Teaching Note-taking and Summarizing Skills

Educator demonstrates an understanding of how note-taking and summarizing skills contribute to curricular mastery by empowering learners to effectively distinguish, organize, and summarize important information.

Key Method

The educator explains, guides, and cues students to engage in note-taking and summarizing strategies to better learn and retain information.

Method Components

Steps to Engage Learners in Note-taking/Summary Strategies:

1. The educator **explains** the value of effective note-taking and summarizing strategies and then models various methods of note-taking and summarizing for the students.

2. The educator **guides** students towards practicing note-taking and summarizing methods by presenting resources that complement learning in different subject areas and under multifarious learning conditions.

3. The educator **cues** students to appropriately summarize and take notes according to the students' learning preferences with organized, effective content delivery of lessons and lectures.

Explanation of Steps:

Recognizing Critical Information: The educator **explains** the value of effective note-taking and summarizing strategies and then models various methods of note-taking and summarizing for the students.

> Educator demonstrates a variety of note-taking and summarizing strategies.

> Educator provides the students with practice in choosing the most fitting methods for summarizing ideas and information.

Recording Critical Information and Summarizing for Mastery: The educator **guides** students towards practicing note-taking and summarizing methods by presenting resources that complement learning in different subject areas and under multifarious learning conditions.

> Educator helps students effectively select from among adaptations of information to vary tone, style, and form (through the use of bullets, tables, flowcharts, and the like) when explaining complex or technical concepts.

> Educator provides note-taking and summarizing opportunities in various courses so that students can recognize the merits across curricula and incorporate note-taking and summarizing as routine parts of learning (e.g. "Class Teach," elevator-pitches, 30 second explanations).

Effective Assessment of Methods: The educator **cues** students to appropriately summarize and take notes according to the students' learning preferences with organized, effective content delivery of lessons and lectures.

Educator encourages students to self-assess their mastery of the content both prior to implementing note-taking and summarizing strategies and afterward.

Educator provides opportunities for students to compare different strategies, interpret the effectiveness of incorporated practices, and modify methods in order to maximize results.

Key Elements of Effective Summarizing:

Makes use of the ability to identify and prioritize the most important information and eliminate excess information and repetitiveness.

Composes concise, complete summaries.

Uses correct vocabulary, spelling, grammar, and punctuation.

Chooses most effective means of expressing information.

Organizes and simplifies complex information to present details in a meaningful form.

Adapts form of delivery of information to direct reader to most important points.

Supporting Research

Scholarly Articles & Case Summaries: [Education Journals (ProQuest); Education Journals Online (Sage)]

Baharev, Z. (2016). The Effects of Cornell Note-Taking and Review Strategies on Recall and Comprehension of Lecture Content for Middle School Students With and Without Disabilities. The Graduate School of Education, Rutgers, The State University of New Jersey.

https://rucore.libraries.rutgers.edu/rutgers-lib/51151/PDF/1/play/

Boch, F. and Annie Piolat. (2005). Note-taking and learning: A summary of research. The WAC Journal, 16, 101-113. Retrieved on 11/2/2017 from:

 https://wac.colostate.edu/journal/vol16/boch.pdf

Boyle, J. (2001). Enhancing the Note-taking Skills of Students with Mild Disabilities. Intervention in School and Clinic, 36(4)

http://www.ldonline.org/article/6210/

Marzano, R. (2010). The art and science of teaching: Summarizing to comprehend. Educational Leadership, 67(6), 83-84.

http://www.ascd.org/publications/educationalleadership/mar10/vol67/num06/Summarizing-to-Comprehend.aspx

Loranger, A. (1994). The Study Strategies of Successful and Unsuccessful High School Students. Journal of Reading Behavior, 26(4)

http://journals.sagepub.com/doi/pdf/10.1080/10862969409547858

Minnick Santa, C., Abrams, L., Santa, J. (1979). Effects of Notetaking and Studying on the Retention of Prose. Journal of reading behavior, 11(3)

http://journals.sagepub.com/doi/pdf/10.1080/10862967909547328

Resources

Pinterest (2017). Somebody Wanted But So Then [Collection of Visual Resources].

https://www.pinterest.com/truth67teach/instructional-strategies-summarizing-and-note-taki/

Most appropriate for K-5.

College of Saint Benedict & Saint John's University (2017). Lecture Note Taking. Academic Advising.

https://www.csbsju.edu/academic-advising/study-skills-guide/lecture-note-taking

Not appropriate for early grades; suggested for middle and high school adaptations.

Lamb, J. (2007). Summarizing and note-taking. Teacher tap: Professional development resources for educators and librarians. http://eduscapes.com/tap/topic24c.htm

Magnificent Marzano. Summarizing & Notetaking. Retrieved on 11/2/2017 from

https://magnificentmarzano.wikispaces.com/Summarizing+%26+Note+Taking.

Banke, Rachel. (2016). *Note-Taking in the College Classroom.* Kaneb Center for Teaching and Learning, University of Notre Dame. Retrieved on 11/2/2017 from

http://sites.nd.edu/kaneb/2016/01/23/note-taking-in-the-college-classroom/

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a "Proficient" for Part 2.

Part 1. Overview Questions

400 word limit

Please answer each of the following questions:

What age/grade level are the students with whom you work? What are the conditions under which you teach?? (Be sure to include the approximate number of students you teach, the number of class periods you teach per day, and some demographic information about your student body and your community.)

Does your state have standards for Writing Across the Curriculum or note-taking and summarizing? If so, please provide a direct link.

- **Passing:** All questions are answered completely with enough details for the assessor to understand the context for this submission.

Part 2. Work Examples / Artifacts

To earn this micro-credential, submit the following four artifacts:

Artifact 1: Introduction and Demonstration

Create and submit a lesson in a presentation format (PowerPoint, Prezi, Google Slides) that introduces students to the value of note-taking and summarizing. This should include a definition and demonstration of at least four methods of note-taking and summarizing. It should also include some explanation about where and when each method is appropriate for students to utilize. Please see the rubric for specifics to include.

Artifact 2: Guided Practice

Create and submit a guided practice handout, template, or lesson that guides students through all the four methods presented in Artifact 1 in an authentic way.

Artifact 3: Assessment

Create and submit a student assessment that showcases the students' ability to match the most appropriate note-taking or summarizing method with personal preference and/or type of content.

Artifact 4: Annotated Student Assessments

Submit at least three annotated completed student assessments. Annotations should include comments on evidence understanding and using note-taking and summarizing as well as possible next steps for mastering summarizing and note-taking skills.

All artifacts should be in one single document.

They can be submitted as links, screenshots, or other types of files.

null	Proficient	Basic	Developing
Artifact 1: Introduction and Demonstration	Artifact 1: Learning targets are in kid-friendly language and are clearly stated and measurable. Presentation includes: An Introduction to the value of note-taking and summarizing A Definition for each method presented A Demonstration of each method presented A Rationale for why each method is important An Exemplar for each method Presentation: Follows a logical order It is easy to read. The content and length are appropriate for the grade level being taught.	Artifact 1: Learning target may not be in kid- friendly language and/or clearly stated and/or measurable. The Introduction to the value of note-taking and summarizing may be missing. Presentation may not include: A Definition for each method presented A Demonstration of each method presented A Rationale for why each method is important An Exemplar for each method Presentation may not follows a logical order It may not be easy to read Presentation may not contain appropriate content or may be too long or too short for grade level being taught.	Artifact 1: Learning target is missing. Presentation is not in a logical order. Presentation is hard to read and understand. Content is not grade level appropriate. Presentation does not include: A Definition for each method presented A Demonstration of each method presented A Rationale for why each method is important An Exemplar for each method
Artifact 2: Guided Practice	Artifact 2: Artifact includes an opportunity for students to practice note-taking and summarizing in an authentic manner. There are 4 different methods for note-taking and summarizing.	Artifact 2: Artifact may not give students an opportunity for authentic practice of note-taking and summarizing skills. Only 1 or 2 methods are practiced.	Artifact 2: Artifact does not give students a chance to practice note-taking or summarizing skills.

Artifact 3: Assessment	Artifact 3: Assessment aligns directly with the learning targets presented in the lesson. The assessment provides students with opportunities to choose their own method for demonstrating their understanding of the strategies being taught think deeply about their choice, and explain it.	Artifact 3: The assessment may only align with part of the learning targets laid out in the lesson. The assessment provides no opportunities for students to choose their own method for demonstrating their understanding of the strategies being taught, OR the choices were offered but did not provide the students an opportunity to think deeply.	Artifact 3: The assessment does not align well with the learning targets laid out in the lesson.
Artifact 4: Annotated Student Assessments	Artifact 4: Student assessments show annotated evidence of both understanding and possible next steps as related to the learning target identified in the lesson. Artifacts are easy to read.	Artifact 4: Annotations show only understandings OR next steps. Artifacts are fuzzy and/or hard to read	Artifact 4: Annotations are missing or artifacts are un-readable

Reflection

500 word limit

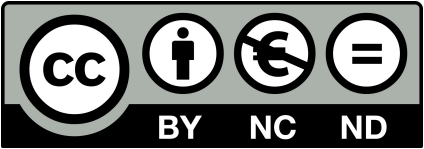Respond to each of the following reflection questions:
Do you see your students using the skills taught without being prompted? Why or why not?
What next steps will you be taking to continue to help your students develop and refine their note-taking and summarizing skills?

What other classes or experiences do your students have outside of your classroom for which you can encourage your students to practice these skills?

How can you work with your colleagues to integrate these skills into other content areas?

- **Passing:** Passing: Reflections are fully supported with evidence cited from classroom experiences and student observations. Next steps are realistic and authentic. Connections are made to real-world applications and the value of the skills being taught.