

## Note-making

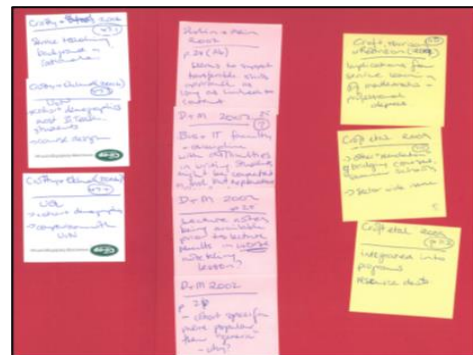
Avoid writing down everything you hear in lectures or read from journal articles. This can lead to notes that are unclear and lack focus or comprehension.

You'll make more useful notes if you have the assignment question or lecture focus in mind and make notes that are relevant to the question or focus. Try the following strategies for making better notes.

### Post-its

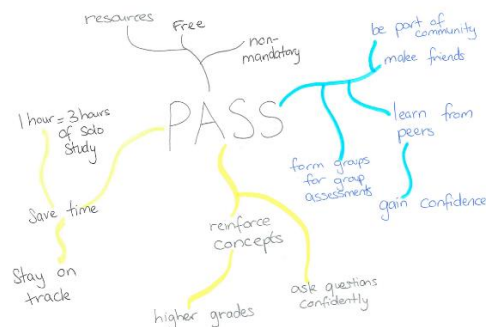
Making notes straight onto post-its can help you organise your notes by theme, making it easier to group ideas together and plan your paragraphs for assignments.

You could use one colour per lecture or journal article, or one colour per theme.



### Mind-map

You can be as creative as you like with a mind-map. Mind-maps allow you to use colours to show relationships between texts or topics, use pictures instead of words if you prefer, and see lots of information at once. Put your mind-map where you'll see it often—perhaps on your bedroom wall or in the bathroom! The more you see it, the more you'll remember what you've learnt.



### Talk it out

Record yourself talking about what you've learnt in a lecture or what you've read in each section of a journal article. Use these recordings to guide your assignment writing. Telling someone what you've learnt or read can help check your understanding of a topic. If you hesitate or can't explain something well, you probably don't quite understand it yet.

## Matrix

A matrix or table lets you see the main ideas, connections, and contrasts in your journal articles, and plan for which evidence you'll use in each of your paragraphs. You could also use a matrix to record the lecture themes.

|                     | Main idea 1                             | Main idea 2                                             | Main idea 3                                      |
|---------------------|-----------------------------------------|---------------------------------------------------------|--------------------------------------------------|
| Smith (2026)        | Teachers not confident to teach maths   | Students need real-world relevance for maths            | Recommend regular professional development       |
| Chen & Brown (2025) | Maths should be taught in early morning | Students dislike maths because they can't understand it | Maths and PE should be linked as taught together |

## Cornell Notes

The Cornell note-taking method is useful for lectures but can be adapted for taking notes from journal articles. It is separated into four sections and allows you to record your notes in three different ways: dot points, key words, and questions; longer notes; and a one-paragraph summary.

|                                                       |                                                        |
|-------------------------------------------------------|--------------------------------------------------------|
| Citation for journal article or lecture week          |                                                        |
| <b>Cue column:</b> dot points or key words, questions | <b>Notes section:</b> themes, ideas, paraphrased notes |
| <b>Summary:</b> one paragraph                         |                                                        |

## Annotated bibliography

Annotated bibliographies can be useful for recording a summary and your evaluation of a reading, and are sometimes used as assessment tasks. You can access detailed information and examples of annotated bibliographies on our writing resources page.

|                                                                          |
|--------------------------------------------------------------------------|
| Citation                                                                 |
| Summary of article                                                       |
| Evaluation of the article's strengths and weaknesses                     |
| Link to the assignment or topic, or a comment on the article's relevance |