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Cornell System of Note Taking

The Cornell System is a specific note taking technique designed to help you identify and remember the main ideas of a lecture or reading in your notes. The Cornell Note Taking System is effective because it encourages active review.

How it works:

Before class:

- Put the subject of your notes, the course code, the date, and the page number at the top of each page.
- Divide each page into 2 columns. Draw a line down your paper about 2-3 inches from the left side. This can be done on a computer by inserting a table with 2 columns.

During class:

- In the right column, record the most important facts and ideas presented as your notes.
- Leave extra space between ideas and topics so your notes will be easier to read. Use symbols and abbreviations whenever possible so you can take notes faster.

After class:

- On the left side of the page, write any key terms, phrases, formulas, or questions that you identified in the lecture. These may include main topics, names of people, places, etc.
- At the end of your lecture notes, write a summary. To do this, condense your notes after you have reviewed them. Your summary may be one sentence, a few sentences, or even a paragraph.
- When using your notes to study, cover up the right hand column notes and test yourself using the left column.
- The Cornell System encourages active review. Identifying key terms in lecture involves recall, creating the summary involves reviewing your lecture notes, and self testing helps you to assess your understanding of class material.

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Cornell Note Taking System example:

Reduced ideas, questions, cues, key terms	In Class Notes
	ONLINE LEARNING
Design process for online courses	BACKGROUND • Classes are pre-developed, 2 months before it is released to students • Subject-matter experts: in the instructors • Online learning experts: technology • Work together to create the course • Start with learning outcomes, then move backwards • Important to determine how they will know when the students have reached the desired learning outcomes
How do the 3 aspects of CoI framework support learning?	COMMUNITY OF INQUIRY FRAMEWORK • Cognitive: being aware of own learning in the online learning enviro • Social: group work, group discussions, interact w/ other students • Teaching: availability of instructors

3 Factors for Student Success
 	
Intrinsic
Extrinsic
Metacognition
Self-efficacy
	MOTIVATION
	• Two types: intrinsic (internal motivations) and extrinsic (external motivations)
	  • i.e., Desire to do something, improve ability and capability
	  • i.e., Parental approval, perceptions, awards and recognition
	• To improve motivation:
	  • Set small achievable goals and assign proportionate rewards- extrinsic motivations
	  • Make learning meaningful- intrinsic motivations
	• Metacognition: thinking about how you think/learn
	• Self-efficacy: recognizing what you need to know to be successful

TM = time management	TIME MANAGEMENT • Effective strategies for TM= more motivation • Consider that online classes still need at least 3 hours to engage with content, 6 hours for assignments, readings, etc. • Use available TM tools like schedules, calendars and reminders
What else can I do to stay engaged with other students while taking online classes?	SENSE OF COMMUNITY • Access to professors- know how they communicate and how long it takes to respond • Online discussion forums- small groups and whole class for different purposes • Seek support outside of the course- peer supports, academic support, campus resources, etc.
Summary	
Online courses begin with a partnership between a subject-matter expert and an online learning expert, who develop the course material and put it on the online platform. Cognitive, social and teaching elements that make a positive learning environment are used to format online learning environments as well. In order to be successful in online classes, students should focus on motivation, time management and sense of community. Through both intrinsic and extrinsic motivations, students can stay on task and using TM techniques like schedules can help them keep track of course work. Finally, engaging with other students, the professor and campus resources help maintain a sense of community for students that are not in a physical classroom every day.	