Focused Note-Taking Five Steps to Success



Focused Note-Taking Process



Taking Notes



Processing Notes



Connecting Thinking



Summarizing and Reflecting on Learning



Applying Learning



Guiding Principles

- The focused note-taking process must be explicitly taught, and educators should allow time in class for the phases to occur.
- For learning to occur most effectively, learners must revisit their notes multiple times in a variety of ways.
- Every phase of focused note-taking involves inquiry. Learners must constantly ask questions of themselves, their notes, and the content.



Taking Notes



Establish a purpose & objective for note-taking



Create or share an **Essential Question** to guide the note-taking

Select the best **format** for the notes



Learn to
use a
variety of
formats for
different
purposes

Write notes based on your source(s)



Select, paraphrase, and arrange the information thoughtfully



Taking Notes



Educators should...

- communicate a purpose for note-taking
- provide an Essential Question
- teach a variety of note-taking formats and discuss why each might be useful
- model and reinforce best practices for setting up and writing notes



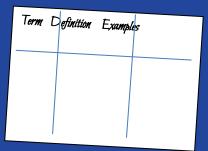
Taking Notes: Formats

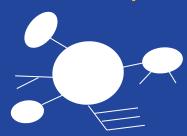




Two- and Three-Column Notes

Mind Maps





Cornell Notes



Graphic Organizers Output Input

Interactive Notebooks



Processing Notes



- Involves thinking <u>about</u> the notes
- Should be done within 24 hours of taking the notes
- Provides opportunities for collaboration
- Will get messy as note-takers revise
- Focuses on clarifying content and organization



Processing Notes



Revise your notes **by...**

- underlining, highlighting, circling
 - questioning What?
- deleting
- classifying ganizing, chunking
- main ideas
 - less important ideas
 - details



Processing Notes



- Think about the notes.
- Revise notes by:
 - Underlining
 - Highlighting
 - Circling
 - Chunking
 - Questioning
 - Adding
 - Deleting

Identify main idea and supporting details by:

- Selecting
- Sorting
- Classifying
- Organizing



Connecting Thinking



Think beyond the notes

Ask questions about the notes

Wonderment questions

- Comprehension
- Prediction
- Anomaly Detection
- Application
- Planning and Strategy

Costa's Levels of Thinking

Add original thinking

Make connections to

- what you already know
- content from the course or from outside the course
- your life or the world around you
- your note-taking purpose



Connecting Thinking



- Return to the notes with an eye for inquiry.
- Learning makes sense when it is connected to what we already know, what we've experienced, or how we can use it.
- Educators should model curiosity and teach students to be curious.
- Learners should ask questions they really want to find the answers to and truly want to discuss.



Summarizing and Reflecting on Learning



Think about the notes as a whole.

Summarize

Reflect

- What have I learned?
- Capture the most important aspects of your notes
- Answer the Essential Question

- How will this be useful?
- Consider how the learning helps you meet the note-taking objective
- Plan where you go from here



Applying Learning



- Use the notes for their intended purpose.
- Demonstrate what you've learned or apply it to a new situation.

Socratic Seminar Philosophical Chairs Debates
Problem- solving Researching Writing Narratives
Arguments Essays Reports Presentations
Proposals Speeches Tea ching others Panel
Discussions Project-Based Learning Quizzes Tests
Studying Letters Articles Scripts Documentaries
Reviews Critiques Experiments Blogs
Dissertations Conclusions