

### *Presumable and recommendations*

Students' notes, created in class or while reviewing course material, are an important tool for learning. Many students and instructors feel that note-taking is an obvious and intuitive skill to have, yet few consider or encourage best practices. Unfortunately, many students are careless or do not appreciate the benefits that effective note-taking may have on their learning, and the importance of cultivating their note-taking skills over the course of their education. Good note-taking practices can lead to efficient study practices, better course outcomes, and improved retention of content beyond a course's conclusion.

This literature overview is designed as a resource for both students and instructors to gain insight into what education research reveals about note-taking. Specifically, this review discusses the cognitive mechanisms behind note-taking, how to assess the quality of notes, and optimal practices. I have briefly summarized some suggestions below for students and instructors to consider regarding note-taking.

#### *For students:*

- Avoid transcribing notes (writing every word the instructor says) in favor of writing condensed notes in your own words.
- Review your notes on the same day you created them and then on a regular basis, rather of cramming your review into one long study session prior to an exam.
- Test yourself on the content of your notes either by using flashcards or using methodology from [Cornell Notes](#). Testing yourself informs you what you do not yet know from your notes and successful recall of learned information improves your ability to recall that information later (you will be less likely to forget it).
- Carefully consider whether to take notes on pen and paper or with a laptop. There are costs and benefits to either option. For example, note-taking on a laptop may allow you to include more content in your notes, but at the risk of being distracted

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