

Focused Note-Taking

Five Steps to Success

Focused Note-Taking Process



Taking Notes



Processing Notes



Connecting Thinking



Summarizing and Reflecting on Learning



Applying Learning



Guiding Principles

- For learning to occur most effectively, learners must revisit their notes multiple times in a variety of ways.
- Every phase of focused note-taking involves inquiry. Learners must constantly ask questions of themselves, their notes, and the content.



**Focused
Note-Taking
Phase 1**

Taking Notes

Establish a
**purpose &
objective** for
note-taking



Create or
share an
**Essential
Question** to
guide the
note-taking

Select the best
format for the
notes



Learn to
use a
variety of
formats for
different
purposes

Write notes
based on your
source(s)



Select,
paraphrase,
and arrange
the
information
thoughtfully

**Focused
Note-Taking
Phase 1**

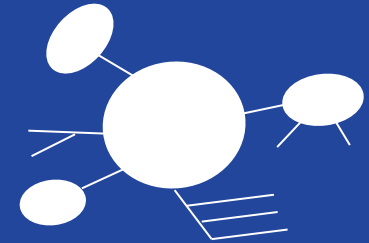
Taking Notes: **Formats**



Two- and Three-Column
Notes

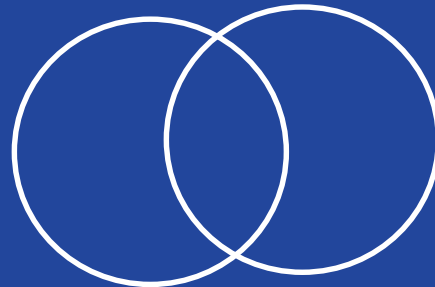
Term	Definition	Examples

Mind Maps

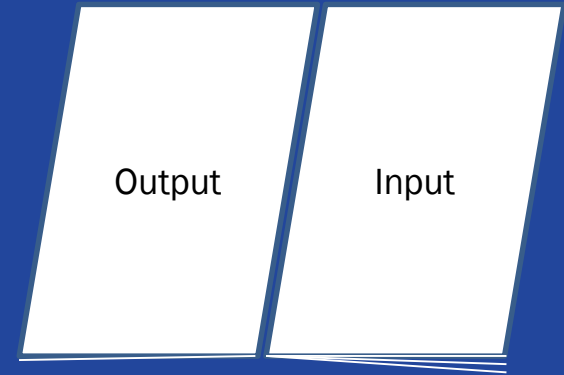


CORNELL NOTES		TOPIC/OBJECTIVE:	NAME:
		CLASS/PERIOD:	DATE:
ESSENTIAL QUESTION (EQ)			
QUESTIONS:	NOTES:		
SUMMARY:			

Cornell Notes



Graphic Organizers



Interactive Notebooks



**Focused
Note-Taking
Phase 2**

Processing Notes



- Involves thinking about the notes
- Should be done within 24 hours of taking the notes
- Provides opportunities for collaboration
- Will get messy as note-takers revise
- Focuses on clarifying content and organization



**Focused
Note-Taking
Phase 2**

Processing Notes

Revise your
notes by...

- underlining, highlighting, circling
- questioning *What?*
- ~~deleting~~ adding
- classifying, organizing, chunking
- main ideas
 - less important ideas
 - details



**Focused
Note-Taking
Phase 2**

Processing Notes

- Think about the notes
- Identify main idea and supporting details by:
 - Selecting
 - Sorting
 - Classifying
 - Organizing
- Revise notes by:
 - Underlining
 - Highlighting
 - Circling
 - Chunking
 - Questioning
 - Adding
 - Deleting



**Focused
Note-Taking
Phase 3**

Connecting Thinking



Think beyond the notes

Ask questions
about the notes

Wonderment questions

- Comprehension
- Prediction
- Anomaly Detection
- Application
- Planning and Strategy

Costa's Levels of Thinking

Add original
thinking

Make connections to

- what you already know
- content from the course or from outside the course
- your life or the world around you
- your note-taking purpose

**Focused
Note-Taking
Phase 3**

Connecting Thinking



- Return to the notes with an eye for inquiry.
- Learning makes sense when it is connected to what we already know, what we've experienced, or how we can use it.
- Learners should ask questions they really want to find the answers to and truly want to discuss.



**Focused
Note-Taking
Phase 4**

Summarizing and Reflecting on Learning



**Think
about
the
notes
as a
whole.**

Summarize

- What have I learned?
- Capture the most important aspects of your notes
- Answer the Essential Question

Reflect

- How will this be useful?
- Consider how the learning helps you meet the note-taking objective
- Plan where you go from here



**Focused
Note-Taking
Phase 5**

Applying Learning

- Use the notes for their intended purpose.
- Demonstrate what you've learned or apply it to a new situation.

Socratic Seminar Philosophical Chairs Debates Problem-solving
 Researching Writing Narratives Arguments Essays
 Reports Presentations Proposals Speeches Teaching others
 Panel Discussions Project-Based Learning Quizzes Tests
 Studying Letters Articles Scripts Documentaries Reviews
 Critiques Experiments Blogs Dissertations Conclusions