

Advanced Note-Taking

Strategies for deeper processing

A one-hour, interactive workshop that will teach your students how to write effective notes. These skills will help your students to focus and engage in their learning, both in class and at home. Through taking high-quality notes, your students will create effective resources for revision, aiding their memory and furthering their understanding of the subject matter.

RATIONALE

Whether it's taking notes in class (Kiewra, 2002) or from books (Chang & Ku, 2014), note-taking has been shown to **improve student learning**. If you want your students to remember more of what they learn in your class, it's better to have them take notes than it is to not have them take notes. The idea behind this is that note-taking requires effort. Rather than passively taking information in, the process of encoding the information into words or pictures forms **new pathways in the brain**, which stores it more firmly in long-term memory. Additionally, having the information stored gives students the opportunity to revisit or 'revise' it and **reinforce the learning** that happened the first time around. Although some students seem to have an intuitive sense for what notes to record, for others, receiving training in specific note-taking strategies can significantly improve the quality of notes and the amount of information they remember. (Boyle, 2013). This is especially true for students with learning disabilities.

"Learning occurs during both the production and review of notes by allowing the student to make connections and engage in deeper processing".

Bohay, Blakeley, Tamplin & Radvansky. (2011)

OBJECTIVES

- To encourage critical thinking.
- To improve decision making.
- To enhance problem-solving abilities.
- To improve note-taking.
- To enhance focused attention and active learning.

SKILLS taught and their BENEFITS

The Cornell method is an organised and systematic process for recording and reviewing notes. It is an interactive approach which is both simple and efficient, and ultimately more productive.

Mind Mapping is used to visually organise information within a hierarchy, showing relationships between topics and ideas, which can help students better understand and remember the material.

Active reading refers to a process of deliberately engaging with the ideas and information in a text and often transforming that information into notes or other artifacts that record one's understanding of and response to the text.

Cue Cards are useful tools for memorisation, as they encourage students to condense and filter information, which can improve understanding and retention.

Summarising teaches students to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.

"This session really, positively impacted me. It changed my perception on how to take notes and be more effective. I will definitely be using this in the future."

Year 12 student – Harris Academy Ockendon, July 2023.

OUTCOMES

By the end of the workshop, your students will have:

- Understood how to identify and capture key information.
- Identified a note taking strategy that best suits them.
- Gained confidence in their ability to actively engage with the text they are studying.
- Been inspired and motivated to begin taking action.

GATSBY Benchmarks: 3,6
NERUPI Framework: Practise
PSHE Core: Living in the wider world

Statutory Guidance, Curriculum and Frameworks