

# Active Listening and Effective Note taking

Make the *most* of your class time

We gratefully acknowledge the source of inspiration for this tutorial as coming from the good folks at the Center for Academic Success at Louisiana State University.

# Murphy's Laws

- Nothing is as easy as it looks.
- Everything takes longer than you think.
- If anything can go wrong, it will.

# Hurney's Law

- *Half of the final exam questions will come from the notes you missed in lectures.*

## *Baxter's Corollary*

- *The other half will come from the notes you cannot decipher.*

# Tip #1

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Prepare to listen.



# Are hearing and listening the same thing?

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No

- Hearing
  - physiological

- Listening
  - processing
  - seeking to understand
  - involves thinking
  - analyzing

**YOU ARE ACTIVELY INVOLVED!**

# Pre-Class Preparation

- Complete assignments
- Preview that day's content
  - read or survey chapter
  - create a chapter map
  - SQ3R
    - \* survey, question, read, recite, review
- Review the last day's content

# In-Class Preparation

- Take course materials to class
- Arrive on time
- Sit near the front of the class  
(How far does the professor 's energy go?)
- Have/get/create a purpose for listening

Everything you do is a choice

## Tip #2

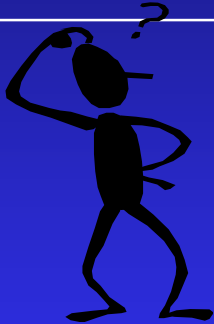
**Develop a note taking system and format that works for you.**



# What kind of system and format works for you?

*Running Text?*

*Informal Outline?*



*Formal Outline?*

*Cornell Format?*

*Another Format?*

# Running Text

## Notes on Notes:

○ This is an example of a running text system. Notes are used to help you identify major and minor points in a lecture.

○ A variety of note-taking styles include: 1.) running text (looks like a paragraph) 2.) Formal outline, (Roman/Arabic numerals) 3.) informal outlines (symbols, indention's) .There are also different formats to choose from. 1) Cornell, and 2 several others.

# Formal Outline

Notes on Notes

09/12/01

## I. Uses of Notes

- A. Identify major points in a lecture
- B. Identify minor points in a lecture

## II. 3 different note-taking systems:

- A. running text
- B. formal outline
- C. Informal outline

## III. Different Formats:

- A. Cornell
- B. Other

# Informal Outline:



## Notes on Notes

09/14/01

### → Uses of notes

- identify major points in a lecture
- identify minor points in a lecture

### → 4 different note-taking systems:

- running text
- formal outline
- informal outline



### → 2 Kinds of format

- Cornell
- Other

# Cornell Note Format

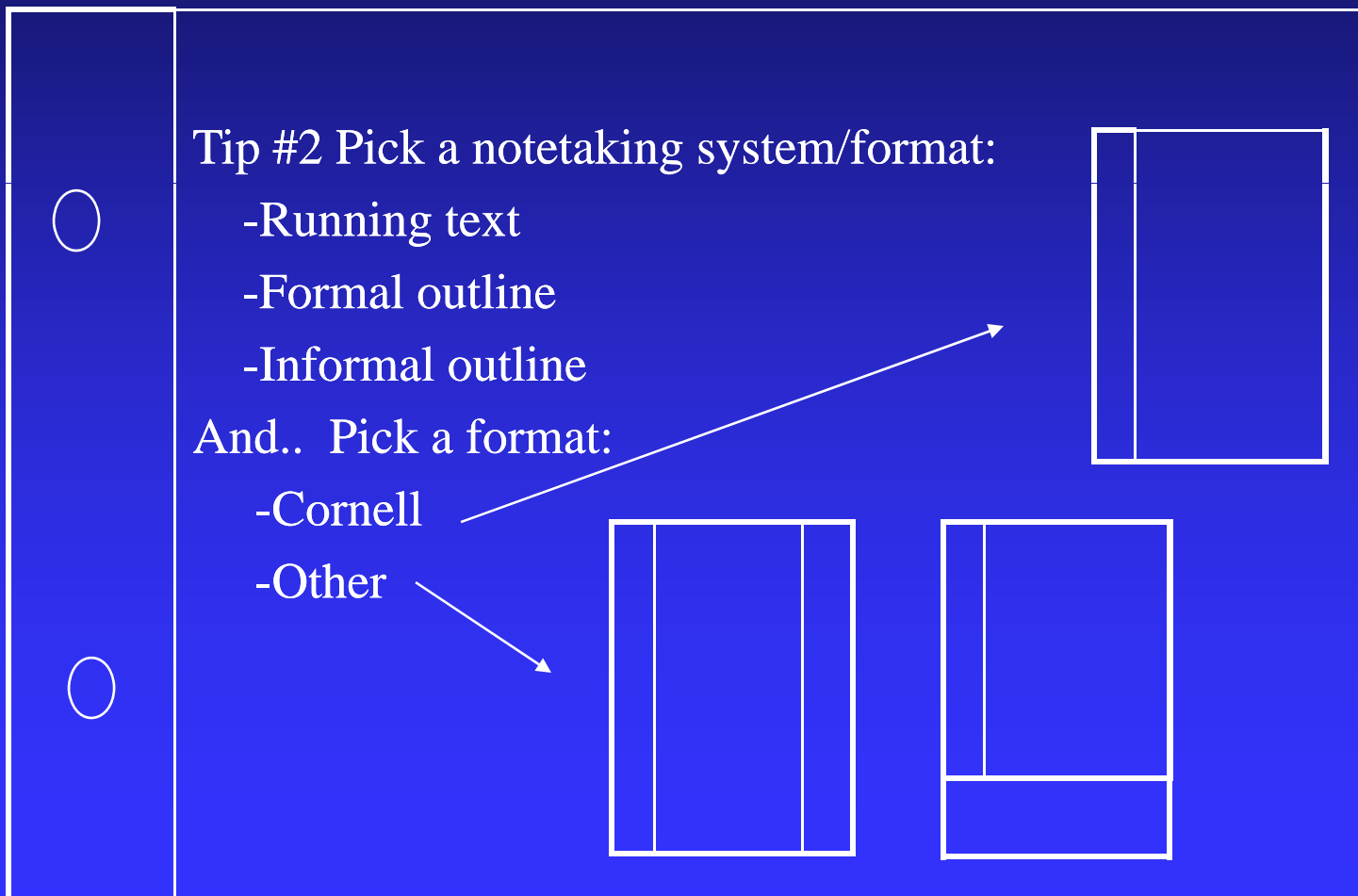
<p>○</p> <p>○</p>	<p><b>Recall Column:</b></p> <p><i>Reduce ideas and facts to concise summaries and cues for reciting, reviewing and reflecting over here.</i></p>	<p><b>Notes on Taking</b> 9/14/98 <b>notes,</b></p> <p>Uses of notes</p> <ul style="list-style-type: none"><li>*Identify major points</li><li>*Identify minor points</li></ul> <p>There are 4 kinds of Notes:</p> <ul style="list-style-type: none"><li>*Running Text</li><li>*Formal Outline</li><li>*Informal Outline</li><li>*Cornell note system</li></ul>

# Other options for formats:

Edit and summarize here	Class Notes Here	Your reflections, ideas & questions
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Edit and summarize here	Class notes here
Your reflections, ideas & questions here	

# For example, notes may look something like this:



# Tip #3

Communicate with your  
Instructor.



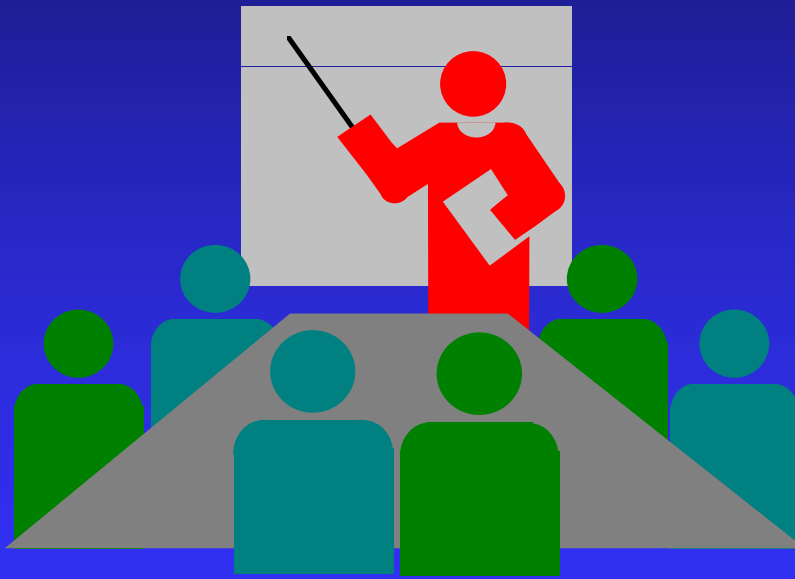
# Professors can see you....

..... Even in big lecture classes!

They tend to be warmest to those people who seem to be the most communicative. Professors want you to be a thoughtful participant.

- Non-verbal communication
- Verbal communication
  - ◆ In class questions (see next slide)
  - ◆ Out-of-class-appointments

# Ask questions in class



- Avoid irrelevant questions
- Maintain focus. Don't ask a question about what was just said as if you weren't paying attention
- Give your instructor a place to start. Preface what you don't understand by what you do understand
- Think of a question and ask it!

# Tip #4

Avoid  
Distractions!



# External Distractions



- Windows/doors
- Other class members
- Seating choice
- Temperature
- Uncomfortable clothes
- Noises

# Internal Distractions



- Speaker's delivery  
(mannerisms/opinions)
- Speaking rate vs.  
listening rate
- Worries ( the opposite of  
worrying is solving)
- Negative self-talk

# Negative Mental Dialog

- **So, who cares?!**
- **I'm never going to remember all of this.**
- **I should have never taken this class...**
- **I wonder what I will do after this class...**
- **What a stupid question!**
- **I wish I weren't here.**



# Positive/Constructive Mental Dialog



- I am curious about this lecture.
- How does this relate to what I read for class?
- How does this relate to the last lecture?
- Why is this material in the lecture?

# Tip #5

**Make your notes  
efficient and effective  
and listen for the  
essence of the lecture.**



# Effective Listeners & Ineffective Listeners

## Effective listeners...

- Actively look for something of interest
- Focus on content, not style
- Listen for main ideas & their organization.
- Vary note-taking tools according to content
- Work hard; maintain active body posture

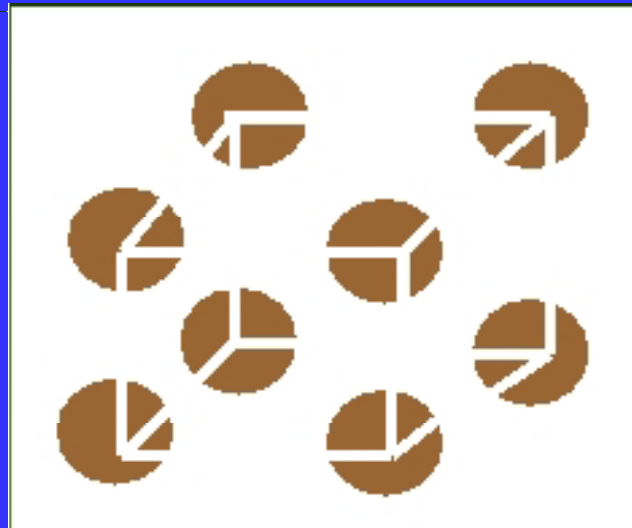
## Ineffective listeners...

- Tune out mentally
- Judge the delivery
- Listen for facts rather than main ideas/organization
- Do not vary tools based on content
- Are passive mentally; give up easily

## Tip #6

- Effective listeners are active listeners. They take responsibility for their learning by developing listening and note-taking skills. Compare what effective and ineffective listeners do. Which describes your style more accurately? What do you think might be the consequence for each item that describes an ineffective listener?

# What do you see



You create the cube in your mind. You know it's there even though all you see is a pattern.

# Organizational patterns

## ■ Introductory/Summary

- ◆ Located at the beginning or end of a lecture

## ■ Subject Development (definition/description)

- ◆ There is no question I can ask that can connect the relationship. e.g.: Roger, went to the game, wears a hat..... the only connection is Roger.

## ■ Enumeration/Sequence(lists/ordered lists)




## ■ Cause and Effect (problem/solution)

## ■ Comparison/Contrast

# Instructor's Signals

- Writes on chalkboard
- Repeats information
- Speaks more slowly
- Gives a definition
- Lists a number of points/steps
- Explains why or how things happen
- Describes a sequence
- Refers to information as a test item
- Changes tone of voice
- Uses body language
- Uses visual aids
- Refers to specific text pages

# A Bad Example of Notes

	History 1202
<input type="checkbox"/>	World War II 
<del>1:00</del>	 Pearl harbor
<del>1:15</del>	Bombing on Dec. 4
<del>1:30</del>	
1:45	
2:00!	
<input type="checkbox"/>	US was not prepared
	But...

A few tips...

- Record lecture data
- Do not cram spaces; use white space
- Don't fall asleep
- Keep your personal thoughts separate
- Keep other in class notes separate
- Do not use a spiral notebook

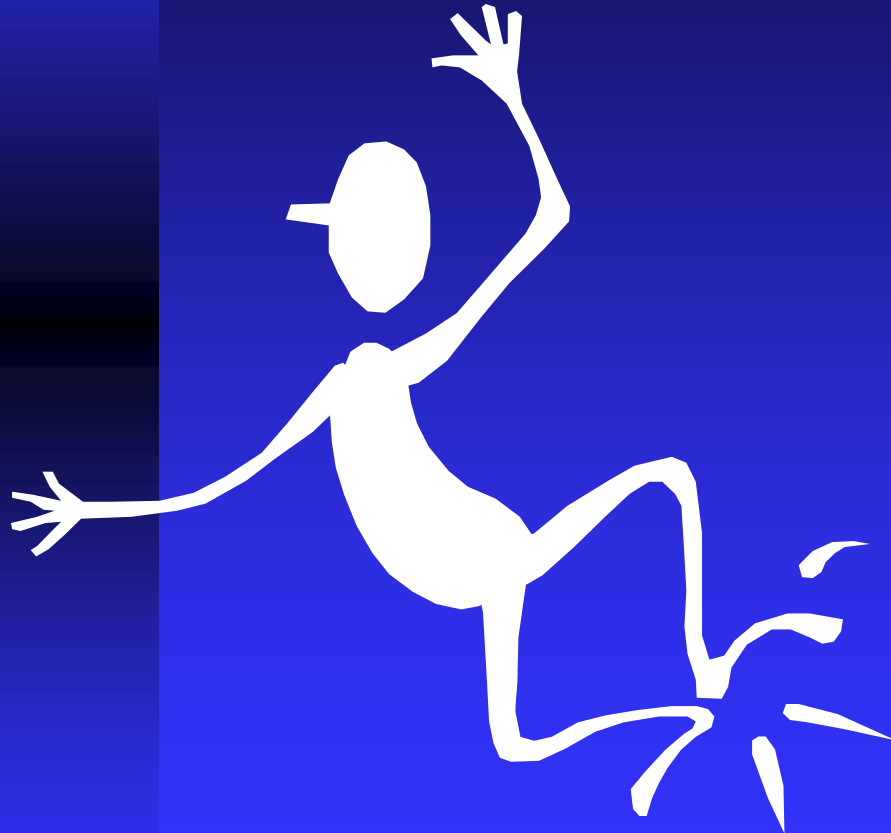
# More Tips for Good Notes

- Use as consistent format
- Dvlp (develop) a key for symbols & abbreviations.
- Group and label info to aid recall.
- Record what is written on the board.
- Write legibly on only the front side of the page
- Condense! Use shorthand not dictation.
- Selectively attend to instructor cues.
- Look for patterns of organization.
- Try to sustain attention.

# Notes

- Taped (use to COMPLEMENT your notes. Set recorder at “0”, in your notes record #'s where you get lost.)
- Borrowed (reflect the writer's background.)
- Commercial

# Reviewing Notes: A Research Finding



Student who reviewed  
within 1 hour after class...

recalled *70-80%*  
48 hours later!

**(and you can maintain this kind  
of retention when you continue  
to review!)**

## Tip #6



Transform raw  
notes into a  
finished product.

# After-class Follow Through

- Re-read notes ASAP
  - Look for patterns
- Fill in recall column with a word, phrase or question
- Fill in portions that you had to speed through and highlight.
- Once/week review all your notes

# Example of Raw Notes:

## Self Knowledge

thoughts, values, **emotions** (focus of lecture)

*repeated* (pg. 41-44) understanding what we are feeling... What is emotionally healthy???

ABC's – Albert Ellis

Activating Event, Belief (When you do something for someone, they owe you a “thank you”.), Emotional Consequence

**Our reaction to event depends on our assessment (beliefs) of the event.**

## Emotional Health

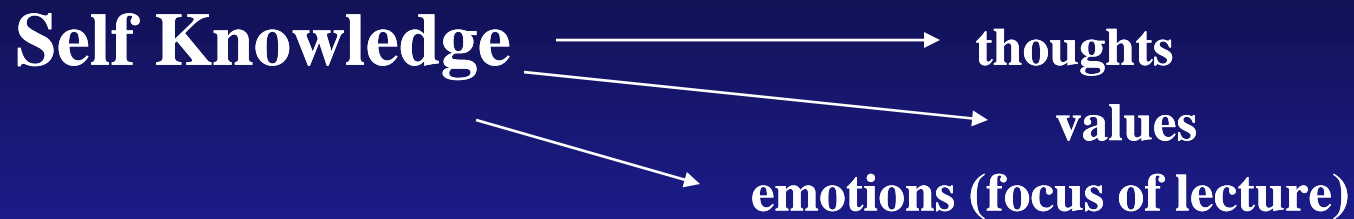
**Life is like waves that keep rolling in**

**To handle problems we need to: recognize them, accept them, and respond appropriately**

# Example of Refined Notes:

Recopied Notes

Psych, Ch. 3, 7/11/01



Albert Ellis – A B C’s of Emotion

- **A** = Activating Event
- **B** = Belief (When you do something for someone, they owe you a “thank you”.)
- **C** = Emotional Consequence

*See pg. 41-44*

Emotional Health

-The goal of life should NOT be waiting for problems to end. (waves example)

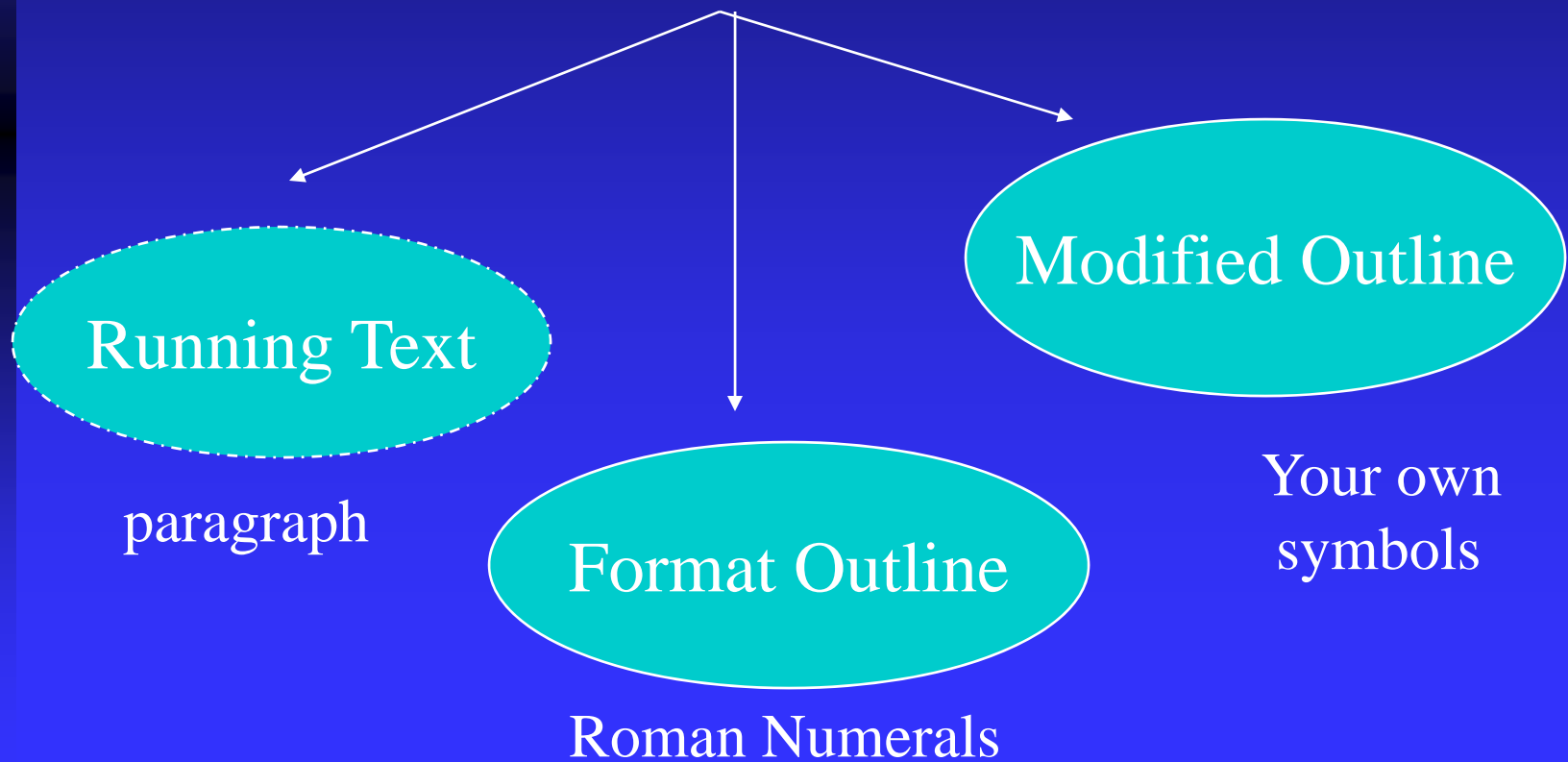
To handle problems we need to:

- ◆ Recognize them
- ◆ Accept them
- ◆ Respond appropriately

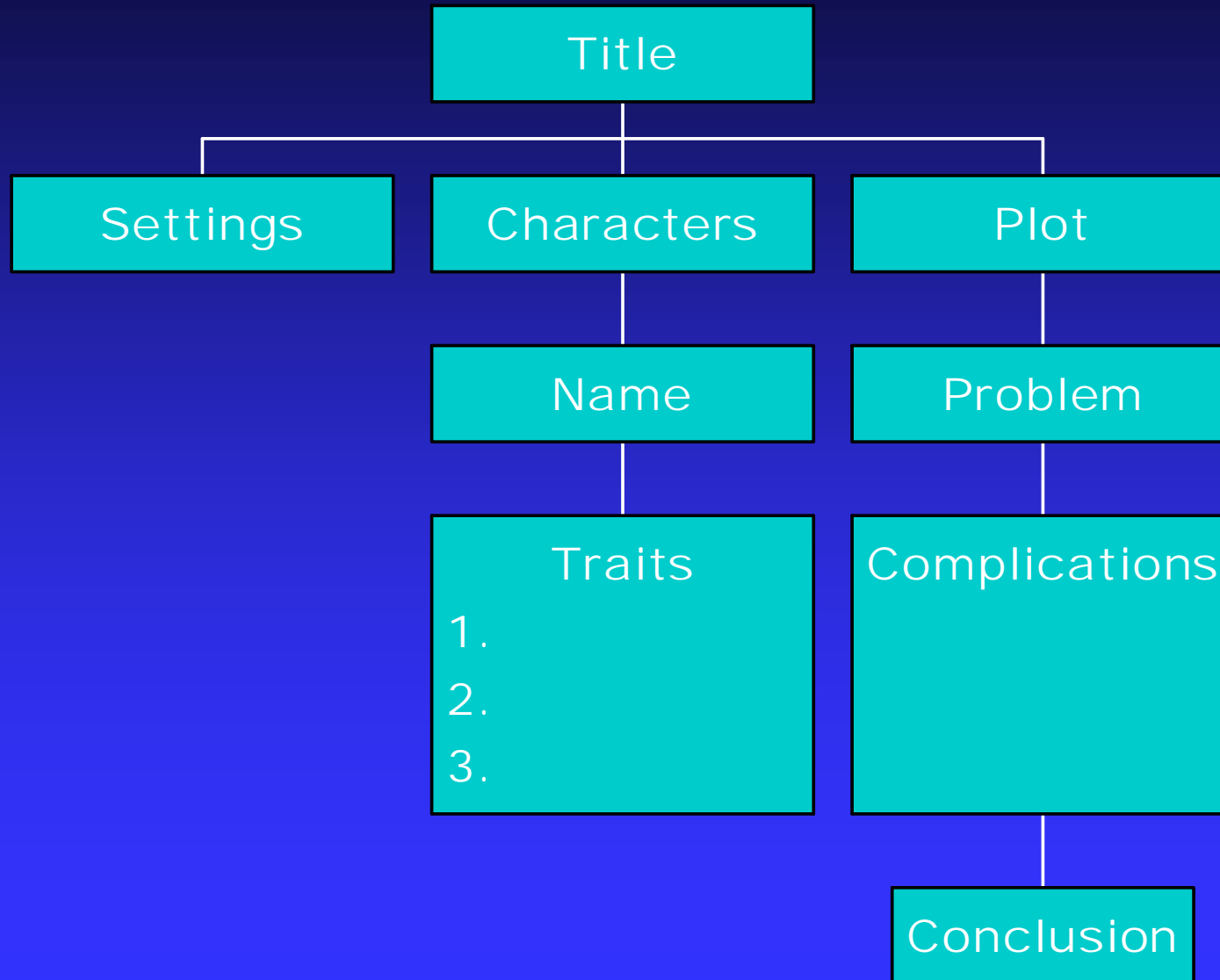


# Mapping

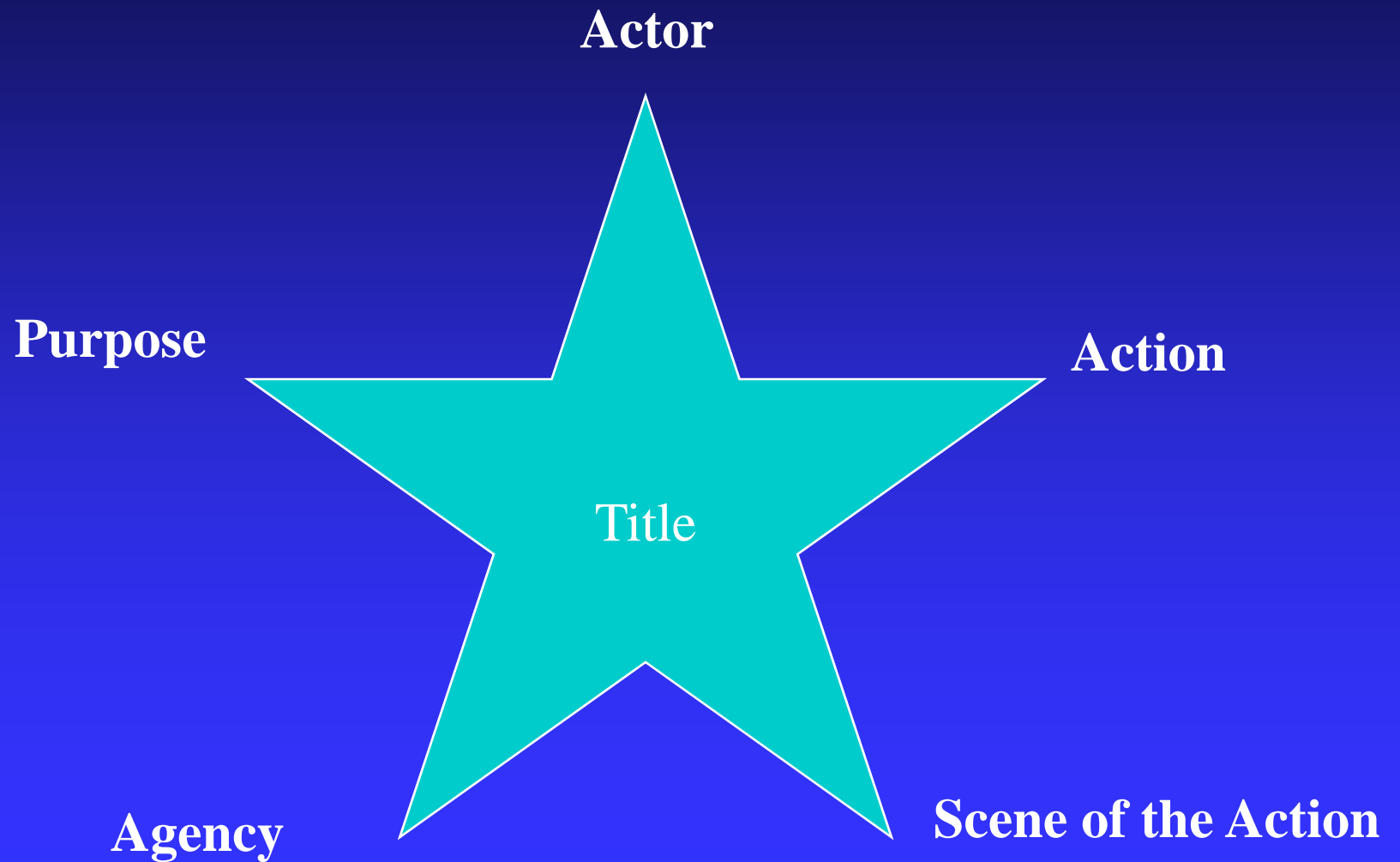
## Note taking Styles/Formats



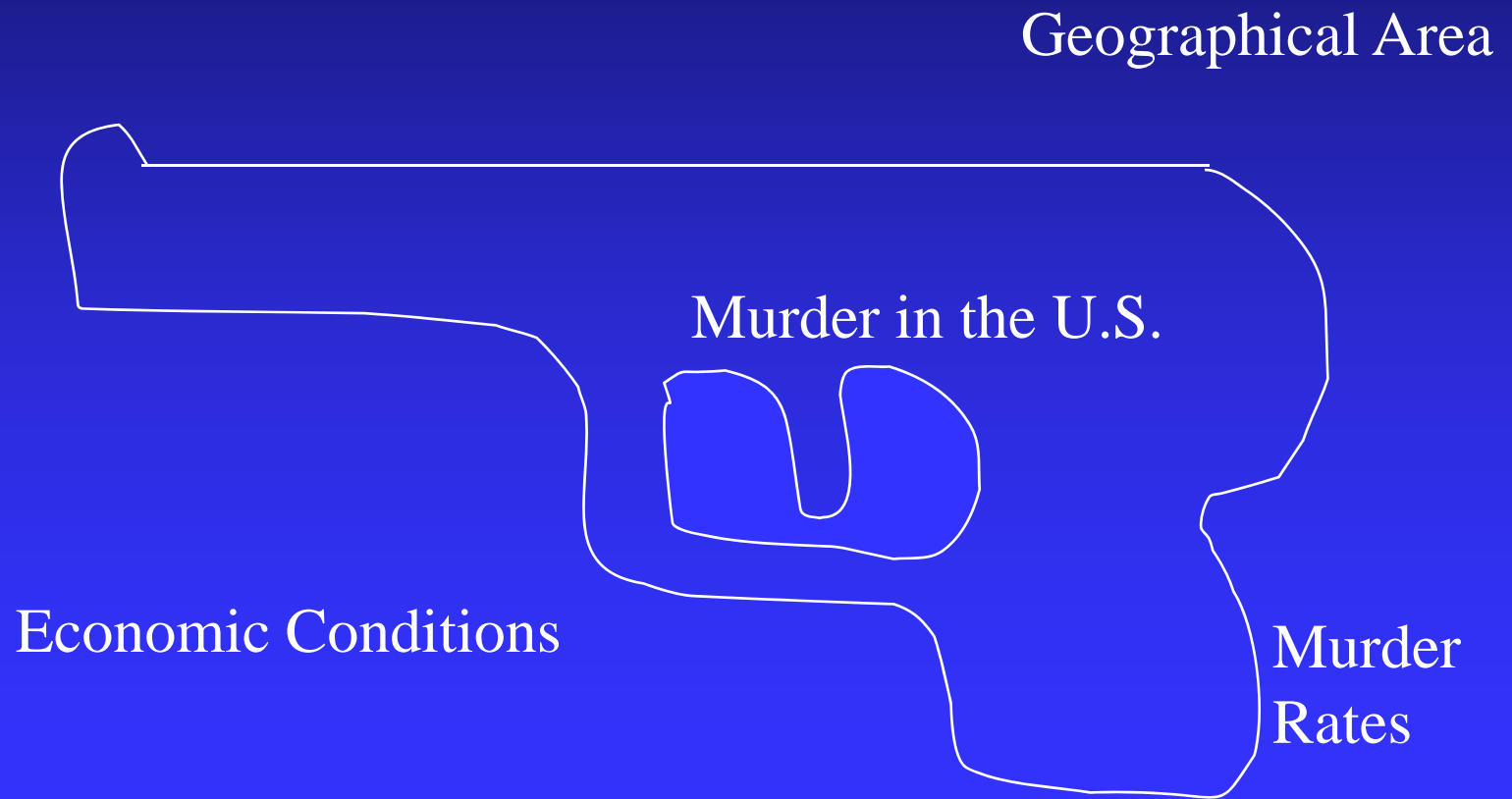
# A Story Map



# Another Kind of Map



# Make it memorable



# Chart Example

<b>Term</b>	<b>Definition</b>	<b>Connotation</b>	<b>Personal Example Or Association</b>

# Tip #7

Review frequently  
and take  
responsibility for  
your own success.

