



- 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.



- Using the option to type in where it says enter word here say What do you think of when someone says Note taking?
- Note that these need to be single words rather than phrases, if you press the space button your first word will go through

Enter word here



- Sometimes we think we "should" take notes, but lets 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
- Help future you



- 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
- Note taking engaging other senses like spatial awareness, colour and motion
- It's active learning



- 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...

student hub live

- 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 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?



- 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





• Traditionally notes are often done on paper











## What's your strategy for taking notes?

### Note taking process



- •What is your purpose for taking notes?
- •What are you going to use them for?
- •What are your main topic questions?
- •Decide note taking method
- •Go through material to find outline concepts
- •Make a skeleton for your notes
- •Read and note take fill in your skeleton
- •Make sure you tag them with locations
- •Store notes with good filing system

### 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

Save

Reset

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?

Save Reset

• 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



Student home help – how to take notes

https://help.open.ac.uk/how-to-take-notes

- Student home help critically reading information <u>https://help.open.ac.uk/critically-processing-what-you-</u> read
- Student home help-making notes online

https://help.open.ac.uk/making-notes-online

• Open learn mindmapping

https://www.open.edu/openlearn/mod/oucontent/view.p hp?id=98670&section=\_unit6.3



You can choose as may as you like.

- Mindmaps
- Spider diagrams
- Sun diagrams
- Line diagrams
- Flow charts
- Doodles
- Plain text
- Colour
- Sticky notes
- Other use chat box



- 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

### **Hierarchy of ideas**





### Whole brain thinking





## Mindmap example



### • Jay Rixon blog

http://www.open.ac.uk/blogs/StudentHubLive/index.php/2021/05/13/creativenotetaking-why-it-works-for-me/



### **Doodle style**



• Example of notes as doodle



### **Using colour mindmapping**





### **Skeleton**









Example of notes as a mindmap



https://www.mindmaps.app/#





## How do your notes help you make connections?

## **Using colour**



Highlighting and differentiating using colour

My next module: H880 ? Technology-enhanced learning : foundations and futures key info Aligned with HEA C23 . 60 credits online For everyone with a professional UK PSE materials · 2020B interest in digital or technology -enhanced learning man 4=8 week human this module is highly Programmes Prelevant if you work in higher education tutor support: \* quidance 9 Foundations of TEL \* grade + comment hands - on on written work De Adapting to Contexts perience Gam taught + Assessed in your skills tal learning A combination of media: 3. Opening up Education 1 1 teaching + training △ Internet A live discussion 140° Educational Futures A test-based discussion Demail + written as signment 3 - week break - - between each block ! Easter course 20101111111 Available on Future Learn H880 has Ferentl The online Educator: 3 Totor marked \*TMAs People and Pedagog assigments I end of module

### **Transparent sticky notes**



### academic community



Margaret Greenhall is a study skills specialist. She has applied the same skills as you'll use in writing essays to write a book. She tutors on science level 1 courses. Her hobbies are rowing and Lego.

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Lucy Anderson is an OU tutor at undergraduate and postgraduate levels. She puts the critical evaluation skills she learnt as a research scientist to good use preparing module materials, exams and assignments. In her spare time, Lucy is found covered in mud either with her horse or on the allotment. to help you get thinking about now and why you take notes

- We'll look at a range of ideas for creative note taking
- There is a lot of interaction so please be ready to answer polls (questions) or odd to chat pod during the session
  - You get the charge to discuss further



### **Using System Maps**





## **Using line diagrams**





### **Horizontal line diagrams**









Penthouse Summary		
-		
Ground floor questions		
	Basement	
Title	details	
		Date read
Author	ISBN Pub	Pages read





### How do you interact with your course materials?

### Using annotation



where is already. out in society. # Lizzie is about 21 years old # low education

### 28 - Summaries

makes everyone feel the inferiority of their rank, and dominates the conversation. She gives her opinion on every matter as if it were the only possible one, and asks Eloubeth questions that are too direct and imposite. She is amazed that the Bennet pirk had no poverness, and that all five daughters go into society at once. Elizabeth, asked how old she is, makes a witty reply. Lady Catherine is not used to such indepen-

in a die fait

connervant. Elizabeth is not overwhelmed by money and rank. Lady Catherine, though the has both, is really an interestive, badly-mannered woman. Se William is humorously shown to be an impressionable man who is not at ease in the company of high rank

Sir William soon leaves. Elizabeth is related whenever Mr Collins. leaves their company and sees that Charlotte has arranged the house so that he is near her as lattic as possible. Elisabeth also learns that Lady Catherine is always ordering the affairs of everybody in the parish. Duck arrives with his couse, Colonel Fitzwilliam, the younger son of a Lord. When they visit the Parsonage, Elizabeth asks (Dancy of he has seen Jane in London, knowing he has not. Darcy replace with a lottle confusion, implying he knew Jane was there.

Conservant: Elizabeth again asks a direct question of Darry, trying to give him a sense of guit. She had done this at the Netherfield ball when she mentioned Wickham. Charlotte, however, notices that Darryg visit is made soon after his arrival at Rosings and thinks Elizabeth the cause.

### 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, Colond Fitzwilliam takes pleasure in talking to Elizabeth. But Lady Catherine soon wants to know what they are talking about. She must be the centre of everything. She makes an unfeeling invitation for Elizabeth to practise the plano at Rosings, in Mrs Jenkinson's room,

Tauabeth captures the attention of both men with her singing, then the discussion in the follows, she upbraids the participation of the single out of everybody's way. in the discussion that follows, she upbraids the Destroy's manners at the first ball in Hertfordshire when he hardly dasced Dancy defends himself, and there is a new deference in his manner toward Elizabeth. He praises by accomplishment. Elizabeth notes that he responds to Lady Catherine's praise of her daughter without 'any symptom of love'

Vis Fitzchillion interested in Lieeie?

pefia flexible quality R Summaries 29

consequences are During has cause to regret the ill-providing of his must At this Enabeth and he continue their reports when we left of a Nether-field. But Enabeth fails to notice the new planer, has conversion file does not defend himself against her criticises in mongh in before This shows he is now in his power. It should also be observed that, despite the prepadice Eloubeth has formed against Dange through Wickham, Die hum lovely to be rold lowered han. She trrans has wone ally, but this colly deepens has altraction in his type. At the same time her charms streat Colond Fitzwillam. Encabeth is a very attractive character.

### Chapter 9

# Darry

is he.

R

Louty a

Eleabeth is alone in the parsonage when Dane calls. Eleabeth, again derest, raises the subject of Bingley's sudden departure Darry will say no more than that Bingiry may well have left for good. An apparently ordinary turn in the conversation to the subject of Charlotte's dotance from Hertfordshire leads Dancy to make a very forward statement. He From Hereforedative backmann to match a very structure admented, we usy that Educated cannot always have been at Longhours, meaning that do is avapterior to here relatives and straphbours. He then draws back and they are almost silent when Charlotte comes in Charlotte and Elizabeth both try to understand **Darron** motives. He Charlotte and Elizabeth both try to understand **Darron** motives.

continues to call offers, as does Colosel Fitzwilliam, who is evidently charmed by Elizabeth BullDarryw withdraws manner all prevents it being clearly seen that he is in love

consecutions Jane Assisten is very subtle in his portrayal of the growth Thursday's forlings. We can see that be is now in love with Eloubeth and working up to his proposal of marriage. But his periods of silence, which occur when he is thanking most deeply, are thought by the others to show his indifference. He makes one redden insimate remark to Elizabeth and then orturns to his formal mannet

Elizabeth is surprised that she keeps meeting Mr Darby when on her walks. When he asks her 'odd, unconnected questions', she thinks perhaps he refers to a possible relationship between herself and Colonel Executions. But Executions has a document with her later and mentions that he must many where there is a fortune. He then tells her that he is joint guardian with Dance over Minn Dance, and shows a lich assisty when Elizabeth wonders if the n-difficult to manage. The conversation turns to Bengley, and Fitzwilliam tells her that Darry has Becrafty saved a friend from an improduct merriage and he thanks in 20055 have been Hingley.

the Lysia?

Elizabeth (Lizeie) is prejudiced against Darcy and has " the passed treated cololly, but now she is working sp "she too lively to be color fowered him" - his at to her is deepening.



### Module>> resources>> pdf or word version

that you make (the 'Results') in an electronic lab notebook using a template provided. From these observations you will draw some conclusions about the factors that produce different 'igneous rocks'.

# 2.1.1 Preparing for the crystallisation activity

You need to plan when you will do the activity. Your tutor will help organise the members of your tutor group so that you don't all do exactly the same experiment, ensuring that some people use table salt and others use sugar or sodium bicarbonate. Between you all,





### How do you get an overview?

## **Big picture**



- Choose review note structure
- •Brain dump
- •Make a skeleton
- •Fill in the data

### **Brain dump**



- •Huge amount of data
- Don't know what is relevant
- •Or how it connects
- •Need to dust the corners of your brain

Rules:

- Sets of 8 ideas
- No censorship
- No organisation
- •Wait a day to organise




Piles of 8 post-its

Rules:

Once you start a pile use them all

One thought per post-it



### Sun diagram step 1





### Sun diagram step 2











# Do you use any note taking software?

Online



### •www.office.com

- •Sign in using OU ID
- •Nine dots top left
- •Visio
- •Whiteboard
- •Onenote

### Online









#### Visio

See All

https://www.youtube.com/watch?v=O2 pVs2TsnrM https://mcmw.abilitynet.org.uk/

#### Whiteboard

https://www.youtube.com/watch?v=Elc sIEYICVU

Integrate with onenote https://youtu.be/gO5Hk3hNrkU?si=t0Jf 5f2Lkt\_FwpdX



### **Other resources**



- Rocketbook
- <u>https://www.amazon.co.uk/Rocketbook-Everlast-Executive-</u> <u>Endlessly-Wirebound/dp/B06ZXWVZ3X</u>
- <u>https://getrocketbook.co.uk/pages/how-to-use-the-rocketbook-app</u>
- mindmaps

https://coggle.it/?lang=en-GB%2011

- <u>https://www.mindmaps.app/</u>
- <u>https://freemind.sourceforge.net/wiki/index.php/Main\_Page</u>
- Mind mapping Tony Buzan

## **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





Please use the following link to provide feedback to help the studenthublive team to continue to improve what we do

https://forms.office.com/e/j1Cj7SEiib



- 06-Jun 7pm Critical thinking (Introductory)
- 11-Jun 11am Support and Wellbeing for Student Carers
- 13-Jun 7pm Critical thinking (Intermediate)
- 17-Jun 6.30pm Generative AI: who's the expert?
- 18-Jun 7pm SHL End-of-year party!
- 19-Jun 7pm Critical thinking (Advanced)
- 20-Jun 11am Why studying sustainability can open opportunities
- 26-Jun 11am Equality, diversity, and inclusion in the FASS
- 26-Jun 7pm Learning from feedback
- 27-Jun 7pm Applying other people's ideas with confidence Details and booking information from <u>http://studenthublive.open.ac.uk/</u>

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