Pre session polls

What level of study are you?
• Access
• Level 1
• Level 2
• Level 3
• Postgraduate

What would you consider is your main area of study?
• Arts
• Languages (English & other)
• Social sciences
• Business and law
• Science
• Engineering or technology
• Maths
• Health sciences
• Education
• Sports
• OTHER

Have you been to any student hub live online events before?
• No (I’m brand new!)
• No (but have listened to one or more recording)
• No (didn’t have time)
• No (wasn’t aware of before now)
• Yes any 2020
• Yes any 2021
What are student hub live online sessions?

- All student hub live sessions are non modular and focus on skills relevant to study at university level.
- Polls are anonymous to other participants but the chat box will have your logged in name associated with your comments during the live session.
- All online sessions are recorded and available to view on catch up on a public facing website.
- Slides are available to download during the session (not accessible on mobile devices) and from [http://studenthublive.open.ac.uk/](http://studenthublive.open.ac.uk/).
student hub live is the OU’s live online interactive platform to support academic community

Karen Foley is a lecturer at the OU, head of student hub live and chairs Y032. She also tutors in social sciences, psychology and science.

Isabella Henman is a tutor in science and health sciences at Access to level 2. She normally talks at the online workshops but is supporting today.
Workshop

• This is going to be a structured workshop to help you get thinking
• We’ll look at what is meant by note taking, including some different styles and methods
• You will have the chance to interact and think about what might work for you.
Session purpose

**Is for:**
- Showcasing different ways to take notes
- Encouraging different approaches to note taking
- Provide a space to share ideas and connect with other students

**Is not for:**
- Telling you what you HAVE to do
- Providing any module specific advice
Please be aware

- These sessions are large scale
- They are very busy
- There is lots of interaction
- They are not the same as other tutorials
- You can maximise slides on your own screen by clicking the icon
Creative note taking
Are you a keen note-taker or does the idea fill you with dread? Do you have stacks of highlighted notes that you never look at, or perhaps no idea what 'good' notes should look like in the first place? Note-taking is a key skill that helps us make sense of material, digest it and critically evaluate it, and also remember key points for exams or future use. Yet there is no 'right' way to take notes, and at this workshop we will show and share different styles of note-taking. If you would like to develop your own style, and perhaps share some of the note-taking techniques you have used, this workshop is for you.

We have a special guest, Jay Rixon, who had to develop her own way of note-taking – her ideas are inspirational and fun.
Initial polls

What is your main reason for coming along to this session?

(If you are on a mobile device remember you need to tap into the polling option)

To come back to these slides after completing a poll click on the share pod slides icon
First thoughts

What is the first thing you think of when someone says note-taking?
Please use the short answer poll to give your ideas.
Why do you take notes

• Sometimes we think we “should” take notes, but let’s consider why they are useful
• A way to capture in brief form the important information so it can be reviewed later
• A way to process information and aid understanding
• A way to collect “things” in one place that may not be presented together (definitions or methods for example)
• A way to deconstruct or critically evaluate something
Exams and assignments

- Notetaking for exams and assignments is very useful.
- Knowing what you may need to know and how you need to deliver the task may have an influence on how you take notes.
- Notes help you remember, process and critically evaluate information.
Knowing what is important

- When you take notes, how do you recognise what is most important?

- Please use the short answer poll to give your ideas. Remember that this is about learning so don’t worry if you don’t know as yet, as we will pick out some suggestions and then go on to describe others.
Great notes are...

- Not a linear replication of the source
- Written in your own words
- The source should be clear – is this someone’s theory, an authors interpretation, or your interpretation?
- Quotes can be useful but include a page number
- Show what is important
- Include relational information, links, similarities or differences
Definitions

- When reading a piece of text there may well be bold words which in OU parlance means that they come up in the glossary. Many modules will have them hyperlinked to the glossary.

- Why not write your own definition and start building your own glossary?
Explanations

- As well as individual words that need defining, there may be the things that need explaining. This means making it clear how the concept or fact or theory relates overall,
- Your notes may want to include your own explanation of your understanding,
- Remember to include relevant terminology
Paper...

- Traditionally notes are often done on paper
Poll time

Assuming your module is entirely or largely online, how do you go about making notes?

Please use the poll available to give some details about your methods and then we’ll discuss some of those.
Poll time

Before you heard some of the ideas on the previous slide had you ever considered changing the method you use to make notes?

- Yes
- No

Maybe now you have some more ideas you could explore other options. 😊
Use the module resources

Activity 3.2 What does work mean to you?

This activity should take about 20 minutes

This activity has two tasks

Task 1

Make notes in the text boxes or, if you prefer, in your learning notebook, in answer to the following questions. You only need to write a few words or a sentence for each answer but do spend a couple of minutes thinking about and reflecting on your answers. You don’t need to worry about making your answer perfect; this is just a chance to think about your own views.

- What does ‘work’ mean to you?

- What ‘work’ do you do now, or have you done in the past?
Check for note maker files

- Module > resources (if they exist)

**Topic note maker files**

These are Word files that you may, if you wish, use to make electronic notes on each topic. Save these note maker templates on your computer and write your notes between the headings.

- These have a list of all of the subheadings in the topic and then allow you to make your own notes against those subheadings on your own computer
Existing resources

- Student home help – how to take notes
  https://help.open.ac.uk/how-to-take-notes
- Student home help – critically reading information
  https://help.open.ac.uk/critically-processing-what-you-read
- Student home help – making notes online
  https://help.open.ac.uk/making-notes-online
Creative ideas!

- Jay is now going to talk through some more ideas for us
Mind maps

• Have you ever tried using mind maps?
  • Yes
  • No
Mind maps

- These can be a good way of identifying key themes and making links,
- They don’t have space for lots of detail,
- Think of them as sub headings or themes
Mind maps

- Example of notes as a mind map

What is a micro-credential?
- A short award
- Could be certified learning (credited)
- Most likely to be online learning but might be face to face
- It can mean different things to different people
- Often has a ‘Digital Badge’ attached
- So learning can be easily shared
- They can be stackable or nested into traditional qualifications
- The learning is valued in different ways
- Often backed/sponsored by an employer or company
- Often offered by a learning institution or HEI
- Disrupting the status quo

Micro-Credentials

Content:
- Domains
- DOERs
- Licences
- Content?
- Tracking

Assessment:
- Evidence of skills
- Evidence of knowledge gained
- Badging
- Metadata
- Blockchain

Technology:
- Learning platform
- The technology choices facing institutions depend on how the micro-credentials will be created, made available, managed and issued.

The learner journey:
- Will there be key subjects or areas that are popular?
- Will the learning be valid?
- Learning that is really personalised to the learner/student
- Learning that is for the now and the future
- Often linked to the world of work: professional or employment experience
- Smaller, personalised, bite-sized chunks
- Often linked to the sector yet?
Doodle style

• Example of notes as doodle
Using colour

- Highlighting and differentiating using colour
Using line diagrams

Ant Nouveau
  ↓
  Edgar Degas

Edvard Munch
  ↓
  Paul Cézanne

Symbolism

Expressionism
  ↓
  Emil Nolde

André Derain

FarVism

Cubism
  ↓
  Pablo Picasso
  ↓
  Georges Braque

the Photo-Secession
  ↓
  Alfred Stieglitz

Vienna Secession
  ↓
  Gustav Klimt

Post-Impressionism
  ↓
  Vincent van Gogh

Antonin Proust
  ↓
  Georges Seurat

les Nabis
  ↓
  Pierre Bonnard

1900

Futurism
  ↓
  Umberto Boccioni
Using annotation

Chapter 7

Sir William soon leaves. Elizabeth is relieved whenever Mr Collins leaves their company and sees that Charlotte has arranged the house so that he is near her as little as possible. Elizabeth also learns that Lady Catherine is always ordering the affairs of everybody in the parish. When they visit the Parsonage, Elizabeth asks Darcy if he has seen Jane in London, knowing he has not. Darcy replies with a little confusion, implying he knew Jane was there.

Chapter 8

Lady Catherine is now too concerned with her nephews to take much notice of those at the Parsonage. On the occasion when they all meet, notice of those at the Parsonage. Elizabeth captures the attention of both men with her singing. She then in the discussion that follows for Darcy. He is captured in Hertfordshire by her singing, then the first ball at Netherfield when he briefly dances with her. Darcy defends himself, and there is a new deference in his manner toward Elizabeth. He praises her accomplishment. Elizabeth notes that he responds to Lady Catherine's praise of her daughter without 'any symptom of love'.

Chapter 9

Elizabeth is alone in the parsonage when Darcy calls. Elizabeth, again direct, raises the subject of Bingley's sudden departure. Darcy will say no more than that Bingley may well have left for good. An apparently ordinary turn in the conversation to the subject of Charlotte's distance from Hertfordshire leads Darcy to make a very forward statement. He says that Charlotte has always been at Longbourn, meaning that she is superior to her relatives and neighbours. He then draws back and they are almost silent when Charlotte comes in. Elizabeth and Darcy both try to understand Darcy's motives. He continues to call often, as does Colonel Fitzwilliam, who is evidently charmed by Elizabeth. But Darcy's withdrawn manner still prevents it being clearly seen that he is in love.

Chapter 10

Elizabeth is surprised that she keeps meeting Mr Darcy when on her walks. When he asks her if she's betrothed, she thinks perhaps he refers to a possible relationship between herself and Colonel Fitzwilliam. But Fitzwilliam has a discussion so what he later and mentions that he must marry where there is a fortune. He then tells her that he is joint guardian with Mr Darcy over Mrs Darcy. Elizabeth wonder how Darcy over Mrs Darcy. The conversation turns to Bingley, and Fitzwilliam tells her that Darcy has recently saved a friend from an impregnable marriage and she thinks it could have been Bingley.
Discussion activity

• There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.

• I am successful at making notes when...

• I am going to explore my Note-taking further by...

• You are welcome to add your thoughts and we will then pick up some of the themes and talk through them.

• Chat does have names on but the recording will be anonymised so you will appear as ‘user number’
Take home message

• Note-taking is not about copying out all of the information
• Note-taking is about identifying key themes and facts
• It does take practice and it is worth exploring different methods to see which one works for you
Final poll

What do you feel is the main thing you will take away from this session?
Upcoming sessions

10th Mar 10am Essay writing for beginners
10th Mar noon Developing your essay writing
23rd Mar 10am Introduction to critical thinking & writing
23rd Mar noon Developing your critical thinking & writing
29th Mar noon Your first assessment (broadcast event)

Details and booking information from http://studenthublive.open.ac.uk/

Past student hub live online study skills sessions here
Visit us at http://studenthublive.open.ac.uk/ and subscribe for events as they are announced. Send us feedback at studenthub@open.ac.uk