

# 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?

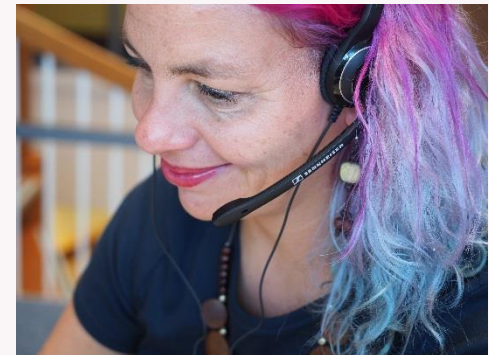
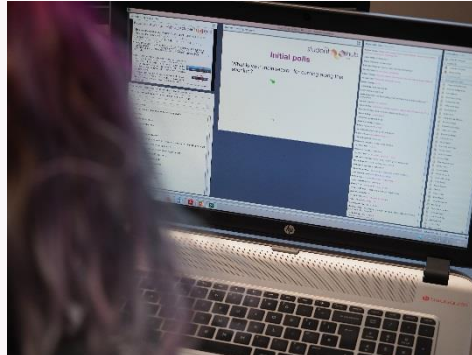
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

Have you been to any student hub live online events before?

- No (I'm brand new to SHL!)
- No (but have listened to one or more recordings)
- No (didn't have time)
- No (wasn't aware of before now)
- Yes any spring 2022
- Yes any earlier

# 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/>.



# student hub live is the OU's live online interactive platform to support academic community



Isabella Henman is an essay writing aficionado and skills trainer and has been the main student hub live online speaker since 2017. She tutors in science and health sciences at Access to level 2.



Rob Moore works on a range of under-graduate and post-graduate modules for the Open University Business School. Rob's passion is in making live online sessions fun and effective.

# 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, as well as key points for what needs to be included
- 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 with others in a small group / or alternative discussion activity (dependent on numbers)

# 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



# 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

# 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



# Creative note taking

## This was our advert...

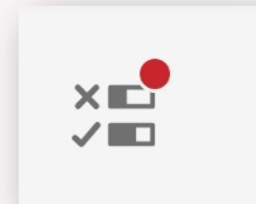
Are you a keen note-taker or does the idea fill you with dread? Do you have stacks of highlighted notes that you never look at, or perhaps no idea what 'good' notes should look like in the first place? Note-taking is a key skill that helps us make sense of material, digest it and critically evaluate 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.

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

# What do you want to learn?

Using the short answer poll provided please say what you are hoping to learn from today's 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 word cloud

- What is the first thing you think of when someone says note-taking?
- Please add your single word suggestions to the word cloud provided where it says Enter word here
- Note that these need to be single words rather than phrases, if you press the space button your first word will go through. If you have a hyphenated word e.g. note-taking then it goes through as one word

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

# 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



# Important!

- Don't copy out module text in to your notes
- This can lead to you inadvertently copying module text as an answer based on those notes
- Reword or don't write full sentences



# 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

# Be lead

- By module outcomes
- Learning outcomes
- TMA tasks
- Etc
- All of these will help govern what will need to go in notes

# 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



# 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

# 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?

Save

Reset

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

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>

# Creative ideas!

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



**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
- offered by a learning institution or HEI

**Micro-Credentials**

**Content:**

- MOOCs
- OERs
- Licensed content?
- 'mask-up' content?

**Assessment**

- \* evidence of skills
- \* evidence of knowledge gained

**Technology**

- learning platform
- "the technology choices facing institutions depend on how the micro-credentials will be created, made available, managed and issued"

**Badging**

- metadata
- block-chain

**eco-systems**

**the learner journey:**

- Be aware and understand
- Choose
- Commit
- Complete
- Celebrate
- Use + re-connect

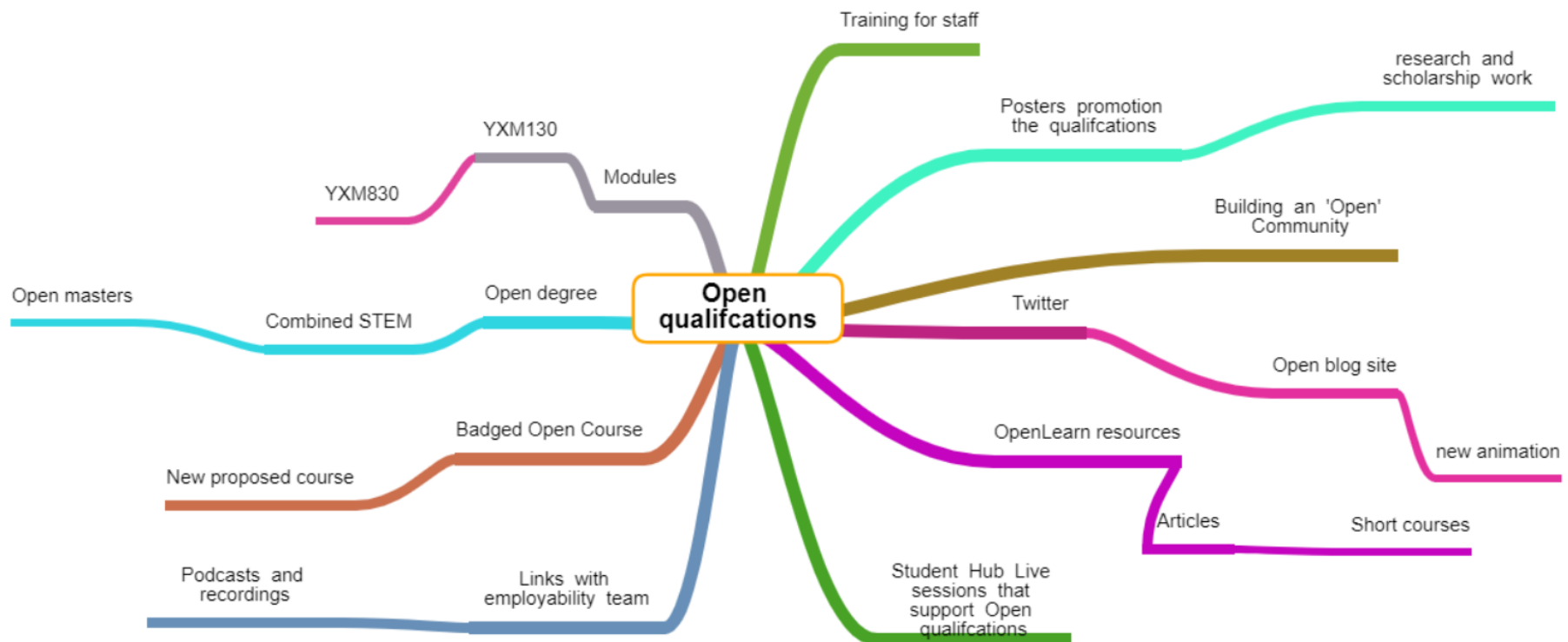
**Disrupting the status quo**

- often linked to the world of work! professional or employment experience
- Are they recognized in the sector yet?
- 'Disrupting' the status quo
- Learning that is for the now and the future
- Learning that is really 'personalised' to the learner/student

**Information taken from:** Commonwealth of Learning: Designing + Implementing micro-credentials

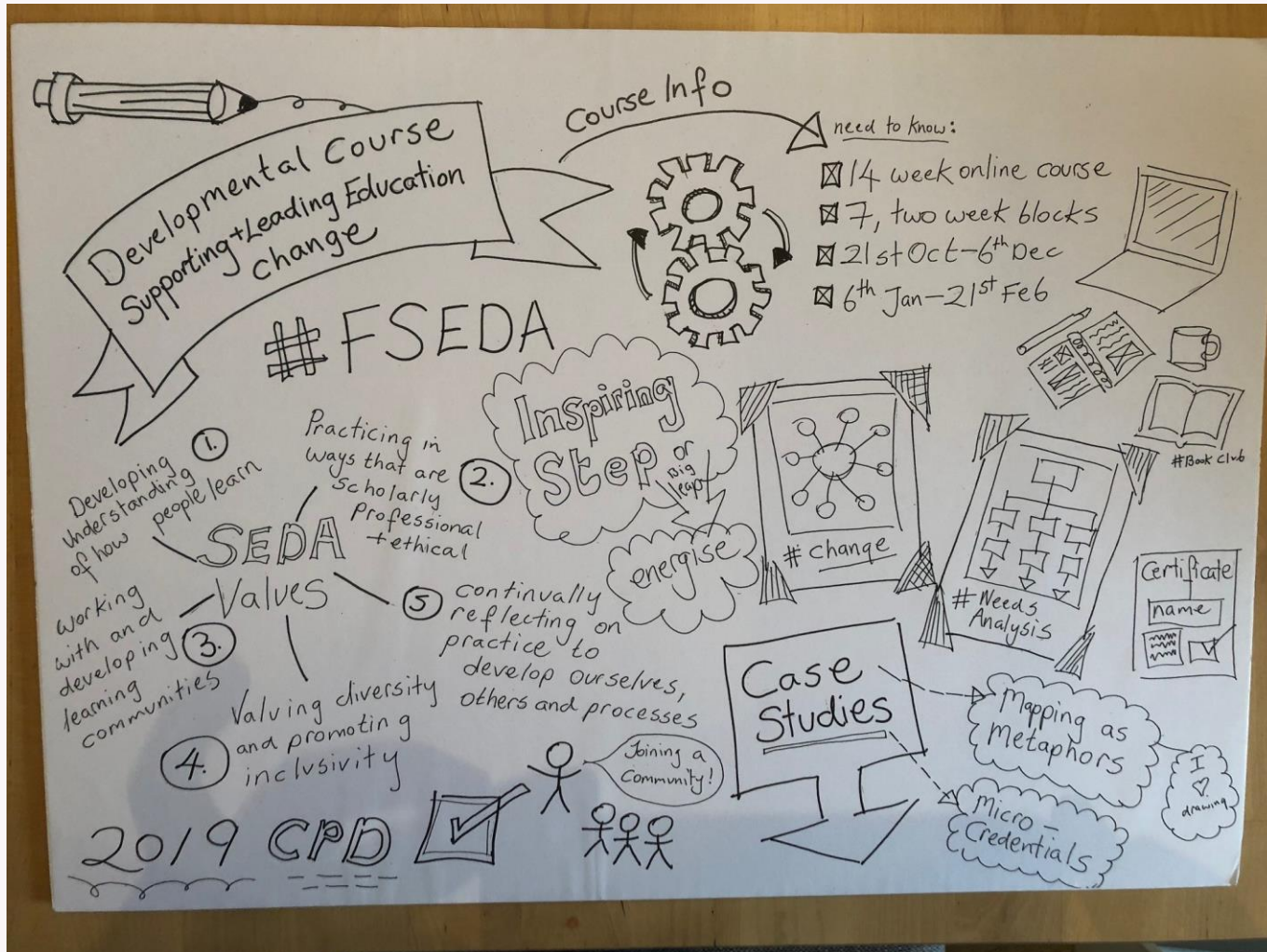
# Mind maps

- Example of notes as a mind map



# Doodle style

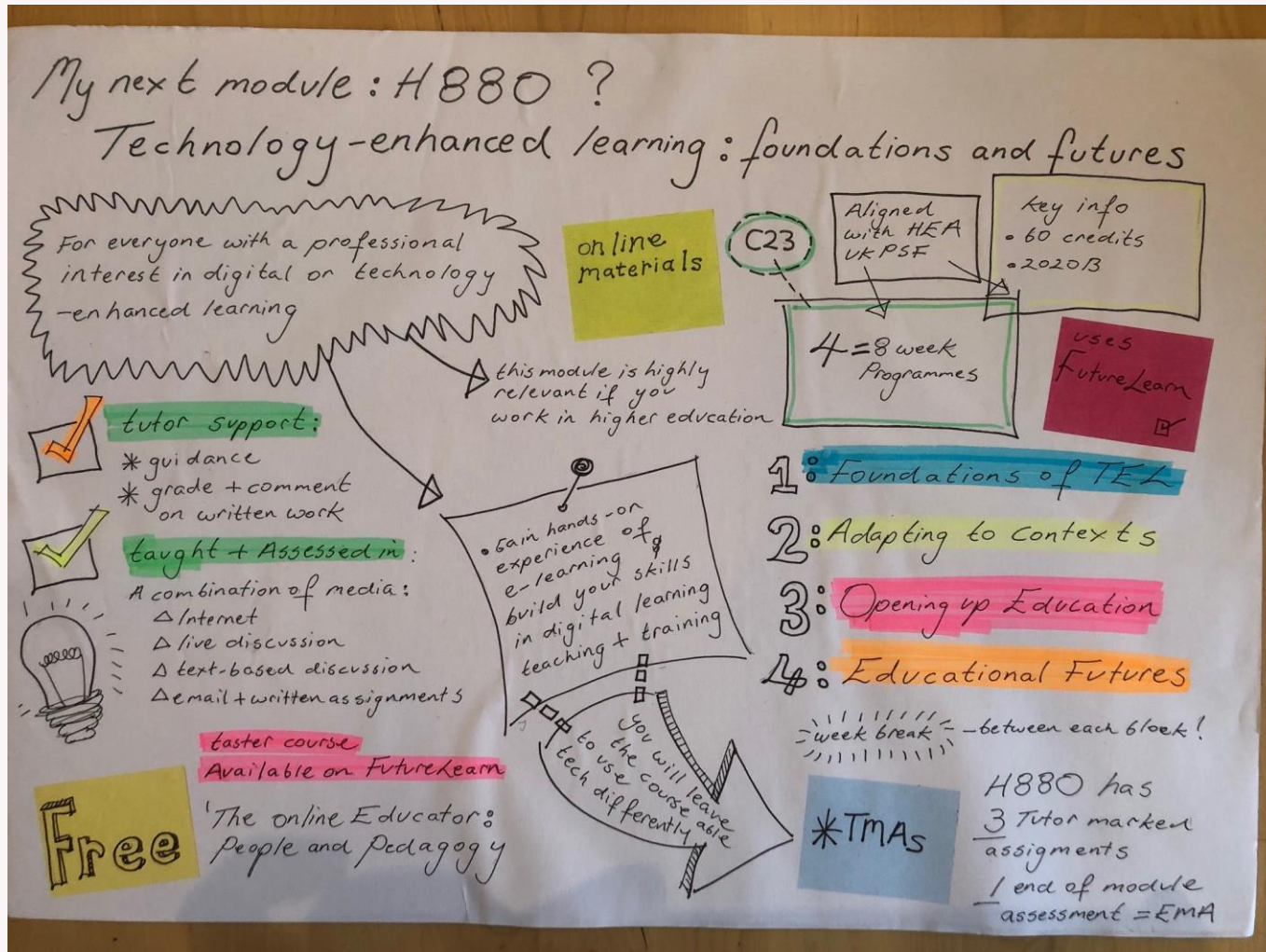
- Example of notes as doodle



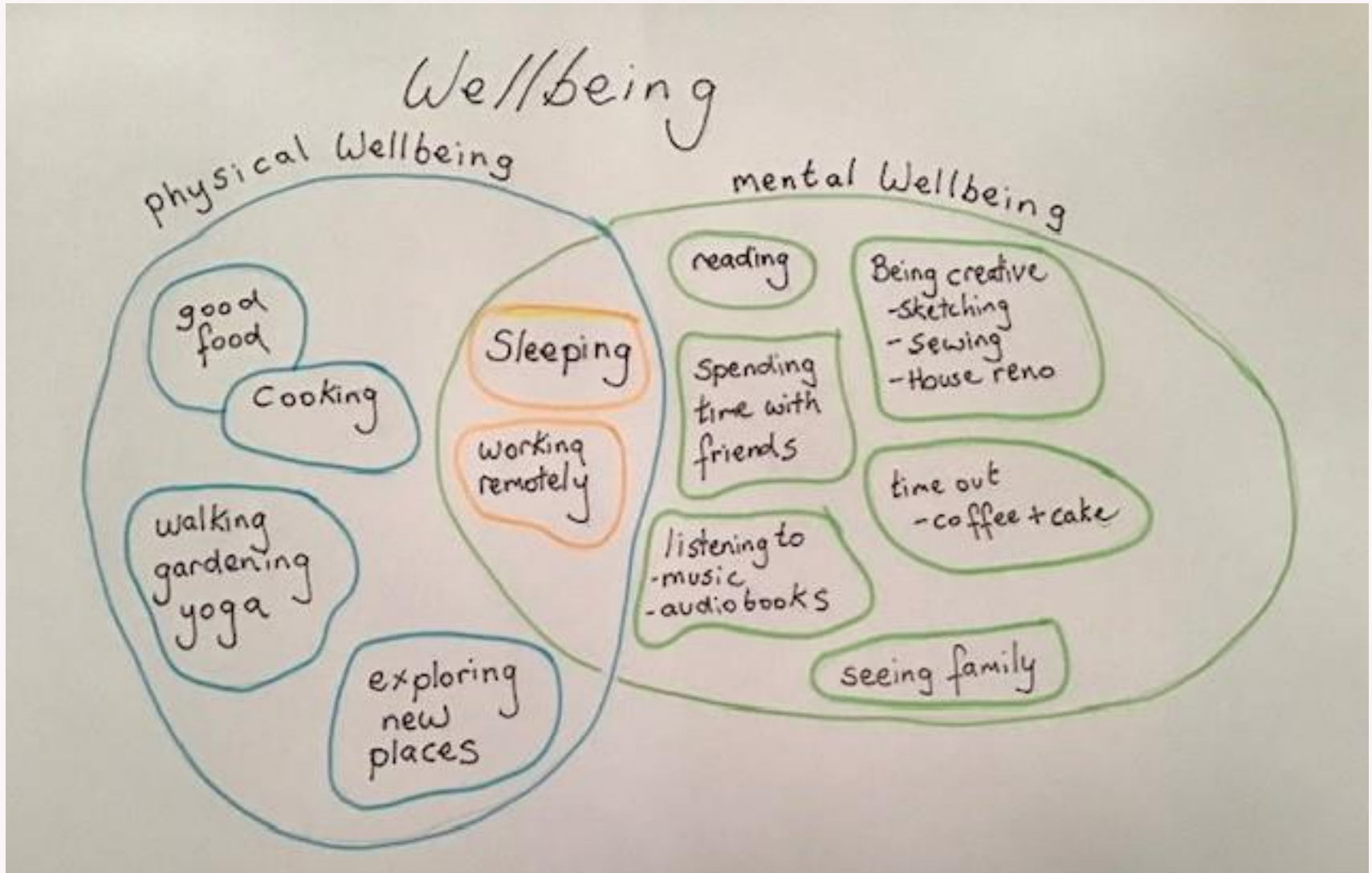


# Using colour

- Highlighting and differentiating using colour



# Using System Maps

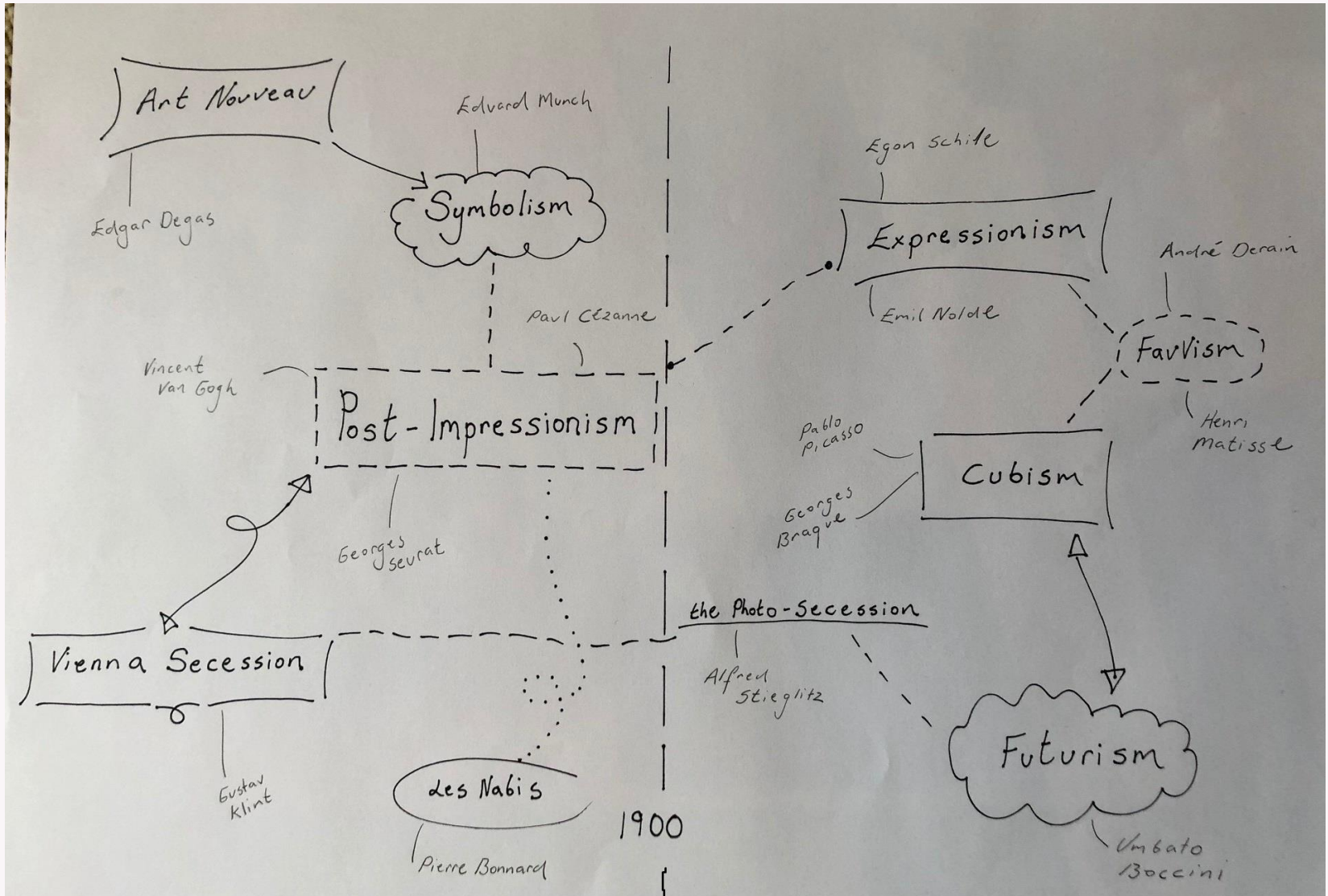




# Using line diagrams



# Using line diagrams





# Using annotation

Lizzie 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 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'.

is Fitzwilliam interested in Lizzie?

lower middle & upper class

At this point does Lizzie like Wickham?

\* Darcy is he fighting his feelings for Lizzie?

Lady C is trying to undermine Lizzie

Mr Bingley + Jane

Def: a flexible quality

## 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 eliancy 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

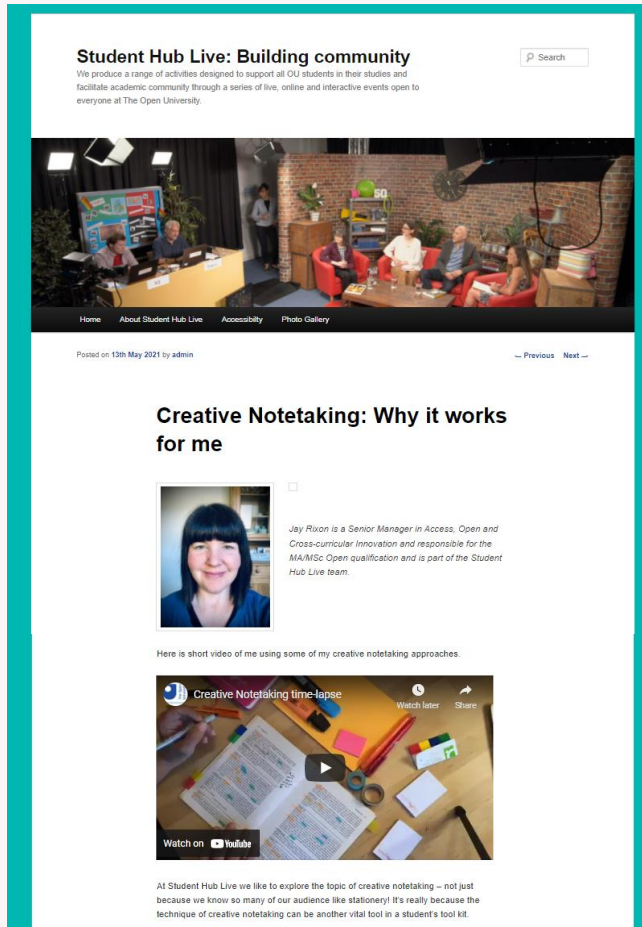
Elizabeth is surprised that she keeps meeting Mr Darcy when on her walks. When he asks her 'odd, unconnected questions', she thinks perhaps he refers to a possible relationship between herself and Colonel Fitzwilliam. But Fitzwilliam has a discussion with her later and mentions that he must marry where 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.

like Lydia?

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.

# Why it works for me

- I wrote a short blog about Creative Notetaking and why it works for me.
- Read it on the Student Hub Live blog site.





# 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?

- Better understanding of today's topic
- Better understanding of the place of study skills within university study
- Enthusiasm for my studies
- Enthusiasm for my skills development
- Feel part of the university
- Feel part of SHL



12 Jul 11am Developing critical thinking & writing

**We restart in mid August**

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](mailto:studenthub@open.ac.uk)

