LEARNING TECHNIQUES

LESSON 7-23 ▲ NOTE-TAKING SKILLS FOR LECTURE

**LEARNING GOALS/OUTCOMES**

* Define pre-class preparation techniques that support effective note-taking
* Demonstrate effective note-taking techniques from listening to a presentation or lecture
* Improve personal note-taking skills by comparing notes with other students

**MATERIALS NEEDED**

* **Student Handouts:**
* Note-Taking Model Review
* Note-Taking for Lecture Template (a Sample Lecture for the teacher is included in this lesson)
* Note-Taking Guidelines
* Journal Page
* **Teacher copy of sample lecture on The Intelligence of Chimpanzees**

**CLASSROOM ACTIVITIES**

1. **Students identify poor listening habits**. Tell students that listening to a lecture can be challenging. At best, students with poor listening habits only hear 50% of what a speaker says, and remember only 20% at a later time. Tell students that effective note-taking can significantly improve concept retention.

Divide students into groups of two or three. Invite groups to develop a list of poor listening habits that negatively impact how much people learn when listening to a presentation or lecture. Students will discuss and develop a list of poor listening habits.

 ***Some examples of poor listening habits are:***

|  |  |
| --- | --- |
| * Calling the subject dull
 | * Socializing with friends
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| * Criticizing the speaker
 | * Not asking questions
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| * Putting your head down on the table
 | * Not thinking about what the speaker is saying
 |
| * Not facing the speaker directly
 | * Letting emotion get in the way
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| * Talking while the speaker is talking
* Listening only for the facts
* Faking attention
 | * Not making connections to what the speaker is saying
 |

Share examples for the groups of students having difficulty getting started.

Ask student groups to identify sample poor listening habits. As each student speaks, ask them to also suggest the right way to listen effectively. Write effective listening skills on the board. Tell students that each of them can develop stronger listening skills and note-taking skills, and thus increase the probability of being an even more successful learner, if they know how to approach note-taking more efficiently.

1. **Students review the Two Column Note-Taking System.** Provide each student with a copy of *Note-Taking Model Review.* Review the Two Column Note-taking system with the students. Encourage students to recognize that the goals of note-taking are to record the meaningful facts and ideas, question information, recite the facts and information, reflect on what was learned and review the information to remember what was learned.

Explain how notes are taken – writing the title and date on the top of each page, using the right-hand column for detailed notes, and the left-hand column for summary points. Tell students that sometimes you will record information in the left column first, and sometimes, you will take notes in the right hand section and then provide the cues in the left hand section.
2. **Students practice taking notes from a lecture**. Tell students there is a difference between taking notes from a written text versus taking notes from a lecture. Many students have developed some successful skills at reading text information and then writing down helpful notes. Taking notes from lectures or oral presentations may be a little more difficult.

Write the following general guidelines for note-taking on the board
* Listen carefully and think about what is said to develop an understanding of the material.
* Determine what is important in the lecture, writing brief notes that summarize key points.
* Personal notes are easier to remember, so put lecture ideas into your own words.
* When the speaker repeats information, emphasizes words or writes words down on the board, these are clues that the information is important. Record these things in your notes.

Distribute the *Note-Taking for Lecture Template* to each student. Read a short passage from the provided sample lecture on chimpanzees, which will serve as the lecture for this lesson activity. (Create your own text if desired. Please be sure the length is approximately the same as the text in this lesson.) Tell students to practice taking notes using *Note-Taking for Lecture Template* as you deliver the short lecture.
Some words in the provided lecture text are highlighted and underlined. These words should be emphasized during the delivery of your lecture as means to clue students that they should include them in their notes. Use a variety of means to emphasize words. These means can include repeating the word, writing some of the word(s) on the board, saying the word with emphasis, etc.

 Students should end up with notes that look something like this:

1. Chimpanzees are intelligent
* Make tools
* Use hunting strategies
* Status conscious
* Use symbols to communicate
* Capable of planning
1. Jane Goodall – observed chimps using tools - 1960
* To get food
* Using tools for thousands of years
* Sticks to get termites
* Spears to dig out ‘bush babies’ (nocturnal small monkeys)
1. **Students compare notes with other students**. Ask students to pair up to compare and contrast their notes from the lecture. Students should discuss what notes they had in common and what was different. Have students make any changes they feel are necessary.

Have each partner pair join another partner pair to form small groups of four, and have them process together again as a larger group. Discuss similarities and differences between notes and make any changes that are necessary.

Bring together the class as a whole. Review the note-taking process, asking for student volunteers to show the process and content of what notes were taken. Distribute *Note Taking Guidelines* and review all elements of note-taking with students.
2. **Students reflect on personal strengths and weaknesses in note-taking.** Ask students to answer the following questions in their *Journal Page***.**
* What aspects of taking notes from lecture felt natural or easy for you as a student?
* Which aspects were challenging?
* How can you become a stronger note-taker?

**STUDENT PRODUCTS**

* **Completed *Note-Taking for Lecture Template***
* **Completed *Journal Page*** on personal note-taking strengths and challenges

LEARNING TECHNIQUES

LESSON 7-23 STUDENT HANDOUT

 NOTE-TAKING MODEL REVIEW

Directions: Use this example to set up your notebook paper to take notes

|  |  |
| --- | --- |
|  | **Two Column Note-Taking** |
|  | **2”** | **6 "** |
|  | **1. Record** | Take notes in your own words. Do not copy word for word. |
|  |  | Use phrases and short sentences. Use bullets, too. |
|  | **2.** **Question** | When you are finished taking notes, re-read them. Use a  |
|  |  | highlighter to mark key points. Ask for help with parts that are not  |
|  |  | clear to you. Write key words, questions, key points in the left column. |
|  |  | These points can be used to help quiz yourself when you study. |
|  | **3.** **Recite** | Cover the note-taking column with a sheet of paper. Use  |
|  |  | the left hand column to quiz yourself. Use another sheet of  |
|  |  | paper and write what you know in your own words. Uncover  |
|  |  | The right hand side to check your answers. |
|  | **4.** **Reflect** | Reflect on the material by asking yourself questions: |
|  |  | “What does this information tell me? What is the main  |
|  |  | concept? What are the steps involved? Does this information |
|  |  | connect with other information or another class? |
|  | **5.** **Review** | Each night, spend 10 minutes going over your notes from that day.  |
|  |  | If you study a little each night, when you have a test coming.  |
|  |  | you will already have done a lot of studying! |

LEARNING TECHNIQUES

LESSON 7-23 TEACHER HANDOUT

 SAMPLE LECTURE

**THE INTELLIGENCE OF CHIMPANZEES**

 **Chimpanzees** are very **intelligent** animals. They **make tools** they use for survival; have sophisticated **hunting strategies** requiring cooperation, influence and rank; they are **status conscious**, manipulative and capable of deception; they can learn to **use symbols** and understand aspects of human language including some relational syntax, concepts of number and numerical sequence; and they are **capable of spontaneous planning** for a future state or event.

 One of the most significant discoveries was in October 1960 when [Jane Goodall](http://en.wikipedia.org/wiki/Jane_Goodall) observed the **use of** **tools** among chimpanzees, using them to acquire food and for social displays. Recent research indicates that chimpanzee’s stone tool use dates to **at least 4,300 years ago**. Chimpanzee tool usage includes digging into termite mounds with a large **stick** tool, and then using a small **stick** that has been altered to "fish" the termites out. A recent study revealed the use of such advanced tools as **spears**, which [Common Chimpanzees](http://en.wikipedia.org/wiki/Common_Chimpanzee) in [Senegal](http://en.wikipedia.org/wiki/Senegal) sharpen with their teeth and use to pull b[ush babies](http://en.wikipedia.org/wiki/Senegal_Bushbaby) out of small holes in trees. Before the discovery of tool use in chimps, it was believed that humans were the only [species](http://en.wikipedia.org/wiki/Species) to make and use tools, but several other [tool-using species](http://en.wikipedia.org/wiki/Category%3ATool-using_species) are now known.

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LESSON 7-23 STUDENT HANDOUT

 NOTE-TAKING FOR LECTURE TEMPLATE

Directions: During the lecture, use your listening skills to take notes on the paper below. Remember to Record, Reduce, Recite, Reflect and Review

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LEARNING TECHNIQUES

LESSON 7-23 STUDENT HANDOUT

 NOTE-TAKING GUIDELINES

Learning to take notes will help you improve your study and remember more of what is being taught. It may feel like you will remember and understand everything that is said in class, but this is not always accurate. Be sure to write it down! Taking notes helps develop the skill of identifying important information. Writing notes allows you to retain important information, facts and data. Here are some helpful hints for note making.

1. Don’t write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the “meat” of the subject and forget the trimmings.
2. Notes should consist of key words, or very short sentences. Almost like a caveman would speak—short and to the point.
3. Take accurate notes. You should usually use your own words, but try not to change the meaning. If you quote directly from an author, quote correctly.
4. Think before you start making notes. Don’t take notes just to be taking notes! Take notes that will be of real value to you when you look them over at a later date.
5. Have a uniform system of punctuation and abbreviation that will make sense to you. Leave lots of white space for later additions.
6. Omit descriptions and full explanations. Keep your notes short and too the point. Condense your material so you can grasp it rapidly.
7. Don’t worry about missing a point.
8. Don’t keep notes on oddly shaped pieces of paper. Keep notes in order and in one place.
9. Shortly after making your notes, go back and rework (not redo) your notes by adding extra points and spelling out unclear items. Remember, we forget work rapidly. Budget time for this vital step just as you do for the class itself.
10. Review your notes regularly. This is the best way to achieve a lasting memory

LEARNING TECHNIQUES

LESSON 7-23 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 7-23 | *NOTE-TAKING SKILLS FOR LECTURE***

***Q1:*** Which aspects of taking notes from lecture felt natural or easy for you as a student?

***Q2:*** Which aspects were challenging?

***Q3:*** How canyou become a stronger note-taker?

***Answers:***