

Taking Useful Class Notes

Academic Learning Centre

201 Tier

480-1481



Overview

- Why Take Notes?
- How to Take Notes?
- Special Considerations



Why Take Notes?

- Note-taking keeps a student involved in the lecture
- Notes are a means of external information storage
- Info in lectures often signals what will be tested in exams
- Notes are a multi-sensory activity (visual, aural, kinetic)

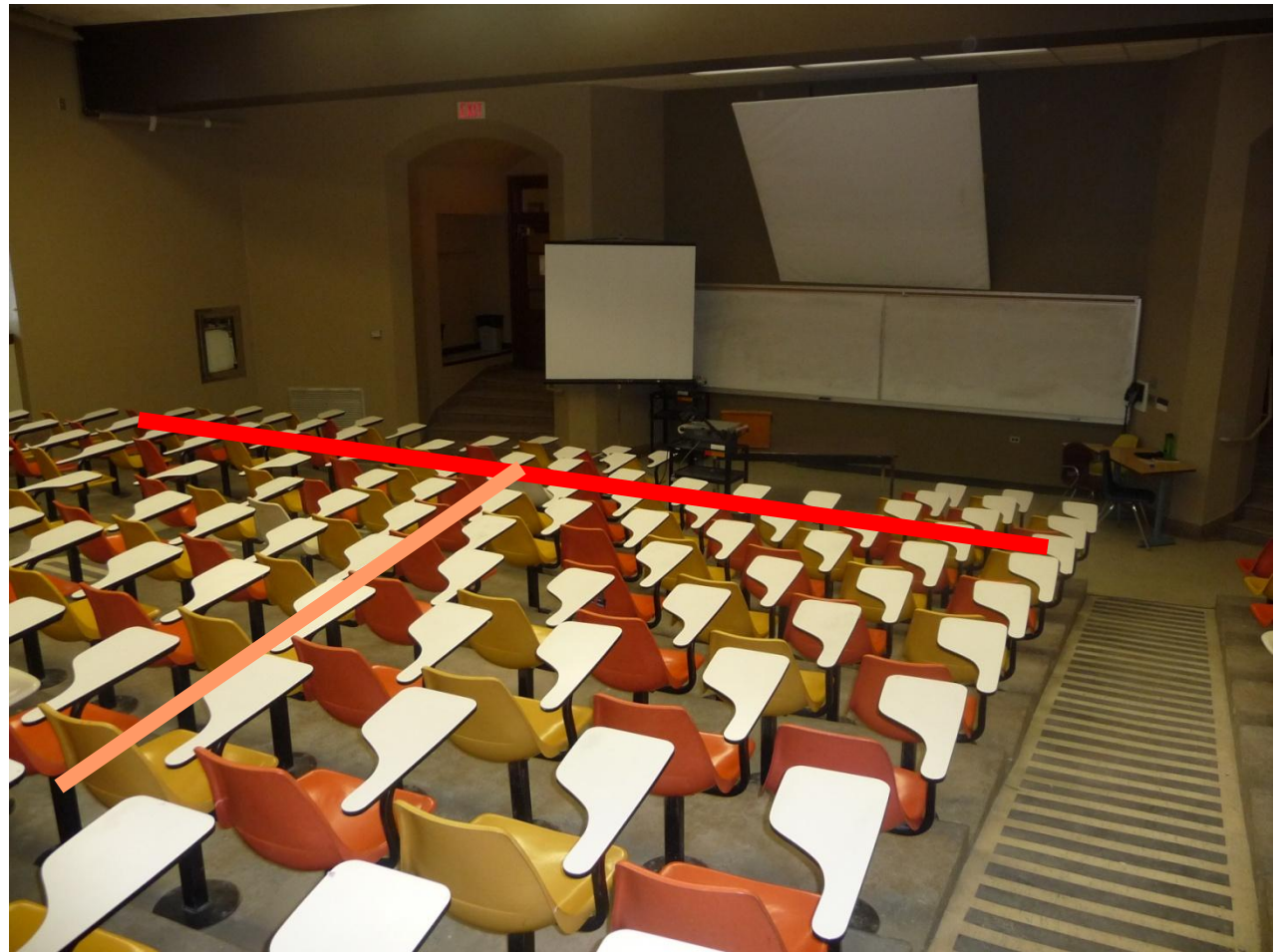


Before Class

- **Read** assigned material to help you understand and remember the info more easily.
- **Review** lecture notes from previous classes to help create a context for new info.
- **Be prepared** by bringing needed materials.



The “T” Zone



Know What is Important

Listen for verbal cues:

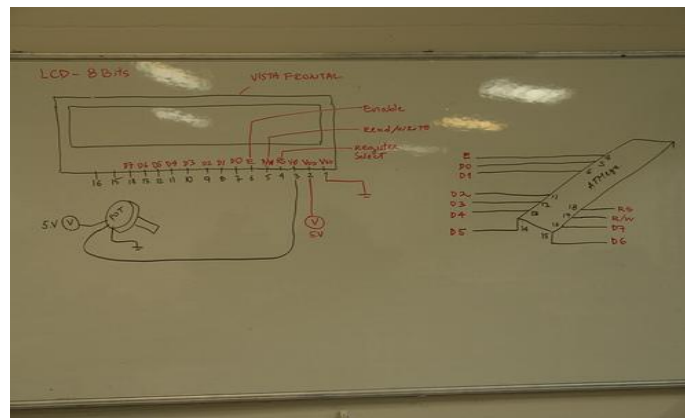
- Pausing
- Repeating
- Slowing lecture
- Speaking louder or more softly
- Changing tone and inflection
- Professor stating importance



Know What is Important

Look for non-verbal cues:

- Writing on board
- Making eye contact
- Using dramatic gestures



© laimagendelmundo
<http://www.flickr.com/photos/laimagendelmundo/>



July

Information Processing Model:

1. Sensory Memory
temp. (1-2 secs.)
ex: colour of a passing car
2. Short-term
30 secs.
ex: phone # to make call
3. Long-term
perm.
ex: child. mems.

Sensory
is not
you
was
asks

Short-term
up to
short
phone
lasts
memory

This
process

it
e
r



Symbols and Abbreviations

= (equals)

w/ (with)

≠ (does not equal)

w/o (without)

> (more than)

@ (at)

< (less than)

& (and)

↑ (goes up)

/ (per)

↓ (goes down)

~ (approximately)



1) Alarm resection or fight or flight response
- immediate (CNS)

CNS (sensory input - detect change)

↓
hypothal. CNS ∴ ↑ alertness

↓
SNS → Adrenal medulla

↓
organs ← EPI - prolongs fight or flight response.

effects:

↑ Blood glucose (energy)
⊖ (SNS inhibits insulin release).

Glycogen $\xrightarrow[\text{NE}]{\text{EPI}}$ Glucose (Liver)

b) ↑ HR + force of contraction

↑ respiration rate + depth

↓ blood flow to skin + abdominal viscera
∴ more available to skel. muscles, heart, brain

→ O₂, Glucose to working organs (brain)

c) ↓ digestion + urine formation

2) Somatic Nervous System

WS
2) Lower motor neuron ← E (skeletal muscle)

3 types of movement

1) reflexes

- a) spinal - least complex, need sensory input
- b) postural - balance + posture, " " "
- coordinated by cerebellum

2) Voluntary - most complex, no sensory input required

3) Rhythmic - walking, running

- reflex + voluntary

- initiated + ended by cerebrum

- sustained by cerebellum (without input)

Input goes to motor neurons from

a) afferent neurons - spinal reflexes

b) primary motor cortex

eg. corticospinal pathway

(pyramidal; direct)

c) Brain stem, basal nuclei; cerebellum

eg. indirect pathways

Levels of motor control

| |
|--|
| Premotor Supplementary motor Association Areas |
|--|



2) Somatic Nervous System

Somatic (15)

The
main
Input
cortex

of
mic.

Main Points

Key Words

Summary

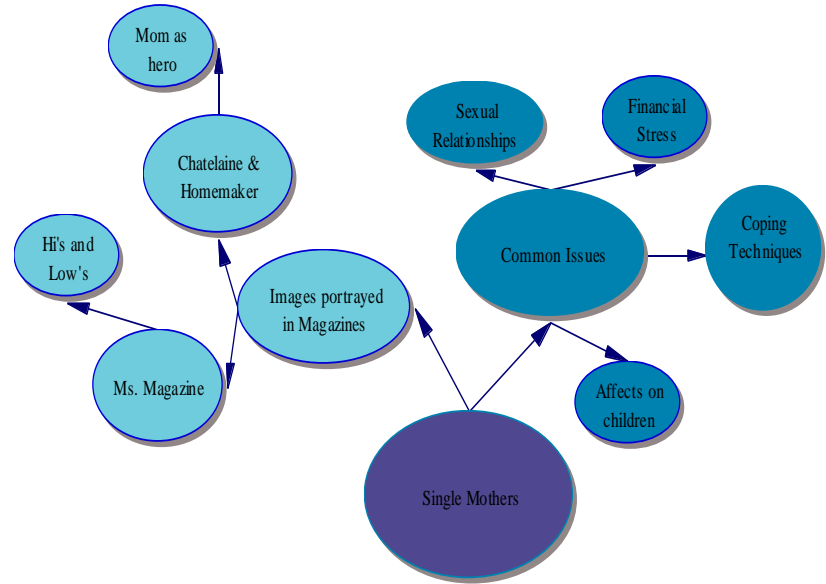
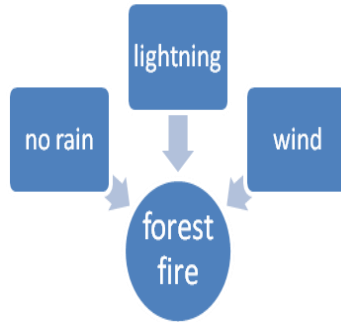
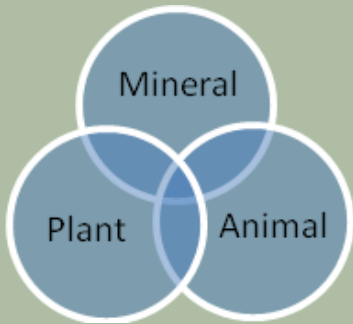
Motor
Association
Areas



Patterns-Types of Main Ideas

- Key Terms and Definitions
 - Describe central concepts
 - Often in bold type or italics
- Academic Arguments
 - Evidence and assumptions that lead to a conclusion
- Theories and Laws
 - Core rules that are used to solve problems
- Relationships
 - How things interact

Graphic Organizers



early 1600s: still-life painting flourishes.

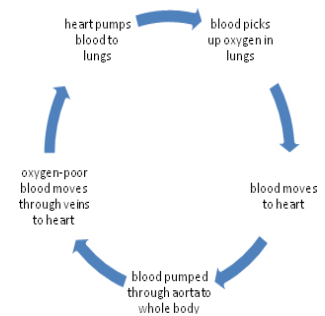
1620 British nobleman Thomas Howard, second earl of Arundel, discovers Anthony van Dyck (1599–1641).

1631 Rembrandt van Rijn (1606–1669) settles in Amsterdam.

1608 Peter Paul Rubens (1577–1640) returns to Antwerp where he serves as official painter to archdukes Albert and Isabella in Brussels.

1630s Painter Frans Hals is at the height of his success as a portraitist.

1655 Johannes Vermeer (1632–1675) registers as an independent master in the Delft guild.



Immediately After Class

- Reread notes as soon as possible after class
- Add material while info is still fresh to make your notes complete
- Complete any diagrams or examples you did not finish in class
- Highlight anything you think will be on the exam

Webnotes

Be Active!

- Use any method necessary to remember the information
 - Highlight your textbook
 - Take notes
 - Use flashcards
 - Make mind maps
 - Acronyms
 - Mnemonics
 - Try a study group



ams
els
emonics



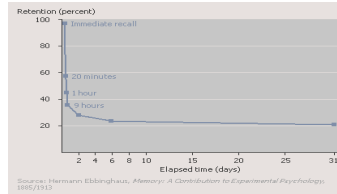
2009

30

The LAC, University of Manitoba, 2011
Tier



Ebbinghaus Forgetting Curve



Sources: Hermann Ebbinghaus, *Memory: A Contribution to Experimental Psychology*, 1885/1913

2009

38

The LAC, University of Manitoba, 2011
Tier



SQ3R: Review

- "What have I learned?"
- "Did I understand the difficult sections?"
- "Can I verbalize an understanding of the text?"
- "Could I teach the ideas to someone else?"
- "Did I try the questions at the end of the section?"
- "Can I answer the practice test questions I predicted earlier?"

2009

37

The LAC, University of Manitoba, 2011 Tier



Parallel Note-Taking

- Print out webnotes
- Write parallel notes on the back
- Elaborate with new information
- Take notes in class and annotate webnotes later

Pardini, E.A., Domizi, D.P., Forbes, D.A., & Pettis, G.V. (2005). Parallel note-taking: A strategy for effective use of Webnotes. *Journal of College Reading and Learning* 35(2), 38-55.

The Difficult Lecture

- Pre-read
- Use shorter phrases and pull out main ideas
- Abbreviate
- Share notes
- Check to see if you are getting the main ideas correctly
- Tape the lecture and listen again

Tape Recording

- A recognized accommodation for students who are diagnosed with certain kinds of learning disabilities
- Can be helpful as a supplement to written notes when material is difficult
- Must ask for the professor's permission
- **But**
 - Can encourage not paying attention
 - Not active
 - Time consuming

If You Have to Borrow Notes

- Be selective about whom you ask for notes
- Photocopy them and return them promptly
- Rewrite them; use your own words
- Read and review them frequently

Resources – Web Based

- Note Taking (University of Victoria)
<http://www.ucc.vt.edu/stdysk/notetake.html>
- Lecture Note Taking (St. John's University)
<http://www.csbsju.edu/academicadvising/help/lec-note.html>
- Note Taking Systems (California Polytechnic State University)
<http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html>
- Note Taking at University (York University)
<http://www.yorku.ca/cdc/lsp/notesonline/note1.htm>
- Taking Lecture and Class Notes (Dartmouth University)
<http://www.dartmouth.edu/~acskills/success/notes.html>



Resources - Books

- Fleet, J., Goodchild F., & Zajchowski R. (1999). *Learning for Success: Effective Strategies for Students*. Scarborough: Nelson Thomson Learning.
- Fry, R. (2000). *Get Organized* (2nd ed.). Franklin Lakes: Career Press.
- Longman, D. G., & Atkinson, R. H. (2005). *College Learning and Study Skills* (7th ed.). Toronto: Nelson Thomson Learning.
- Nichols, R. (1957). *Are you listening?* New York: McGraw-Hill.
- Pardini, E.A., Domizi, D.P., Forbes, D.A., & Pettis, G.V. (2005). Parallel note-taking: A strategy for effective use of Webnotes. *Journal of College Reading and Learning* 35(2), 38-55.
- Paul, K. (1996). *Study Smarter Not Harder*. North Vancouver: Self-Counsel Press.

