Note-taking

Strategies to share with students

Suggested ideas and practices educators can share with students to support awareness of the topic and development of the skill. Strategies can be adopted/adapted as needed.

☑ **Cornell-style note taking**
Divide document/paper into three sections. The left-hand column is for key ideas, the right-hand large column is for notes and the bottom row is for post-class summary.

☑ **Before, during, and after strategy**
1. Before Class: Take notes on readings or other preparation materials, including noting questions;
2. During Class: Identify key ideas offered by the professor;
3. After Class: Summarize and review.

☑ **Mind maps and sketchnoting**
Both strategies involve visually illustrating information and the relationships between different concepts and ideas. With these methods, you might use different shapes, fonts, colours, icons, lists, and other specific tools that activate different parts of the brain. In turn, the combination of words and visuals helps your brain process and remember information.

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☑ **Reverse outlining**
When taking notes on scholarly articles, you can check for comprehension by creating an outline that is reverse-engineered from the complete document. In the margins, or on the document itself, write one- or two-sentence summaries of the key ideas in each paragraph. This approach can support an understanding not just of the content in individual paragraphs, but of the overall argumentative structure of the paper.

☑ **I say they say—comparing notes with the author's conclusions**
Make notes throughout your reading of a scholarly article to summarize what you see as main ideas in various sections. Then, compare your notes to the author's discussion and conclusion to see if they agree or disagree. This can help refine notes, make them more detailed, and bring up further questions and discussion points that are useful for deeper understanding of the article.