

Preparation and presentation

Students' notes, composed in either oral or written form, are considered to be important while reviewing course material, and are important tool for learning. Many students and instructors feel that note-taking is an effective and valuable skill to have, yet few consider or encourage their students. Unfortunately, many students are unaware of 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 practice can lead to efficient study sessions, better course outcomes, and improved retention of content beyond a course's conclusion.

This document provides a developed set of notes for both students and instructors to gain insight into effective research methods about note-taking. Specifically, this document discusses the cognitive mechanisms behind note-taking, how to assess the quality of notes, and good practices. It also briefly summarizes some suggestions for students and instructors to consider regarding note-taking.

For students:

- Avoid note-taking notes involving simply recall the information taught in class and writing conditioned notes in your own words.
- Review your notes on the same day you composed them and then use a regular basis, rather than reviewing your notes later and long after notes prior to an exam.
- Test yourself on the content of your notes either by using flashcards or using metacognition from [Cornell Notes](#). Testing yourself enhances your recall when you have these prior notes and increases recall and recall (information) improves your ability to recall that information later (you will be less likely to forget it).
- Considerably consider whether or not notes are good preparation tools or language. These are considered benefits to other systems. For example, note-taking can be language more difficult for students more content in prior notes. That is the risk of being disengaged

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