

## Taking Notes in Lectures

### Purpose of Lectures

The purpose of a lecture is **not** to tell you all you need to know about the subject, or to summarise your textbook. Rather a lecture should:

- encourage critical thinking about the subject
- indicate the scope of the subject
- emphasise key elements of knowledge
- give evidence and examples
- suggest sources of further information and ideas.

### Purpose of Notetaking

The purpose of notetaking is **to encode** and **to store** key information from the lecture.

**Encoding:** helps to imprint information on the brain.

**Storage:** creates a resource for revision.

### Notetaking Hints

**Notes should include:**

- Date and time of lecture
- Title/theme of lecture
- Lecturer's name
- Key points
- Sub points
- References

### **Practical hints for lecture notetaking**

- Leave plenty of white space so you can add to your notes when you learn more about the topic.

- Develop a note-taking method and stick to it – consistency will help with organisation and review. See the following examples of different note-taking methods
- One of the most important lecture notetaking strategies is to get to lectures on time. It is often in the first few minutes that the lecturer will explain:
  - the **topic** of the lecture (eg Today's lecture is about X...)
  - the **main purpose/argument/idea** of the lecture (eg. The main point I want to make today is that ...)
  - the **structure** of the lecture (eg. First I'm going to look at A and then I'll say a bit about B, and finally ....).
- Think about the following points in regard to your notetaking

### ***The lecturer's use of voice/body language***

The lecturer's use of repetition, a change of voice, meaningful pausing or an upraised finger, and other techniques may indicate important content. Listen and watch for these signals.

### ***Lecture Language***

A lecture is **not** a dictation exercise. You need to listen and **make your own judgements** about what you should write down. The following hints however, may help you.

#### **(a) Lecture structure**

Words such as ***first, second, also, furthermore, moreover, therefore*** and ***finally*** indicate stages in the lecturer's argument.

***But*** and ***however*** indicate a qualification, ***because*** a reason, and ***on the one hand*** and ***on the other hand*** indicate a contrast.

#### **(b) "Signalling" words** (used to indicate parts of the lecture):

*Introducing the lecture:*  
"I want to start by ..."

*Introduction of a main point:*  
"The next point is crucial ..."

*Rephrasing the main point*  
"The point I am making ..."

*Introducing an example:*  
"Take the case of ..."

*Moving on to another main point:*  
"I'd like to move on and look at .."

*A digression:*  
"That reminds me of ..."

*Summing up main points:*  
"To recapitulate ..."

## Notetaking Methods

Example notetaking style with notes organised under headings with space for additions.

21/3 p2  
Lecture 3


Gases + Gas Laws cont.

gas = fluid wh. fills any container it occupies  
gas can be compressed to smaller volume  
gas = indiv molecules bound tog. by very weak forces

Gas pressure

gas puts pressure on walls  
gas molecules always in motion = steady force on walls  
= no. of collisions with walls

pressure relates to no. of molecules inside container



Measuring gas pressure

by measuring force/unit area + balancing against known force/ua

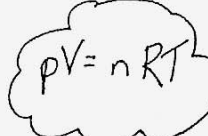
example piston  
height of column of eg mercury — barometer  
manometer

so measurement is  
mm of mercury = mmHg

UNIVERSAL IDEAL GAS LAW

$$pV = nRT$$

pressure reflects  
Average Velocity  
of molecules



changes in physical conditions → changes in property of gas sample

\* Reading  
Atkins + Beran ch 5.1 - 5.3

→ Problems  
A+B 5.8 + 5.15 (equation)

## Abbreviations in Notetaking

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### *Reducing the Language - Common Abbreviations*

#### *Arrows*

↑	an increase
↓	a decrease
→	causes/leads to/results in
←	is caused by/is the result of
↔	is related to

#### *Mathematical symbols*

∴	therefore
∵	because
=	is the same as
≠	is not the same as
>	is greater than
<	is less than
%	percent
+	and
Ⓜ	right
Ⓛ	left

̄c	with
̄w	which
eg	for example
re	concerning
ca	about
A.M.	morning
P.M.	afternoon
etc.	and so on
N.B.	note well
Ⓒ	18th Century
b/f	before
cf	compared
viz	namely
q.v.	refer to, see
(often used as a cross reference)	
i.e.	that is
pa	per annum, each year
et al.	and others

#### **Emphasise**

Underline  
 Capitalize  
 Highlight

) to show what is important

#### **Shorten suffixes**

n tion/sion  
 g ing