

Questions (Or Main Idea)	Answer (Or Supporting Details)
What are some of the ways I can model/use effective note taking in my lecture?	1. Provide students with the questions that will be answered in lecture. This will help students focus on important/relevant information 2. Model effective note taking through your powerpoints. 3. Create activities for your students using various note taking activities as the organizing structure for more complex information that students must learn. Example: Create a group mind mapping activity on a concept, process, a chapter in the textbook, historical significance of events, compare and contrast, sequence of events, etc.
Summary Modeling effective note taking	

Figure 3. Cornell method note taking

Teachers, however, need not limit their example of note taking to one single method. Depending on the subject matter, note taking can include mind mapping, charts, outlining, and subject specific methods like the 3-column math problem solver or the Frayer Model (figure 4). In the Frayer model [8], the main idea or terminology is placed in the center, while the definition, facts/characteristics, examples, and non-examples are placed in the four corners. Teachers can change these categories to suit their specific subject area and create in-class learning activities around challenging concepts or topics.

Although brief, we hope this article functions as a springboard for college and university teachers to create their own learning strategy activities for their unique learning environments.

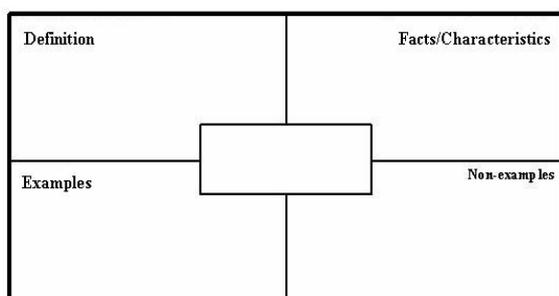


Figure 4. Frayer model

10. Acknowledgements

We would like to recognize the knowledge and support of our colleagues from all campuses in the Academic Success Centre, with special thanks to Katherine Wallis, Christina Meredith, and the Georgian College Centre for Teaching and Learning.

11. References

[1] Forbus, P., Newbold, J. J., & Mehta, S. S. "A Study Of Non-Traditional And Traditional Students In Terms Of Their Time Management Behaviors, Stress Factors, And

Coping Strategies", *Academy Of Educational Leadership Journal*, 15. 2011, pp.109-125.

[2] White, H. "Nursing instructors must also teach reading and study skills", *Reading Improvement*, 41. 2004, pp 38-50.

[3] Linderholm, Tracy., & Wilde, Adam. "Students' beliefs about comprehension when reading for different purposes", *Journal of College Reading and Learning*, 40 (2), Spring 2010, pp. 1-19.

[4] Robinson, F. P. *Effective study* (Rev. ed.). New York: Harper & Row, 1961.

[5] Maydosz, A., & Raver, S. A. "Note taking and university students with learning difficulties: What supports are needed?", *Journal Of Diversity In Higher Education*, 3(3), 2010, pp. 177-186.

[6] Van der Meer, J. "Students' note-taking challenges in the twenty-first century: considerations for teachers and academic staff developers", *Teaching In Higher Education*, 17(1), 2012, pp. 13-23.

[7] Maydosz, A., & Raver, S. A. "Note taking and university students with learning difficulties: What supports are needed?", *Journal Of Diversity In Higher Education*, 3(3), 2010, pp. 177-186.

[8] Frayer, D., Frederick, W. C., and Klausmeier, H. J. A, *Schema for Testing the Level of Cognitive Mastery*. Wisconsin Center for Education Research, Madison, Wisconsin, 1969.