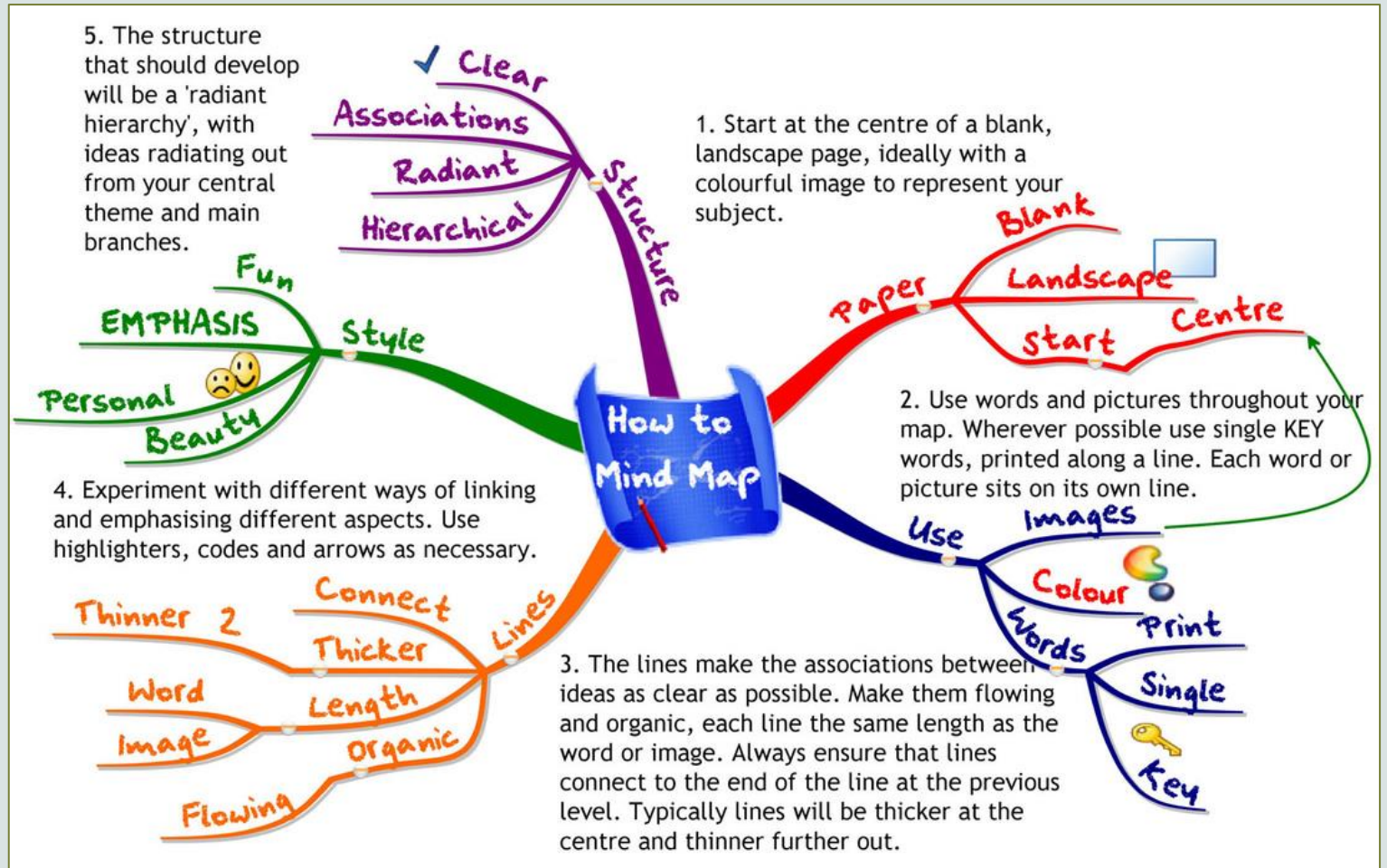
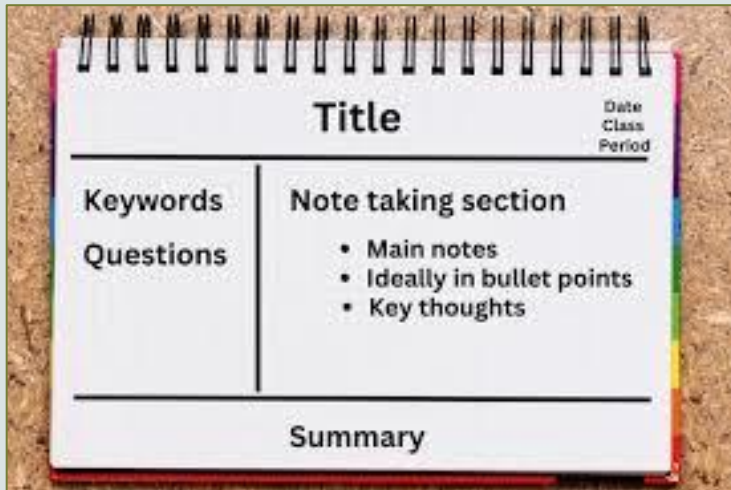


# Summarising and note taking



# Note taking and Summarising

Good note-taking helps you understand what you are learning by...

...clarifying your thinking;

...focusing on what is important by forcing you to be selective;

...organising your ideas and structuring your arguments;

...remembering material and making connections.

# Note taking and summarising



Simple?



When do we take notes?



What is the purpose of taking notes?



What is your method?



What do you do with them after?

# Why take notes?



To keep a record of your learning



To help your understanding



To help your writing



To help your memory



To prepare for exams

# Good note taking:



- Helps you to avoid unintentional plagiarism



- Helps you to focus on what is important in what you are reading or hearing



- Helps you to understand and remember material, and make connections



- Helps you to structure the assignments you're researching



- Provides a personal record of what you've learnt (more useful than your lecturer's or friends' notes) and records your questions and ideas



- Sets you up for exam revision

## Effective note taking:

Two key principles

1.  
Meticulous  
and accurate

2. Active  
rather than  
passive

# Meticulous and accurate:

- Being meticulous and accurate about recording sources and direct quotations is an important part of academic discipline, as well as helping to avoid accidental plagiarism. This means:
- always recording the necessary details for any source you use as soon as you start taking notes. Don't wait till you've finished reading - you may forget or misplace the text.
- having a clear system so that you know which of your notes are
  - [1] paraphrases of someone else's ideas
  - [2] direct quotes
  - [3] your own ideas.
- Two things to watch out for...
- If you photocopy an article or chapter, make sure you include the page numbers as you will need them for referencing - write them in if they fall off the edge of the photocopy (at least the first page so you can count forward)
- If you are making notes from a website, keep a note of the URL (website address) and the date that you accessed it - you will need these for referencing

# Active NOT Passive

Active learning helps you to make meaning from what you learn: passive learning is allowing yourself to be an empty vessel into which knowledge is poured with no way of organising or making meaning from it.

You are less likely to remember things you learn passively, which means more checking your notes while you're writing assignments, and more repeated effort when you come to revise.

# Passive note taking

Underlining words

Copying slides  
the screen

Trying to write  
everything you hear  
in a lecture

Writing notes on  
everything you read,  
because you're not  
sure what will turn  
out to be important

just accepting them  
as suitable evidence



# Active note taking



Thinking about what you want to get out of your research before you start



Looking for answers to any questions you may have about the topic



Looking for connections within the topic you're studying, and to other topics on your course



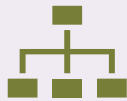
Writing notes mostly in your own words - your own explanation of what something says or means



Recording direct quotes only when it's important to have the exact words that someone else has used (i.e. when how they say something is as significant as what they say)



# The Outline Method



The Outline method is a traditional and effective technique for organising notes in a **structured** and **hierarchical format**.



This method **ranks information** by importance using a system of **main topics** and **subpoints**, typically combining numbers, letters, or bullet points. This hierarchical structure clearly **shows the connections** between the main ideas and their supporting details.



It's especially suited for subjects with well-defined structures and can easily be adapted for self-paced learning.

# The Outline Method

## ADVANTAGES

- Ideal for subjects with a clear structure, making identifying key concepts and supporting information easy.
- It **transforms notes into study questions**; headings and indentations show topic relationships, aiding in active recall.
- Well-suited for **online learners** and compatible with digital note-taking, enhancing organisation and accessibility.
- Outlines clearly demarcate main ideas from details, facilitating comprehension and memory retention.

## DISADVANTAGES

- May lead to **passive note-taking without critical engagement** or reflection on the material.
- **Difficult to insert additional information** or ideas without disrupting the structure.
- It is not so suitable for disciplines that rely heavily on **visual elements or problem-solving**, like **STEM subjects** such as physics, chemistry, or maths.
- Not ideal for lectures that progress too quickly or lack a clear, structured approach.

## Example:

- **First main point**
  - *Subheading*
    - Supporting evidence
    - Supporting theory
  - *Subheading*
    - Supporting evidence
    - Supporting theory
    - **Example**

- **Second main point**
  - *Subheading*
    - Supporting theory
    - Supporting evidence
  - *Subheading*
    - Supporting theory
    - Supporting evidence
    - **Example**

# The Cornell Method

---

The Cornell method is a structured note-taking system that allows you to organise your notes to facilitate review and self-assessment.

---

It involves dividing the note page into **three sections**:

---

a note-taking area

---

a cues/questions column

---

a summary space.

---

# The Cornell Method

## Prepare Your Page:

- **Divide it into three sections** - the Cue column on the left, a larger Note column on the right, and a Summary area at the bottom.

## Note Column:

- Use the Note column to jot down **main ideas**, **details**, and other information during a lecture or while reading.
- Try to stick to **key terms**, **short phrases**, or **concise sentences**.

## Cue column:

- Write down **questions** in the cue column based on the notes you've taken or any keywords, main ideas, and study prompts.
- Add to this either **afterwards** or **during a review**.
- These cues serve as **prompts for active recall** during revision.
- Use these questions later to test yourself.

## Summary:

- At the bottom of the page, **summarise your notes**, encapsulating the key points and insights in a few sentences.

## Review:

- Use the **Cue column** to test your **recall of the notes**, covering the **Note** section.
- Try to recall as much information as possible.

# The Cornell Method

## ADVANTAGES

- **Organised structure:** The layout fosters an organised approach to note-taking, helping you easily categorise and retrieve information later.
- **Enhanced recall:** The "Cue Column" provides a quick way for self-testing and memory reinforcement.
- **Summary skill:** Writing summaries encourages synthesis and evaluation, making the process not just about capturing information but understanding it.
- **Review-friendly:** Because it's so structured, reviewing your notes is a breeze.

## DISADVANTAGES

- **Not visual:** Not ideal for visualising information, or for subjects that require diagrams.
- **Time-consuming:** Setting up the page requires time, especially adding cues and summaries afterwards.
- **Limited space:** Handwritten notes may feel cramped.
- **Requires preparation:** Pages must be organised in advance.

# Example:

**Cornell Notes**

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Class \_\_\_\_\_  
Period \_\_\_\_\_

| Main Idea | Key Question (after notes are completed)                    |
|-----------|-------------------------------------------------------------|
|           | • Key words & ideas                                         |
|           | • Important dates/people/places                             |
|           | • Repeated/Stressed Info                                    |
|           | • Ideas/brainstorming written on board / overhead projector |
|           | • Info from textbook/stories                                |
|           | • Diagrams & Pictures                                       |
|           | • Formulas                                                  |

Summary of your notes in your own words

When to use it:

- Ideal for integrating seminar notes and your reading.
- Develops your summarising and synthesising skills.
- Applicable in any learning environment.

# Mind Mapping



MIND MAPPING IS A **DYNAMIC** AND **VISUAL** NOTE-TAKING METHOD THAT ENGAGES ACTIVE PARTICIPATION AND CRITICAL THINKING.



IT INVOLVES CREATING A GRAPHIC REPRESENTATION OF IDEAS OR PRINCIPLES, SHOWCASING THEIR INTERRELATIONS.



THIS METHOD STARTS WITH A **CENTRAL TOPIC** AND THEN **BRANCHES OUT** TO CONNECT SUBTOPICS, DETAILS, AND CONCEPTS, OFTEN ENHANCED WITH COLOURS OR IMAGES FOR VISUAL APPEAL.

# Mind Mapping

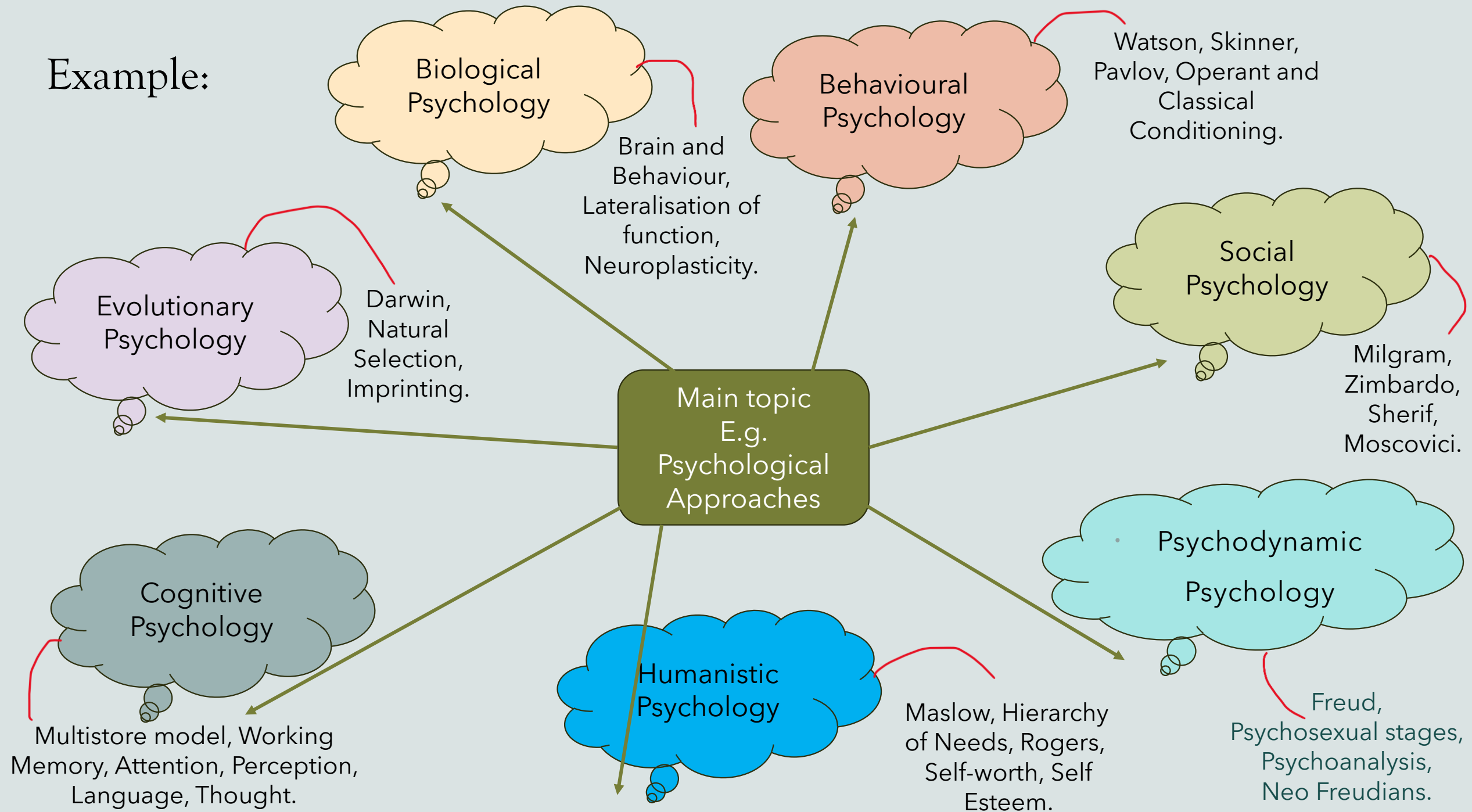
## ADVANTAGES

- Offers a **visual overview** of topics and their **interconnections**, potentially helping comprehension and recall.
- Logically connects ideas and concepts.
- Supports **memory retention** through images and colour.
- Efficient for **reviewing and reinforcing** understanding of material.

## DISADVANTAGES

- **Less effective for capturing detailed**, linear information like changes from significant points to specific facts.
- **Can become complex and unwieldy** for dense subjects, **risking oversimplification of information**.
- Demands high concentration levels and the ability to discern between main ideas and details.
- May need to be complimented with other note-taking methods for comprehensive coverage.
- **Can be time-consuming** and the design process may distract from learning the material.

Example:



# The Charting method

---

The Charting method (also known as grid notes) is an efficient note-taking technique that **organises information into charts**.

---

This method divides a document into columns and rows, **summarising topics** and **ideas** for easy comparison. It's kind of like creating a spreadsheet, where each column categorises information, and each row focuses on a specific topic.

---

This method works particularly well for subjects with clear, structured information or when comparing and contrasting data, since it helps with the visual organisation and retrieval of notes. It's ideal for **comparing** facts, statistics, or different concepts, and it's especially useful if you need to compare and synthesise information from **numerous sources** because it helps you to:

---

pull all your notes together in one place;

---

focus on finding just the information you need in the multiple sources;

---

identify patterns in the source information;

---

plan, structure and write.

---

# The Charting Method

## ADVANTAGES

- **Note reduction:** This method allows for the minimalistic recording of information, making it easy to compare across subtopics.
- **Structured organisation:** Classifies information logically, significantly reducing revision and review time.
- **Quick information retrieval:** Facilitates fast extraction of relevant details — ideal for later review or for making notes on a text.
- **Enhanced memorisation:** Simplifies the study of facts and relationships between topics through its visual structure.
- **Dense content:** Ideal for content-rich topics with fast-paced delivery.
- **Efficiency:** Reduces time on note editing and review/revision.
- **Course overview:** Can be used to offer a visual summary of an entire course of study on a single page.

## DISADVANTAGES

- **Requires preparation:** Categories and subtopics must be determined beforehand, limiting flexibility.
- **Not suitable for all topics:** Its text-based approach can be harder to work with for STEM subjects that require visual representations like graphs or formulas.
- **Challenging in fast-paced settings:** Difficult to adapt during lectures or talks that introduce new topics unexpectedly or are unstructured.
- **Time-intensive setup:** Organising information into charts can be more time-consuming than linear note-taking methods.

# Example:

| Approach/<br>Debate    | Genes/<br>Environment                                    | Determinism<br>/Free will                                                      | Reductionist/<br>Holistic                                                    | Scientific/<br>Non-scientific                                                  | Methodology/<br>Treatments                                          |
|------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Biological Approach    | Genes, brain structure, neurotransmitters etc.           | Determinism – biology is our destiny                                           | Reduces all behaviour down to our genes and biology                          | Scientific – empirical studies have supported this                             | Neuroimaging, animal studies, psychosurgery, ECT, drug therapy      |
| Psychodynamic Approach | Psychosexual stages, Personality ID, Ego & Superego.     | Psychic determinism – our Psyche determines how we behave                      | Reduces behaviour down to psychosexual stages, personality and consciousness | Scientific – according to Freud, although he did not have evidence at the time | Case studies, psychoanalysis, dream analysis                        |
| Behavioural Approach   | Environment – Tabula Rasa. We learn from our environment | Determined by our environment and via conditioning                             | Reduces behaviour down to learning from the environment                      | Highly scientific – principles of learning                                     | Experiments, animal studies, behavioural modification               |
| Cognitive Approach     | Both – brain structures that support our cognition       | Soft determinism – brain structures but cognition helps us make sense of world | Reduces behaviour down to cognition and thought processes                    | Scientific – adopts principles of science applied to cognition                 | Experimental studies, case studies, REBT, CBT, DBT, CBTp            |
| Humanistic Approach    | Both – but celebrates uniqueness of human experience     | We have free will to choose our destiny                                        | Adopts a holistic approach – considers the ‘whole person’                    | Non-scientific – rejects studying people as a scientific phenomenon            | No methods as such but, Q-sort, EMDR, Psychotherapy, Family therapy |

## Finally... Annotation:

Annotation involves **writing directly onto a text** such as slides, lecture-notes, or a photocopy/scan. This might be done **digitally** or on **printed** materials.

This method is ideal for efficiently engaging with content **without extensive note-taking**. You can even use it to take **lecture notes**, by writing your own notes directly onto a copy of the slides.

You can enhance your understanding by **highlighting, underlining, and drawing** on the slides of a text, making it easier to grasp key points and establish connections with the material.

# How to do it:



Get a copy of the text you want to annotate either by **downloading** or **printing** . **Read** the content and write down any **questions** or remarks it provokes.



Experiment with **highlighting**, **underlining**, and **drawing** when reading or taking notes.



If you're taking notes on a lecture using a copy of the slides, **listen actively** and annotate the slides with **important points** and any **questions** you might have.



Aim to just **capture essential details** and **concepts** – **avoid verbatim transcription**.



Afterwards, **re-read your annotations** to ensure clarity and completeness.

# Example:

Hence, restricting the sample is the superior option with regard to reliability and validity of results. Thus, the focus of this analysis is on the following 10 countries: Belgium (BE), Germany (DE), Denmark (DK), Spain (ES), Finland (FI), France (FR), Great Britain (GB), Netherlands (NL), Portugal (PT), and Sweden (SE).<sup>2</sup>

On the respondent level, I exclude those from the analysis who were not born in the respective countries and who do not hold the country's nationality. This restriction is necessary since I aim at evaluating attitudes toward immigrants among citizens (as potential voters) who likely experienced their formative years in the countries under analysis to account for the effects of cohort affiliation. The final dataset contains a total of 135,446 observations ranging from 616 to 2568 per country, per year.

## Dependent variable

The dependent variable "attitudes toward immigrants" measures a person's overall assessment of the impact of immigrants on his or her country. I use the following three questions to compose a summary index for "attitudes toward immigrants": (1) "Would you say it is generally bad or good for the country's economy that people come to live here from other countries?"; (2) "Would you say that the country's cultural life is generally undermined or enriched by people coming to live here from other countries?"; and (3) "Is the country made a worse or a better place to live by people coming to live here from other countries?"<sup>3</sup> The respondents' answers vary on an 11-point scale, which is recoded, so that 0 represents support for immigration and 10 represents opposition to immigration. Capturing attitudes toward immigrants, this index serves as a dependent variable in several studies (see Gorodzeisky and Semyonov, 2018; McLaren and Paterson, 2020; Sides and Citrin, 2007 (reversely coded)).

## Independent variables

I derive the independent variables on the country level (see Appendix 1, Table 4) from World Bank (2021a) and OECD (2021) data, which are internationally comparable across countries for all

In other words, participants are asked 3 questions and have to score on a scale 0 - 11, with low scores meaning support for immigration and high scores meaning opposition.

## CA S MODERN DAY SLAVERY

ity. Generally speaking, American citizens tend to view human trafficking as a problem of foreign nations and perceive the victims with negative connotations as less intelligent. They believe that they should have known better or even brought the victimization upon themselves (Human Trafficking & Smuggling Center, 2008). Sadly, this misbelief veils that dark reality that in our society fails to realize that along with foreign victims, citizens throughout the United States are falling victim to this heinous epidemic at significant rates as well. As fittingly stated by the Human Trafficking and Smuggling Center (2008),

When trafficking is mentioned, American's often visualize a foreign female who was deceived upon arriving to the U.S. and finds herself being sexually exploited. They do not imagine a USC (United States Citizen) child or adult who was kidnapped or lured from home and is prostituted at a local truck stop. (p. 2)

There are many stereotypes but these are often ill-inaccurate.

Your task:

Select one of the articles on the activity task page on Moodle

Read and apply one of the note taking strategies

