

Note-taking



Tips for course design and delivery

Ways educators can bring awareness of the topic and incorporate development of the skill into post-secondary course design and delivery.

- ✓ **Provide examples of alternative note-taking strategies** for students like Cornell-style notes, mind maps, and reverse outlining. Be explicit about how different strategies might help certain groups of students.
- ✓ **Consider how note-taking may be impacted by students with disabilities**
Depending on the student's circumstances, they may require specific software or additional support to take effective notes.
- ✓ **Consider how note-taking may be impacted by language barriers that make it difficult to take notes that are not a transcription of a professor's lecture**
These students may require specific note-taking skills that emphasize putting content into their own words, or summarizing the key ideas from the lecture at the end of the class
- ✓ **Create opportunities for students to practice different strategies throughout your course** to find out what works best for them and for different types of course material.
- ✓ **Discuss with students the level of detail they need from your lectures or sessions**
In some cases, in-depth notes are required and in other circumstances, students need a higher-level appreciation of the information.



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- If possible, share your lecture notes or offer to record your sessions** so that students can revisit the content or access it if they were absent from a session.

- Model your own note-taking using an example from your field or from the main course content**
Highlight how note-taking helped you navigate this material and how it helped you prepare to teach it. Students may see note-taking as a strategy that is only helpful in class, but by modeling your own strategies, students can observe the transferability of the skill.

