



ACTIVELY ENGAGE IN LEARNING



T A K I N G N O T E S

Pre-Recorded Lectures (Asynchronous)



Before watching the recording, read through the slides (if available) to get a general idea about main ideas and the order in which they will be discussed. Also, preview any readings (see [infographic](#)).



During the recording, watch as you would a live lecture (all the way through with no to minimal pausing). In general, avoid the urge to repeatedly pause, as this will add much more time than you anticipate.

- Take notes directly on the slides (on a printed version if possible).
- Notate only the new content – the material not already printed in the slides.
- Supplement what is printed with your own ideas, thoughts, and words that come from actively listening to the lecture.
- Write notes in your own words. Paraphrasing forces cognitive processing, which is better for retaining the information. Paraphrasing helps when applying course material to new problems you'll see on tests, quizzes, and problem sets.
- Consider the note-taking method that works best for you (see this [video](#)). More specifically, read about the [Cornell note-taking](#) method.

If questions or a need for clarification arise, note the time shown on the video (e.g., 17:25).

WHAT TYPES OF THINGS ARE IMPORTANT TO WRITE?



- Elaborate and justify “why” something is.
- Explain the process.
- Draw visual models or diagrams expressing the words (see video on [dual coding](#)).
- Record examples the instructor gives or those you think of on your own.
- Use abbreviations, symbols, and shortcuts so you can spend more time actively listening and thinking (as opposed to writing every spoken word). For example, use → to indicate “leads to” or “causes,” Δ to indicate “change,” or b/c in place of “because.”
- Indicate connections to other concepts from this class, other classes, or your prior knowledge or experiences. Note the relationship between the concepts (e.g., cause and effect).
- Write questions you may have so you can address them later.
- Mark where something is unclear so you can follow up.



After the recording has ended, go back to the confusing parts and re-watch in order to understand. For example, if you noted some questions at 17:25, go to that point in the video and watch the few minutes before and after that mark.

- Look for clarification in previous notes or readings.
- Ask questions in discussion boards, emails, or virtual office hours; specifically refer to the time in the video that is unclear.
- Write a short summary in your own words – elaborating helps you retain information.
- Create a concept map (see pages 126 and 134 of this [resource](#)) of the main concepts, terms and vocabulary, and the connections or relationships.