Helping Students Engage with Online Texts/Notetaking

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What we'll be talking about today

- What do we know about note-taking?

- How do you help your students know what you want them to learn from the texts you assign to them?

- How do you help your students take notes on the kinds of content you want them to learn, and to prepare them for the activities that are assigned to the course?

- What tools are available to assist with note-taking, especially for online texts?

What the research says

- Note-taking matters
- More is better – taking too many notes is better than limited notes
- Explicitly teaching note-taking strategies can make a difference
- Adding visuals (graphs, charts, maps, models) boosts the power of notes
- Revision, collaboration, and pausing boosts the power of notes
- Scaffolding increases retention – offer guided or incomplete notes or cues
- Providing instructor notes improves learning (especially after class)
- Handwritten notes are often, but not always, better than typed/computer-generated notes.

Jennifer Gonzalez, Note-Taking: A research roundup, 2018 https://www.cultofpedagogy.com/note-taking/

Helping your students to take better notes – during the "lecture"/class session

- Provide an outline of your "lecture" – perhaps share partial, guided notes in advance

- Use a framework/schema, if appropriate, and share this with students – perhaps based on sequence or classification

- Suggest to students on what they should be especially focusing when taking notes - include how to take notes on classmate comments.

- Challenge students to think – pause and have students reflect, synthesize, summarize, restate, practice, apply, share, etc. to check for understanding **[so right now, in the chat, post something this workshop is already getting you to think about related to note-taking – something learned, a reminder of something you knew, a strategy to try, etc]**

- Take time to discuss notetaking and perhaps share your notes and/or collect notes

https://www.unl.edu/gradstudies/current/teaching/notetaking

Helping your students to take better notes – when engaging with readings/videos

- What kinds of information are you hoping students will gain from reading/viewing this text – concepts, theories, facts, etc? How does this guide the kinds of notes they should be taking? How does this differ by discipline, course, or text-type?

- What kinds of questions/information can you provide to assist them in their note-taking [sample on next slide]? Would a template be useful for this text? [sample]

- What prior work do these texts build upon? What future assignments do these texts prepare them for? How do these connections help them to understand how to organize their note-taking?

- Are there note-taking tools you would recommend them to consider using? Might you collect their notes or encourage sharing notes?

Rodriguez, Hip-Hop's Authentic Masculinity: A Quare Reading of Fox's *Empire*. Television and New Media, 2018. 225-240.
https://journals-sagepub-com.libproxy.csustan.edu/doi/full/10.1177/1527476417704704

- Pay attention to the methods utilized by Rodriguez – analyzing episodes in which Jamal was present or referenced, and considering language, actors, settings, types of interactions, and how the characters make sense of the interactions and language.

- What was your knowledge of the series *Empire* prior to reading this article? How effectively did Rodriguez describe the show to you so that you can understand the analysis engaged in?

- Prior to this article you've learned about hegemonic masculinity and the American masculine script, including some attention to these conceptions as experienced within hip hop/rap. How does Rodriquez's conception of "authentic black masculinity" fit in with these prior texts?

- Rodriguez claims "Homophobia and effeminophobia are products of a black hypermasculinity, along with misogyny and sexism" (p. 226). What evidence is provided to support this claim, and do you agree with this characterization?

- What is quare theory, and why is this a useful theory to apply to consideration of *Empire*?

- Rodriguez provides an overview of black gay characters on TV- what are the general themes that Rodriguez found? Do these seem familiar?

- What are some of the positives and negatives that Rodriguez and other scholars/critics see in hip hop and black male culture? How is emasculation a component of hip hop, and how does this support homophobia? (And how has Lil Nax X coming out, in addition to lesser-known men like Zebra Katz and Le1f, changed some of this narrative?)

- What are the findings? How are stereotypes and black masculinity portrayed, what language and behavior are present, and how is hip hop depicted?

- Bottom line – how do black masculinity and sexuality intersect in this show, and as a reflection of hip hop?

- What did you learn from this article that might help you to engage in intersectional analysis of pop culture, or to understand critical reviews of pop culture?

Sample Skeletal Outline

College Algebra: Functions and Their Graphs

Relation vs. Function

_____: a correspondence between two sets; a set of ordered pairs.

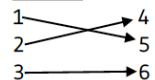_____: each x-element (_____) corresponds to _one and only one_ y-element (_____).

Sample Problems: Relations or Functions?

1. <u>Domain</u>   <u>Range</u>

    3   2
    5   4
    7   6

    This is an example of a _____.

2. <u>Domain</u>   <u>Range</u>

    1   4
    2   5
    3   6

    This is an example of a _____.

An additional note:

x is also called the _____ and is a(n) _____ variable because it can be any number in the _____.

y is also called the _____ and is a(n)_____variable because its value depends on x.

Popular Note-taking Methods

- **Highlighting** – It's pretty, but ineffective on its own. It's best if it is followed up with note-taking that identifies why these phrases/words are important, and concepts are organized in a meaningful manner.

- **Outline method** – likely the most common method.

Outline Method

- Main Point
  - Subheading
    - Supporting idea
    - Supporting idea
- Another Main Point
  - Subheading

- Advantages
  - Organized
  - Incredibly Easy
- Disadvantages
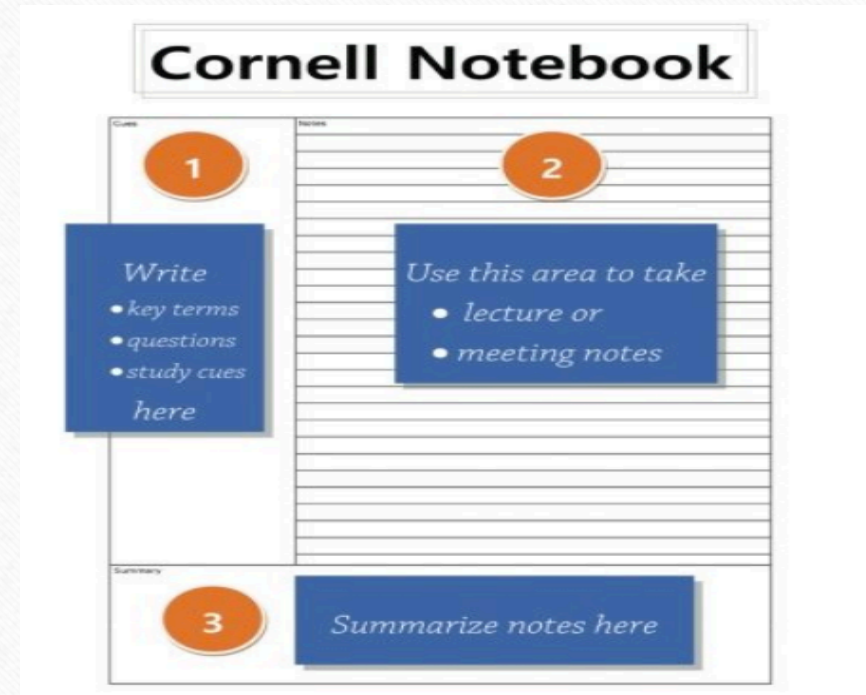 - Has a tendency to be used mindlessly

Popular Note-Taking Methods

- **Cornell Notes**

Page is split into three sections.

1. Write key terms, questions, study cues in small left column

2. The main area in which you write key reading/lecture notes – often in an outline format

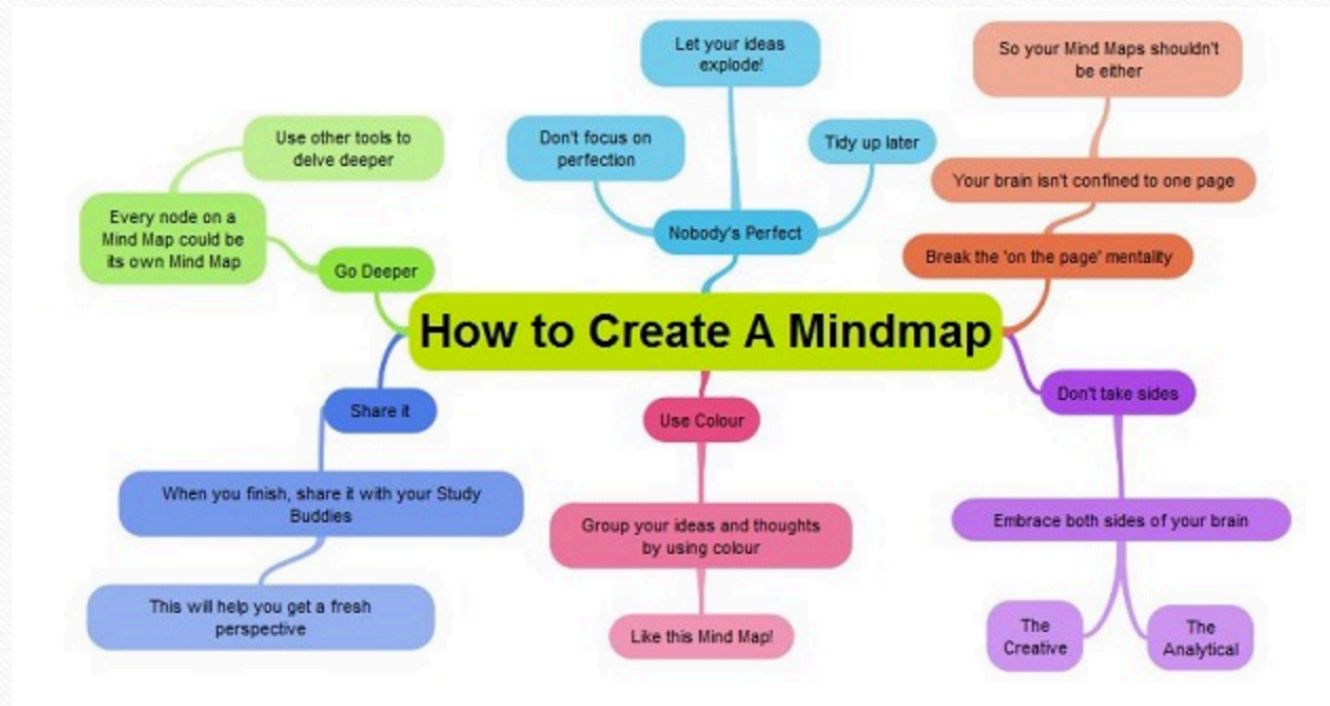3. Summarize the notes on the page or for the entire text/class session

*Lots of online templates for this method

Cornell Notebook

1. Write
   - key terms
   - questions
   - study cues
   here

2. Use this area to take
   - lecture or
   - meeting notes

3. Summarize notes here

Popular Note-Taking Methods

- **Mind/Concept-Mapping**

A valuable graphic means to organize information and demonstrate relationships among concepts

Popular Mind/Concept Mapping Tools

- **Bubbl.us - https://bubbl.us/**

- **Coggle - https://coggle.it/**

- **Lucidchart - https://www.lucidchart.com/pages/**

- **MindMeister - https://www.mindmeister.com/**

- **MindMup - https://www.mindmup.com/**

- **Mindomo -https://www.mindomo.com/**

- **Popplet - http://popplet.com/**

Organizational Map of GEND 4110 – LGBT Issues in Education using Mindmup

PDF Annotation Tools – good basic tools

- **Adobe** - if students have the full version of Acrobat, it has a good annotation tool for highlighting and commenting.

- **PDFescape** - https://www.pdfescape.com/ - is super easy and free – just load a pdf up to 10MB, 100 pages, into the site and start annotating – includes highlighting, underlining, strike-through, boxes, comments, and can be "shared."

- **FoxItReader** - https://www.foxitsoftware.com/pdf-reader/ - requires a software download, but creates a nice archive of your annotated documents.

- **Kami** - www.kamiapp.com – pdf and document annotation app for Chrome

- **VoiceThread** - https://voicethread.com/ - load in the document and add text, voice, or handwritten comments.

Website/PDF Annotation Tools

- **Scribble** - https://www.scrible.com/includes a Scribble demo - https://youtu.be/I_G0erLPJBs

- **Hypthesis** - https://web.hypothes.is/

  - **Video – how to annotate a website using Hypothesis - https://www.youtube.com/watch?v=e235JwmmEcQ**

- **Powernotes –** https://powernotes.com/ - more advanced for academic research, an extension used while taking notes on any website or article.

- **Perusall -** https://app.perusall.com/

- Comparison of Hypothesis, Powernotes and Perusall: https://docs.google.com/presentation/d/1pUuAKmM_cCnQkoZOrol2IPkDtJ-R20lLHb65b9IVX-E/edit#slide=id.p

Journal Article Note-Taking Templates

- **Assignment: A Guide and Template for Taking Notes on Research. Gary W. Lewandowski, Jr, Monmouth University, 2016.**
  http://www.teachpsychscience.org/files/pdf/612016101709PM_1.PDF

- **Note-Taking Templates by Citation style. Library Learning Commons.**
  https://llc.wrdsb.ca/learning/research-process/note-taking/note-taking-templates/

- **Note-taking template for Scholarly Journal Articles, from UNC Chapel Hill**
  https://learningcenter.unc.edu/tips-and-tools/note-taking-template-for-journal-articles/

- **Video (2:35) How to Read a Scholarly Article – Western Libraries**
  https://www.lib.uwo.ca/tutorials/howtoreadascholarlyarticle/

EBSCO Ebooks via the University Library

The Notetaking feature assists with your research by allowing you to take notes on eBooks and save them to your My EBSCO*host* folder for later viewing.

The Notetaking feature is available on both PDF and EPUB format eBooks.

- This is primarily a highlighting and "notes" feature (but other programs like Hypothesis can be used in EPUB). Take care when changing format – from online viewing to downloaded views.

- Limited pages can be saved as pdf files, and then can be more fully annotated.

- Notes can be viewed in page order, and printed.

After logging in, notes can be saved collectively in an EBSCO Ebook database.

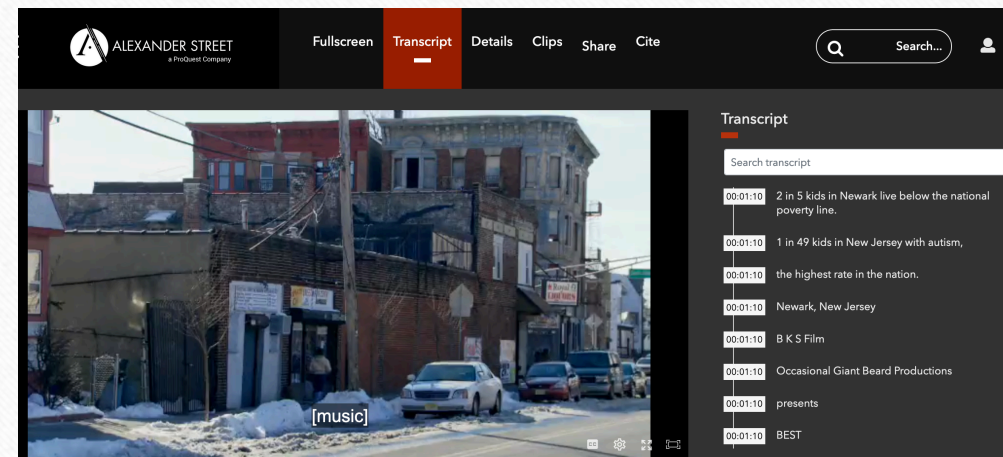Check with your library liaison for assistance with note-taking options for texts you assign

AVON and Kanopy videos have transcripts

AVON - https://video-alexanderstreet-com.libproxy.csustan.edu/channel/academic-video-online

("select all" – copy/paste as Word/text document, retains format and time stamps). Indicates who is speaking, and is searchable.

Kanopy - https://csustan.kanopy.com/

("select all" – copy/paste as Word/text document, loses all formatting but retains time stamps)

Reflection on your course(s), then Sharing

1. What kinds of "texts" are assigned in your course(s) - types of print, video, audio, etc?

2. How do you let students know what you expect them to learn from engagement with the texts?

3. How do the kinds of course assignments, or future uses of course content, inform the ways students should take notes on the texts?

4. What do you already provide, or are you thinking of providing, to students to assist them with note-taking?

5. What are areas of concern, and areas of excitement/strength?