

**Access
for All**



Office of Accessibility

**The University of Akron
Simmons Hall 105**

Online Notetaker Training

WELCOME!



Welcome to The University of Akron's Office of Accessibility!

Thank you for signing up to be a notetaker. As a notetaker for The University of Akron, you are performing a valuable service for students.

This training will help prepare you to take clear and complete class notes that other students can use to study and complete assignments.

In addition, you will learn to take better notes for yourself!

We hope you enjoy your experience and if you have any questions, please do not hesitate to contact us!

Overview of Notetaker Training



**This training
will consist of
three parts:**



Part I

What is Notetaking?



Part II

Taking Good Notes



Part III

What do I do next?

Part I: What is Notetaking?

There are laws that require schools to provide notetaking for students with disabilities:

- Americans with Disabilities Act (ADA) 1990
 - www.ada.gov
- ADA Amendments Act 2008
 - www.ada.gov
- Section 504 of the Rehabilitation Act of 1973
 - <http://www2.ed.gov/policy/rights/guid/ocr/disability.html>

This allows for students to have equal access to instruction during and after class.



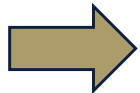
Part I:

What is Notetaking?

- Notetaking is creating a written record of the main points and supporting details of a class, including:



- Lectures



- Class discussions



- Demonstrations, such as labs



- Videos or films shown in class



- Guest speakers

Part I: What is Notetaking?

When students with disabilities can supplement their own notes with the notetaker's notes, they can:

- Focus more on the instructor and/or interpreter (if interpreting services are used)
- Get involved in classroom discussions and activities
- Reflect back and recall the class later
- Know they will receive a useful study guide
- Be confident they know about assignments, tests, and other important information



Part I: What is Notetaking?

- When taking notes, should you write word-for-word? - **NO!**



- Even the best notes are not a word-for-word record of everything an instructor and others say.

- What should notes include?



- Notes should always include all learning points and other important information, such as assignments, class announcements, and test dates.

Part I: What is Notetaking?

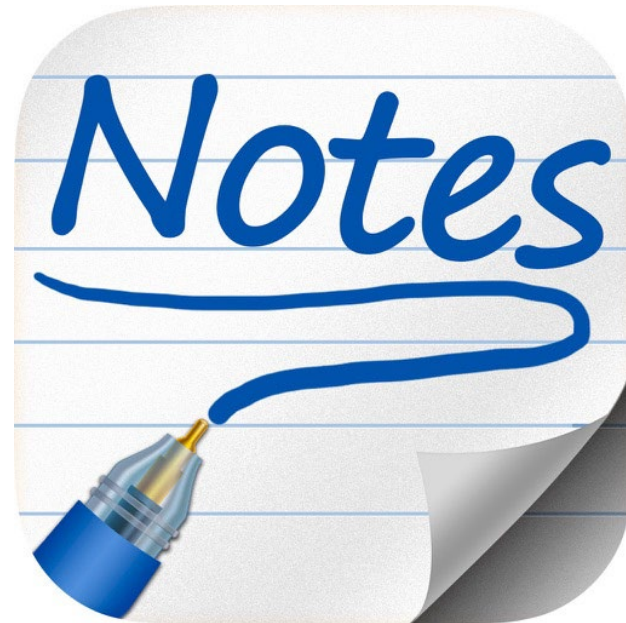
Even if the teacher says something that you already know, you **must include it** in the notes.

- This means including things like:
 - Major topics or themes
 - Basic concepts
 - New or difficult vocabulary
 - Assignments
 - Class announcements
 - Test, quiz, and project due dates



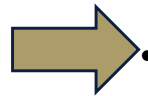
Part I: What is Notetaking?

- Notetakers are hired on a semester basis.
- Persons providing notetaking services must be:
 - Responsible
 - Reliable
 - Prompt
 - Trustworthy/Ethical
 - Good Listener
 - Motivated/Good Attitude



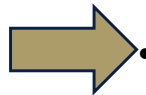
Part I:

What is Notetaking?



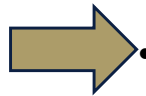
• Responsible and Reliable

- Excellent class attendance
- Secure a backup plan for notes in case of an emergency
- Have good short term memory
- Generally good student



• Prompt

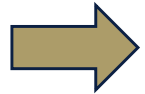
- Arrive to class on time
- Supply notes within 24 hours



• Trustworthy/Ethical

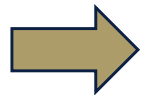
- Practice confidentiality and respect the student's right to privacy
- When faced with a dilemma, utilize good decision making skills such as consulting with the student, instructor, or the Office of Accessibility

Part I: What is Notetaking?



- Good Listener

- Pay attention to what is being said, not just hearing but *understanding*
- A good listener thinks, processes, and analyzes
- A good listener will hear instructor's cues during lectures, followed by key information



- Motivated/Good Attitude

- Exhibit a professional manner
- Be positive, friendly, and approachable
- Practice common courtesy

Part I:

What is Notetaking?

- Notetaker's Role
 - Neat legible penmanship
 - Arrange for substitute notetaker when needed
 - Check spelling of unfamiliar terms and names in notes
 - Allow the teacher to review the notes
 - Seek feedback from the student
- Not Notetaker's Role
 - Notify teacher if student will be absent
 - Ask questions on behalf of the student
 - Review the homework completed by the student
 - If the student is not in class, the notetaker is not required to provide them with the notes for that day



Part II:

Taking Good Notes

- Think back to the last time that you may have borrowed notes from a classmate. Did you find that...
 - The handwriting was too sloppy or too light?
 - The page was crowded?
 - Names and words were spelled wrong?
 - There wasn't enough information to understand what the class was about?
 - You couldn't tell what was and wasn't important?
 - You didn't understand the abbreviations or symbols?
 - There was doodling and inappropriate items on the page?
 - It was generally hard to read?

Part II: Taking Good Notes

- Now reflect on your own notes. How well do you...
 - Check and correct spelling?
 - Date and number each page?
 - Indicate important information?
 - Write legibly?
 - Skip lines between topics and ideas?
 - Summarize ideas?



Part II:

Taking Good Notes

- It is important to remember that there are two aspects of taking good notes. They include:
 - Understanding the information that is being taught
 - Recording the information in a clear and useful form
- In addition, be prepared with the supplies you are using to take notes which can include:
 - Carbonless paper, if you choose to use it, which copies what is written on the top sheet onto the other pages (supplied to you from The Office of Accessibility)
 - Pen (ball point to copy through)
 - Laptop
 - Copy card (supplied to you from The Office of Accessibility)

Part II:

Taking Good Notes

- Often, instructors will provide cues during their lectures that allows you to know important information and key points. These cues include:
 - Writes on chalkboard
 - Repeats information
 - Speaks more slowly
 - Gives a definition
 - Lists a number of points/steps
 - Refers to specific text pages
 - Explains why or how things happen
 - Describes a sequence
 - Refers to information as a test item
 - Changes tone of voice
 - Uses body language
 - Uses visual aids

Keep
In
Mind:

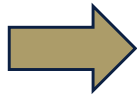
Part II: Taking Good Notes

- A good notetaker also identifies what an instructor says that should be included in the notes. Phrases that can clue you in of important upcoming information include:
 - “Now this is important...”
 - “Remember that...”
 - “The basic concept is...”
 - “You’ll need to remember this...”
 - “This will be on the test...”
 - “First you must understand that...”
 - “There are two main reasons why...”
 - “For example...”
 - “In addition...”
 - “However...”
 - “In contrast...”
 - “In summary or in conclusion...”

Part II:

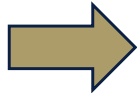
Taking Good Notes

- There are some tips to be aware of when taking notes:



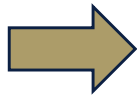
- Headings

- Every page should have a heading that includes:
 - Class name or number
 - Date and time
 - Page number



- Margins

- Leave 1 ½ to 2 inches on all sides of the page to keep notes from looking crowded and to give the student room to add his or her own notes later



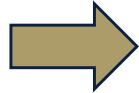
- Skip lines between ideas

- Don't crowd a lot onto one page. "White space" on a page makes the notes easier to read and lets students write their own comments
- When a page is packed with writing, it's hard to see what's important.

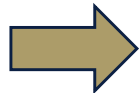
Part II:

Taking Good Notes

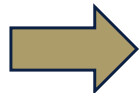
- Tips for note taking (continued):



- Signal important information
 - Use a box, stars, or other indicators to mark important information, such as:
 - Key formulas or concepts
 - Assignments and due dates
 - Class announcements (such as cancellations or room changes)
 - Whatever indicator you use, be consistent so it means the same things every time



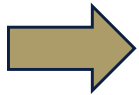
- References
 - When the instructor refers to a textbook, video, or other source, make it clear



- Charts, diagrams, and drawings
 - If a concept is easier to convey as a picture instead of words, do it that way, especially when the instructor provides a model
 - Make sure you label diagrams correctly.

Part II: Taking Good Notes

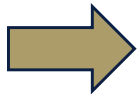
- Tips for note taking (continued)



- Indicate activity

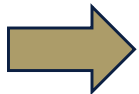
- Try to reflect activities other than lectures such as:

- Demonstrations
- Videos or other media



- Indicate speakers

- Note if a comment in the notes came from someone besides the teacher.



- Abbreviations

- If you'll need to write the same name or term many times, use an abbreviation, being sure to say what it is and use it consistently

Part II: Taking Good Notes

There are many different ways to format your notes.

Examples are paragraph format, outline format, two-column format, and three-column format.

It is important that you find a format that works well for you.

Part II: Taking Good Notes

Text/Paragraph Format

- Includes complete sentences
- Each sentence expresses a complete thought
- Space between each paragraph

Persons With Disabilities (PWD) & Rehabilitation Disciplines

Person first language places the person before the disability. This helps decrease labeling and stereotyping.

If you are unsure how to address a PWD ask them for their preference. For example some people that are deaf or blind prefer to acknowledge their disability first for cultural reasons.

Categories of Disabilities include:

- ★ • Physical
- Visual (sensory)
- Cognitive
- Hearing (sensory)

There are various types of disciplines within rehabilitation. These disciplines may include:

- Physiatry which takes a non-surgical approach (therapy) to rehabilitation. The emphasis is on reconditioning.
- Physical therapy works directly with mobility.
- Occupational therapy works specifically with activities of daily living.
- Speech language therapy increase expressive and receptive language skills and also assists in developing chewing and swallowing skills.
- Rehab counselors often referred to as case managers are mostly involved in outpatient discharge planning.

Physiatry: *physis* (nature) + *iatreia* (healing) = rehabilitation

Part II: Taking Good Notes

Outline Format

- Relies on a strong structure
- Use Roman Numerals, capital letters, numbers and lower case letters to label each level
- Roman Numerals(I, IV, etc.) denote *major topics*
- Capital letters denote *key info*
- Numbers denote *specific information*
- Lowercase letters denote *details*
- Use short phrases and single words

I. *Persons With Disabilities (PWD) labeling*

A. *Language*

1. *PWD places person first*
2. *Helps decrease labeling & stereotyping*

B. *If unsure*

1. *Ask person*
2. *may have a cultural preference*
 - a. *Deaf*

II. *Categories of Disabilities*

A. *Physical*

B. *Visual (sensory)*

C. *Cognitive*

D. *Hearing (sensory)*

III. *Rehabilitation Disciplines*

A. *Physiatry*

1. *non-surgical (therapy)*
 - a. *emphasis is reconditioning*

B. *Physical Therapy (PT)*

1. *mobility & strength*

C. *Occupational Therapy (OT)*

1. *activities of daily living (ALD)*

D. *Speech Language Therapy*

1. *expressive & receptive skills*
2. *eating & swallowing*

E. *Rehab counselor*

1. *case manager*
 - a. *discharge planning*

Physiatry: physis (nature) + iatrea (healing) = rehabilitation

Part II: Taking Good Notes

Two-Column Format

- Use dividing line for larger column and smaller column
- The larger column is used for basic notes and details
- The smaller column is used for key information
- This format uses key information and short phrases

RCS 6080 Prof. Swett (Header info on 1" page)	02/03/06 Page 1 (Date & number each page)
<p>Use this column to emphasize Key Points</p> <p><i>Jeremy Lott - guest speak</i> jlott@ufl.edu <i>Psychiatric Disorders</i></p> <p><i>Note:</i> <i>Jermey's PowerPoint presentation will be posted on Dr. Swett's webpage</i></p> <p><i>Note: There is Bipolar I And Bipolar II</i></p> <p><i>Internship Sites for Psychiatric Disorders</i></p>	<p>Use this column for taking notes as usual.</p> <p><u><i>Mood Disorders</i></u></p> <ul style="list-style-type: none"> • <i>Depression: Treatment</i> <ul style="list-style-type: none"> ◦ <i>Psychotherapy</i> ◦ <i>ECT - Electro-Convulsive Therapy</i> ◦ <i>Medications > prozac, Zoloft, wellbutrin</i> • <i>Vocational Applications</i> <ul style="list-style-type: none"> ◦ <i>Miss work & lower productivity</i> • <i>Accommodation</i> <ul style="list-style-type: none"> ◦ <i>Change work environment</i> <p><u><i>Bipolar Disorder</i></u></p> <ul style="list-style-type: none"> • <i>Manic-depressive</i> • <i>Episodes of depression an mania</i> • <i>Elevated mood swings</i> • <i>Symptoms</i> <ul style="list-style-type: none"> ◦ <i>Grandiosity, der. Sleep, rushed speech</i> • <i>With mania - sometimes hallucinations</i> • <i>Follow a depression episode</i> • <i>Treatment</i> <ul style="list-style-type: none"> ◦ <i>Individual psycho-therapy</i> ◦ <i>Medications</i> <ul style="list-style-type: none"> ▪ <i>Lithium, depakote, zyprexa</i> ◦ <i>Crisis stablitation</i> <p><i>Recommendations for internship sites:</i></p> <ol style="list-style-type: none"> 1. <i>Meridian</i> 2. <i>Vista</i> 3. <i>Metamorphosis</i>

Part II: Taking Good Notes

Three-Column Format

- This format is similar to the two-column format, except that there is a third column for your own notes
- The first column should be about 2" and include key concepts
- The second column should be about 4" and include detailed notes
- The third column should be about 1" and include questions or reminders

Use this column to emphasize Key Points	Use this column for taking notes as usual.	Use this column for notes to yourself
<p>Jeremy Lott - guest speak jlott@ufl.edu Psychiatric Disorders</p> <p>Note: Jeremy's PowerPoint presentation will be posted on Dr. Swett's webpage</p> <p>Note: There is Bipolar I And Bipolar II</p> <p>Internship sites For Psychiatric Disorders</p>	<p><u>Mood Disorders</u></p> <ul style="list-style-type: none"> • Depression: Treatment <ul style="list-style-type: none"> ◦ Psychotherapy ◦ ECT - Electro Convulsive Therapy ◦ Medications > prozac, Zoloft, wellbutrin • Vocational Applications <ul style="list-style-type: none"> ◦ Miss work & low productivity • Accommodation <ul style="list-style-type: none"> ◦ Change work environment <p><u>Bipolar Disorder</u></p> <ul style="list-style-type: none"> • Manic-depressive • Episodes of depression an mania • Elevated mood swings • Symptoms <ul style="list-style-type: none"> ◦ Grandiosity, dec. Sleep, rushed speech • With mania ~ sometimes hallucinations • Follow a depression episode • Treatment <ul style="list-style-type: none"> ◦ Individual psycho-therapy ◦ Medications <ul style="list-style-type: none"> ▪ Lithium, depakote, zyprexa ◦ Crisis stabilitation <p>Recommendations for internship sites:</p> <ol style="list-style-type: none"> 1. Meridian 2. Vista 3. Metamorphosis 	<p>Look up more accomm for work on JAN.wvu.edu</p> <p>Call sites to check availability</p>

Part III:

What do I do next?

- Now that you've learned what notetaking is and how to take good notes, it is time to take the next steps:
 - Make sure your STARS account is updated with your current class schedule each semester.
 - This is very important because this is how you are matched up with students requesting notetakers!
 - Check your email regularly. You will be notified of notetaking assignments and important reminders through the email you provided on STARS.

Part III:

What do I do next?

- If you have received notetaking assignment(s) you will need to confirm and arrange these assignments.
 - Click “I agree to take notes in this class and I am still enrolled in this class” in the email to confirm your assignment
 - Contact the student listed in your email to arrange how you will take notes and exchange them with the student.
 - If no student name is listed and the email states “Student Name is Confidential. If you need to contact student, please contact our office.” This means you will need to provide the notes by uploading them to STARS or dropping them off to The Office of Accessibility since the student wishes to remain anonymous.
- If you need supplies for notetaking (carbon copy paper, copy card), make sure to pick these up before class from The Office of Accessibility

Completing the Training

- You have now come to the end of the Notetaker training. Follow this link [Notetaker Training Quiz](#) to take the Quiz.
- Quizzes must be completed in order for you to be paid the stipend at the end of the semester.
- If you have any questions please contact:

330-972-7928 or access@uakron.edu



References

The University of Florida, Disability Resource Center. Note-taker Training. Retrieved on May 25 2007 from <http://www.dso.ufl.edu/drc/>

PEPNet 2.0 Notetaker Training. Retrieved on January 29th, 2016.
<http://www.pepnet.org/training/notetaker>

