture notes. If you find that this works for you, by all means do it: however, if it does not work, you can certainly take lecture notes as you normally would, and summarize them later (as soon as possible after the lecture) in the way described above. Be sure to do this first from memory -- then check it over for accuracy. If possible, give yourself adequate time to do this -- the more time you spend, the better your retention will be. However, even a brief summary will have very beneficial effects for your memory, and your overall understanding of the material -- its salient points and how they fit together.

- **Reviewing for an Exam**

Mapping can be a productive way to study for an exam, particularly if the emphasis of the course is on understanding and applying abstract, theoretical material, rather than on simply reproducing memorized information. Doing a Map of the course content can point out the most important concepts and principles, and allow you to see the ways in which they fit together. This may also help you to see your weak areas, and help you to focus your studying.

- **Working on an Essay**

Mapping is a particularly powerful tool to use during the early stages of writing an essay, before you write the first rough draft. When you start out exploring material that may be useful for your essay, you can summarize your readings -- using Mapping, as described above -- to help discover fruitful areas of research. Finding a suitable thesis is a process of exploration and approximation, and later on, insight. You may want to look for something that you find interesting and somehow problematical, with implications beyond itself that you can explore.

[Create a Concept Map Sample](#)

Note Taking Assessment

Class Notes Checklist

Use this checklist to judge the quality of your class notes. Check “Yes” or “No” if these are included in your class notes.

	YES	NO
1. Date and subject of lecture.....	___	___
2. Recording of assignments.....	___	___
3. Summary statement of lecture.....	___	___
4. Format		
a. Consistency of style.....	___	___
b. Phrases rather than full sentences.....	___	___
c. Outline form with indentations.....	___	___
5. Neat and legible.....	___	___
6. Accurate (check with instructor or classmate).....	___	___
7. Clear, can be remembered.....	___	___
8. Complete		
a. Record of instructor’s hints and gestures.....	___	___
b. Record of discussion.....	___	___
c. Record of what is written on the board.....	___	___
d. Well labeled diagrams	___	___
e. References to diagrams found elsewhere.....	___	___
9. Use of symbols and abbreviations.....	___	___
10. Starring or marking of important points.....	___	___
11. Leaving spaces for points missed	___	___
12. Notes taken on right-hand page.....	___	___
13. Review of notes within 4 hours of class.....	___	___
14. Recording questions in question column.....	___	___
15. Recording instructor’s questions.....	___	___
16. Comparison of lecture content with text.....	___	___
17. Outline of pertinent textbook content added.....	___	___
18. Summation of week’s work in outline, essay or map.....	___	___

Use Abbreviations in your Note-Taking

P = page

= number

b/c = because

b/4 = before

wd = word

w/ = with

w/o = without

2 = to, too, two

ie = that is

eg = for example

re = concerning

vs = versus

~ = about

> = greater than

< = less than

T = could be on the test

Cont'd = continued

→ = means

∴ = therefore

√ = check later

* = important

def = definition

\$ = money

e'day = everyday

HW = however

Gov't = government

Int'l = international

Q = question

ch = chapter

Write only the beginning of a word:

Ref = reference

Dif = difference

Comp = compare

Write only consonants and omit vowels:

Impt = important

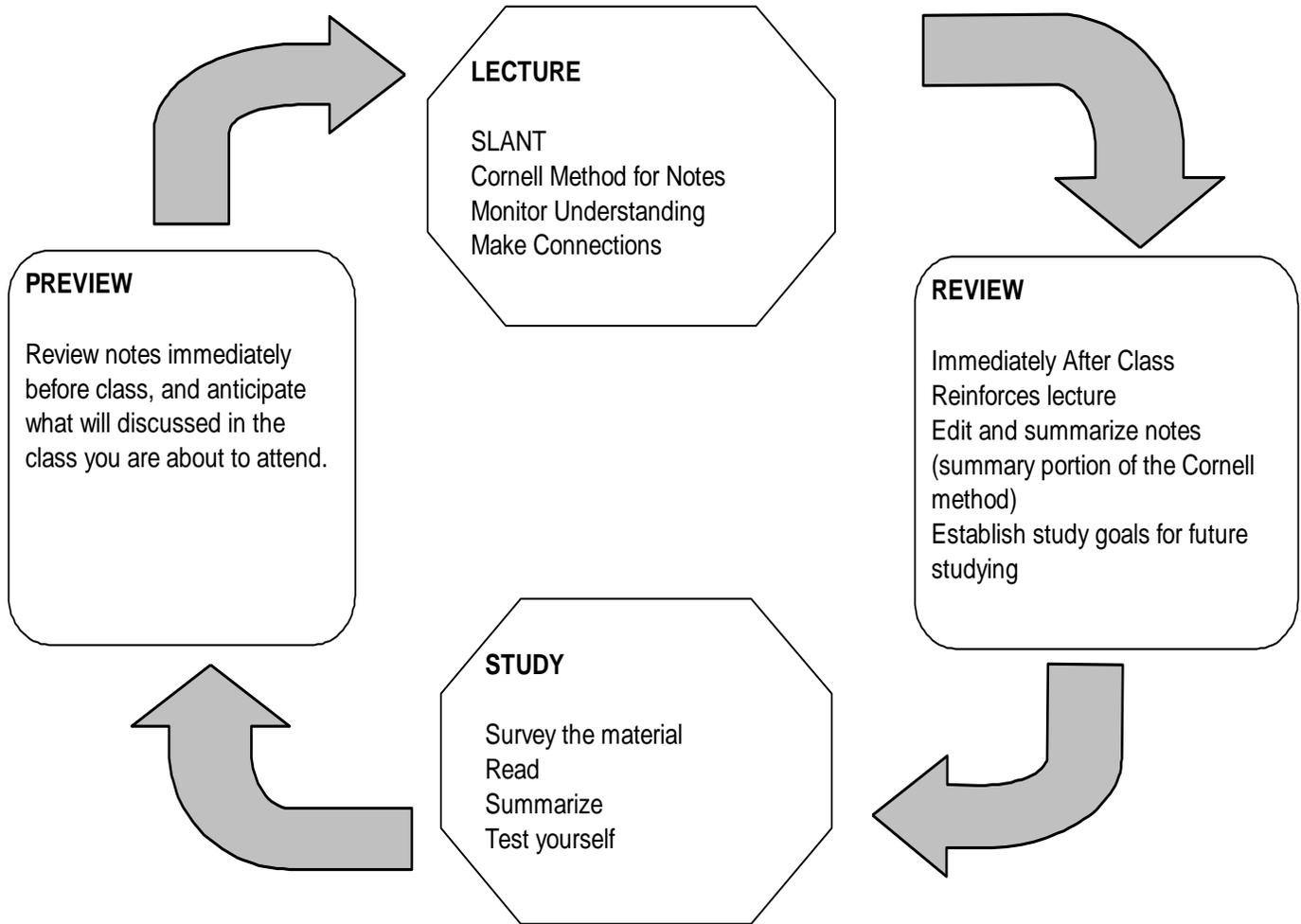
Bhvr = behaviour

Wrt = write

Lrn = learn

Lk = like

THE LEARNING CYCLE



Preview: Reviewing your notes before class begins the process of thinking about the material you will be covering & prepares you for active listening.

Attend the lecture – Think about what the instructor is saying and how it will connect to the rest of what you are learning.

Review – Recall and organize what you have learned in class. This should take place as soon after class as possible.

Study – Weekly review of class notes, self-testing, and flashcards are all useful.

Notes: