



Task Title: Note Taking Strategies Video

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: The learner will watch a short video about strategies for note taking, and answer questions.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Extract info from films, broadcasts and presentations/A3

Materials Required:

- Pen/pencil and paper and/or digital device
- Computer

Learner Information

Post-secondary students may benefit from learning new strategies for taking notes in class. This is because college and university classes typically cover far more information than high school classes; previous strategies may not work well in post-secondary lectures. Learning different notetaking strategies can help each student discover what works best for them.

Watch University of Toronto's video on "Effective Note-Taking" (4:21).

<https://www.youtube.com/watch?v=5GKtfOsNsa8>

Work Sheet

Task 1: What three (3) things are you trying to accomplish with note taking?

Answer:

Task 2: List four (4) reasons note taking is important during class.

Answer:

Task 3: List three (3) things you should do before lectures to assist with note taking.

Answer:

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Task 4: When reviewing a recorded lecture, what is a strategy that can help you when returning to material later?

Answer:

Task 5: List four (4) ways to take notes and organize lecture information.

Answer:

Task 6: List three (3) things you should do within a few days of the lecture to help you learn the lecture material.

Answer:

Answers

Task 1: What three (3) things are you trying to accomplish with note taking?

Answer: Identifying, recording, and organizing information as you hear it. (0:35).

Task 2: List four (4) reasons note taking is important during class.

Answer:

- Engage with, process, and make meaning of what's presented in class
- Identify important concepts, theories or examples
- Stay present and attentive during lectures
- Capture key information for review after class

(1:02)

Task 3: List three (3) things you should you do before lectures to assist with note taking.

Answer: Any three of

- review course materials like your syllabus, assigned readings and slides. [Note: The learner may separate this into three separate items which would also be a correct response to this question]
- identify key terms
- highlight important points in a case study
- ask questions about concepts
- create a list with key words, terms and abbreviations [Note: The learner may separate this into three separate items which would also be a correct response to this question]

(1:34)

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Task 4: When reviewing a recorded lecture, what is a strategy that can help you when returning to material later?

Answer: Mark time stamps in your notes so you can revisit those topics later (2:26)

Task 5: List four (4) ways to take notes and organize lecture information.

Answer: Annotate slides, create a concept map, write a linear outline, or build an instructional manual (2:51)

Task 6: List three (3) things you should do within a few days of the lecture to help you learn the lecture material.

Answer: Review your notes, fill in gaps and test yourself on the content. (3:34)

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A3	extract information from films, broadcasts and presentations			

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner (print):
