student hub live is the OU's live online interactive platform to support 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.

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.

Workshop

- This is going to be a structured workshop to help you get thinking about how 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 add to chat pod during the session

- You'll get the chance to discuss further and ask additional questions at the end

Online workshop basics

- 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(may *not be accessible on some mobile devices*) and from http://studenthublive.open.ac.uk/.

Mobile users

If you are on a mobile device remember you need to tap into the polling option
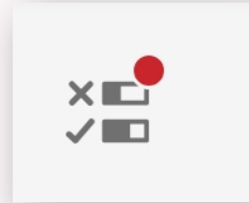
To come back to these slides after completing a poll click on the share pod slides icon

Chat pod icon

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 (this will hide the chat)

Inclusivity

- We welcome all students at our workshops. Please do be aware that they can be very busy and some students may struggle with the non scripted nature.

- Slides are available to download within the live session and from the event page on the studenthublive website 24 hours ahead of every session to follow along or prepare for what will come up.

Please

- Do NOT share any personal information in the chat pod during the session

- On the recording names will be anonymised to user number

- However if you type anyone's full name or any other personal information in the chat pod it can be seen by everybody and it would also show up on the recording so we would not be able to make the recording available

Initial poll

What is your main reason for coming along to this session? Please choose the option that fits for you today:

- Study skills for current module(s)

- Study skills for future module (s)

- Connecting with other students

- Gain new ideas

- Responding to recommendation from tutor

- Curious about what studenthublive is

This was our advert...

- 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.

First thoughts word cloud

- Using the option to type in where it says enter word here say **What is the first thing 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

Why do you take notes

- 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

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 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

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

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?

[text box]

[Save] [Reset]

- What 'work' do you do now, or have you done in the past?

[text box]

[Save] [Reset]

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

- Open learn mindmapping

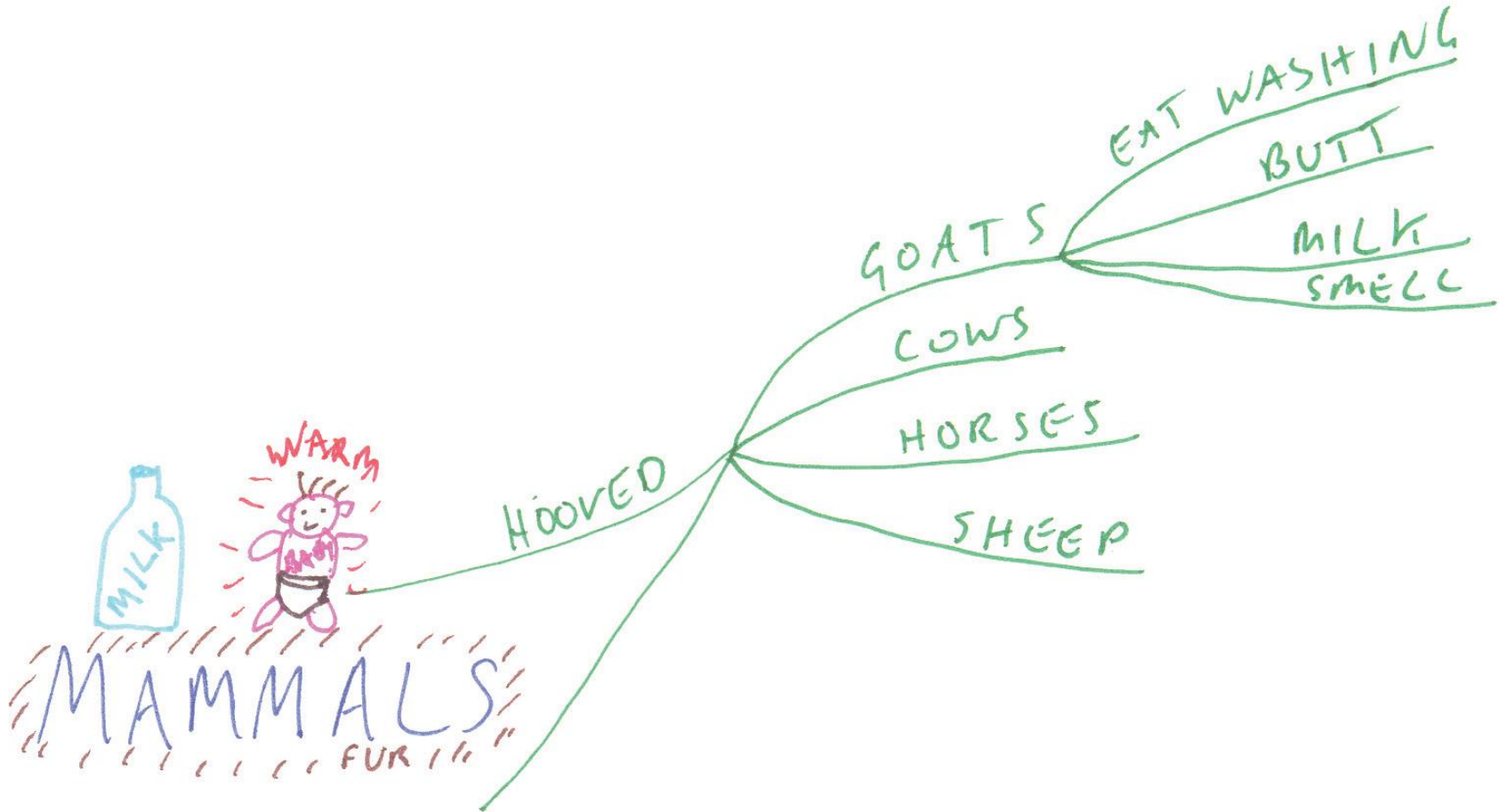https://www.open.edu/openlearn/mod/oucontent/view.php?id=98670&section=_unit6.3

Poll

- Which of these have you used?
- You can choose as may as you like.
- Mindmaps
- Spider diagrams
- Sun diagrams
- Line diagrams
- Flow charts
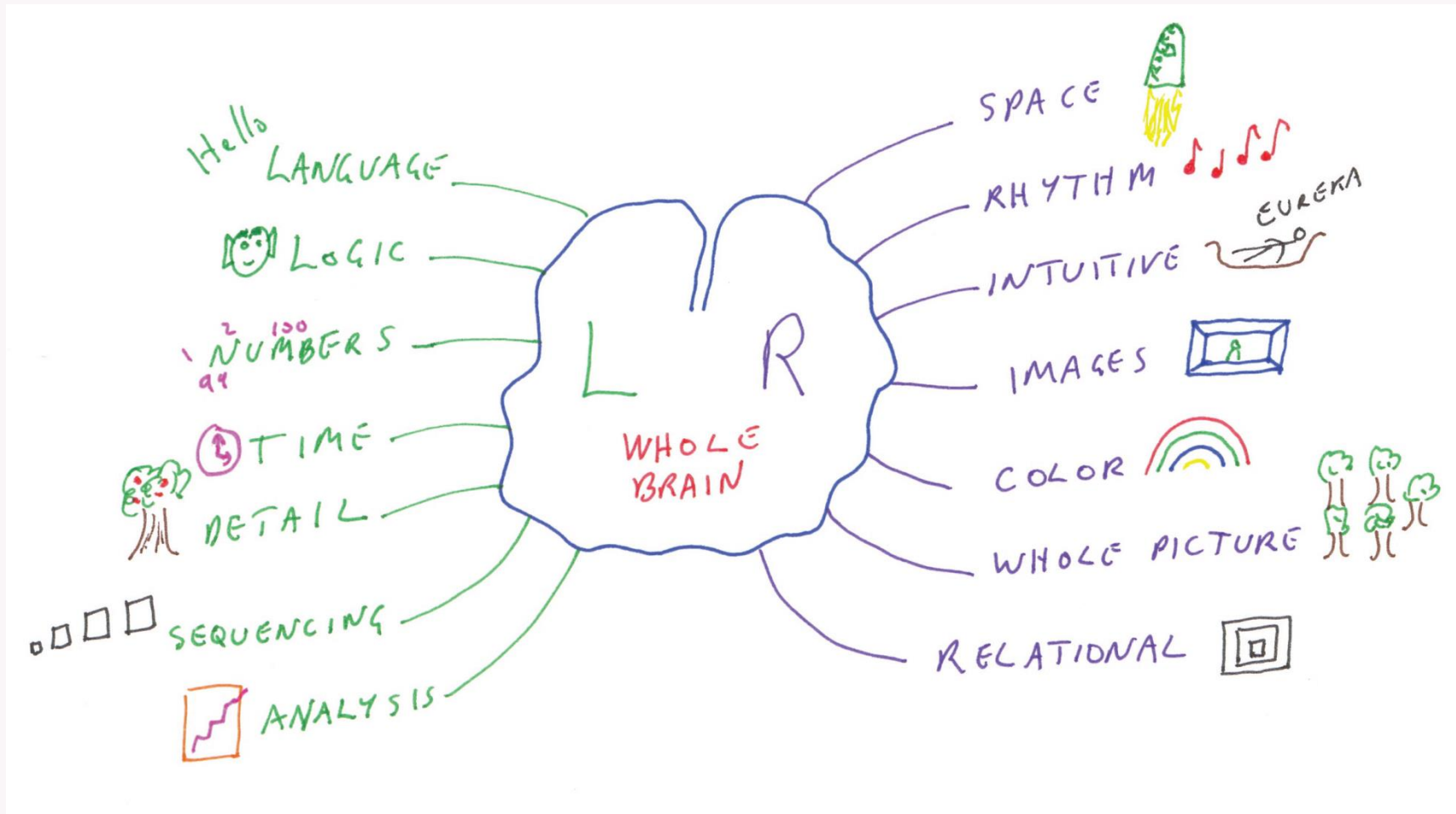- Doodles
- Plain text
- Colour
- Sticky notes

Mindmaps - introduction

- These can be a good way of identifying key themes and making links,

- They don't have space for lots of detail,

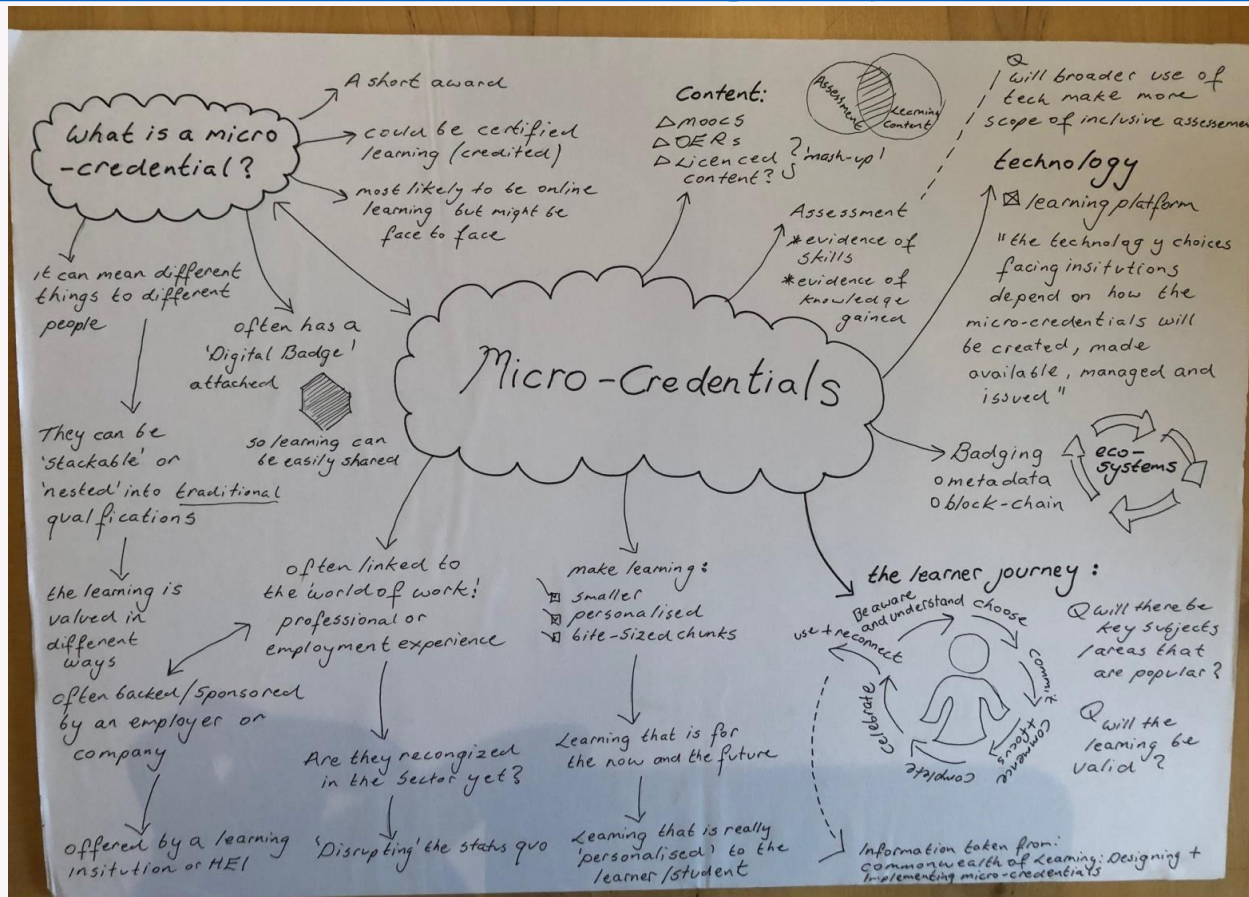- Think of them as sub headings or themes

Hierarchy of ideas
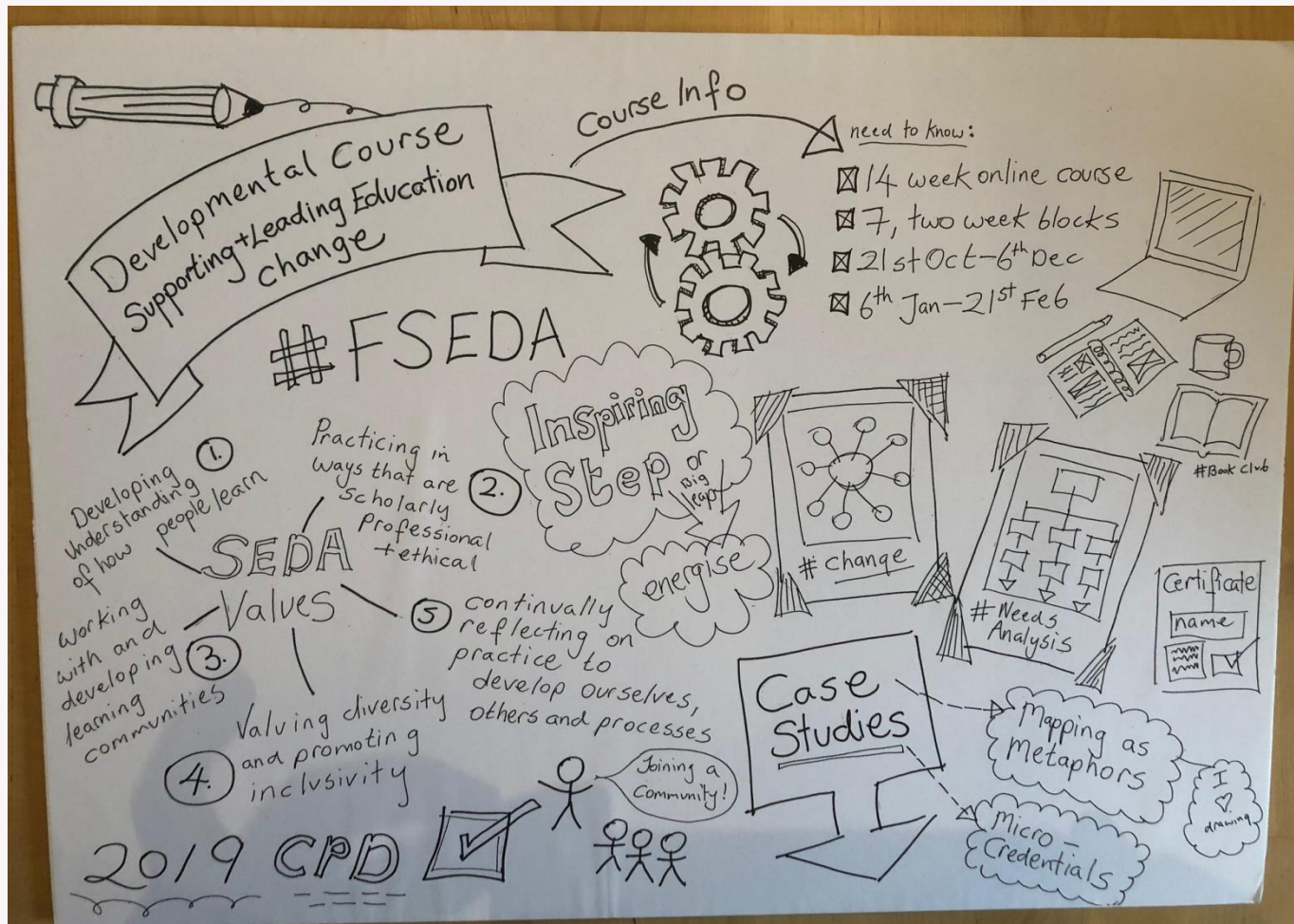
Whole brain thinking

Mind map example

- Jay Rixon blog
  http://www.open.ac.uk/blogs/StudentHubLive/index.php/2021/05/13/creative-notetaking-why-it-works-for-me/
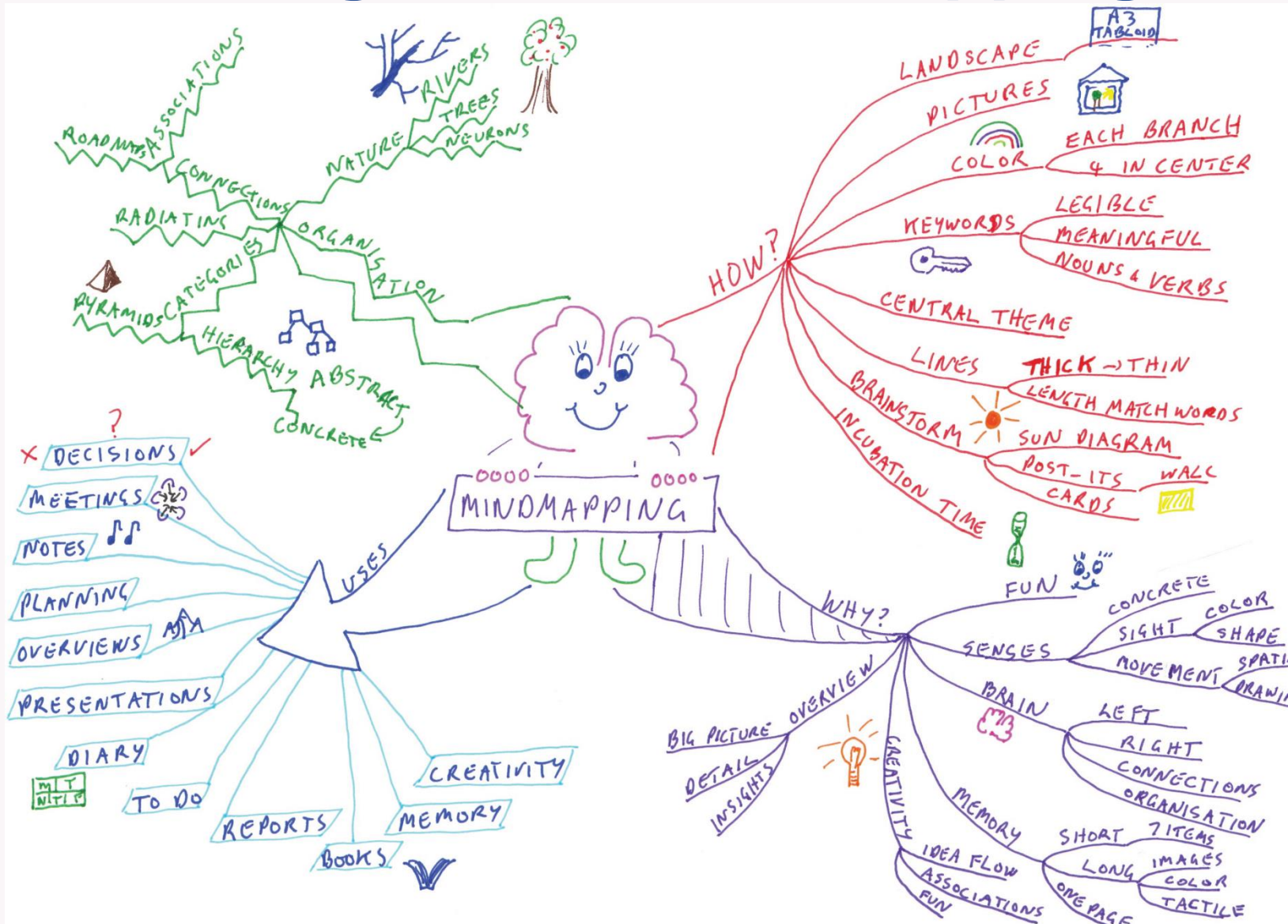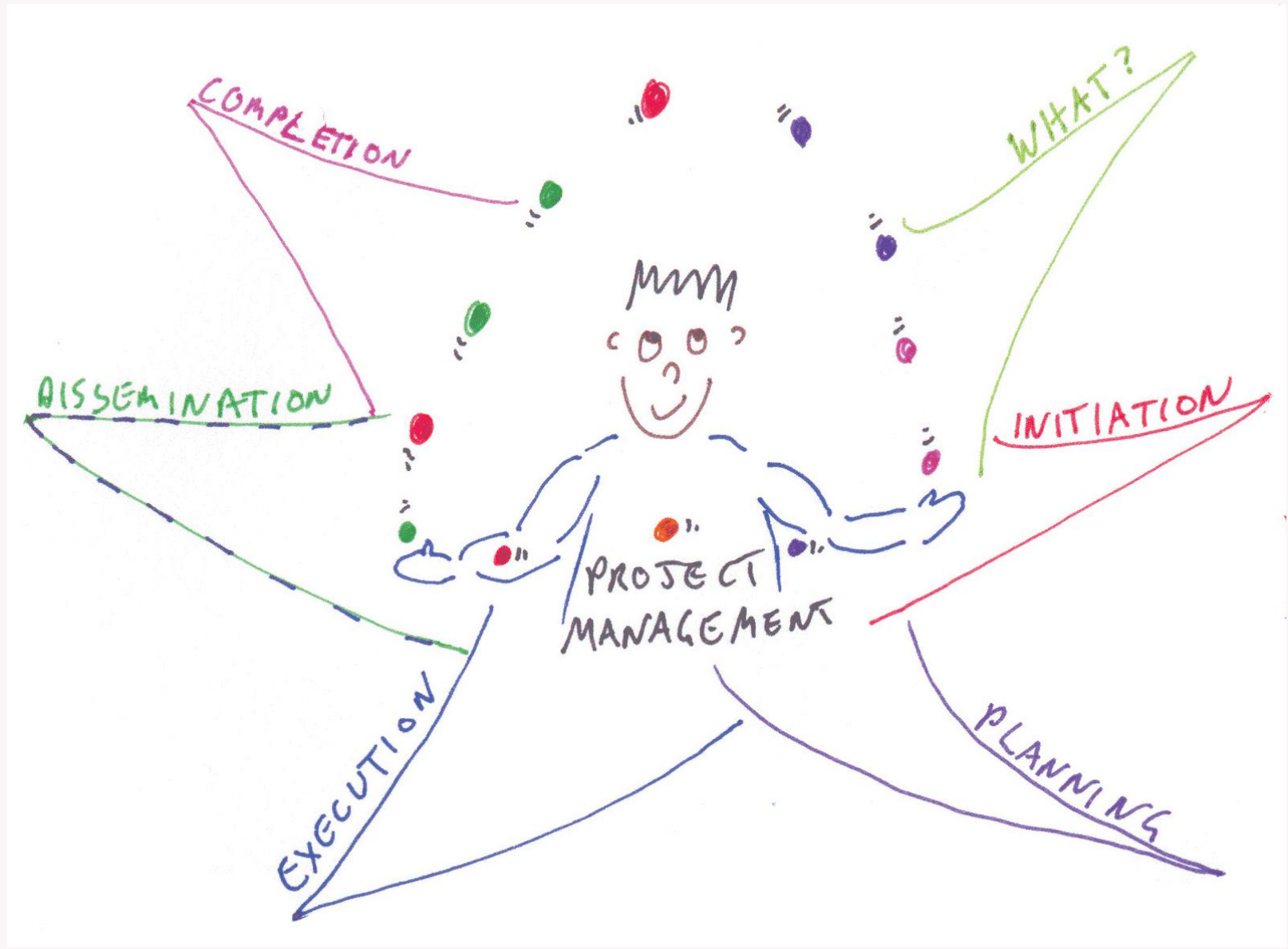
Doodle style

- Example of notes as doodle
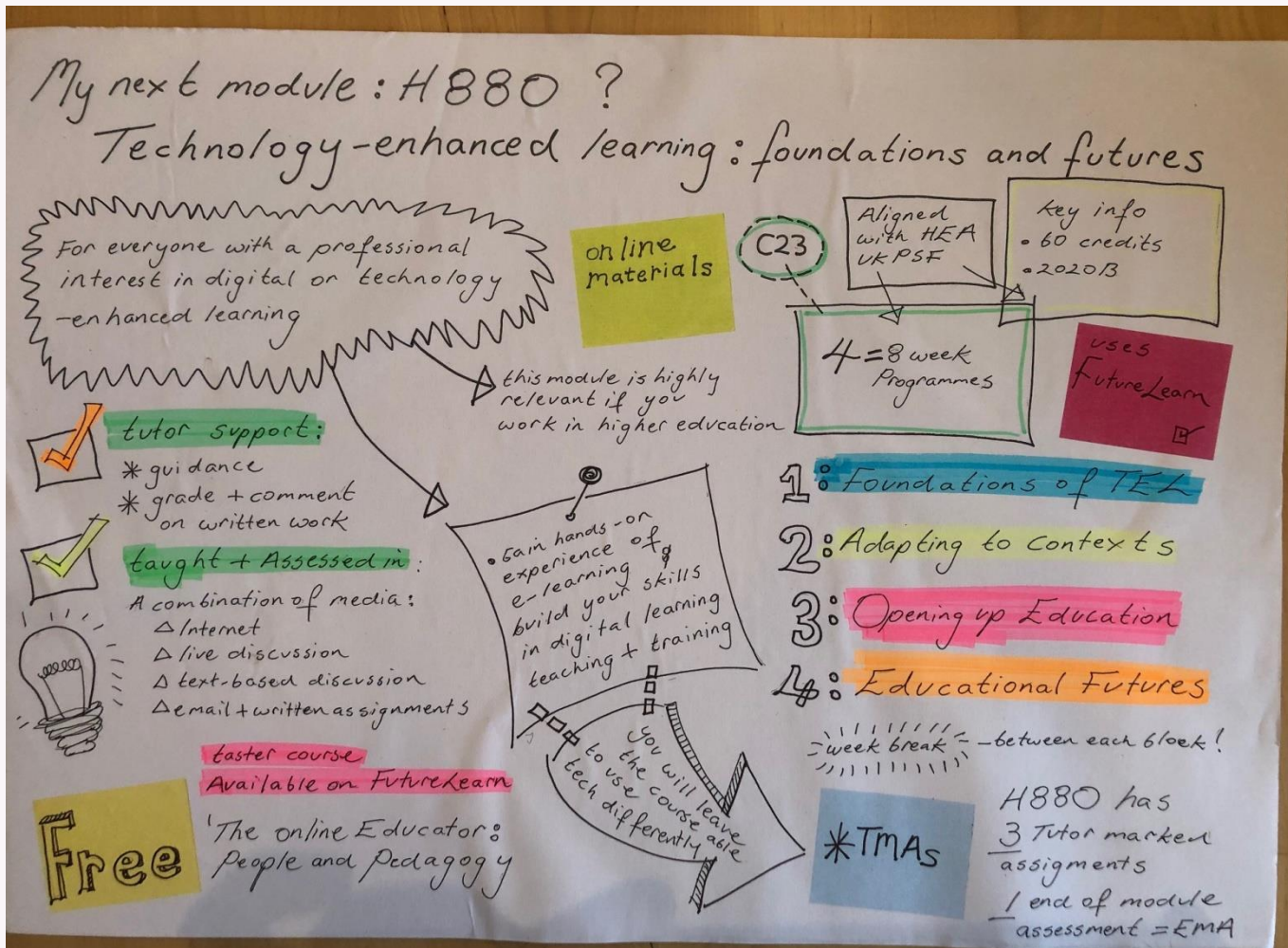
Using colour mindmapping

Skeleton

Poll
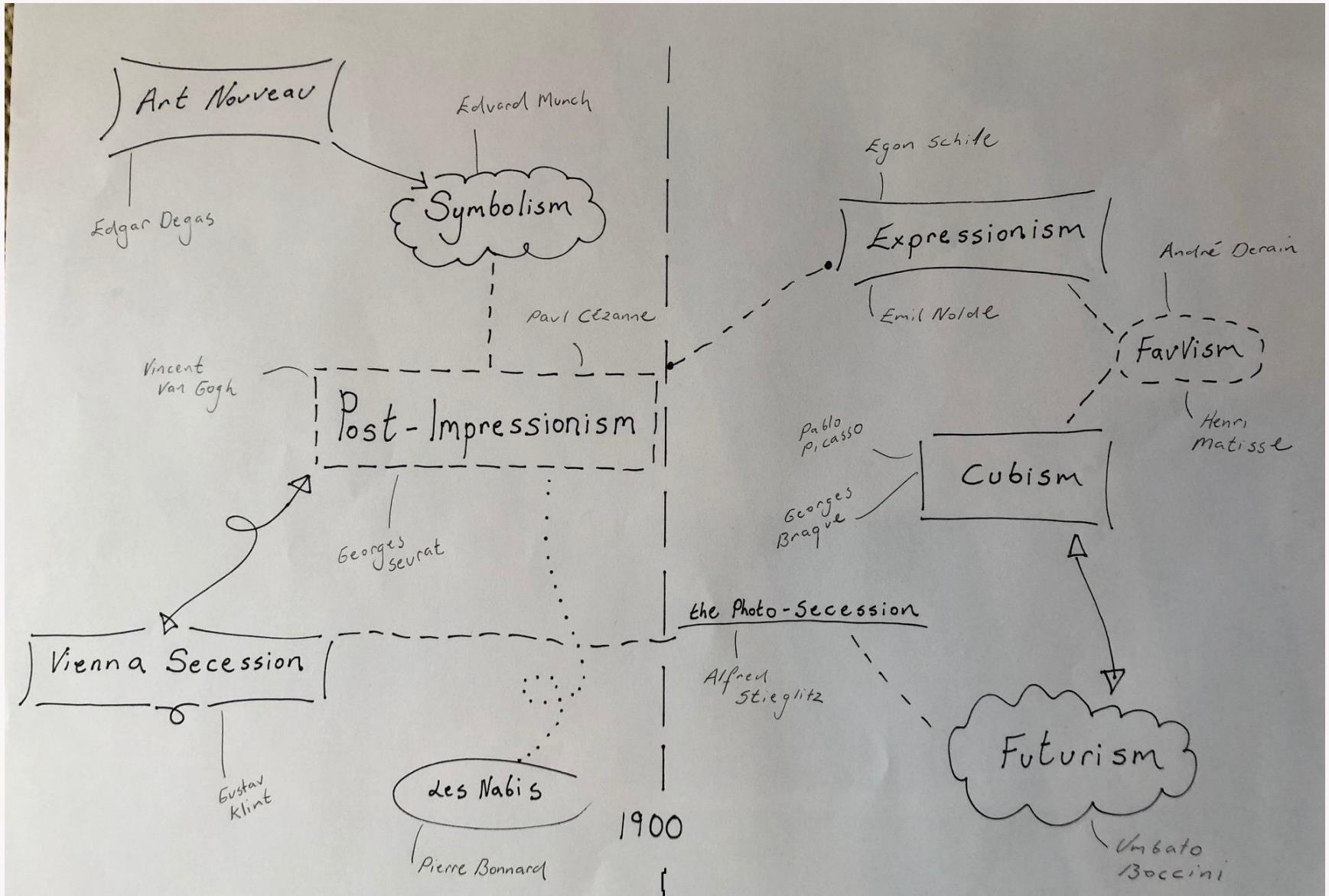
- How do your notes help you make connections?

Using colour

- Highlighting and differentiating using colour

Using line diagrams

the student hub live

Horizontal line diagrams
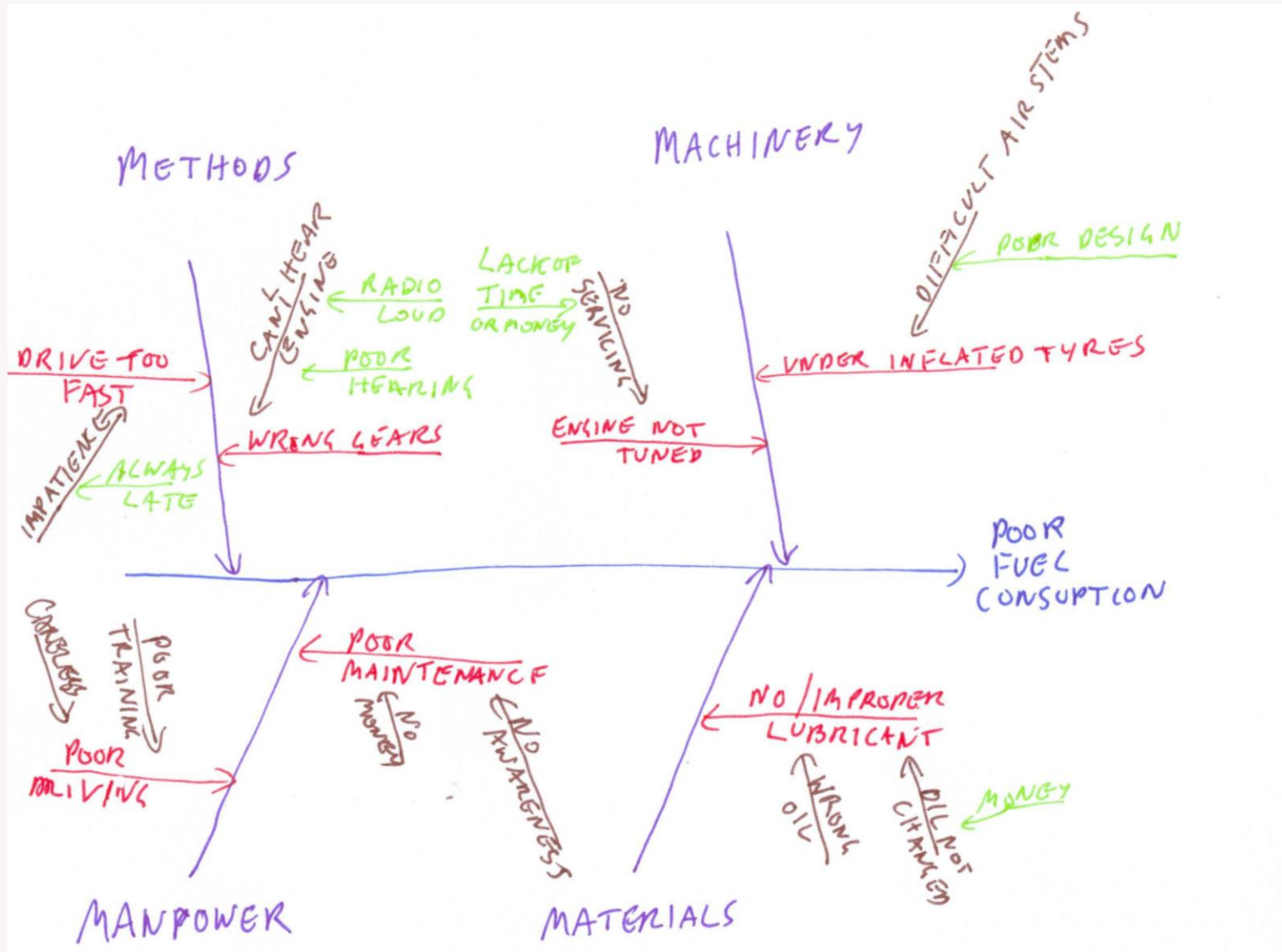
Ideas tower

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

Poll

- How do you interact with your course materials?

Using annotation

Handwritten note (top left):
Lizzie is already out in society.
* Lizzie is about 21 years old
* low education

Handwritten note (right):
Elizabeth (Lizzie) is prejudiced against Darcy and has in the passed treated him coldly, but now she is warming up "she is too lively to be cold toward him" – his attraction to her is deepening.

Annotations: lower middle * upper class · def: a flexible quality · At this point does Lizzie ♡ Wickham · * Darcy is he. fighting his feelings for Lizzie? · Lady C is trying to undermine Lizzie · Mr Bingley + Jane · like Lydia? · is Fitzwilliam interested in Lizzie?

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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 Elizabeth questions that are too direct and impolite. She is amazed that the Bennet girls had no governess, 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 independence of mind.

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

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. Darcy arrives with his cousin, Colonel Fitzwilliam, the younger son of a Lord. 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.

COMMENTARY: Elizabeth again asks a direct question of Darcy, trying to give him a sense of guilt. She had done this at the Netherfield ball when she mentioned Wickham. Charlotte, however, notices that Darcy's 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, Colonel 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 piano at Rosings, in Mrs Jenkinson's room, out of everybody's way.

Elizabeth captures the attention of both men with her singing, then in the discussion that follows, she upbraids Mr Darcy's manners at the first ball in Hertfordshire when he hardly danced. 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'.

Summaries · 29

COMMENTARY: Darcy has cause to regret the ill-breeding of his aunt. Elizabeth and he continue their repartee where they left off at Netherfield. But Elizabeth fails to notice the new pliancy in his conversation. He does not defend himself against her criticism as strongly as before. This shows he is now in her power. It should also be observed that, despite the prejudice Elizabeth has formed against Darcy through Wickham, she is too lively to be cold toward him. She treats him ironically, but this only deepens her attraction in his eyes. At the same time her charms attract Colonel Fitzwilliam. Elizabeth is a very attractive character.

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 Elizabeth cannot always have 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.

Charlotte and Elizabeth 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.

COMMENTARY: Jane Austen is very subtle in her portrayal of the growth of Darcy's feelings. We can see that he is now in love with Elizabeth and working up to his proposal of marriage. But his periods of silence, which occur when he is thinking most deeply, are thought by the others to show his indifference. He makes one sudden intimate remark to Elizabeth and then returns to his formal manner.

Chapter 10

Elizabeth is surprised that she keeps meeting Mr Darcy when on her walks. When he asks her 'odd, unconnected questions', she thinks perhaps he refers to a possible relationship between herself and Colonel Fitzwilliam. But Fitzwilliam has a discussion with her later and mentions that he must marry where there is a fortune. He then tells her that he is joint guardian with Darcy over Miss Darcy, and shows a little anxiety when Elizabeth wonders if she is difficult to manage. The conversation turns to Bingley, and Fitzwilliam tells her that Darcy has recently saved a friend from an imprudent marriage, and he thinks it could have been Bingley.

Using e-annotation

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'.

check dates

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,

Poll

- 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

Post its

Piles of 8 post-its

Rules:

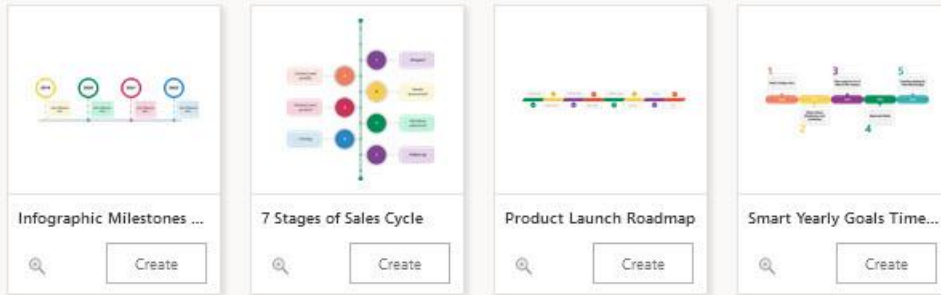Once you start a pile use them all

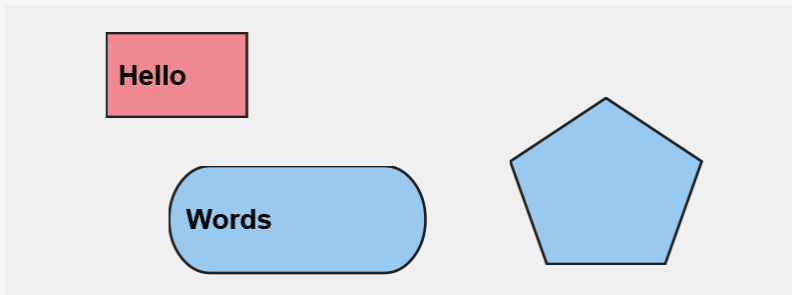One thought per post-it

Poll

- Do you use any software?

Online

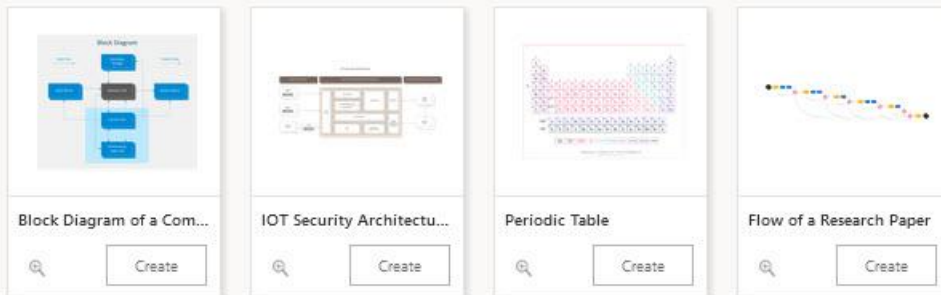- www.office.com
- Sign in using OU ID
- Nine dots top left

- Visio
- Whiteboard
- Onenote

Online

Visio
https://www.youtube.com/watch?v=O2pVs2TsnrM
https://mcmw.abilitynet.org.uk/

Whiteboard
https://www.youtube.com/watch?v=EIcsIEYICVU
Integrate with onenote
https://www.youtube.com/watch?v=HutrfQPC9NY

Other resources

- R**ocketbook**

- https://www.amazon.co.uk/Rocketbook-Everlast-Executive-Endlessly-Wirebound/dp/B06ZXWVZ3X

- **https://getrocketbook.co.uk/pages/how-to-use-the-rocketbook-app**

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

- **https://www.mindmaps.app/**

- https://freemind.sourceforge.net/wiki/index.php/Main_Page

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

Feedback please

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/WbGFpMiWaG

Upcoming sessions

06 June 7 pm Beginners critical thinking
08 June 11 am Support for carers
13 June 7 pm Intermediate critical thinking
20 June 7 pm Advanced critical thinking
27 June Feedback
27 June 7 pm End of year party
22 June 11 am Summer time brain food
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

Study skills workshop

Live Broadcast