Great note-taking takes practice. You have to find a method that works for you, and that may change depending on the class that you’re in (for example, a science class versus a humanities class). Here are 4 methods that to help you be successful. You might find that a combination of 2 or more methods might work best for you!

**The Cornell Method**
The Cornell note-taking system was developed in 1949 by Cornell University. It is a multi-step process that reinforces summary of information & can serve as a study guide for exams. Many law schools swear by this method; Cornell University even requires all law students to use it. Research suggests using Cornell notes can help improve academic performance.

**HOW TO:**
**Prepare Notes**
1. Draw a horizontal line about 2 inches from the bottom of page
2. Divide the paper vertically by drawing a line about 2” from the left
3. Write date, Chapter and/or Section Title & page numbers at top

**Write Notes** (When taking lecture notes, consider leaving space in notes to add /fill in any blanks)

**Rephrase Notes:** Within 24 hours, write in your own words a summary of the main points of notes in the “Summary” section

**Fill in Cue Column:** Line up key concepts, points, &/or questions to correspond to notes. Consider phrasing questions to reflect those on exam.

**Self-Test/Study:** Now cover the note-taking column with a piece of paper. Looking at the words & questions in the cue column try to recall the information from the notes

**Review/Reflect:** Review your notes regularly & consider –
   - Making connections among topics & to what you already know
   - Applying concepts
   - What the information doesn’t explain
   - How it might be asked in an exam

**How to Adapt for Math:**
Use the note-taking column to write the problem and each of the steps. Use the cue column to write down what happened at each step of the problem, or to add extra clarification about why a particular step was done. In the summary space you may what to summarize what type of problem was worked, when it’s used, and/or list the steps you followed.
There are 4 steps to effective learning: Preparing, absorbing, capturing and reviewing. Each of these steps must be used continually to be a successful student.

**Uses:**
- All courses; especially those with heavy reading (-ology’s)
- Taking notes during lecture & from textbook readings
- Preparing for exams
Outlining Method
This method of note taking organizes information into main topics, sub-topics, and supporting details with indentations made to separate each category. More general information is located closest to the left margin of the paper with specific information moving outwards to the right. Sometimes bullets or numbers are used to make a distinction, but this is not necessary as long as indentations have been made.

HOW TO:
Prepare Notes:
1. Write the title & date at the top of the page.
2. Identify the first main topic with the Roman numeral I.
3. Subtopics will then become a. b. c. etc.

Take Notes:
Follow the instructor’s lead and record information as it is presented, making indentations when appropriate. If an outline is provided, use this as your starting point and fill in the blanks. If not, utilize critical thinking skills to determine where information should be included (i.e. main topic, sub-topic, or supporting details).

Rephrase Notes:
Within 24 hours, re-write notes in own words or rephrase them to make sense.

Review/Reflect: Review your notes regularly & consider –
Making connections among topics & to what you already know
Applying concepts
What the information doesn’t explain
How it might be asked in an exam

Uses:
- PowerPoint lecture
- Study guide
- Essay
- Textbook reading

I. Main Topic
   A. Sub-topic 1
      i. Supporting Detail 1
      ii. Supporting Detail 2
   B. Sub-topic 2
      i. Supporting Detail
II. Main Topic
   A. Sub-topic 1
      i. Supporting Detail 1
         a. Supporting Detail a
         b. Supporting Detail b
      ii. Supporting Detail 2
   B. Sub-topic 2
   C. Sub-topic 3
Mapping Method:
A graphic representation that relates each topic/idea to every other fact or idea. It maximizes participation during lecture & when reading. It may cause students to record less content because of its structure.

How To:
- Consider the layout of your map (hierarchial relationship, break down into steps or different parts)
- Write main topics on a distinct place on paper
- Use lines, arrows, etc. to connect ideas on the main topic; add labels to lines/arrows if needed
- Add additional connections/branches to expand on topic
- Use different color pen to distinguish between topics & relationships (optional)

Note: There are several ways to create a concept map

Uses:
- Guest lectures
- Preparing for exams break down concepts, identify steps, etc.
- Record different parts of a concept/problem
- Lectures & textbook readings that can be easily organized by topic or section
- Learning complex relationships, sequences, process, or systems
Charting Method:

Charting involves drawing columns & labeling appropriate headings in a table. The chart itself can be used to review and practice recall of information.

How to:

- Determine categories to be covered in class or text
- Set up paper in advance by creating columns based on these categories
- Record information (phrases, main ideas, etc.) into the appropriate category

<table>
<thead>
<tr>
<th>Formal Authority</th>
<th>Teacher's Role</th>
<th>Students' Role</th>
<th>Example Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-teacher gives all knowledge to students. Lecture</td>
<td>-Listen and ask for clarification whenever their primary role is listener or source of knowledge from teacher.</td>
<td>-The teacher explains and takes about the present, past events. Mistake over these harden or write examples on the board. The teacher explains the main and exceptional. Teacher explains overdrawn errors. The teacher does almost all of the talking and explaining. All knowledge and learning comes from what the teacher presents and explains.</td>
</tr>
<tr>
<td></td>
<td>-content focused -Not concerned with relation with students or students relationship with each other</td>
<td>-Takes notes and follows along learning asking questions when unclear.</td>
<td></td>
</tr>
</tbody>
</table>

| Demonstrator/Model | Teacher is the model and demonstrator -Teacher centered -Coach and guide students -Shows by example the process and help learners tasks | Students observe the teacher as the model. -They practice what is shown by the teacher. -Students follow the example set by the teacher. | The teacher in introducing vocabulary and tells several stories venues which is expressed the vocabulary and how to use it correctly. The students then follow by using that information to mime what was said in pairs or in groups. The students use the teacher's language to practice and practice what was said by the teacher. |

| Facilitator | Teacher creates situation for students to practice what was taught -Student centered learning -Lessons focus on group activities | Students responsible for seeking help from peers -Student learns according to their device -Students centered activities for application knowledge | The teacher explains the focus of the exercise and then divides the class into groups. Students are required to figure out what they should say in order to enter final from a restaurant. Each student will take a different role and act out the scene. First they must work together and collaborate on what they will say and how each will act in the scene. In this situation students are forced to |

| Delegator | Learning takes place according student initiative -Teacher acts as instructor or consultant -Student centered learning | -Individual students or groups are responsible for the learning -Students have learned through own projects | Students are given a project or activity that they meet useful. They have complete freedom to choose the lengths and focus of the project. The students will meet and work together based on their own motivations and desires. The teacher places responsibilities on the students for the completion of the project. Teacher is used as a consultant only. |

Uses:

- Content that can be easily categorized compared, etc.
- Lecture & textbook notes
- Exam review