How to use...

Digital Note-taking

In your classroom

How to use...

Digital Note-taking

In your classroom

Ask a Tech Teacher™

Digital Note-taking

Vocabulary	Problem solving	Common Core
• *Evernote* • *Flipboard* • *Google Apps* • *Google forms* • *Hashtag* • *Offline* • *OneNote* • *Note-taking* • *Paraphrase* • *Plagiarism* • *Share* • *Social media* • *Tweet* • *Twitter* • *Web clipper*	• *My tweet is too long (be concise)* • *I don't know how to use Flipboard (go to Help files, watch videos)* • *Can't find Evernote (find 'elephant' on internet toolbar)* • *Why can't I copy-paste? (Note-taking requires you rewrite what you read in your own words)* • *Why summarize if everything author says is good? (plagiarism)* • *My note-taking method is fine (ever not have a pencil? Lose the paper?)* • *I need to print so I can share notes with classmate (Find 'share' option in note-taking tool)*	*CCSS.MathPractice.MP1,3,5,7* *CCSS.ELA-Literacy.RH.6-8.1-4,5,6* *CCSS.ELA-Literacy.WHST.6-8.6,8* *CCSS.ELA-Literacy.CCRA.R.1,2,7* *CCSS.ELA-Literacy.CCRA.W.6,8,9* *CCSS.ELA-Literacy.CCRA.L.6* *CCSS.ELA-Literacy.W.4.6-9* *CCSS.ELA-Literacy.W.5.6-9* *CCSS.ELA-Literacy.W.6.6-9* *CCSS.ELA-Literacy.W.7.6-9*
Time *varies*	**NETS-S Standards** *2.c, 3.b*	**Grade Level** *4-7*

Essential Question

How do students efficiently take notes on material required for future use?

Overview

Summary

Digital note-taking has benefits paper-and-pencil note-taking doesn't—like sharing, collaborating, saving everywhere. Have students become familiar with approaches from traditional word processing tools to web-based tools like, Google Docs, Flipboard, Evernote/OneNote, Twitter.

Big Idea

Students use digital note-taking to collect evidence that supports deeper thinking and provide answers to questions like, **"**Where did the author say that?"

Materials

Have student accounts available for Evernote, GAFE, or other note-taking program; have word processing programs available to use

Teacher Prep

- Find out what topic students are researching in class and use that to introduce online note-taking.
- Test school Evernote and GAFE accounts before using them in this lesson.
- This lesson plan can be done in the classroom or tech lab. Consider co-teaching.
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix emergencies without a meltdown.

Steps

_____**Required skill level: familiarity with online tools, internet use, and word processing**

_____Before beginning, put backchannel device onto Smartscreen ([Today's Meet](), [Socrative](), [Padlet](), class Twitter account, GAFE form) to track student comments throughout class.

_____In Common Core, starting with fourth grade, students are expected to *use books, periodicals, websites, and other digital sources* (like a library database) *to conduct research projects*. That means they not only can read them, but research, review, distill knowledge, and catalogue it for use in academic work.

_____Note-taking, it turns out, power boosts learning. Consider this from the 2008 [Leadership and Learning Center]():

In schools where writing and note-taking were rarely implemented in science classes, approximately 25 percent of students scored proficient or higher on state assessments. But in schools where writing and note-taking were consistently implemented by science teachers, 79 percent scored at the proficient level.

_____What does Common Core expect from close reading (that results from note-taking):

- *determine central ideas*
- *provide accurate summary*
- *identify key steps*
- *cite text evidence to support analysis*
- *analyze structure used to organize text*
- *analyze author's purpose*

Why take notes

- *determine central ideas*
- *provide accurate summary*
- *identify key steps*
- *cite textual evidence to support analysis*
- *analyze structure used to organize text*
- *analyze author's purpose*

—*Common Core*

And...
- *share ideas with class*
- *summarize information*
- *pursue knowledge*

_____Should we expect students to have eidetic memories? Of course not. To do what the standards require assumes students will take notes—

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

—*Common Core*

_____Before going further, review with students their digital rights and responsibilities:

- *What are legalities for using online data*
- *How do students give proper credit*

_____Spend as much time as necessary to discuss how online copyrights and protections impact student use of online materials. You may be surprised what students think is legal.

_____Remind students of the type of information they'll want to notice as they research and take notes:

- *words and phrases used in a text that shape meaning or tone*
- *point of view or purpose and how it shapes text*
- *arguments in a text*
- *how text addresses themes in order to build knowledge or compare*
- *how main idea is supported by key details*
- *structure of events, ideas, concepts*
- *integration of multiple documents*
- *notes to categorize info, and list of sources*
- *information that contributes to understanding text*
- *how an author supports points*

_____Here are five digital note-taking methods for students:

- *Word processing programs*
- *Google Apps (covered in detail in Google Apps Lesson)*
- *Evernote/OneNote*
- *Flipboard*
- *Twitter*

_____The two most common methods of taking notes—the ones most students are familiar with--are *paper and pencil* and *word processing*.

_____Paper and pencil is probably what most students use, but it's time to move away from that. Encourage them to try one of these digital alternatives when they're in your classes. Why? Ask students to develop a pro and con list for note-taking with paper and pencil. Make a deal with them: If they can provide sufficient evidence that pencil-and-paper notes are better than alternatives, you'll let them continue in that way. I'll get you started:

	Pros	**Cons**
1	It's fast—typing takes longer	*Pencils aren't always around*
2	I'm more comfortable using pencil and paper	*Pencils aren't always sharpened*
3		*Paper isn't always available*
4		*Difficult to share with others—without a copy machine*
5		*Once submitted, student no longer has the notes (unless they copied them)*
6		*Sometimes student wants notes that are located where student isn't. Not always easy to access them*
7		*???*

_____Alternative to **paper-and-pencil** is **digital note-taking**. Many love digital note-taking:

- *They're collaborative—more than one student can develop notes at a time. This is perfect for group projects.*
- *They're not dependent on tools that are often somewhere the student isn't—pencils, paper, notebooks*
- *They're saved in a location easily accessible from multiple locations—home, school, library, more.*
- *They're easily shared with others interested in student thoughts on a topic.*
- *They can be taken and opened on most digital devices--iPad, Chromebook, laptop, desktop.*

_____At the most basic level, digital note-taking uses word processing programs like MS Word, Open Office, Notes, Text. These easily accomplish many of the goals listed in table above. To use this approach, simply:

- *Open word processing program*
- *Type notes into blank document during research, class, lectures*
- *Save document to digital portfolio or device hard drive*

> *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.*
>
> *—Common Core*

_____Word processing programs are easy to learn, quick to access, but more difficult to share with others and access from a variety of online locations.

_____Introduce each of the methods below and have students practice, using topic collected from subject teacher. As they take notes, collaborate with others, share with classmates, publish.

_____If any students have used one of these methods, have them share their knowledge by demonstrating on Smartscreen.

Google Apps

_____If your school uses Google Apps for Education (GAFE), you'll find it perfect for all sorts of classroom activities, including note-taking.

_____With Google Apps, students can take notes from wherever they are—home, library, friend's house, the park. They can collaborate, share, find citations and primary sources, edit and format. Students create a folder in their personal GAFE account where they collect all notes on a topic—video, audio, images, text, other.

_____Another way classrooms are using Google Apps for note-taking is having students enter their notes into a form that is then shared with all classmates. See *Figure 2* for example:

_____This is great in a flipped classroom situation, where it's especially important that students comprehend information that will be used in the next-day project. The teacher can quickly look through the Google Form and see if all students entered information and if they got the point of the homework (meaning they will be prepared for the day's project).

Figure 1

Figure 2
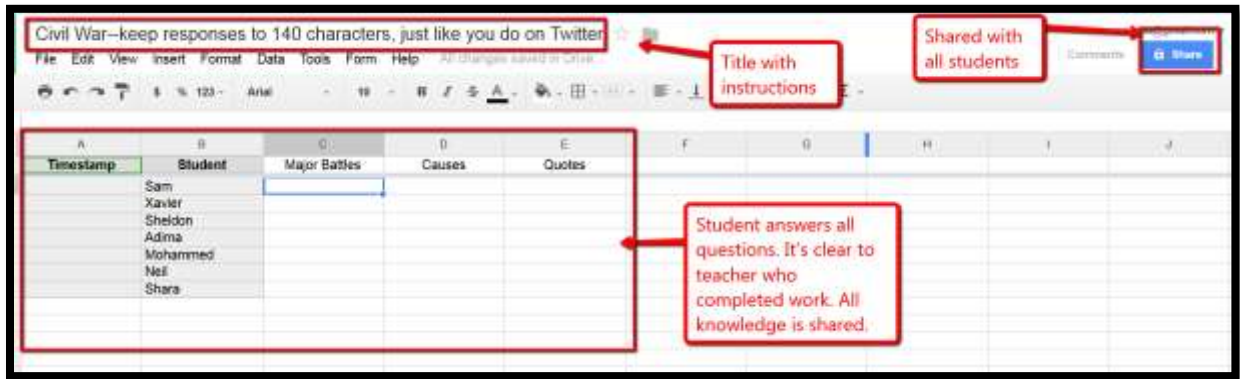
- *Title with instructions (in this case, a reminder to keep answers short)*
- *All questions—can be many more than what is shown. This spot also lists all students so it's easy for teacher to see who's participated*
- *Form is shared with all students as well as teacher*

Balance of lesson intentionally left out—this is a Preview

Other Singles from Structured Learning

- Bridge Building
- Debate
- Gamification
- Genius Hour
- Google Apps
- Khan Academy
- Service Learning
- Write an Ebook