

Wednesday @ four

WEDNESDAY JAN 29th

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Sue: Three types of note-taking scenarios in the sciences

- 1) Lecture
- 2) Reading
- 3) In the lab

• Three learning tasks

- Listening
- Writing
- Talking

} Pick 2! 😊 It's hard to do more than 2 at a time

• We need to model this for students

↳ If we're lecturing, do boardwork that can break down + organize the big picture.

• We also need to break things up, and create intentional all three tasks.

EX: lecture + do board work (while students take notes)

Then let them talk: think-pair-share

Then have them write - sum up their thoughts

• In lab, it can be difficult to get folks to take notes in class... they prep before, but often don't take notes. Build in points for this to pause... ask, "would this make sense a month from now?"

• Transforming the format is a good strategy - if they have a table, have them summarize the meaning. If you're reading a textbook (that is also carefully scaffolded), have them draw a diagram or flow chart of the information. Don't exactly reproduce the same info in the same way.

Heather

In my ssi class, I had an ongoing note-taking assignment as an ongoing assignment on Ref works. Students hated this, but I know in my own experience as both a teacher (and a student), students won't take notes.

The challenge of ^{encouraging} note-taking in a class that isn't primarily being assessed by quizzes + tests is that it's not obvious to students why they need to take notes.

• Why ask students to take notes?

- So
- to keep track of the sequence of ideas in the course AND the relationship b/w ideas
 - to remember content from readings

If I want students to do this, I have to build in assignments that require it.

↳ EX: notes as prewriting for essays.

• One of my favorite executions so far:

- Project log: keeping track of a project
 - what they're doing
 - how different pieces of the project connect
- ↳ use Google forms, which uploads to an excel spreadsheet that both student and I can see

- Required one-page before each class

↳ prompts for each reading... helps direct their attention, gives them a record to refer to which is helpful later on for papers, lets them pull quotes + practice citations before the actual paper

- In class: collective note-taking on Google docs

↳ groupwork (I can track even if I'm not in the meeting!)

Darcy

- Different approaches for content-based courses vs. skills-based course

1) Content: cumulative exam on the content @ end

- Course wiki: Make each student responsible for making an entry for each day of class

- assigned reading, including a close reading
- class discussion

- students didn't like doing it, but really liked it when it came time to study for exams.

2) Skills: Typically SSIs

- I don't mind if they aren't taking notes during discussion in class. Instead, I want them to practice actively participating in a seminar-style class. That may include taking notes, but might also mean talking or listening

- I do specifically teach/talk about taking notes when we get to difficult readings. Specifically secondary sources.

This conversation is important because students often have overly simplistic + not very effective ideas from high school.

↳ "I highlight everything important!"



and then everything is yellow and your highlighting is useless!

↳ "how do we approach reading/understanding this text?"

- ask questions
- notice/identify elements of the structure
- find main claims
- read multiple times, and take slightly ~~the~~ different things.

↳ Model this as we talk!

- Take notes of the discussion on the board
- model some of these strategies with an actual reading as we talk, project on board.

- Build a note-taking assignment in the class

↳ secondary source notes

- because we've talked about it
- to make their work visible!
- to encourage them to write their paper

Discussion

- Q: I'm intrigued by collaborative notes. How do you prevent students from checking out when it's not your day?
 - First-come, first-served: if the day has been taken by someone else, you need to do another day... which encourages them to take notes on all the days (or more than one!) just in case.
 - Project class notes as you're taking them. Let students see what's happening so they stay engaged.
- It's helpful to stress to students that one benefit of taking notes is the process, not the product. Maybe you never look at things again, but the fact you took them helps you engage + remember.
- Some things work well for some people + not for others! It's hard to make blanket statements to students about how → some people can't take notes and pay attention! Others should take notes but don't know it's good for them. Just encourage them to try.
- Modeling seems to be an important thru-line. through all 3 panelists stories...
showing students what it looks like, and multiple approaches from different people.
- Google Jam Board (Ed Tech can explain/demonstrate) can be a helpful tool for collaborative note-taking.
- As teachers, do we take notes on what students say? It shows them what they are saying is notable.
- taking notes by hand vs. computer. How do we instruct students?

◦ There is some academic evidence that note-taking by hand is more effective for deeper learning ---

(→ because you can't write fast enough to take verbatim notes, so you have to summarize/categorize/process them deeply as you go)



BUT...

we're also moving into a digital culture... and there are big advantages of digital notes (more legible, searchable, etc.). And there are ways to take good, thoughtful digital notes.

↳ Can we model/teach this too?

Another benefit of digital/collaborative notes: more opportunities to revise their work later. You have a record you can edit.

↳ EX: take notes in class.

Go back + revise at the end (organize, themes, etc.)

How can we do a better job of telling students they are wrong? (we maybe want to avoid this to be supportive, but it's not helpful)

↳