PEPNet 2.0
Notetaker Training

www.pepnet.org

Advancing educational opportunities for people who are deaf or hard of hearing
Welcome to Notetaker Training

• Congratulations on beginning the process to become a notetaker.
• As a notetaker, you’ll be performing a valuable service for students in your class who have a hearing loss.
• This training program will prepare you to take clear and complete class notes that other students can use to study and complete assignments.
• You will also learn to take better notes for yourself.
What’s Expected of a Notetaker?

• Arrive at class on time and take clear, concise notes throughout the class period.
• Take adequate notes of each class.
• Attend all classes.
• Provide copies of notes in a timely manner.
• Communicate effectively with the student and Disability Services if a problem arises.
What’s Included

This training will include the following components which will help you become a notetaker for students with a hearing loss.

• Disability Awareness
• Notetaking Skills
• Professionalism in the Classroom

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DISABILITY AWARENESS
Students Receiving Support

The Americans with Disabilities Act and the Rehabilitation Act of 1973 mandate equal access to education, employment and public services for qualified individuals with disabilities. In an educational setting, note-taking services may be deemed a reasonable accommodation. Accommodations are provided to level the playing field for individuals with disabilities and provide equal access, not to give individuals with disabilities an unfair advantage.
Students Receiving Support

It can be difficult for students with disabilities to focus on the class and take notes. These disabilities include but are not limited to:

- Students who are deaf or hard of hearing
- Students who are blind or low vision
- Students who have learning disabilities
- Students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).
Students Receiving Support

While this training focuses on notetaking for students with a hearing loss, these techniques will help you no matter who receives your notes. And, they will help you take better notes for yourself.
Understanding Hearing Loss

• Individuals who are deaf and hard of hearing experience different levels of hearing loss and they communicate in various ways among themselves and with the hearing community.

• In fact, there is a group of deaf individuals who consider themselves the Deaf Community.
Understanding Hearing Loss

• Members of the Deaf Community share a unique and rich deaf culture. But unlike other minority groups defined by racial and ethnic background, the American Deaf Community is a linguistic minority.

• Their language is American Sign Language (ASL).
Understanding Hearing Loss

• Another group of individuals who experience hearing loss identify themselves as Hard of Hearing. They rely on their residual hearing and speech reading to understand and use their speech to communicate.

• You should be aware of – and sensitive to – the differing needs of all students with hearing loss.
What’s the Difference?

Terms that many hearing people use interchangeably have very different meanings to people with a hearing loss.

Let’s Practice: Match up the terms on the following slide with the correct definitions. Then check your answers on the next slide.
Match the labels to the definitions

Late-Deafened * deaf * Hearing Impaired * Hard of Hearing * Deaf

<table>
<thead>
<tr>
<th>Label</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late-Deafened</td>
<td>Individuals who spent most of their lives with hearing but later lost their hearing.</td>
</tr>
<tr>
<td>deaf</td>
<td>A politically incorrect term for people with a hearing loss.</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>Anyone with a hearing loss regardless of how they communicate.</td>
</tr>
<tr>
<td>Hard of Hearing</td>
<td>People with a hearing loss who don’t fit not the standard “Deaf” category and generally feel part of the hearing community.</td>
</tr>
<tr>
<td>Deaf</td>
<td>Members of the collective Deaf Community who use ASL and share common values.</td>
</tr>
</tbody>
</table>
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People with a hearing loss who don’t fit not the standard “Deaf” category and generally feel part of the hearing community.

Individuals who spent most of their lives with hearing but later lost their hearing.

Members of the collective Deaf Community who use ASL and share common values.
NOTETAKING SKILLS
Getting Ready to Take Notes

Two aspects for taking good class notes are:
- Understanding the information being taught
- Recording information in a clear and useful form
Be Prepared

- Be prepared for class. If there is an assigned reading then it is best to have completed that reading prior to class. It is likely that much of the class notes and discussion will be based on the assignment. If the professor refers to a page in the textbook write it down; it may be helpful later on.

- You may want to consider writing down some main points before the lecture to help you follow along. This can help you keep from feeling overwhelmed when you are being hit with so much information.

Be Prepared

• Sit in the front of the class. This will help you to concentrate on the professor and ignore distractions during class.

• If the instructor uses handouts or posts information on a course management system such as “Blackboard” be sure to print copies of these materials and bring them with you to class.
Equipment and Supplies

• It is important to make sure you bring enough paper and something to write with.
  – It is usually best to write with a pen since pencil does not copy well.

• You may want to bring an audio recorder with you as a back up. This way you can record the lecture and fill in any information you miss during the class.

• You may prefer to take notes on a laptop computer or tablet. This allows you to check spelling quickly but reduces your ability to draw diagrams and graphics.
What if my professor puts the notes on Blackboard?

- Today, you will find many professors who put their notes on the school’s course management system such as, Blackboard. That does not mean that you should tune out and take a nap!
- Make sure you have printed out a copy of the notes and bring them to class with you.

What if my professor puts the notes on Blackboard?

- This is a great chance to focus on what is being said and supplement the notes with key points, examples, and main ideas.
- Use the professors verbal and non-verbal cues to help you decide what and where to supplement the notes.
- Use your system of abbreviations and symbols to point out important material.

Taking Complete Notes

Notetaking is a skill that can be learned and improved upon. Learning to be an active listener and being able to distinguish between important and less essential information will help you become a better notetaker.
Use key words and short phrases.

Don’t try to write down everything the professor says. This is not possible, and if you can do it, then it is too much information. Try to write down the big ideas. Listen for key words, such as facts, connections and main ideas.

“It is impossible to reproduce most of the content of a lecture exactly and very rarely do you want as much detail as this. Instead your notes should be your consciously selected version of the material offered, so that you make notes rather than take them.”

Selective Listening

- Focus on what *is* and *is not* important and what *should* and *should not* be written down.
- Think about the following things as you listen to the lecture:
  - What *is* the topic?
  - What do I need to *know* about the topic?
  - Why *is* this topic *important*?
  - What *is* an *example* of this topic?
  - How *did* this event or procedure *come about*?

(Lipsky, 2004, p. 53).
Knowing What’s Important

The goal for the notetaker is to identify what the teacher says that must be included in the notes. These phrases can clue you in that important information is coming:

- “Now this is important…”
- “Remember that…”
- “The important idea is…”
- “The basic concept here is…”
- “You’ll need to remember this.”
- “You’ll need to understand this before you can move on to that.”
- “This will be on the test.”
Verbal and Nonverbal Cues

Verbal Cues – These are things the professor says that shows that the information needs to be written down. Things such as:
• Repeating information
• Pausing or slowing down
• Talking louder

Nonverbal Cues – Things the professors does to show that information needs to be written down. Things such as:
• Using hand gestures
• Pointing to words on the board
• Looking at students’ notes to make sure they are writing things down correctly

(Lipsky, 2004, p. 53).
## Listen for Key Words

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Findings</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>Functions</td>
<td>Solutions</td>
</tr>
<tr>
<td>Causes</td>
<td>Kinds of</td>
<td>Stages</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Methods</td>
<td>Steps</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Parts</td>
<td>Techniques</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Principles</td>
<td>Types of</td>
</tr>
<tr>
<td>Effects</td>
<td>Purposes</td>
<td>Uses</td>
</tr>
<tr>
<td>Factors</td>
<td>Reasons</td>
<td>Ways</td>
</tr>
</tbody>
</table>

(Wong, 2003, p. 270)
Listen for Terminology

• X means…
• X is also called…
• X is defined as…
• X, also referred to as…
• The definition of X is…
• X, also known as…

(Wong, 2003, p. 270)
Other Things to Listen for:

• Details: dates, names, facts, statistics, & definitions
• Ordinals: first, second, third, next, also, another, in addition, last, finally
• Examples: Examples are used to make the information more interesting, so include a reference (you don’t need to retell the whole story) to the example in your notes to help trigger your memory

(Wong, 2003, p. 270)
Other Things to Listen for:

• Leave it blank when you are unsure. Meet with the professor or other students to fill in missing information. It is a good idea to find a buddy in class; should one of you be absent you can rely on each other for any missed material or to help fill in missing information when something is unclear.

(Wong, 2003, p. 270)
Cornell Style

The Cornell system for taking notes is designed to save time but yet be highly efficient. There is no rewriting or retyping of your notes. It is a "DO IT RIGHT IN THE FIRST PLACE" system.

(Virginia Tech, 1994)
First Step – PREPARATION Use a large, loose-leaf notebook. Use only one side of the paper. (you then can lay your notes out to see the direction of a lecture.) Draw a vertical line 2 1/2 inches from the left side of you paper. This is the recall column. Notes will be taken to the right of this margin. Later key words or phrases can be written in the recall column.

(Virginia Tech, 1994).
Cornell Style

Second Step - DURING THE LECTURE Record notes in paragraph form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly.
Cornell Style

Third Step - AFTER THE LECTURE Read through your notes and make it more legible if necessary. Now use the column. Jot down ideas or key words which give you the idea of the lecture. (REDUCE) You will have to reread the lecturer's ideas and reflect in your own words. Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture. Overlap your notes showing only recall columns and you have your review.

(Virginia Tech, 1994).
<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details</th>
</tr>
</thead>
</table>
| Cornell notes           | - Can be used to provide an outline of the course, chapter, or lecture.  
                          | - Organized by main ideas and details.  
                          | - Can be as detailed as necessary.  
                          | - Sequential -- take notes as they are given by instructor or text in an orderly fashion.  
                          | - After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.  
                          | - Can be used as study tool  
                          | 1. Define terms or explain concepts listed on the left side.  
                          | 2. Identify the concept or term based on its definition on the right side.  
                          | - Can be used to provide a "big picture" of the course, chapter, or lecture.  
                          | - Organized by main ideas and sub-topics.  
                          | - Limited in how much detail you can represent.  
                          | - Simultaneous -- you can use this method for instructors who jump around from topic to topic.  
                          | - After class, you will probably need to "translate" notes into a Cornell format.  
                          | - Can be used as a study tool -- to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.  

**Summary:**
Now that we have looked at the best way to listen and take notes, let’s talk about how to effectively organize the information and present it in a visually accessible format.
Organizing the Notes

• Use only one side of the paper and skip lines. The student may use the other side for adding his/her own notes. If there is extra space on the page then the notes will be easier to read and there will be space for information you may want to add later. The student is using your notes in combination with his/her own.

• Keep your notebook organized. Throw out pages full of doodles and other things that could potentially create a mess. Use dividers, sticky notes, and sheet protectors to help organize your notebook.
Organizing the Page

Number, title, and date each page. This will help our students, and you, keep track of the notes. Students often receive notes for more than one class at a time.
Page Formatting

• Page Headings

• Margins

• White Space

White space is the space between the lines of notes.

Angles equal 180 degrees

\[ A = 12 \times L \times H \]

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Formatting Strategies

• Topic Heading
• Emphasis
• Complete Sentences
• Indicate Speakers
• Vocabulary (Define)
• Box Formulas/Results

Underlining
Darker Writing
Bigger Letters

SQ = Student Question
SA = Student Answer
TQ = Teacher Question
TA = Teacher Answer

Mu= EX \[ \text{N} \]
Notetaking Principles

- Legibility – If your handwriting is not legible then the notes won’t be useful to the student.
- Spelling – Use correct spelling as much as possible. If you aren’t sure that the spelling is correct indicate that with a symbol such as: (sp?)
- Record all formulas, diagrams, dates, numbers, and any information written on the board.
Notetaking Principles

- Identify important information using symbols, such as an asterisk (*), or a text box, stars, or other indicators consistently to mark important information, such as:
  - Key formulas or concepts.
  - Assignments and due dates.
  - Class announcements (such as cancellations or room changes).
Notetaking Principles

- If the professor refers to a textbook, video, or other resource, identify it so the student can refer to that material if necessary.
- Include comments by other people in your notes, if important, and be sure to identify that the information or question came from someone other than the professor.
Notetaking Principles

• Try to include a description of classroom activities (labs, demos, etc.) when appropriate. This might include:
  – Describing the sequence of a demonstration, (ex., lighting a Bunsen burner – check the connection, position the lighter before turning on the gas, etc.)
Notetaking Principles

Abbreviations

- Use standard abbreviations and abbreviate words or phrases used repeatedly.
- Use abbreviations consistently.
- If writing the same name or term many times and you are using abbreviations, write a “key” to identify what the abbreviations mean.

EX. Einstein’s Theory of Relativity (ETR).
Abbreviations and Symbols

- Use beginning letters of words or phrases, such as:
  - “without” = w/o
  - “overdose” = OD
  - “as soon as possible” = ASAP

- Use beginning syllables, such as
  - “anthropology” = anthro
  - “demonstration” = demo
  - “approximately” = approx
Abbreviations and Symbols

• Use common characters and symbols, such as:
  – ? = “I don’t understand”
  – @ = “at”
  – * or ! = “important”

• Use the beginning and end of words, such as:
  – “Continued” = cont’d
  – “additional” = add’l
Visual Formatting

• Use mind maps, Venn diagrams, and flow charts. It is also fine to draw pictures. Make up your own type of chart. Whatever helps you to make sense of the material.

• Individuals with a hearing loss often find visual formatting very helpful.

• You do not need to be an artist but your drawings/diagrams should be clear and legible.
The Venn Diagram is used to show comparisons between two or more things. You can always add another circle to show the similarities and differences between three things.

(LD Online, 2005)
Flow Charts

A flow chart uses boxes with text, graphics, and symbols to show operations, directions, organization, data, and the different stages of a process. This is great for science or history classes.

(The NASA Science Files Homepage, 2004).
Formatting Styles

• Outline

• Paragraph

• Columns

This is the kind of notes that many tend to use.
This style will also work for students.

I. Main Point
   A. Sub point
   B. Sub point

II. Main Point
   A. Sub point
      1. Sub subpoint
      2. Sub subpoint
   B. Sub point

IMP
Columns work very well to show main ideas.
I. Psychosocial stages of development
   A. Trust vs. mistrust
      1. Learn to trust the world
      2. If infants get unreliable, inadequate care = mistrust
      3. Good balance = hope = trust
   B. Autonomy vs. shame or doubt
      1. 2 – 3 years
      2. Control over body
Text/Paragraph Format

Presentation: Business Plan
Date: 4/10/15

- Project due February 9!
- Computer Business Plan based on:
  - Concept approved by instructor
  - Contrac

- Creative Business Plan
  - Status handed out copies of the Business Plan Template.

- Your Business Plan doesn't have to mirror the template format exactly, as long as it contains all of the elements in it.

- The Business Plan Contains:
  - Executive Summary
  - Financial Summary
  - Market Overview
  - Marketing Plan
  - Operating Plan
  - Financial Plan
  - Appendix (Supporting Documents)
Two Column Format

- Title: Business Plan
- Notes:
  - Draft Business Plan due on <date> by <instructor>.
  - Submit draft to instructor by <date>.
  - Assignment due on <date>.
  - Instructor must submit the final version of the plan by <date>.

- Business Plan
  - Executive Summary
  - Vision + Mission Statement
  - Company Overview
  - Product/Services
  - Marketing Plan
  - Management Plan
  - Operating Plan
  - Financial Plan
  - Appendix (Supporting Documents)
Cleaning Up

Before handing off your notes, you should go back and check that they are complete, correct, and clear. When you clean up, you should:

• Check spelling
• Label and indicate important information.
• Add key concepts to two- and three-column notes.
• Rewrite any sloppy or illegible words.
• Make sure any false starts or material to be ignored is completely crossed out.
• Add headings or number lists to provide additional structure.
Becoming a Good Notetaker

The key to taking good notes is finding what works best for you. You should use these hints and techniques to help you find a note-taking method that makes sense to you and the way you learn. It is also important to PRACTICE-PRACTICE-PRACTICE-PRACTICE!
PROFESSIONALISM IN THE CLASSROOM
Working Professionally

If you’ve held a job, you know the basics of being a responsible worker. You should show the same behaviors and attitudes as a notetaker, such as:

• Arriving on time for class.
• Asking for feedback on the notes – from students and teachers
• Delivering the notes on time and in the agreed form
• Informing the appropriate person if you cannot make a class
• Arranging for a backup notetaker, if that’s required
What is Your Role?

• While you can informally assist students in other ways, notetakers are not interpreters, tutors, or advisors.

• To keep from getting in over your head and being overwhelmed, make sure that you know who in the school can support you or the student with hearing loss.
Each school is likely to have slightly different policies concerning notetakers. Be sure to talk with the Disabilities Office to find out what the exact policies are at your school.
Questions To Ask

These are just a few of the questions you will want to ask:

• You will want to know if you are paid or volunteer.
• If paid what paperwork are you required to submit?
• In what format are you expected to deliver the note?
• What is the time frame in which you are expected to deliver the notes?
• What happens if you are absent from class?
• Who do you report to if there is a problem?
Confidentiality

Confidentiality is an important aspect of working with students with disabilities. Students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the Family Education Rights and Privacy Act of 1974 (sometimes referred to as FERPA or the Buckley Amendment.)
Confidentiality

It is your responsibility as a note taker for a student with a disability to protect the privacy of the student, including any former students. Any information you obtain, see, observe, hear, or become aware of is considered confidential. You should NOT discuss your notetaking responsibilities with any other person. Some schools will ask you to sign a confidentiality statement when you are hired.

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The Student Notetaker

• Often, notetakers feel that they are in a gray area between student and support provider.

• The reality is that most of their notetaking activities are things they would do as good students anyway.
The Student Notetaker

Which of these are things you would do as a notetaker and which are things that any student should do?

1. Questioning the teacher because you think she gave you the wrong date for the final.
   
   - Notetaker
   - Student

2. Continuing to write after the teacher says, “You don’t have to write this down.”
   
   - Notetaker
   - Student
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Explaining Your Role

Which of these best explains the notetaker’s role in the classroom?

• To help students with hearing loss communicate with other in the classroom
• To take and explain notes, tutoring students
• To take notes that students cannot easily take for him/herself
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Notetaker Code of Ethics

- As part of the education team, act professionally.
- The Notetaker Code of Ethics can help you make good decisions about your role in the classroom.
- You should read the following 2 slides carefully and agree to follow this code of ethics. If you have any questions or concerns discuss them with your Disabilities Office.
Notetaker Code of Ethics

1. Notetakers should keep all assignment-related information strictly confidential.
2. Notetakers should transcribe lectures as faithfully and completely as possible.
3. Notetakers should not use notes to advise, interject personal opinion, or counsel students.
Notetaker Code of Ethics

4. Notetakers should not counsel or advise the instructor or students.

5. Notetakers should choose assignments appropriate to their experience or skill in the subject area.

6. Notetakers should behave in a manner appropriate to the situation.
Many notetakers are nervous about their first meetings with the students they will support, especially if they have not had experience communicating with students with hearing loss before.

Remember that they are peers – students just like you – and that as part of the educational team, you should develop a friendly and open working relationship.
Building Your Relationship

If you are very nervous about your initial meeting:

• Try to meet the student(s) you’ll be supporting before the first class, possibly in the disabilities office where someone can help you with communication.

• If there is a sign language interpreter, you may want to work with him/her.
Communicating

Here are some simple techniques to help you communicate with students with hearing loss.

• Don’t assume that a student with a hearing aid or cochlear implant can hear normally.
• Make sure you have the student’s attention before communicating. It is okay to tap them on the arm or wave.
• Maintain eye contact.
Communicating

• Make sure the student can see you clearly – if you stand in front of a bright window your face will be in shadow.
• Don’t eat or chew gum while talking.
• Speak expressively – not loudly – using facial expressions and body language.
• Don’t assume that all students can lipread and understand you perfectly.
A Working Relationship

Try to build a working relationship with students who receive your notes. This will help make both of you more comfortable and open to communication.

You can build a relationship by:
• Soliciting feedback
  – Are the notes detailed enough? Understandable? Is there anything you should start, stop, or keep doing?
A Working Relationship

• Being flexible
  – Accept advice or comments, and be willing to change if necessary
• Maintain a two-way relationship
  – Both of you should see the relationship as beneficial and an opportunity to grow and develop as students and people
Collaborating with Faculty

Your working relationship with teachers is just as important as your relationship with the students you support.

- Your involvement with the teacher will vary, depending on: the class, type of work, teacher’s style, and teacher’s experience with notetakers.
Collaborating with Faculty

• As with students, you’ll want to talk to the teacher ahead of time, if possible, to explain your role and find out:
  – Does the teacher want to see or receive copies of the notes?
  – How should you handle questions about the class?

• Make sure that the teacher understands your role and does not expect you to also be an interpreter or tutor.
Completing the Training

• You have now come to the end of the Notetaker training. You can now go to: https://www.surveymonkey.com/s/notetakerquiz to take the Notetaker Training Quiz if you would like a certificate of completion to take to your Disabilities Office. (The quiz runs best in Internet Explorer or Firefox.)

• Quizzes are graded individually so please allow 3 business days to receive your certificate via email.

• If you have any questions please contact: carrie.kovachevich@pepnet.org
Sources

