Hello, everyone. My name is LeTiana Ridgell and I would like to welcome you to Note Taking Strategies. We designed this workshop to give you the necessary tools and information.
in order to become an effective note taker. Hold on. One second. There you go.
Many students often take too many notes or too few notes which can become an obstacle for you when you're trying to study for a test or even just reviewing. The main purposes of notes are to provide students with an easy access to learn concepts and to organize class material in an effective manner.
One of the most important aspects of note taking is organization. You can have all the central points in your notes, but without organization, it is almost useless. Organization includes but is not limited to date, class title, note style, and a medium which I will go into more detail later. The date is important because it allows you to keep track of the notes leading up to a test. Class titles and section titles provide an easy way to sum up the lectures central content, so that later you don't have to ransack your notes when you're looking for a particular topic. For most of us, teachers don't really talk in--in a linear manner, so it can be a little bit difficult to write these notes. A lot of our professors have told us, "Take the Cornell Note method style" and this method is basically where you have three quarters of the page is dedicated to the notes and then the other quarter is dedicated to the questions. And sometimes we have--and since, like I said,
most professors don’t speak in a linear pattern. It may be helpful to learn your learning style in order to-
in order to guide your note taking method. So, here's a few notes. On the left, you will see the---the outline method and then on the right is the Cornell method that I was talking about, and here's some more.
This is also another outline method.
And here's the study diagram especially useful for brainstorming.
And here is another Cornell Note style method.

<table>
<thead>
<tr>
<th>Name</th>
<th>Navajo – Diego means “the people”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>Navajos largest Indian tribe in N.A.</td>
</tr>
<tr>
<td>Where?</td>
<td>Live – AZ, NM.</td>
</tr>
<tr>
<td>Cohesion – culture</td>
<td>Became cohesive – 19c.</td>
</tr>
<tr>
<td>Emerges</td>
<td>Culture evolved then.</td>
</tr>
<tr>
<td>Family and culture</td>
<td>Culture – family and larger community</td>
</tr>
<tr>
<td>Early life/children</td>
<td>From infancy, children w/families</td>
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<tr>
<td>Extended family Lessons</td>
<td>Raised by extended family</td>
</tr>
<tr>
<td></td>
<td>Learn from and emulate elders.</td>
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<tr>
<td></td>
<td>Boys – hunting, tracking, ceremonies.</td>
</tr>
<tr>
<td></td>
<td>Girls – cooking, weaving, domestic.</td>
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</tbody>
</table>
And here's a Venn diagram to compare and contrast two different things whether its time period, people, anything like that.
And--so, it may be helpful to learning style as I said. Auditory learners learned best when they tape record or attend lectures and have interaction. On the other hand, verbal learners prefer their notes and the reading assignments and note cards. If you see those people who have like 200 note cards, they're most likely a verbal learner. Tactile learners learn best when hands-on methods are used. Since not a lot of classes have the opportunity to use hands-on methods, I put here taking your notes on the tablet because that allows you to use your fingers and also, you can manipulate the format to however you would like, and I will show you some examples of that a little bit later 'cause I have been using that method.
All right, so another crucial aspect of note taking strategies is when to study. I recommend studying before class and immediately after. Studying before class allows you to familiarize yourself with the material that would be taught that day. This strategy requires that you take an active approach to learning because any questions or gaps and understanding will be addressed in the class. Not only does studying the material beforehand give you an advantage over other students, but it also reduces the amount of overall study time.
And, here’s the fun part. So, there might have been lot of questions about, what exactly is a medium? A medium is how you take your notes. Some of you take your notes on pencil and tablets, some of you do it on the computer, and a lot of you might want to do it on the computer ’cause I know a lot of people have a lot of Macs and all the tabs that you can carry to class.
So, what I've done is I looked upon the internet on some of the most popular ones and here, a few short videos that we're going to watch to show you how they work. And I've also been taking notes since the beginning of the semester on Evernote and I will show you what that looks like, how it's all laid out, and I've also printed them out for you so that you can what they look like when they're printed out. So here is the Microsoft OneNote. Oops, sorry.

>> What I wanted to do is create a brand new notebook. Now it doesn't really matter if you have a notebook open when you go to do this. You can see in this case we're working with a couple of notebooks, our office, and project notebook but maybe we need a third notebook. Well, in that case it's very simple, we'll just go to the backstage view by clicking the File tab and click New. Now on the right-hand side, you can see we've got three options for where we're going to store this notebook so right from the get-go we can decide whether or not we're going to be sharing this notebook. A couple of different options include sharing it via the web. So people can actually use their browsers to access the notebooks or you might be storing it somewhere on the network. When you click Network you're going to need to name your notebook as well as choose a location and it has to be a network location where other people will have access to that notebook. Or if it's just for your own personal use, you might select My Computer. In this case, you choose a name and your location.
This time, it's not necessarily a network location. It can be anywhere such as your document. So, let's just choose My Computer and in the name field, we'll just click there. We'll type in the name of our new notebook. So let's say we have a project going to go for the user conference for the year 2010. That might be a good name for a notebook. Once we got it typed in, you can choose your location and there is a deep application for the notebook so that's what appears in the location field. And what you do now is click Create Notebook. You know, mostly I have a third notebook that's been opened and it's the one that's currently available to us in the open position. You can see the icon. It looks a little different for this notebook. It's opened while the other two are closed up. You are presented with a brand new section. It's blank and if we look over to page status on right hand side, you can see there's one new untitled page where you create a type in the title at the very top. So the next step in the process of creating a new notebook, of course, would be creating a new sections, pages and even sub pages in the notebook.

[ Silence ]

>> Oops, Sorry.

[ Music ]

[ Silence ]
All right, last one.

[ Music ]

OK, I know that might seem a little bit vague because they don't exactly go into detail about each one but like I said I did Evernote and here's what it looks like. I'm a nursing major so all those classes are going to be nursing related. Here are my different notebooks for the classes that I took and then here's the time--the day I created it and then the days that I updated it. And if you don't like the way that it looks, you can also change it to snippets so it will show basically some of the writing and you can go down and see some of the diagrams that I have. And then also for each class, see I'm in class nursing 303 so I have 10 notebooks and then I have another one, 4305, which is just my pharmacology class and so here are my different notebooks for that and I'll show you one. Here's the raspatory [phonetic] and then it comes on the side over here. So I can scroll down and look at it and if you don't want this here, there is a way to get rid of it. Let's see.

[ Pause ]
And you can just see your notes just by itself. And this also allows you to copy and paste images from online textbooks or even from the internet. You can re-scale it, resize it or however you would like. And here I'm going to pass around a couple of the notes that I've taken on this website and what they look like in person because sometimes when you're looking at it you might be like, oh well, it looks a little--it looks really condensed. I don't think I could get through all of that. But once I actually printed them out and took them to class and started to take notes on them as the professor was going over the material, it helped me out tremendously. Start on that side. OK. So does anyone have any question so far?

>> Is this site a free website?

>> Yes, it's free.

>> Also, I used Evernote in my iPod and record lectures and then like when it comes to lecture like to moves to picture format and it helps that like a lot like--
>> You like it a lot?

>> Yeah.

>> I know that's going to help.

>> That's great.

>> Can you on Evernote can you download [inaudible] notes or do you have it in PDF or PowerPoint or something, [inaudible].

>> I'm pretty much sure you might be able to. I haven't had any professors that do that so I haven't had the opportunity to download anything. But I have been playing around with it and they have this thing called the trunk. So I'm pretty sure that you can--because if I can take some of the things that off of the PDF from the books and put it on my Evernote then I'm pretty sure you can do that as well. Evernote has been tremendously great. I like it a lot. It's keeping me organized and as you guys can see the notes come out looking really good. I was surprised myself.
All right, since we have some extra time I've brought a listening quiz. The listening quiz is to gauge how well of a listener you are. I know that sometimes when you're in class, you can daze up. The teacher is talking and you're just like, "Uh, oh Facebook" or "Oh the internet." I do that all the time. But I've--but what I've noticed is that when you do that you missed important information, you come back to the conversation like, "Oh what happened, I don't remember" and some of that information could be on the test. Another thing is that. If you're not taking any major classes right now, if you're just taking GE classes, a good thing to do is take the classes that you want at the time that you want. So if you're not a morning person, don't take morning classes because when that professor gets up there and starts talking to you, the first thing you're going to do is sleep and how's that going to help you out on the test. If you're a night person, take night classes. If they don't offer the class at night, then I suggest you study at night because your whole goal is to get great grades and if you can't focus on what the professor is saying then all of these is just useless. You'll take all the notes and you won't even remember it because the professor--the professor talking at a time that you just didn't like.

So here's the listening quiz. We're all going to go over it. I'm going to read each question and then you will circle if that applies to you or if that doesn't. So, all right, the first question is, I remind myself that listening is an opportunity to learn something. So one would be, you rarely think that, two is I think that some of the time, three is I think that most of the time and four is I think that always, all right?
Next question, I make myself listen even when the subject fails to interest me and again the ones, the twos and the threes and then the four. And then I make myself listen even if I fear that the speaker is a moron. I know you guys had some of those instances where you just like whatever he's saying, it does not make any sense or he's just stupid. So you just tune everything out. All right, number four. I focus on the speaker's ideas and not on the appearance or mannerisms. That can be really important because if the professor is doing something that really annoys you, the chances of you paying attention to him are very low. All right, I tried to understand the speaker's feelings as well as his or her words. All right, I will wait for the speaker to finish before forming an opinion. And once again, that goes back to judging the speaker while they're talking. Instead of listening to the content, you're judging him for who he or her is and that can hinder your understanding as well. I make sure I understand the speaker's point of view before responding. All right, and I show that I engaged by maintaining eye contact, nodding and leaning forward. And this one is really important as well because as students, when we're sitting in the chairs, we think that the professors can't--doesn't notice us or doesn't see us that we're in the back of the room. Well, actually when you're standing on the stage and you're looking at everybody, you can tell who is texting, you can tell who is falling asleep, who is talking. And so when you do that, and you come up to the professor because you just got a D on the test or you missed homework, you missed home assignment, you ask the professor "Can I just get an extension or is there anything I can do?"
He's going to look at you and says "I think that you were the girl that was in the back of the class sleeping." There is no wonder why you got that grade.

And I'm not saying that all professors do that but that's the perception of you. If you show a good perception in their class, they are more willing to work with you on getting a better grade; you show up to office hours, you engage in conversation rather than talking to your friends and texting. And we can also tell the difference when you're on Facebook or when you're not 'cause when you're on Facebook and I'm talking, if I'm saying something that doesn't really require you to take notes and you're over here just I know you're not listening to me so. Next one is I am relaxed, calm and patient when listening and this one I feel like it has more to do with even just interpersonal relationships because if you're talking to someone who's angry or who's upset, the chances of them listening to you is zilch to none. How hard it has been to try to get your friends to calm down. They don't listen to you; they only want to hear what they want to say. And just event, they just wanted you to--just to sit there and listen to them. So that can be very important if you come to class and you're angry or upset, that might be a time that you might know being in class. I do not interrupt the speaker. And then I take notes if I must remember points being made. I capitalize on log time by reviewing in my mind the speaker's main ideas. I ask non-threatening questions to ensure that I understand.
I often paraphrase what I hear to be sure I have heard it correctly and I do not allow distractions to divert my attention. And that one is also very important because if you are a person that sits in the back of the class, the chances are--of you paying attention to everybody in front of you are very high. The people who are in Facebook, the people who are texting, the people who are talking, you're going to want to know what they're talking about. You're going to want to know what they're looking at on the computer and you're going to be less likely to look at the professor. I've always been taught to sit in the T zone. And the T zone is basically, if the professor is in front of the classroom, and there's all this classrooms that are sitting here, you would sit in this area going that way. So that when he sees you, the first person he sees is you. What are you doing, are you engaged, are you listening, so that when you come and ask for a letter of recommendation, you're the first person that comes to his mind, you were in front of his classroom. You're the one that paid attention to him. These are all important things. They are all interconnects. Just because this is a note-taking strategies workshop, it doesn't mean that you can apply it to other things. There are a lot of things that you can apply it to. You can apply it to your friendships; you can apply it to working. It's great, you know, listening helps.
So how did you guys do on your rating? Did anybody get a 50 or 60? Did anybody--well, did anybody get a 40 or 49? Good, good. And then you guys will have to answer for the last two, I won't embarrass you or anything like that. So does anybody else have any other questions? OK. And here are few other things that I have picked up along the way. It is called urgent and non-urgent and I do this for also note taking but also for when I'm doing homework. And basically what you do is you divide and conquer. So if you're taking four, five classes the things that are due immediately I put in the urgent category. The things that are due within the next month or so, but it's not necessarily urgent, I put in the important but not urgent category. And then the things that is like "Oh I need to go to the gym or oh I need to go do this," to have, you know, you need your own time, I put that in not important, not urgent category, and at least when I'm going through it's usually like a two guy four box. When I'm going through I check everything that I've done so that I can see yes, I'm being more productive than staying at home and studying for hours on one class when I could divide and conquer things. That is the way that you should be getting things done. It's dividing and conquer, conquering everything.

And like I said you should get a schedule if you don't already have one. I've been reading from the book called How to Study in College by Walter Pauk and he says that you should have three schedules. You should have a master schedule, and the master schedule basically tells you what does your schedule looks like for this semester.
So you'll have on that schedule, your classes, if you're working, if you're an avid exerciser you have those classes in there. So when we try and we look at that you see, "OK, this is what I'm doing, oh, I have this pocket of time to study," and that's your master schedule. And then there's the weekly schedule. The weekly schedule is essential especially for me because the nursing program, a lot of assignments can be due before you even know it. So each week I go through and I put, what is due this week, and like I said I cross everything out if I already did it. And then there's also the daily task, and so that's what I should be doing that day. If it is "Oh I need to do this assignment today because it's due very soon, it's urgent," you can also include on there you're exercise, if you like, "Hey, today is the day that I exercise," you can that. This will train your mind into becoming more disciplined. So that if you follow these thing, if you constantly like say if you wake up every morning at 7:30, you're disciplining your mind to wake up at 7:30. So that when you have to do things in the long run, you're able to hold that task. So when the professor asks you, did you do the reading? If you have the disciplined mind, yeah, you did the reading, I did that a week ago, or I did that two weeks ago, or I've been studying for two weeks because the test is coming up. It will discipline your mind.

A lot of people do not have disciplined minds so they do things last minute. I know you guys all heard of procrastinators. Procrastinators like to do things the night before because they think they can get away with it. A lot of times they do, they're very good at it.
That's not a disciplined mind. And the reason why sometimes it works, sometimes it
doesn't is because some professors on their test it will be terms and stuff like and
procrastinators are really good at learning terms cause you could just cram that in the night
before. But if it has to do it with application, or if it has to really dig deep into material and
you're about to take that test, the procrastinators don't study. So when they come across
those answer--those questions, they have a hard time answering them. And you don't want
to be procrastinators because one that looks bad on you as a student for the professor.
Professors know who the procrastinators are, when they get your paper, they can read it
and they see all of the mistakes and they feel like, "Hey, she read that the night before." I
urge you not to do that, I urge you to maintain your GPA, maintain your good professor
relations. I've been able to do that and my professor when I got into the nursing program,
his bought me the NCLEX book, because I was so active in his class, and I didn't even do
that well in his class, I got a C because the class is like a calculus class and I'm a nursing
major. Calculus no, it doesn't work. So he brought me the NCLEX book, and he--I still keep
in contacts with him.

Most of my professor I keep in contact with. One of them asked me to join the book club or
whatever. So these relations are essential. I know that professor seem a little scary to you
because they're sitting up there, they're just like I'm the professor, you're the student,
you're suppose to listen and that's it.
But if you are able to get with him during their office hours and just really ask them question that you read, don’t ask questions that you already know the answers too, because I'm pretty sure they probably know that you know the answer. So that's another reason why when we're talking about the Cornell method that people have those downfalls is because when we're taking those notes, a lot of people just tend to put things that they already know the answer to. For instance, if you're taking history and you put who is Abraham Lincoln? And then you put all of the answer on that side. Are you really learning anything? No. Why don't you ask something that is more--something that you want to know like, why did he do this or how did this outcome affect this outcome. When you ask those questions and you actually get to the test and it happens to be on there, you know the answer because you asked it already. Or you can even--when you go to professor's office hours, you can ask him, "You know, I'm having a hard time studying for this test, I really don't know what to focus on." A lot of times, they tell you what to focus on, what to zero in on. I've had a lot of professors tell me exactly what was going to be on the test because I went to office hours. And I was able to get a 98 percent on that test because I went to office hours and he just said, "You're going to focus on this. You're going to focus on that. You're going to focus on that." And that's what I did when I went home.
So, the few important things that you should learn from this workshop is one, you should learn to study before and after class if you can. If you can't study before because you don't like to wake up early, immediately after class is really good because it resolidifies everything that the professor already said. And it will allow you to understand what you just learned 'cause I know sometimes, if I'm--especially if in Math class, the professor is going on about 3X plus blah, blah, blah and you look at it and you say, "That looks like it's easy. I can do that." And you get home and you try to do it and you don't it. The reason why we study after class is because if, for some reason, you're studying and you can't get something. A lot of the professors have office hours after class so you can go to his office and say, "You know what, I've been over this problem, Math problem, whatever kind of issue that you have, whatever class, and I just can't understand it." You know for me, it'll be respirations or something that has to do with the body like, "Oh, I'm learning this but I just--I can't get over this hump. I don't understand." The professors will explain that to you and then you can get a better understanding of it that a lot of students who might have had that question but they just didn't ask. And you have that leg up over them. And also another reason why I stay to study before class is you've ever noticed that professors tend to ask questions that are already in the book, a lot of my professors do that. They say, "OK, why does this happen?" And if I had read, I could tell him exactly why it happened and end up looking like the genius in the class 'cause everyone is like, "Oh, she reads all the time", or, "Oh, she knows so much." No, I just read the class material, that's it. And then you end up being the go-to person for studying.
Also, study groups, do that. That—pick your study groups very selectively. I've noticed that sometimes when you pick study groups, you pick study groups with your friends and you just want to sit there and talk all day and the studying doesn't get done. Pick study groups with someone who, you know, is really serious about getting a good grade on the test because they're more likely to show you, "OK, I think this is going to be on the test", or, "I think that's going to be on the test. Let's go over this. Let's go over that." You want to pick those kinds of people. Your friends are fine, "Hey, I'll hang out with you after. We'll go to the bar, we'll do this." Yeah, do that. But try not to study with them unless you feel like it's going to be effective, unless you're like, "OK, we both want this. We both are very good at studying. We have a study compatibility." Then I'd say, "Yeah, do that."

And you might also want to learn how to do your learning style looking that up. It's very essential for that she says that she recorded some of her lectures and she put those on to Evernote. That's excellent because obviously she might be auditory learner and if she can upload all of that—those notes on to Evernote, she gets the best of both worlds. She gets the auditory version and then she gets the verbal version. And so, if you're a verbal person, like I said, take notes, do the assigned readings. And when you're doing your assigned readings, you want to take the notes as you're doing the assigned readings because it'll maximize your understanding of the material. And if you're a tactile learner, like I did for the Evernote, I format that myself so if it doesn't look right to me, I fix it. I like things to look pretty so I make it look pretty, otherwise, it's going to look a mess.
And like I said, you need organization. Remember in the beginning I said, "If you don't have organization, everything is just useless 'cause you don't know what you're looking for." That's like walking into a room that's pretty dirty. You know everything there; you just don't know how to find it. Some people might, some people have a little system. And if you change anything they know what happened. But for the most part, it's nice to have everything organized in a certain area. Have your notebooks organized, you know, you need--the class titles, your section titles. Those are important because if you're doing a test on respiratory, for me, you want to look at all the notes that has to do with reparatory. But if the professor says, "OK that the test is on." We'll use respiratory 'cause that's the example that I can think of 'cause I'm in a nursing program. If the professor says, "I want you to focus on ventilation." I'm going to look through all my notes or even my section title that says "ventilation" and I'm going to focus on that. So when you're in your humanities classes or whatever classes that you're taking, if your professor says, "We are talking about essentialism." You want to go to that section, you want to make that a section title because then when you're looking through your notes. If it's bolded, you can focus on that. And if the professor brings it up the next day in class and says, "Yesterday I talked about essentialism, does anybody know what that is?" You can easily look through. OK, yesterday was the first all right, what's the first, there's essentialism, this is what it is. While everybody else is--have you ever seen people with their notebooks and they're flipping pages and flipping pages and flipping pages to find whatever it is that they were looking for. That's not a good a way to go because you don't--"I don't want to read, I really don't." You got a whole tablets full of notes, "I don't want to read that."
So what I do is like I said, I do Evernote, I have everything organized by the notebook, the class, the section title, the date. So that I can go over those notes again instead of having my notebook crammed with everything else. Because some professors do accumulative test and so if they say, "On accumulative test, only these things are going to be on the test." For having something like Evernote, you can just focus on those class titles and read through that material instead of looking through your notebook and trying to figure out, "All right, I think it was on this page but I'm not sure." Because when you're looking at your note--your note tablet, it doesn't have page numbers you can't just say, "Oh, from page five to seven. I know that that has to do with something on history area, you know, I don't that 2000s or whatever. It won't be in the 2000s but, you know, it'll be like in the '60s or something like that. It doesn't--it's not formatted that way. Evernote is it has the page numbers of how many pages you've written if you tend to--if you want to keep everything on one document then you can just jump straight to that page instead of having to flip through your home note but looking for it. But I have no qualms with regular tablets, if you're a pencil and paper type of person, what I suggest is that you not tear out but, you know, the perforated edges, I would say, take those out after you've done writing your notes on it and then section your notebook to those titles.
So if you're—if you're talking about something in political science that has to do with, I don't know, the government systems of whatever. You can put that section and have all the notes that has to do with that— in that folder instead of doing it in a regular notebook style. I mean some people like that and that's fine. If it works for you then I say continue to that but if doesn't—it's—if it's not working for you and you're not getting good grades on your test and you can't seem to remember the material, I suggest you kind of alter the way that you're doing things. You might want to try thing differently just to— just so you can get in a groove of finding what works for you because that's what is college is basically all about. Finding what works for you especially when you get to the masters—masters program and by that time they already expect that you know what works for you. So this is the time now to understand and learn what works for you. All right that is the end of my presentation, if you guys have any more questions I'm more than willing to answer. And if you had any questions about what sources I use. I use Walter Pauk's book "How to Study in College" and I also use the internet so. Anything else? No? All right.