



Taking effective notes

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Effective note-taking

- Lots of subjects offer proformas / focus points for notes in class.
- Important that you are aware of how to collect and record information in class and in your own study too:
 - University study expectation – they won't tell you how!
 - Need to learn to “actively listen” and take notes whilst watching/listening.
 - In-class discussion – your peers will make excellent points of analysis/evaluation. How many of you are writing down what they say?

Cornell Notes

- Lots of negative responses from students in the past.
- Often used incorrectly. It is a revision tool in itself – you are expected to revisit the notes you make.
- Helpful for:
 - Recording class discussions.
 - Single page summaries where you need to reduce content (MAKE DREW WORK!)

HOW TO TAKE NOTES
THE CORNELL METHOD

ABOUT

The **Cornell** note-taking method was devised in the 1940's by Dr Walter Pauk, at Cornell University.

✓
Efficient method of taking notes

✓
Encourages reflection

✓
Makes an effective study guide for revision and exam preparation

HOW

Divide an A4 page into the three sections as shown.

You can use different dimensions for each section if you prefer

Each section has a specific purpose:

1

RECORD

2

QUESTIONS

3

REVIEW

1

Write your notes in this section **during the lesson**

Use **any format** you like to record these notes (for example, mind-mapping)

Record only the **important information** (don't write in full sentences)

Focus on **ideas** rather than the actual words

2

This section is for **recall**.

Do not write in this section **during the lesson**

The cue section is created **when you review your notes**.

Do this **as soon as possible** after the lesson

Cues are **in the form of questions** that you can use the notes to answer.

3

A **summary** of the notes taken

It should be **concise** focusing on **key ideas** only

Written in **your own words**

NOTES + CUES + SUMMARY should show how all ideas fit together

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Cornell Notes in practice



Practice the Cornell notes method whilst you watch the following clip



Shorthand - abbreviations 1

approx.	Approximately	fr.	From
b/c	Because	etc.	And so on
b/4	Before	i.e.	That is, that means, in other words
bk.	Book	impt.	Important
C	(e.g. 21C for 'twenty-first century')	NB	Important, notice this, note well
c.	Approximately, roughly, about (abbreviation for the Latin 'circa')	nec.	Necessary
cf.	Compared to, in comparison with	re.	Regarding, about
cp.	Compare	sim.	Similar
def.	Definition	s/t	Something
diff.	Different, difference	T.	Theory, theoretical
ea.	Each	tho'	Though
e.g.	For example	thro'	Through
		w/	With
		w/o	Without
		viz.	Namely, that is to say

Shorthand - abbreviations 2

v.	Very	infl	Influence	Ind	Individual
vv.	Extremely	r.	Rate (i.e. birth r.)	ckg	Checking
vs.	Against	devel	Development	estg	Establishing
ppl	People	expl	Explanation	expting	Experimenting
res	Research	trad	Traditional	bkgd	Background
natl	National	cult	Cultural	ppd	Prepared
eqn	Equation	instit	Institution	prblm	Problem
ed	Education	justific	Justification	C19:	19 th century
dep	Department	nt	Nothing	Ltd.	Limited
esp	Especially	lrg	Large	max.	Maximum
ustand	Understand	soc.	Social or society	min.	Minimum
am.	Morning	stats	Statistics	GB	Great Britain
pm.	Afternoon	am't	Amount	UK	United Kingdom
asap	As soon as possible	educat'l	Educational	Eng.	English
wrt	With respect to	subj	Subject	Brit.	British
=ity	Equality	cons	Conservative	sts	Students

Shorthand - abbreviations 3

A	Answer	bot.	Botanical,	com.	Commercial,
Q	Question		botany		commission,
Adm.	Administration	cap.	Capital,		common,
adj.	Adjective,		capitalize		communication,
	adjourned,	chap.	Chapter		community
	adjustment	chem.	Chemical	cr.	Credit
abr.	Abridged	co.	Company	crit.	Criticism
abbr.	Abbreviation,	colloq.	Colloquial,	diag.	Diagram
	abbreviated		colloquialism	disc.	Discovered
acad.	Academic,	conf.	Conference,	dist.	Distinguished
	academy		confer	div.	Dividend, division
aka.	Also known as	cont.	Containing,	distr.	Distribution,
app.	Appendix		content,		distributed
assoc.	Association		continental,	econ.	Economics,
biol.	Biology		continue,		economy
bibliog.	Bibliography		continued	esp.	Especially

Shorthand - abbreviations 4

est.	Established, estimate	m.	Male	rev.	Review, revision
ex.	Examined, example	orig.	Original, originated	sci.	Science, scientific
excl.	Excluding	p. / pp.	Page / pages	sect.	Section
f.	Feminine, feminism, frequency	para.	Paragraph	sp.	Special, species, specific
gen.	Gender, general	poss.	Possible, possibly	st.	Study, student
govt.	Government	prin.	Principal	univ.	Universal, university
hist.	Historian, historical, history	prob.	Problem, probable, probably	usu.	Usually
illus.	Illustrated	probs	Problems	vers.	Version
inc.	Including	prob.	Produced by,	yr.	Year
info.	Information	producer,	production	Yrs.	Years
lang.	Language	pt./pts.	Part, point/parts, pts		
		Q.	Question		
		ref.	Refer, reference		
		reg.	Region, registered, regular, regulation		

Other approaches – The Outline method:

Learning Cycle
9/03
Prof. Jones
pg. 1 of —

Learning is a Cycle made up of 4 steps

- I. Preparing: Setting the Foundation for Learning
- II. Absorbing: (Data Input) Exposure to new knowledge
- III. Capturing: Taking ownership of the knowledge
- IV. Review & Apply: Putting new knowledge to work

I. Preparing:

A-Mental Prep -

- 1- Do Assignments - New knowledge is built on prior knowledge
 - a) Assignments from prior classes
 - b) Readings! (May not have been assigned in class - see Syllabus!)
- 2- Review Syllabus
 - a) Know what instructor expects to cover
 - b) Know what assignments you need to do
 - c) Set yr. own obj.

B-Physical Prep

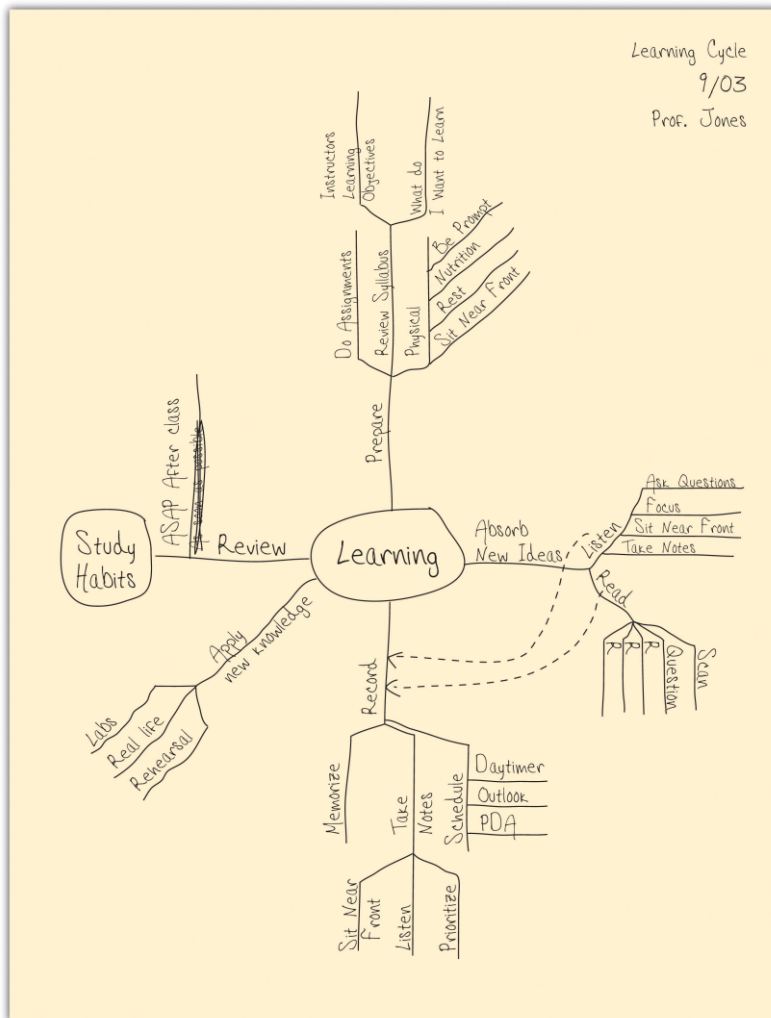
1. Get right amount of rest - Don't zzz in class.
2. ~~Get~~ right - Hard to focus when you are hungry.
- 3- Arrive on time.

C-Practical Prep: (Organizational Prep)

- 1- Bring right supplies - (Notebooks, Texts, Pens, etc.)
- 3- Sit in the front of class
- 2- Arrive on time
 - a) Get organized and ready to listen
 - b) Don't interrupt the focus of others
 - c) Get a good seat

- ✓ Helps you to prioritise material.
 - ✓ Indentations are linked to the first point.
 - ✓ Further detail linked to the indentation can be indented.
- ✓ Helpful if on laptop.
- Recall and review is vital here. You should ensure that you go back over your notes and summarise the key messages into chunks.

Other approaches – Concept mapping



- ✓ A useful way to revisit notes **afterwards**.
- ✓ Concepts are identified in circles with key ideas linked to this in branches off of the circles.
- ✓ Easy to establish links and making relationships between issues visually clear.
- BUT:
 - Must avoid full sentences.
 - Difficult to use in class time.
 - Must avoid being a perfectionist with how it looks!

In summary:

- Take notes even when you aren't told to – the questions, comments and explanations of your peers will be helpful as you revise and understand the work you're doing.
- Avoid re-writing your notes to make them look neat. Wasted time.
- Reduce the amount you are writing. Use shorthand, codes, graphics – i.e. flow diagrams etc.
- Excellent note taking takes practice. Don't reject it because it doesn't feel comfortable straight away.