

Note Taking Skills Session

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12:20

Good afternoon everyone. Just gonna give everyone a second to join and start in a couple minutes.

12:52

Thanks everyone for joining, just giving everyone a second to come in from the waiting room. And yeah, congratulations on your results. I hope you're really happy with them, and you should be really proud of yourselves, making it through such a, such a tough year.

13:35

Hey, I think we've got, most people in now. Um, so yeah, as you know, this session will be recorded, so you can find notes and such afterwards. Yeah, I'll pass over to Jessica, thank you very much.

13:54

Thanks Haley and I would like to add my congratulations to Hayley, and say it's really lovely to see you again to see some familiar faces and familiar names. And so, just to in case anyone has forgotten me. My name is Jessica. My research is in English literature. So quite a few of my examples will come from that subject. But, of course, will be applicable in many ways to other subjects. So today, we're going to be thinking about note taking. So this brings to an end the series of looking at time management, critical reading and. Now, note taking. So just a quick question. As we begin, I'm interested in hearing your thoughts and how you feel about taking notes. So I've given some options I should have included an option, e in case there's an OB, someone else has not has a relationship with note taking, that's different. But I have a few options here. So one is, maybe you're confident you know what you're doing, you've got a method and you think it works, or maybe you're somewhat confident, you know, sort of what information to retain but you're not sure about your methods, or perhaps see you're, you know you're meant to summarize, but you don't always know if you get the main point, or D, it's something you know you're supposed to do, but you haven't really been taught how brilliant thank you someone that has put in an E. I always panic and put everything down in case it's important. Okay, thank you so I'm just going through these artists thank you everyone for being so interactive that's it this is really fantastic and makes everything really helpful. Okay. So BTC depending on the subject, quite a few people between somewhat confident and slightly uncertain. You, few people who are very confident that's really great, and some who are less so. Okay, great. But I panic when I don't take the notes quickly enough. Thank you that's really helpful. Okay, great. So this is really helpful. Um, so what we're going to be thinking about today are a series of methods in particular but also some of the principles behind note taking. Okay, thank you. Um, so I was curious as well what are some of the things that you

find most challenging about taking notes so some people have already indicated that one thing you find challenging is knowing what's important. And so there's a bit of a rush to try to put everything down. And so I've got a few options here. Okay, so using notes effectively, and that leads to remembering things to the exam knowing how to record the information. Okay, great. And also the speed of note taking. Okay, this is really helpful. And then see which leads to deem consequence. So for those who are just joining. I've been asking just a few questions to, to get you thinking about your relationship with note taking, started out with a question about how confident you feel about note taking and now we're thinking more specifically about what are the things that you find most challenging about taking notes, I'm seeing quite a, quite a range of answers coming up here actually, which is really useful, from identifying the information down to actually knowing how to use the notes when you've got the information, and being able to take notes in a speedy way. Okay, This is great. So today we'll be looking at a few ideas. So one of them is why note taking matters which might sound utterly basic, but I think it's always useful to go back to the principles and the purposes of what we're doing and why we're doing it. Then we'll look for a few, a few things on what to look for in critical texts, and this will take us a little bit back to last week when we were thinking about critical reading, and we'll think about what to look for in narrative texts, and then we're going to look at some different note taking methods and think about how to use the notes effectively. And as always if anyone has questions or comments please put them in the chat I will be looking at that regularly, and I will make sure to try to address your questions.

18:53

So, why notetaking matters in some ways, this is really obvious, and several of you have alluded to it in your answers, it's a practical necessity. We as humans, talk and listen a lot faster than we can write. I've got a slightly older study now from 2000 and by, but it still shows this huge discrepancy between the speed at which people talk, and which people write. So, note taking matters because it's a way of remembering things we can't remember things, word for word all the time. Some people can, I am in or in slightly jealous, but out of practical necessity. We need to note things down, but the reason why I think is more important than practical necessity. Note taking is actually about understanding the essence of what you're hearing. When the ability to take notes, well, is about recognizing what is essential information, and this goes back to last week when we were talking about critical reading and recognizing claims, and note taking matters so that you can retain the information more easily, so that you can comprehend it better. And so, I like this, I like this metaphor so that the material is implanted in your mind, like a seed and it grows and you can think about it and more about the concepts. so it's not just about regurgitating things for an exam, and note taking, is a process by which you help him plot, the central or crucial bits of information in your mind so that you can think about those, those ideas critically, and then reflect and write about them in a critical structured way come exam time. So, just to go. This will bring us back to some of the things he talked about last week, but I think one of the important things to know whenever you're listening to a talk or whenever you're reading a text is to know, to listen for the claims, what are the claims that are being made and what are the reasons, and once you're able to identify something as a claim because it's saying this is the case or this is a method or this is a good. This is a good method to use or this is more valuable. Once you're able to identify the central claims it becomes a lot easier to know what information you want to note down. You can often hear this in talks or in lectures in terms of the rhetorical features or the, or sometimes the pauses, that are used, or the number of times that a person says, a similar point in slightly different words and, and in a critical text when you're reading it. Those are the things to look for the claims, and the reasons.

And so if you remember, last week we looked at some exercises thinking about what are the claims that are being made. It was a short passage about Emily of new moon, and, and, really, it's useful to know that there's a hierarchy of claims as well as a central claim on which all the other claims depend, usually. And if you can think in terms of claims and reasons, then it's going to be a lot easier for you to identify what you should be noting down. So, is it presenting a new understanding, highlighting or analyzing new sources of data is something applying a new method from a different discipline. If there are case studies, how is the case study being used, what is the key approach, what are the key questions. And I think using these systems of questions and identifying identification of claims and reasons is a really helpful way to look for key information in critical texts, and I'm just going to pause here and leave space for any questions or comments, and I went through that quite quickly and made reference to last week's session. So, yes, feel free to ask any questions.

23:35

Do we write down the claim or just the reason I think it's important to put down both, and to differentiate between them. So what is the claim and what is the reason. That's, I think it's really useful to put down both, especially if you're taking notes from a written passage and you've got time to do that. Brilliant. Okay, I've got a wonderful so many questions. So, another question I'm studying and mix the sciences and humanities, does this note taking method apply to both subject areas. And I think it does actually in as much as whenever you're studying a science, you're never just studying cold hard facts, you're, you're looking at theories and how and why they've developed in the end and the cause and effect and logical reasoning that joins each idea. And so looking at. Yeah, thinking about the sciences, in that regard, makes it helpful, and sometimes a claim in a reason might look a bit like a formula as well if you're studying a subject like physics, which I cannot speak on because my knowledge of physics has evaporated quite significantly. But it does help. Yes, I've seen a question would color coding be good and I think that is brilliant. Yes color coding is very good. I think color coding is really helpful. I've got a really useful question from, from Jaden, how do we discern between a claim and an opinion posed as a claim. In some senses, claims are actually just opinions, and it's up to you to, in terms of your critical reasoning and critical reading, to determine how justified that opinion is based on reasons and evidence and analysis of sources. So whenever you see an opinion, technically that's a claim, you just want to see has this opinion, has this claim, been backed up are the justifications, are there, case studies, is that an analysis of data that's, that is compellingly and logically used to support this reasoned, hopefully reasoned opinion and if it's not very well reasoned if it's just there, you can make a note opinion or unjustified claim. Does that help Jaden. And I see a question from Miriam, yes by claims I mean the main points. The main points, or the main ideas that are put forth like this is the case or this is how we should view the source, or this source is important because it does this, or we need to understand this event because it shapes our analysis or understanding of a series of events. Brilliant. Okay, so I've got a great question from Polina, would you recommend using different colors for key claims justifications or taking notes, or do I think it's better to note down everything and go back and highlight everything later. And I think that if you have the ability to differentiate in some way, as you're taking notes at the time, either by doing a different dot point, or maybe just quickly highlighting something, or going, then that's really helpful, but if something is going very quickly. For instance, if you're listening to a dense lecture. Sometimes you can't do that so you take down the notes and then you can go back afterwards and color code, and then set up a system on the side. And I think this is really important. I'll talk about this as well with different note taking methods, we need to use different

note taking methods for different situations. And we need to use our notes, it's not just enough to take the notes once. So, yes. So, Polina in response to that question, if you, if you are capable in the moment of differentiating between claims justifications and examples. Do it, and if you need to go back and do it afterwards, do it afterwards but make sure that you do it on the same day when things are still fresh in your mind. Okay.

28:09

If a claim is multiple reasons is it best to prioritize the more relevant reasons for speed. And if you have to then, yes, I think that is a good idea if you've got the ability to note down in some way, all the, all the reasons then do so but if you can't get them all down. Go for the main ones, which will often be the first ones or the ones that hurt, that is, that the writer or speaker will spend the most time on editing notes, question is editing notes worthwhile or a waste of time editing notes can be very worthwhile, as long as you edit them in a way that makes you actively recall the information and I will talk about this very soon. The point of editing notes isn't just to make them pretty, but to help reframe reuse and rethink the information so that it does implant itself in your mind. But absolutely, looking over your notes afterwards is helpful, especially if you're taking notes in a fast paced situation. And you will need to go through and differentiate things by color coding or by making extra added an extra section notes or markings in your work, to remind yourself of what the ideas were what the flow of ideas was and when things changed. So yes, editing notes is absolutely worthwhile. Okay. We'll talk we can continue talking about this and if you have a question that comes to mind, please do pop it down in the chat and ask, and the next thing I want to talk about though is something that might seem extremely basic to some of you but, um, any of you studying English literature for your A levels. Okay, brilliant, great. Okay, I'm seeing a few yeses, this is good, this will be useful then. So, This talks about next is how to summarize or look for key information in narratives, because I think this is actually really important. And I say it's important because it can be really easy when you're studying something like English literature, or even music, to think about your texts, not as holistic texts, but as pieces that have little examples of quotations or acceptance that you need to remember and study and be able to talk about. And I just wanted to talk briefly about this, And I think that key information to look for, especially in narratives. I like this framework if somebody wanted but so just, you know, taking notes about narratives in terms of character motivation that really gives plot events context. It will help point you to what the themes are specifically because the scenes that are key narrative scenes will tell you multiple things about somebody wanted but so character motivation complication, response, and the response can be you know, choosing to think, feel or act differently. It's not necessarily how does the character solve this situation. But I think, thinking in terms of how things and scenes work in the context of something that looks at development of character motivations, is a really helpful way of framing your narratives. Okay, great question from, from Dora What does somebody wanted, but so mean. It's a framework. So what I mean is that in a narrative in any narrative, you will have a protagonist or a group of protagonists, that somebody wanted, they'll have something they value or a goal, but there will be various complications, even if it's character conflict within themselves. So, how does, how does the protagonists, so how do the protagonists respond, what do they do, what do they think, what do they feel and how does this response change throughout the narrative. I think being able to summarize a text in that sense, being able to work out what key scenes are using that framework. Being able to work out what quotations you want to memorize within that framework. It's a really good way of having a joined up and holistic sense of the text, and we'll make it a little bit easier to memorize quotations, actually, because you're not just

remembering a quotation that you have to remember you're remembering it in the context of a narrative.

33:10

And I personally believe that as a high school student that I'm using this holistic framework was actually quite helpful for things like history and music as well, because instead of just remembering disagree. Does someone have a question. Sorry. You're shopping oh I see,

33:51

okay, if anyone has a question, please. Yeah, please, just speak up sorry if I got in the way. I'll wait for a moment.

34:08

Okay, but to go back to what I was saying I think thinking in terms of narrow ships, it's always helpful. In, in as much as they, as this can give you a larger context rather than just thinking about examples. Okay, I've got a question from Jaden, how do you avoid personalizing or adding your opinion, to the context. Um, could you expand on that question just slightly What do you mean by the context. Feel free to either unmute or type it out by the way.

34:58

So when you write down the context like in your notes for the reason why a cart type does a certain thing, how do you avoid personalizing that.

35:06

Okay, you can avoid personalizing that by pointing back to the text and giving a reason from the text. That's why quotations are useful, and close reading is important because you can only make a claim about the protagonist, or what their motivations are or how they're responding to whatever conflict is happening at any given moment, by showing textual evidence, how does the way that the, the narrative is written. Show us. Using it using language using techniques, how does that scene show us about this character's response, so. So in a sense, your analysis of that quotation might still be somewhat personal, but you have to base it on the text as it were. Okay, great. That's all right. Okay, great. So I think we can talk about taking notes from different subjects throughout if you've got questions, please ask me your questions, and I'll always stop. I think what might be helpful now be thinking about different note taking methods, because different note take different note taking methods are going to be helpful in different situations. So, there are different names for note taking methods on there's linear note taking, which is, if any of you are taking notes. Now, most likely, that's what your note taking will be will look like. There's outline note taking, which you can take in real, you can do this in real time. It also might need some organization afterwards so you might want to reorganize your notes into outline notes. There's the Cornell Method, which has to do with dividing the page in certain, certain sections, and using the different parts of the page for different reasons. Then there's a method called SQ three r, which is scan Question, Read, Recite, revise, and I'll talk about that because it sounds complex it's actually really useful if you're preparing for an exam. There's mapping and mind mapping, which I think is extremely helpful if you're, if you're working with multiple sources for some kind of extended project at some point you're probably going to want to map your ideas. And then there are combinations of the

above. I think this is really important because you because the ideal way of using notes isn't just have the one set of notes that you take, and that you reread and reread and reread, and the reason for this is not all notes are equal in the way they engage our minds. So linear notetaking is when you summarize an idea as you hear it. The potential danger is that you can write everything down without critically listening, and it can be hard, although it can be hard in the moment to work out is something really a major point isn't a supporting point, and sometimes you only get a clear sense of that. Afterward, when you're looking through your notes and linear Note taking is something you could do by hand. It's very easy, it's easiest actually to do with a computer or with technology, terms of speed like if you're listening to a lecture, but it's not always be easiest to remember to revise and to actively recall what you've heard, But this is what it looks like. So, yeah, so I should have included the full information for the URL but anyway, and it will look like you've got a main topic sub topics, different examples, and often it's an indentation form. So linear note taking can sometimes be even more basic than that and it can just be a series of dot points or bullet points, and with the occasional underlined heading and linear notes are extremely useful as your first set of notes is what I would say, but if you take linear notes don't just leave them there, because the point of note taking, is to help implant the information in your mind. Many Note taking is a source of information grab so that you can later implant the information but it's not the best way to remember what you've written down.

39:58

So, another form of note taking our outline notes and outline notes, and local, they basically are slightly more organized, linear notes, so you might take your linear notes and then write them up by hand or type them up using a different system of indentation and bullet points, maybe you'll regroup some ideas, you'll have your major points further to the left and then your indent for your new ideas and sort of doing it on this slide as it were, so good thing about outline notes is that it can emphasize the content and relationships between material it's easy to read over. If you want to test yourself with your notes you can read the main points and cover up the sub points and try to think, okay, what are the reasons for this or what are the causes for this. What did this lead to and why. Uncover your notes. Um, it's difficult to always apply in fast moving situations. Yes, that's a really good question, Rachel. And so, yes, outline notes are basically a neater version of linear notes, and they might be what you do if you want to regroup your ideas, good question. Does anyone have any other questions Does anyone recognize their own note taking systems in either of these. Okay. Brilliant. Thank you.

41:39

Okay, great.

41:44

Some people do both. That's fantastic. I can see quite a few people use linear note taking, only. Okay, great. Yeah, I think it's always brilliant to start with linear notes, And I think the most useful thing to do is to rework your notes really afterwards, especially if it's been a very dense session, or a fast paced session. I've got a question how do you make linear more organized, whilst writing, and you could use a system of underlining for main sections and then doing a different kind of bullet point for main for main reasons and examples or asides. So that's something that you can do. And one thing you can do in taking notes, if you're taking notes by hand is you can leave more physical space on the page so that if you need to go back and add something it doesn't look so crammed, I've got some really great tips.

Scarlet does subtitles in capital letters and bullet points underneath, that's a great way of just visually, and also mentally demarcating sections, and I've got a question what do you recommend handwriting your notes or typing them. I think in, if you are in a situation where you want to get everything done quickly. Typing can be very useful. But what I would say is that there have been studies done. And my personal experience and anecdotes concur with this, that when you type things on a computer, you're less likely to remember things than if you've written them by hand. So what I would strongly recommend is that at some stage one set of your notes should be handwritten, so that you can have a stronger sense of the content, and part of this is actually, I think it's a different the physicality and the spatial nature of physical notes. If you take notes on in in a book on an a4 page that you then put in a folder. And you remember where on the page approximately you wrote things, and the relationships between things more easily when things are on a screen, it's easier to forget because you scroll and you go up and then it's never on a fixed space on the screen and brilliant yes so some, So I've got a few comments here. Oh yes, that's also a good, a good option so Rachel's said that it's easy to remember her notes when she prints out typed notes, that's absolutely a really good thing to do if you are going to type your notes, print them out at some point, that way you can walk around them physically spatially, remember what you've written, and where you can highlight, and if you need right over printed notes. Yeah. And then, I think that's another good method to hand write in class and then re type notes at home. That's also a good method, I think mixing methods, it can be helpful. And the main reason why I think computer notes can be particularly helpful are a meekness and be speed if you're a fast typer than a writer, it can be useful to take the linear notes by typing, but you will definitely want to reorganize those notes by hand, at a later date, so that you can remember what it is you wrote down. Okay, so there's also the Cornell Method, and so the Cornell Method is so named because it was devised by a professor at Cornell University in the 1950s. And what this method does is it divides a page into columns and sections to differentiate key ideas from detailed ideas. So, the advantage is it has a really lovely organization of ideas. It means that it also helps you shape your frame of mind before you listen to material because you think okay I'm going to be listening for these different elements. I think that difficulty can be that it can take more time. It can take more time so you don't want to start using the Cornell methods. The first time you start going to lectures or something or start listening to.

46:34

Extra talks on top of your school classes, or you don't want to bring them into your fastest paced content heavy school subject, and I think it's a method to phase in, and I'll explain why because this is what it looks like. So the Cornell Method is about dividing your, it asks for an a4 page. So it's dividing your top, the top of your page. The top row into a subject area, so you can put in the titles and the subjects, and then there's a bottom area of the page, which is there for the overall summary like the summary of the notes you've taken. And then you've got a little column on the left where you put keywords or comments or you can turn it into questions, and the sort of subheadings. And then you've got the notes in the main portion. And what's useful about this is that about this method is that it helps very, in a very visual physical way it helps remind you that when you take notes, firstly you want to look for, you want to hear what the key words in the key questions are, and you want to be able to take more detailed notes on reasons for claims on logical links that you think are really important or interesting on a, on a fascinating piece of analysis of a case study those would go in the notes. But you don't want to end there and what the Cornell Method usefully does is that it visually reminds you on the page that you

want to summarize your own notes you want to summarize your summaries, so that you can make your ideas more and more concise and by making your ideas more and more concise, You're going to understand the central idea the central claims more deeply, more fully and but you'll also be able to expand on them with the notes taken above. Does anyone have any questions about the Cornell Method. Yes it is method is suitable for STEM subjects, I believe it's great for Humanities, but I think it's also useful for STEM subjects because you could put down a theory or, you know, a, the idea of a formula on the left column to do with the key words. And then, in the column, and then in the noise you could have the details of what a theory is or what a formula is or where it's applied. Should he just write keywords or add definitions I think it's important to add definitions. If you don't know yet if you don't know what a keyword means, or you're, You're you think that it's really important it is really important to have a clear definition, you would put the definition down what you could do is you could do that in the notes beside the key word. Okay, great question, could we skip out the summary part I would not be comfortable to summarize my notes so early on, and pause, part of the purpose of the Cornell Method is to encourage you to summarize your, your notes, early on, so even if you don't fill out that bottom section of the page. When you get to the end of a page that little bottom summary section should be filled out within like 24 hours of having taken the notes. And I think that's really useful actually to not leave the concise summaries until right before an exam but to do so within 24 to 48 hours after initially taking your notes, it will help consolidate your understanding the content, and also sharpen your ability to very concisely, identify main ideas and main justifications. What do you use another note taking method in the notes sections is a good question. Thank you, Laura. Yes, I think in the notes section that's where you would bring in ideas of linear note taking, or at least outline note taking using different indentations, or colors to differentiate ideas. And so, various questions this is great, I'll just work through them. What is the best method for science subjects like biology or chemistry.

51:36

I actually think that this system could work quite well for biology because there is no specified way to use the notes section, the main collagen section on this on this image. So you can use that to draw graphs, you can use it to have diagrams. I think that would work quite well for chemistry as well. So I think that the Cornell Method can actually work quite well for for biology and chemistry question would you put keywords in the columns or the topic titles and put keywords in the notes section, I would put keywords in the, in the column so topic titles or the main topic would go up the top in the top row, and then in the column on the left I put keywords. And in the comments I would put any definitions of the keywords implications reasons, case studies, examples, that's what I would put in the notes section Thank you, and Polina mentioned that there's a lecture that's got a guide on this method, and it's on YouTube. Um, okay, great question from Halina Is it okay to change the sections from day to day, to better suit a specific lesson. Well the idea of the portions or the proportions of the pages that they should say generally the same, but you don't need to necessarily, if a subject doesn't really work with keywords or comments, and you want to in fact have a particular maybe case study or texts or something on the in the left hand column, and then have the detailed notes on the right, you could do that but the proportions of the page and the idea that you have sort of titles or comments on the left, and then notes on the right are part of the system. And yes, I think, yes, the idea is that you should be using the left side as well as the right because that's really good for revision, if you can cover up the right side, and look down the left column and still recognize your notes and know what would come in the right column that's a really good way of revising your notes so it's really good to use all the columns

of this, would I use this method for English literature and French. And I would, I think it's quite a useful one to use for English literature, because you can have notes on a specific scene or chapter or poem and then the keywords set column could actually be lines or sections of, of a text, and your analysis and comments could come in the right, or if you're looking at taking critical notes from a secondary source. This is a really useful method.

54:47

Ah, thank you, Haley, the Cornell Method is useful for STEM subjects that are GCSE and A level standard curriculum, and the Keywords section is great for reviewing and testing yourself on definitions and formulas. Brilliant. Okay. Question. Do you need to reorganize Cornell style notes like linear ones oh can you consider yourself done, and you don't need to reorganize the Cornell style notes, actually. But you wouldn't consider yourself done because the point of the notes is you take them, and then you use them, so you can cover up different parts of the page which this is why it's helpful to fill in all the sections of the page, you can cover up the notes and test yourself on. Do I remember the details of this event do I remember the formula do I remember this quotation. Do I remember it. Just by looking at the site, or you can cover up the top bits entirely and just have the bottom summary and think, Okay, this is the main summary, what do I remember about the key ideas, how this summary summarizes all links to the key ideas, and the more detailed notes in them. On the right hand side. So, you don't need to reorganize Cornell style notes but you're not done, when you've written the notes because the point of notes is there an aid and they're a tool. I've got a question I think I would find it easier to reorganize linear notes into the Cornell Method afterwards would this be a good idea. I think that's a very good idea. I think it's a really good idea, because it means you'll already be reorganizing re categorizing and thinking more concisely and more incisively about connections between ideas from the material you've taken notes from. And then you've got the Cornell notes. The Cornell style notes and it's really good to cover up parts of the page and test yourself and revise, which is why it's important to fill in all the sections of the page. Okay, great, have it any other questions.

57:12

Okay. So, the next method is a fairly intensive one, but it's really useful for that reason, so it's the Survey, Question, Read, Recite review method and it's very easily used in conjunction with either the Cornell Method or the outline method. So, What SQ three R is. Is it, is it's actually a useful way not only of taking notes, but also of knowing how to use your notes, so that your notes don't just become an end in themselves, but a means to an end, a way of helping you to inhabit comfortably pockets of knowledge, as it were. So, the survey for sq. Three R means skim read the entire reading. Before you begin taking notes, and this is, sq three art works really well for summarizing textbooks and thinking about written sources that you're going to use in an exam, survey and skim that reading so before you read in detail beginning to end. Just flick through look for main titles, subheadings. Can you tell from the subheadings what some of the arguments are going to be how they might develop. And what's the relationship between them are there pictures are there graphs are there charts that you might think, okay, cool. There are a few tables in the middle. That look at the results of a survey. Interesting. Here is a graph to do with ideas and how they relate. Look for the starts and the ends the tops and the tails of paragraphs, are there questions or statements that really preface what the author is going to do or what they think their main point is topping tail the paragraphs. It's a really useful technique because good critical writing is always clear from the outset what it's trying to do and why and will reaffirm and spell

out the implications of it, and near the end, in order to link with the next section. So before you actually read in detail, skim the reading. I also find this useful, in as much as it gives you a sense of how long you're going to be there taking notes. Because some readings are really massively much shorter than you expect them to be and some are much denser. So surveying before you start taking notes, is a really good way of going, Okay, this is approximately how much time it's going to take. I may or may not finish the notes before I take a break. So survey, it's useful. Now what the SQ three R method does that slightly, slightly different or is an extension of the Cornell Method is that it asks you to turn your headings into questions. So it's not just to say, reasons for the failure of the Schlieffen Plan, or to say, use of pitch in the afternoon, privilege and the privilege for the ultimate underperform, like it's not just having statements or key words but what the SQ three R system invites you to do is to turn those headings into questions. So why did the Schlieffen Plan fail, how does pitch affect or how is pitch used to effect in this particular piece. And the reason why questions are really really helpful is that questions, just by dint of the question mark by dint of the fact that they ask why and how they arouse a curiosity and they ask us to think about connections. When you see a question, you'll begin to recall information that you already know. And actually when you're asking a question important points will stand out all the more because they're able to explain or provide part of an answer. So if you're really interested in questions like, maybe, to what extent was the Third Reich totalitarian system, asking that question means that when you're going through the readings, you will pick out the crucial bits of information, even more, even faster really, and even more succinctly, because they will start out with that explanatory power. So, survey the texts before you start reading it in detail. Turn your headings. If you're using the Cornell system on the left or the outline system. Turn your headings into questions. And then we get to the three R's. So as you're reading, read actively to answer questions.

1:02:21

So, look, and this is what I think is useful when you're reading to answer questions, and you're looking for main claims and supporting evidence, and it's useful to think about what the relationship between ideas is. And if you're, if you just want to be able to spot those ideas very quickly. There are some bloods that it's just useful to know these are the words that usually preface, some kind of claim. And so, if someone's making a similar point they'll say also moreover likewise Furthermore, and you'll know that supporting evidence, a change of ideas, really useful. Conclusions look for words like *das therefore* in summary I can see a comment, the SQ three technique is what I've used without knowing the name of the technique. Well done, well done for using it and now you know the name. And, okay, I've got a question as well. If my heading was in maths, how would you do the question step. And you could say, what is the formula for this, or something like that. I hope that helps. I didn't take. I didn't take Max Beyond my equivalent GCSE level. So, I think it would come down to what is the formula for this, what do you do in this situation. That would be the question, and then you'd have the formula and the explanation on the right. I think that's what it might look like Rachel How does that help. Okay, great. Um, yeah. Okay, so I'm going to ask you three are, as you're actively reading, make sure that you are actively thinking about what you do understand and what you don't. So, if you see a key word and you think I'm 80% sure of what this means and it's a very important one, just look up a definition from, from a reputable dictionary, it's great, it's always so much better to just check the dictionary, and make sure that you have a 100%, confidence and knowledge of what that term means and you're not operating from an assumption, and, and it's very easy to operate from assumptions, just to give a quick example concept of irony in English literature, it's really easy to just work from a sense of I Know What irony is

and when something's ironic we use the term a lot, but when pressed against the wall to give a definition of what irony is, and it can be a lot harder, so it's well worth looking up definitions to make sure you've actually got a good working definition of a term I can see a question Would I say this method is more suitable for reading a passage or textbook rather than taking notes in a lesson or lecture. Yes I would. S Q three r is best suited for reading sources and textbooks or for sorting your work into a Cornell Sol System, and then using the questions instead of just keywords to trigger this active recall. Yeah. So I think this system is quite hard if not impossible to do well in a live real time lecture situation, but it's, it's really useful when you've got the time when you're looking at a text and you can spend more time following up meanings following up terms following up graphs and making sure that you actually understand them. That's really helpful. And would I add a fourth after repeat.

1:06:18

Well I mean that comes in with reviews so there's Read, Recite, and Review. So, what this what this method really recommends which I actually highly recommend is that, see if he can read your notes aloud or read out loud or summarize your ideas out loud, either while you're reading, or after you've written the notes and summarize your words out loud, talk through your notes. I highly recommend this because this means that not only are you writing your notes, and not only are you reorganizing your notes, not only are you using questions to try to jog your memory and your sense of what are these notes you're imbibing them, and in this multi sensory experience by reading writing thinking and speaking and hearing. So, it's, it's really useful to do that to read through your notes, to try to answer your question, to look at the columns, the question column in the Cornell system on the left or to look at the question out subheading for the outline system to cover up the notes and see if you can recite, or save the answer out loud. And if you can do that that's going to be extremely helpful, and then review. So rescan the entire reading when you finish just to make sure you've gotten all the notes. Reread your notes to make sure that you understand main ideas and their relationships. If there's part of, if there's a section in your notes where you go, I don't really understand that reread the text formats if there's a part of the formula or a section or stage of the working through where you go. Okay, I kind of noticed that I do this but I don't think I fully understand it, go back and revise and review your notes, I would say, you know, once a week or once every few weeks at least, I realized that a levels can be quite demanding. So, once a week might be too much but at least every few weeks. At least once a month, get out your notes and review them cover up sections, ask yourself the questions, see if you can still remember the things you've taken notes of. And so, in a sense, to understand yes, repeat review to review your notes, depends on repeating the notes. Question Is it smart to write your notes in your textbook, slash, reading, or keep your notes separate. I think that it's a really good idea to have a SEP. I think it's a good idea to have separate notes, actually, um, I highly recommend that. So, obviously, be linear notes that you take during, during a class will always be like as in your text in your book like in your main folder or exercise book or whatever it is that you use for school, but I think it's a really good idea to have a separate folder, and to divide the folder so that you know, or to have separate books anyway and so that you've got a different set of notes for each subject. I think that would be really helpful. Yeah. Does that help Jaden. Okay great, brilliant I see a question. Um, so people have told me that in a levels, wider reading is necessary for exploration of the curriculum in more depth. Would we leave space for any extra any extra information we find in our wider reading before and after the class. I think that what you can do is you can have separate sets of notes as well so you can have your class notes that will be based on what you've looked at in class and then you can have separate notes that might

already look like the Cornell system or SQ three are using the Cornell system that are based on each piece of wider reading that you do. So I would, so I wouldn't just leave extra space in the one set of notes I would make different notes, and then put them together. And that's why it's useful to have, you know, a section of the notes that summarizes each bit of each bit of your notes. If you find it particularly helpful you can even have another group of notes where you draw together. The secondary the extra secondary reading that you've done and what you've covered in class.

1:11:15

And the reason I say that you might want to do that I know it sounds like a lot, it sounds like I'm saying take notes and then take notes of your notes and then take notes in class and then take notes of your readings, and they need to be separate and it sounds like a lot of note taking, and it is but it's actually really helpful. And it will help you remember things more easily if you categorize your notes, and, and keep ideas clear. A flashcards, useful for note taking, I think that flashcards can be very useful for revision. So when you've got your notes, you might want to. When you've written your notes, you might want to turn some of the questions, say from the SQ three or Cornell system into like flashcards and then you can test yourself with flashcards, so I think those are really useful. As a final stage of revision. Um, question Do you think that taking time on your notes to make your handwriting neater makes notes more effective and memorable. If your handwriting is normally legible I don't think that you really need to take time to make your notes neater. And the main things that I think makes your notes more effective and memorable is gripping the ideas so that you're not just listing things in a single bit of bullet points, block, but you're using different kinds of different kinds of dedication like color coding or different bullet point distance or indentation to grip and prioritize ideas as being a central point, a supporting point analysis of an example to support that point. I think that's going to be more important than making your notes. Pretty. That said, it can be helpful to. Yeah, it can be helpful to just revise even more clearly. If you, if you want to write another set of notes, and make them look nice or bring in a new form of color coding or identification. Yeah, okay. No. Okay, great. I've got a question. Um, so far in my school career I've never used my notes to make revision resources, I've just used revision guides online summaries, can I get away with just using other notes or resources. And I think the difficulty with just using other notes and resources is that you're relying solely on your on memorizing someone else's notes, and so, notes, and the way that we organize and understand information that can be. That can be quite individually as well and what helps us one of us to remember or to understand something might not be the thing that really helps someone else understand or remember something, and even the way that we order or organize ideas and thoughts can be quite different. So I think, even if you're using revision guides and online summaries, you'll want to transform those notes into your own notes to personalize it so that the process of note taking, isn't just about extracting the central information, but in letting it inhabit your mind so that you can really think deeply and critically and understand why and what it is that you're studying question, if our page already has a margin can we use the margin for the Cornell Method on the left column, yes, absolutely, that's a great, that's a great way to use it if you've got the pages that already have the margins rolled in. Absolutely. I would do that. Okay. And so I'm so I've mentioned that I would recommend having your class notes and then having a separate set of notes for secondary readings, which does sound like quite a separate way of thinking, which is why I think that mapping and mind mapping can be extremely useful when you're working with multiple sources, multiple texts, multiple ideas. And I like mapping because it's not. It's not hard and fast how you map, how you group ideas what whether or not you color code whether or not you might think you

can make things beautiful or not I'm not, I'm personally not very good at making beautiful maps, but I find it extremely useful as a way of categorizing ideas and drawing connections. Visually,

1:16:06

it's extremely helpful for visual learners. And I think, I think mapping can work really well in conjunction with other notes and mapping is very useful if you've, for instance, if you're working on an extended project and you have multiple sources, you can't just have your separate 10 sets of notes on different sources, And your class notes and your personal notes where you've analyzed and studied, whatever it is you're writing your project on. That's too many separate sets of sources so mapping is a really useful way to work out how do these secondary sources relate. What is it that you're, you know, that you want to draw out from the ideas you discussed in class but you're focusing on, perhaps for your, I don't know analysis of the text for your, the way that you're going to understand the historical significance and cause and effect of different events, draw a map where you can group the ideas and say you know this reading looks at this idea. These readings look at this idea, this reading presents this method, which, You know I am, what I'm not going to use the text has the you know these are the these are the key scenes in a novel or the key. I think historical moments or interactions. And these sources have, really, these interesting things to say. So I think mapping can be a really useful way of drawing together multiple sources or multiple sets of notes on the same topic, and, and you might want to use it sort of as a contents page then for your set of notes, or on a particular subject. Did that make sense. I'm fully aware that it may not have made that much sense because I was talking about a sort of abstract method of mapping, without a concrete visual example. Okay, great, thank you I'm glad it made sense to at least one person. So, yeah. Okay, great question if you use it for a contents page do you do it after the topic. Yeah, I would, um, so one thing that I did for my equivalent A levels, I did my high schooling in Australia so it was a different system but one thing that I did was I turned all of my notes for each, each subject into, into a little sort of book, just sort of a hand stitched or stapled book had a title page, and then had a sort of contents page of what the different topics were or what the different texts were that I was looking at, and then I'd have a mind map, part of that showed me the main relationships between secondary sources, and my studies, and then I went on to the notes. And so, yes I would do it after the topic or have the topic like really obviously clear in be at the top of the center of the map. So it depends on how you want to use it with mapping work with SQ three after reviewing I think that mapping can work really well with SK three. I think that it's a good way to combine them, if you want to, And I think that mapping absolutely works well if you've got, if you're using the SQ three arts system of taking notes, and you're looking at a secondary source that you've read in your own time, and your classmates mappings particularly good Ben. Okay, So I've got another question, if we're using a mixture of pre written notes, and our own notes, would you recommend we write notes and still rewrite them using one of the note taking methods, or would it be a better idea to use time in a different way, eg understanding the notes or practice questions. Okay, I would recommend rewriting the rewriting your notes, and the pre written notes in one of these systems because that is a good way of understanding the notes, and it's a good way of making sure that you can comprehend and categorize and group and understand the notes, and, and I think that is really important. I think it is useful to do practice questions. I'm not going to lie, I think that's extremely useful but it's not enough to only do practice questions without any notes, especially when you're dealing with fairly content heavy subjects.

1:21:03

Okay, I can see that there are other questions. So what do you think about making digital notes, ie typing your notes, um, I think that digital notes can be helpful, as I said, either because of their legibility and their cleanness, or because they can help you take faster linear notes in a very dense lecture or talk, think that you would want to have at least one set of notes that is physical. So, even if they're digital print them out, or if you've got digital notes how. Initially, turn them into handwritten notes. Even if you initially take notes in class by hand and then. So, your notes digitally afterwards, I would print them out because it's really, really useful to have a physical set of notes, where you can cover up different parts of the page and revise and test yourself, and test your own knowledge and handwritten notes on something like an iPad, and they can work well too. I would still say you, it's extremely useful to have a physical copy of notes that you can hold it you can cover that you can move handwriting notes on an iPad is useful because you're not just typing you do still have to think about what you're writing down and therefore you are more likely to remember it longer in the short term or short medium term, but in the long term, you will want to print those notes out so that you've got physical notes you can move you can cover you can revise with. Okay, I've got another question Do you, do I have any note taking methods to help with application. Um, could I really mind explaining that a little bit in a little bit more detail. What do you mean by to help with application. Other questions, and I'll come back to that question in a moment there are two others that have come through, and not just in dates but how do you practice becoming a faster writer, and I'm gonna say something's gonna send it funny but um, do you remember the old handwriting books that you used to work with. When you were in probably primary school, the lines that handwriting books that have the big lines, and then the unbroken lines and then the dotted lines. I would recommend writing in those and just even your first set of notes, your classmates and those to make sure that your writing is legible and then just increasingly see if you can write more, I think cursive writing is always faster. So if you are currently taking notes in non cursive cursive is faster. As long as you can make it legible. Um, and relax your hand, I know that this sounds really, really weird, but you will write faster if you don't cramp your hand by tensing up. So, what I always do before I know I'm going to be writing huge amounts, is I'll do a quick hand massage and relax my wrists, and then start writing, and every time after you've written a large chunk. Just a very quick hand stretch. Relax your wrist to make sure that you're relaxed, and you will write faster because your hand won't cramp up as quickly, and you'll be able to write faster, but I also would recommend, if you're not sure that you'll be able to write faster and still have your writing be legible, work with the handwriting book your handwriting will be ridiculously comically large for a portion of time, but it will help, um, I can say this anecdotally because I was told by my equivalent, a level English teacher that I would need to work on my handwriting or no one would be able to read my essays, and I worked with the handwriting, book, and it worked. Okay, great. So I've got other questions before an exam I quite like using mapping as a way to review my work by taking a blank piece of paper and writing down everything I know then seeing what I forgotten, add it to my mind map is this a good strategy. I think that's quite a good strategy. It's quite a good strategy because it's, it means that you're reviewing your work, it means that you're thinking about connections between ideas. And I think that's good. So I, I would encourage you to continue that as long as it's useful.

1:26:05

Okay great so I've got a question about how do you read faster and remember it's, um, so part of reading faster and remembering what you've done, I think. I think the SQ three r method is quite helpful for that actually. So if you scan work before you read it, you might already before you read it, have a

sense of what trajectory and argument might take. And if you've topped and tailed a couple of paragraphs before you've read it, you'll actually have a sense of what might some of the key arguments or claims be. So that's really helpful, and then when you read it, you're more likely to understand fill in the blanks challenge your Miss readings, and to see what's happening. And in terms of how do you just generally read faster. It's a, it's about practice, but if you do practice skimming and then reading. It's really helpful, and if you just want to practice reading faster I really do recommend having a pen or a pointer that you can move every, every few words, so that you train your eye to read in chunks of words rather than an individual word at a time. This doesn't work very well if you're trying to look with look at scientific terms and you need to remember the whole term I would not recommend that method, but if you're just generally practicing faster reading. Skim before you read, and then use, use a point of like a ruler or a pen or something, and then move that along every few words on each line so that you train your eyes to read in groups of words and phrases, and you will find that your reading gets faster. Quite, quite dramatically actually it's surprising. Yeah, anyway, and hopefully that's helpful and made some sense. Okay, great. Oh thank you, I've got a clearer clarification here. So this question is Do I have any note taking methods to help with application, meaning the questions in exams that use a learnt theory or a claim. And then they use that in a different context to see if you understand the question correctly. Ah yeah, okay, great. So I think that, I think that what is useful there is to know. Yeah, my note taking tips would be if you, if you're asked to reapply a claim in a different context or reapply a theory. It's particularly helpful to be able to look at that theory, and to know what are the claims that this theory is making what are its claims affect the way that it's just, and you know its basic stance of analysis. What is its claim of policy what, what's the main method, that it uses or the main methods that it depends on. Does it have what are the subsequent imp implications that it has, and if you can think about a theory. In that sense, what is its basic fundamental claim effect its foundation from which it operates, what is its main method. And if, and then to help you work this out in an example, in a case study, how does it apply its logic of its basic claim and its method how does it apply that to a case study, then it's easier for you to look at those notes and to and to see how might I apply this to a different case study or how could this be applied to a different case study.

1:30:05

Does that make a little bit of sense Rachel. Yes, and question is yes. So would we, so we would use SQ three. Yes I think so. Absolutely. And so you what you can do is you can actually phrase the question as what is the central, what is the basis of this theory. What is the method that this theory uses. How has this theory been applied to the case study. And you can use SQ three R, and those questions whenever you're taking notes on a theory or a concept that you might get asked to reapply to a different case study, you can set up your notes like that, to have a. Yeah, to have a deeper or more holistic sense of how you might apply that theory or concept. And that's using the column section with the notes to ask the questions. Okay. If you have more questions on that please just put it put them in the chat. This is really helpful. Okay. So, which of these methods, Would I say is the best system subjects, and I think SQ three hours really helpful. Um, I think that's really good, and maybe mapping. I think those are probably, probably some of the most useful for STEM subjects. The nice thing about these notes is that they actually work for both stem and humanities subjects, um, I map, the humanities, my sister is doing a PhD in oncology and she uses mapping. So it. The nice thing about these notes is that they can work in different subjects. Okay, I've got a question I can't skim read, I have to read every word or sentence in order to take things from a page, do I have tips providing the bits of information

you're looking for from a large passage without reading everything. And yes, actually, so I'm going to go back to SQ three are when you're skim reading before you're reading, you can know where you might want to focus by looking at words like also moreover likewise further or in addition or, but nevertheless despite However although these are what we might call the conjunctions that suggest that an arguments being developed, or he would want to a quick conclusion terms. Thus, consequently accordingly. Hence, in summary, before you've read a page, you can, if you can skim and look for any of those words, you can know approximately there on the page, an argument is going to be extended challenged or concluded. So hopefully that's helpful. You might also just want to look for, you know, a key term, depending on what you're reading what you're studying for maybe if you're studying, I don't know history of hydraulics whenever you see the word hydraulic on a page just cast your eye down, sort of like a find a word and be like okay,

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I will definitely want to focus in these parts of the page. So, scanning a page before you skim read is a really useful way of helping you know when you might want to give more attention, or what part of a page will have the most might have the most useful bits of information, hopefully that is helpful. I would recommend so of course reading everything afterward, but this exercise of skimming and scanning scanning, even before you skim is really helpful. And I find it extremely helpful. I like reading, I like reading dense things, I find it extremely helpful to scan a critical article before I sit down to take notes because I just want to know approximately how much time and focus engaged need to spend on any given article and scanning, gives you a bit of a sense of how dense, something is how many sub sections there will be, how many moments, they'll be developments extensions or changes in the nature of the argument. Okay, great. So, question. Is it worth making a final set of notes before the exam summarizing just the bits that you find difficult to remember. And, yeah, I think it is, I think that the best thing to do when that happens, though, is to make sure you're not just writing a list of facts, but to speak to that you're noting why something is hard to remember. So, if it's if it's part of a formula, note. When this happens, do this because of this, or if it's a quotation that you find difficult to remember don't just write down the quotation, remind yourself of why that quotation is important, like, what's the context, what's the scene. What does that scene show us about, you know, the character's motivations and thematic development in the context of the novel. Yeah, so if you're making that final set of notes summarizing bits you find difficult to remember, do that but always make sure that you make it very clear why you find it hard to remember and why you what it is therefore that you should remember. So, I quite like the SQ three R question. Don't just use a key word, turn, turn things into questions so that you're more likely to want to remember things because they'll answer that question that otherwise niggles at you.

1:36:10

Okay, so, yeah, so I think that the best thing to know about your notes is that they are tools to help you they're not ends in themselves. And the best thing to do is to really combine different methods of learning and recall. So, recall techniques will always improve the chance that something will be implanted in your memory. So that's I think one of the real strengths of SK three r, it asks questions it actively makes you think about the material. It makes you use different parts of your body and your writing with your hands looking with your eyes, speaking with your voice. And I would say play around and see what works best for you. I do think SQ three R can work for basically every subject, you might

not want to read and recite a formula out loud but the Cornell system is really good for that. So Cornell SQ three r i do think could work for anyone, and any subjects but play around and see what combination works best with you and SQ Korea is excellent as I've said, if you're trying to learn content for an assessment. If you're working with a large number of interpretive sources you want to have different SQ three documents and maybe a map, a mind map that helps you draw them together. So, yeah. So whatever system or systems you use, make sure that you're not just making and rereading the notes you're using them to actively recall the content that you've learned, so that you can think critically about it and asked why or how and why does it work. So, the top, so the notes really are a tool, not a golden bullet, and they're there to help you form questions that you can ask yourself and answer yourself. They're there to help you think why this event happened or why this theory works or why you would want to use this formula, so that you can use it in different situations. And I would always transform your initial notes into a different format so that you can retain and understand content at a deeper level. And, yeah, we had questions about this but I had a slide and apparently, um yeah digital notes can be helpful, physically having physical notes does enable better retention. Transform at least one set of notes into physical form that might just mean printing them out but that will make a huge difference, whether you've got printed notes, or they're just on your computer. And that's it. And if anyone has any other questions feel free to ask. But otherwise, thank you so much for your attention and for all your questions. Okay, great. I've got two questions. Okay, great is it useful to abbreviate words, especially for the linear method. Yes, I always abbreviate words. It's faster. Who has time to write with that, when you can do the W slash O. If you're slow at writing, or find it hard to write while listening, but you, what would I recommend to do with note taking, I would say if it is possible in that situation to use to type your notes up and see if you can, if you're not able to see if you can still practice writing down key words so you don't need to write down the full sentence. But see if you can write down key words or and follow up with a friend, after the class maybe if you found it difficult if you want to just check your notes with there's. So yeah, I think in the first instance see if you can take notes by typing in the second instance, if you if that's not open to you as an option. See what you can do to note down the words that stand out and then check your notes, check your notes with friends. Okay, great.

1:40:29

Oh, thank you, thank you so much, Jessica that was, um, yeah really interesting I wish I'd known a lot of those techniques when I was doing my undergrad, I think, yeah my notes aren't always great, so that would have been really helpful I think, I think you guys will have this to refer back to pages, which is fantastic so yeah thank you so much. This is, um, yeah I saw someone else's since the last session does a perfect reading for us, academic skills sessions. So yeah, thank you so much for your time over the past three sessions and be really informative and really helpful. And yeah, thank you everyone for your questions and engaging in the session. And yeah, enjoy the rest of your weekend. Thank you.

1:41:11

Thank you, and it's been a pleasure to see you three weeks in a row, and thank you and good luck, all.