Listening is a vastly underrated sense.

- We hear approx. 10x’s faster than we think or have visceral recognition.
  (Speech speed approx. 100-200 words per minute)
  (Thought speed approx. 400-500 words per minute)
- Hearing is our body’s 1st alarm system, it operates out of line with sight and even works while sleeping.

Understanding it better can improve your ability to learn and to communicate, what you think, feel and do effects you ability to listening.

- Digital distractions and overload interferes with attentive listening skills.
THE DIFFERENCE BETWEEN HEARING AND ACTIVE LISTENING

There are different types of attention and they use different parts of the brain.

- The startle: loud sudden noise
- Recognition
- Active Listening
WHAT YOU THINK ABOUT LISTENING

- Understand that listening is a complex process
- Be prepared to listen
- Adjust to the situation
- Focus on the main idea
- Capitalize on the speed differential
- Organize your materials for learning
What you **feel** about listening

- Want to listen
- Delay judgment
- Admit your biases
- Don’t tune out if you “**feel**” bored
- Accept responsibility for understanding
- Encourage others to talk (you cannot listen if you are talking)
WHAT YOU **DO** ABOUT LISTENING

- Establish eye contact with the speaker
- Take **effective** notes
- Be physically involved
- Avoid negative mannerisms
- Practice listening
EFFECTIVE NOTE TAKING

- Taking Reading notes
- Taking Lecture notes
- Review notes
**READING NOTES**

- Complete reading on time or ahead of time
  - Write questions in the margins
- SQ4R Method
  - Survey
  - Question
  - Read, Recite, Record, Review
Arrive on time
Avoid distraction
Interact with material and the teacher
Listen to everything but don’t write everything down
Write down main ideas, supporting facts
Watch for teacher cues about what’s important
Listen for clues: i.e. this is important, in conclusion, to summarize, not in the reading material
Use symbols and abbreviations
# The Cornell Method

<table>
<thead>
<tr>
<th>Page #</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You physically draw a line vertically down your paper, leaving 2.5 inches on the left and 6 inches on the right. This allows you to take notes on the right-hand side of the page leaving space on the left to summarize the main point with a cue word or phrase.</td>
</tr>
</tbody>
</table>
| Layout of the page and where to write | When the instructor moves to a new topic, skip a line. It is also a great idea to use some organizational structure to your whole page.  
  - Use bullets!  
    - Use an indented system – kind of like outlining  
    - You can underline important words. |
| Organization of concepts | If you aren’t able to completely write down an idea before the instructor moves on to a new topic, fill it in after class. |
| Filling in blanks. | After class, test your knowledge of course material by covering up the right side of the page, reading the cue words, and trying to remember as much information as possible. Then check to see if you remembered correctly. Also write page and day summaries. |
| Reviewing and Studying | This is a simple and efficient way of recording and reviewing notes – it’s easy for pulling out major concepts and ideas. It’s simple and efficient. It saves time and effort because you “do-it-right-in-the-first-place.” |
| Advantages | |
THE MAPPING METHOD

Page #

Today’s Date
A GRAPHIC REPRESENTATION OF A CONCEPT

How does this work?

- Maximizes active participation.
- Affords immediate knowledge toward understanding.
- Emphasizes critical thinking.

What are the Advantages?

- Helps you visually track your lecture.
- Relationships can be easily seen and requires little thinking.
- Easy to edit notes and add colors.

What are the Disadvantages?

You may not hear changes in content from major points to facts.
THE OUTLINING METHOD

I. The first level is reserved for each new topic/idea and is very general.
   a. This concept must always apply to the level above it (I)
      i. This concept must always apply to the level above it (a)
      ii. This is a second supporting piece of information for the level above it (a) but is equal to the previous information (i)
      iii. This information is a sister to (i) and (ii)
   b. This concept applies to the level above it (I) and is a “sister” to (a)

II. You don’t have to use Roman Numerals, Letters, and Numbers – try only indents, dashes, and bullets!

III. Outlining requires listening and writing in points in an organizational pattern based on space indentation
   a. Advantages to outlining
      i. It is well-organized
      ii. It records relationships and content
      iii. It reduces editing and is easy to review by turning the main points into questions
   b. Disadvantages to outlining
      i. It requires more thought during class for accurate organization.
      ii. It does not always show relationships by sequence.
      iii. It doesn’t work well if the lecture is moving at a quick pace.
## The Charting Method

<table>
<thead>
<tr>
<th>How?</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>When to Use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up your paper in columns and label appropriate headings.</td>
<td>Helps pull out the most relevant information.</td>
<td>Can be a hard system to learn to use.</td>
<td>If you’ll be tested on facts and relationships.</td>
</tr>
<tr>
<td>The headings could be categories covered in the lecture.</td>
<td>Also reduces the amount of writing necessary.</td>
<td>You need to know the content that will be covered during the lecture before it begins.</td>
<td>If content is heavy and presented quickly – such as a history course with dates, people, events, etc.</td>
</tr>
<tr>
<td>Insert information (words, phrases, main ideas, etc) into the appropriate category.</td>
<td>Provides easy review for memorizing facts and studying comparisons and relationships.</td>
<td></td>
<td>If you want to get an overview of the whole course on one big paper.</td>
</tr>
</tbody>
</table>
MAKE YOUR NOTES WORK FOR YOU

- Label each set
- Review and organize often
- Clean up or elaborate
- Summarize and Question
- Keep notes from each course together