

Note-taking Note-taking (sometimes written as notetaking or note taking) is the practice of recording information captured from President Jimmy Carter's Notes from his private meeting with Pope John Paul II, October 6, 1979. Current research shows that students who use the SQ3R strategy retain more information and achieve higher test scores.[30] Guided notes Sometimes lecturers may provide handouts of guided notes, which provide a "map" of the lecture content with key points or ideas missing. Students then fill in missing items as the lecture progresses. Guided notes may assist students in following lectures and identifying the most important ideas from a lecture. This format provides students with a framework, yet requires active listening (as opposed to providing copies of power point slides in their entirety), and promotes active engagement during lecture or independent reading, provide full and accurate notes for use as a study guide, helping the student to identify the most important information covered. Research suggests that guided notes improve student recording of critical points in lecture, as well as quiz scores on related content. In addition, an investigation carried out on students with learning problems showed that the use of the guided notes is an effective strategy to improve the performance of these students.[31] The growing ubiquity of laptops in universities and colleges has led to a rise in electronic note-taking. Many students write their notes in word processors or prepare digital hand-written notes using a graphics tablet or tablet computer and styli or digital pens, with the aid of notetaking software. Online applications are receiving growing attention from students who can forward notes using email, or otherwise make use of collaborative features in these applications and can also download the texts as a file (txt, rtf...) in a local Electronic note-taking methods computer. It has also become common for lecturers to deliver lectures using these and similar technologies, including electronic whiteboards, especially at institutes of technology. Online note-taking has created problems for teachers who must balance educational freedom with copyright and intellectual property concerns regarding course content.[32] Electronic note-taking has shown ineffectiveness when compared to traditional methods of note-taking. A study done by Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California have shown that students who take notes digitally against students who take notes on paper retain less information and have difficulties remembering what they've typed down.[33] Electronic note-taking has created computer-aided distractions in class as multitasking on laptops is very easy to accomplish.[34] However these researches are only about typing notes on laptops, not writing on tablets. Laptops are usually a controlled device in classrooms and students may or not be able to take notes on their digital devices when required.[35] The Cornell Method is a systematical structure that help organize your notes, actively involve you in the creation of knowledge, improve your study expertness, and lead to academic success. The Cornell method of taking notes was developed by Dr. Walter Pauk Cornell Method Cornell Method "One of the most influential method of developmental education and study skills" of Cornell University in 1940's. In the Renaissance and early modern period, students learned to take notes in schools, academies and universities, oftentimes producing beautiful volumes that served as reference works after they finished their studies.[2][3] In predigital times there were many kinds of notebooks used by adults, some of which included accounting waste books, marginalia, and commonplace books.[4] Philosopher John Locke developed an indexing system[5] which served as a model for commonplace books; for example, it inspired another book, Bell's

Common-Place Book, Formed generally upon the Principles Recommended and Practised by Mr Locke

nearly a century later.[6] Note-taking is a central aspect of a complex human behavior related to information management involving a range of underlying mental processes and their interactions with other cognitive functions.[7] The person taking notes must acquire and filter the incoming sources, organize and restructure existing knowledge structures, comprehend and write down their explanation of the information, and Cognitive psychology ultimately store and integrate the freshly processed material. The result is a knowledge representation, and a memory storage.[1] Studies comparing the performance of students who took handwritten notes to students who typed their notes found that students who took handwritten notes performed better on examinations, hypothetically due to the deeper processing of learned material through selective rephrasing instead of word-for-word transcription which is common when typing notes.[8] Systems Many different formats are used to structure information and make it easier to find and to understand, later. The average rate of speech is 2– 3 words per second, but the average handwriting speed as only 0.2–0.3 words per second.[7] Regardless of the medium (paper, computer), note-taking can be broadly divided into linear and nonlinear methods, which can be combined. Practice in notetaking may lead to great skills in it that may also lead to success in the future.[9] In some contexts, such as college lectures, the main purpose of taking notes may be to implant the material in the mind; the written notes themselves being of secondary importance. Notes and thoughts are organised in a structured, logical manner, reducing the time needed to edit and review, allowing a lot of information to be digested in a short period of time. A common system consists of headings that use Roman numerals, letters of the alphabet, and Arabic numerals at different levels. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything.[1] Notes are commonly drawn from a transient source, such as an oral discussion at a meeting, or a lecture (notes of a meeting are usually called minutes), in which case the notes may be the only record of the event. In the digital age, computers, tablet PCs and personal digital assistants (PDAs) are common. The note taker typically is under severe time pressure, and different note-taking styles and techniques try to make the best use of time. Adaptive systems are used for paper-and-pen insertions, such as using the reverse side of the preceding page in a spiral notebook to make insertions. The format of the initial record may often be informal and/or unstructured. Historically, note-taking was an analog process, written in notebooks, or other paper methods like Post-It notes. However, the human brain is thought to be multidimensional: the more connections one makes to current knowledge, the greater the likelihood of understanding, remembering and applying the information. Outlining is less effective for classes that involve many formulas and graphs, like mathematics or chemistry. Or one can simply leave large spaces in between items, to enable more material to be inserted. The Ancient Greeks History developed hypomnema, personal records on important subjects. Outlines tend to proceed down a page, .using headings and bullets to structure information. Detail B. Subtopic 1