

**SUMMARISING AND NOTE TAKING
WORKSHOP - 2021**

BY

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Workshop Aims

The aim of this workshop is to:

- To provide an understanding on what note taking is.
- Understand what is the value of note-taking as part of the study process.
- Be able to assess and reflect on your note-taking process.
- Raise awareness on the different note-taking systems that can be utilised.
- Help you understand your barriers to note-taking and support you in implementing this skills.

NOTE-TAKING AND SUMMARISING

- **Having affective note-taking and summarising skill:**
 - Can save a lot of time
 - You will be able to identify the main ideas quicker
 - Your ability to remember work for assessments and EMA will improve
 - You can become a successful student by writing down the right information

THE STUDY PROCESS

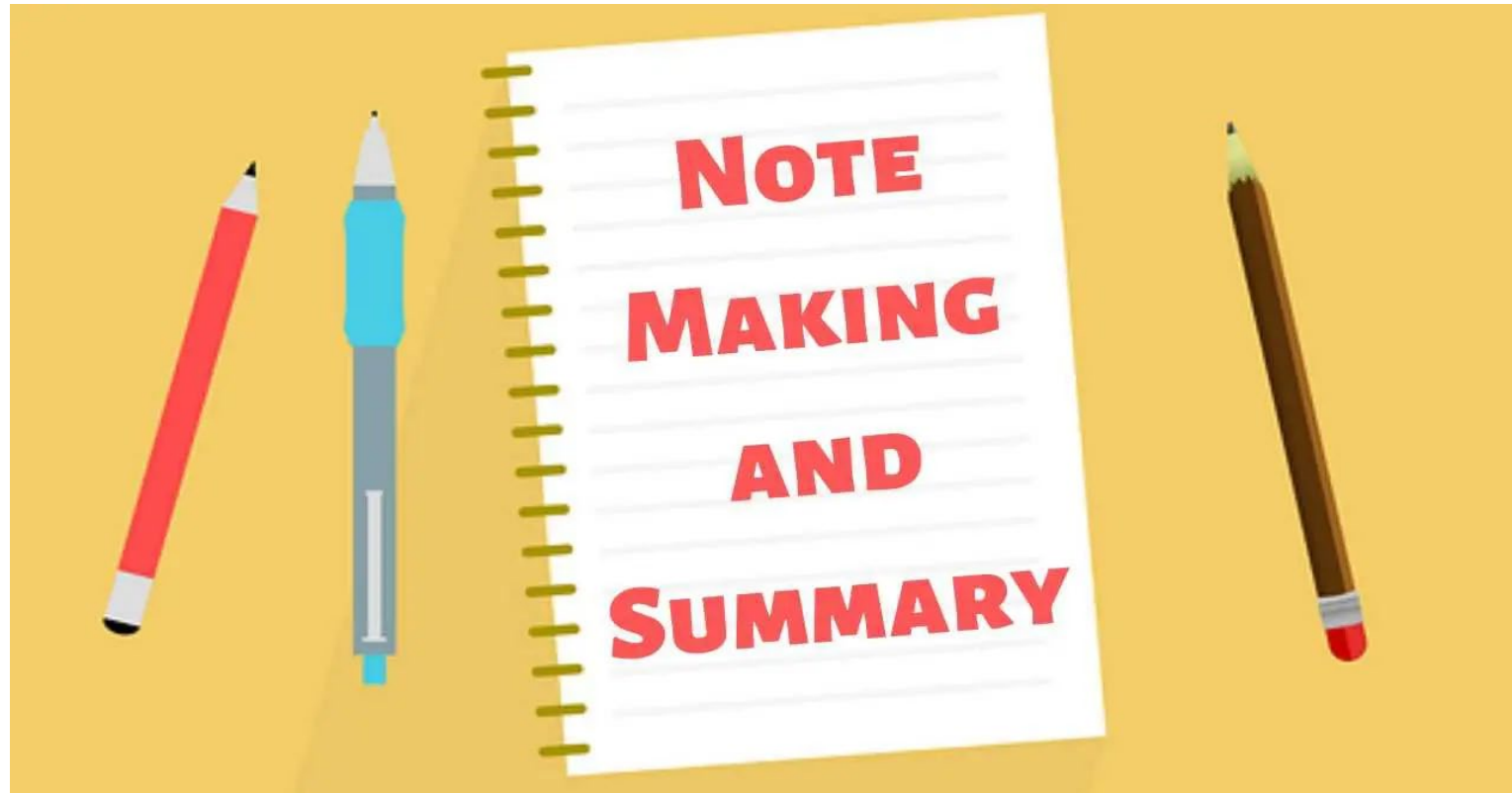
- As a student, you need to understand the study process and how note-taking fits into this process.
- It is important to know yourself and the way you learn.
- You need to understand your study method that contribute to your success.
- **Students can consider the following study process:**
 - ❖ Do pre-reading before attending the lecture
 - ❖ When attending lectures: 1. listen actively;
2. take notes
 - ❖ Organise your notes (post-read): make summaries
 - ❖ Learn the work – do revision of your work for each lecture attended

LEARNING STYLE

- A learning style refers to the way different students learn.
- Knowing yourself and how you learn is a very important component in the study process.
- To clearly understand your learning style, consider the following **types of students**:
 - ❖ **Visual students**:
 1. need to see lecturer's body language and facial expression to fully understand the content of the session.
 2. They normally sit at the front of the classroom to avoid obstructions such as other students' heads.
 3. These students think in pictures and learn better in visual displays including diagrams and videos.
 - ❖ **Auditory students**:
 1. These students learn best through verbal lectures, discussions, talking things through, and listening to what others have to say.
 2. Written information may have little meaning to them until it is heard.
 3. These students often benefit from reading text aloud and using a tape recorder.

BENEFITS OF NOTE-TAKING

- **The benefits of note-taking:**
 - ❖ It saves time
 - ❖ You become actively involved in your own learning process
 - ❖ It helps you to recall what you have heard or read
 - ❖ It assists you in organising your ideas
 - ❖ Note-taking can become guide-posts in what is important or not



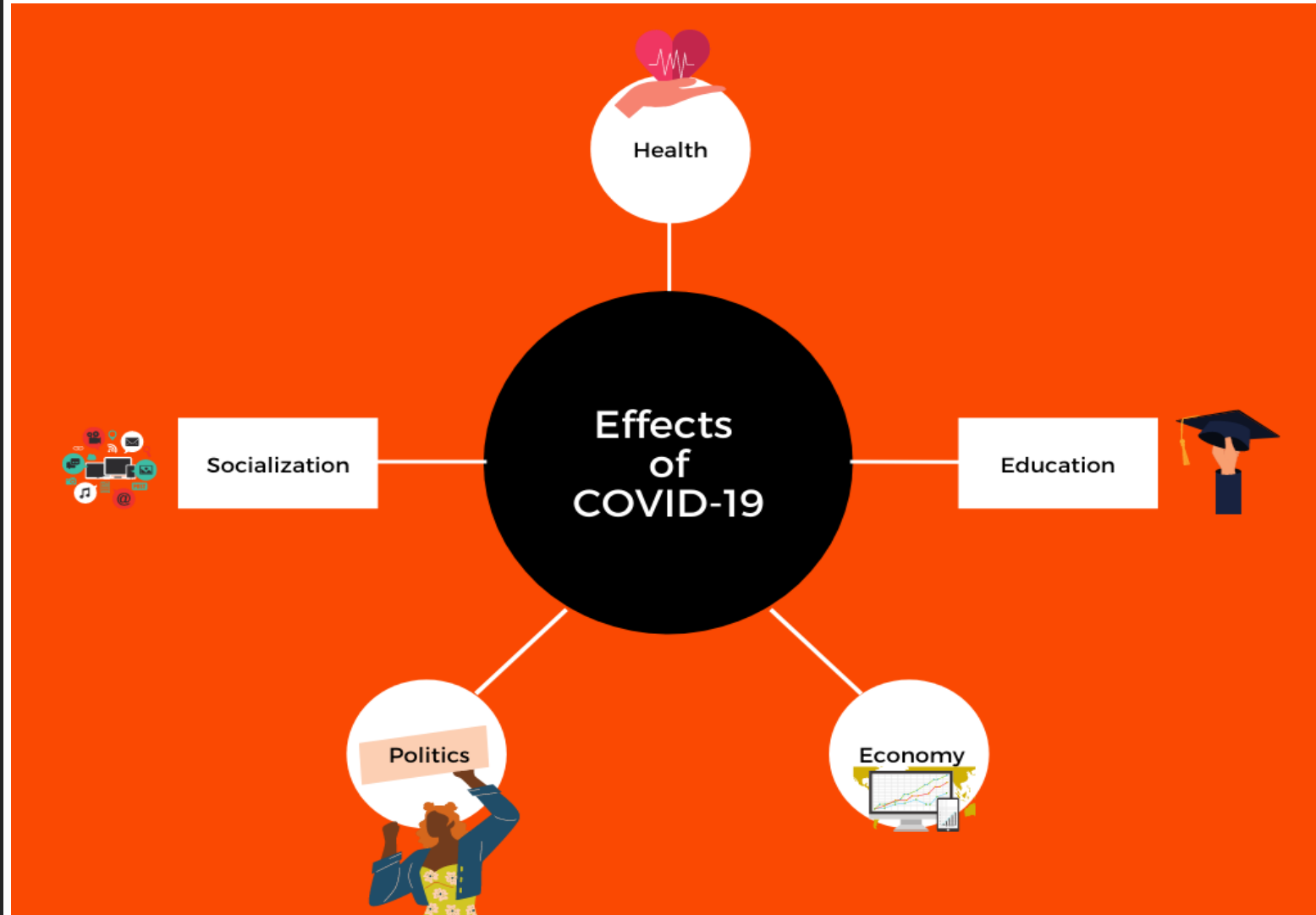
METHODS TO DO NOTE-TAKING

Taking notes in class

- When taking notes during mass lecture, consider the following hints:
 - ❖ Make your notes brief
 - ❖ Use abbreviations and symbols, but be consistent.
 - abbreviations** would be: dept for department, max for maximum, mn for minimum, cf for compare.
 - Symbols** would be: = for equals, # for number, x for times, > for greater than, more, larger, < for less than, smaller, fewer.
 - ❖ Do not try to use every space on your page (leave a space for coordinating your notes with the text as soon as possible after the lecture).
 - ❖ Date your notes.
 - ❖ Use page numbers.
 - ❖ Use numbers: “one” for 1, third” for 3rd
 - ❖ Use apostrophes: “Gov’t for government, Cont’d for continued
- Note: do not use abbreviations in your tests, exams or assignments.**

MIND-MAP

- Mind-map is used to organise material visually.
- Mind-map is normally useful if you need to organise many related ideas in such a way as to see how they all fit together.
- Consider the following example:



BARRIERS TO NOTE-TAKING

- **1. Listening problems:** “Active listening involves not only hearing information but also working to process that information mentally and physically so it is more meaningful” (Jenkins, 2005:148).
- Normally poor listeners get easily distracted.
- Practice becoming an active listener.
- **Active listener usually is always:**
 - ❖ Willing
 - ❖ Alert
 - ❖ Attentive
 - ❖ Co-operative
 - ❖ Interested
 - ❖ Responsive
 - ❖ Open minded
 - ❖ Critical
 - ❖ Understanding
 - ❖ Assertive



BARRIERS TO NOTE-TAKING

2. **Lecturer:** The lecturer can become a barrier when taking effective notes.

- It can be that the lecturer has a monotonous tone (droning or unchanging tone) and that you are an auditory student.
- It might be that the lecturer speaks so fast that you cannot follow him/her.
- It could be that the lecturer uses such high academic theories that you are lost because of the gap that you have in your knowledge.
- The lecturer might be a good conveyer of information.
- Students can also experience language barriers if they are not first-language English speakers.

3. **The module:** It could be that the module that you enrolled for is not what you predicted.

- It might be an elective module, not your major module so you have zero interest in it.



BARRIERS TO NOTE-TAKING

4. Not being able to identify what is important or not:

- Here are some hints that lecturers give in class and listen out for:
 - Material written on the blackboard/transparencies.
 - Repetition.
 - Emphasis by:
 - ❖ Tone of voice and gesture
 - ❖ The amount of time the lecturer spends on points and the number of examples used
 - Words signals such as “remember this”, “this is important”.
 - Summaries given at the end of lecture.
 - Reviews given at the beginning of lecture.
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SUMMARISING

- **Summarising is to:**
 - pull out main ideas that are worth remembering.
 - Strip away extra words and examples.
 - Focus on key details.
 - Use key words and phrases.
 - Breakdown the larger ideas.
 - Write only enough to give the main idea.
 - Take short but complete notes.

THANK YOU

