

Developing Efficient Note-taking Skills

Bos, C.S., & Vaughn, S. (1998). *Strategies for teaching students with learning and behavior problems* (4th ed.). Boston, MAL: Allyn and Bacon.

This note-taking strategy provides a list with several hints for helping students develop effective note-taking skills. It provides essential background knowledge for note taking.

1. Take notes using either a two- or three-column system.
2. Take notes on only one side of the paper.
3. Date and label the topic of the notes.
4. Generally use a modified outline format, indenting subordinate ideas and numbering ideas when possible.
5. Skip lines to note changes in ideas.
6. Write ideas or key phrases, not complete sentences.
7. Use pictures and diagrams to relate ideas.
8. Use consistent abbreviations (e.g., w/ = with, & = and).
9. Underline or asterisk information the lecturer stresses as important.
10. Write down information that the lecturer writes on the board or transparency.
11. If you miss an idea you want to include, draw a blank _____ so that you can go back and fill it in.
12. If you cannot automatically remember how to spell a word, spell it the way it sounds or the way you think it looks.
13. If possible, review the previous sessions' notes right before the lecture.
14. If the lecture is about an assigned reading topic, read the information before listening to the lecture.
15. As soon as possible after the lecture, go over your notes, filling in the key concept column and listing any questions you still have.
16. After going over your notes, try to summarize the major points presented during the lecture.
17. Listen actively: In other words, think about what you already know about the topic being presented and how it relates.
18. Review your notes before a test!