**Note-Taking Strategies: For Faculty**

*Helping Your Students Take Better Notes*

Note-taking helps students to:

- **Focus** in class
- **Remember** what they’re learning
- **Develop** learning skills
- **Recall** information
- Better **Understand** the topics they’re studying
- **Develop** better **Executive Function** skills

**Remember: Learning Effective Note-Taking Strategies Takes Time and Practice**

**Tips & Tricks for Making your Classes Note-Taker Friendly**

*Good Note-Taking is a Partnership between Student and Instructor*

- **Outline Your Lectures**
  - Provide/write your outline on the board or PPT
  - Refer to your outline when you shift from one topic to the next
  - Use signaling phrases like: “this is important…”, “you’ll want to remember…”, or “next, we’ll be…”

- **Use a Framework**
  - Be organized, logical, and sequential when developing and delivering course content

- **Train Students to Take Better Notes:** *Many students are learning to take detailed notes for the first time*
  - Help students understand what they should listen for (e.g. dates, terms, processes, concepts)
  - Give students feedback on their notes
  - Occasionally provide your class notes so that students can compare and see if their notes are accurate
  - When you meet with struggling students, ask them to bring their notes with them to review (this can tell you a lot!)

- **Challenge Students to Think**
  - Periodically ask students to verbally **paraphrase** what you’ve said, in their own words
  - Ask students to **draw from their own experiences** to relate to a problem/solution (e.g. “The last time I saw this…”)

- **Make Time for Note-Taking Activities**
  - Give time to practice **note-taking** in class and provide feedback
  - Encourage students to **share** their notes with one another on D2L (you can even make notes part of an assignment mark)
  - Have Amanda Marshall in to do a **Note-Taking Workshop** with your students
  - Encourage students to **review** the **Note-Taking Resource** in the NSCC Writing Guide

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**Universal Design for Learning**

*Alignment Key:*

- Providing Multiple Means of Engagement
- Provide Multiple Means of Representation
- Provide Multiple Means of Action & Expression

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**References:**


University of Nebraska-Lincoln (2017). Teaching Students to Take Better Notes. Website: [http://www.unl.edu/gradstudies/current/teaching/notetaking](http://www.unl.edu/gradstudies/current/teaching/notetaking)

*Marshall, 2017*