

The Cornell system of note taking

Source information (e.g. text, article, lecture) and date	
Review column (1/3 width of page) [also known as the 'cue' column]	Notes (2/3 width of page)
Use for: Keywords Questions Prompts	<p>Make notes from lecture/reading material here</p> <ul style="list-style-type: none"> • in your own words • brief and selective • well-spaced - so individual points are clear. More details can be added later • make links with a line to indicate relationships between main points –write on how they relate • use illustrations, examples and diagrams <p>When you review your notes use colour, highlighting and underlining to aid your memory</p>
Summary Use this space to summarise the most important points here	

After you have completed the note taking you should:

- Record keywords in the 'review'/'cue' column
- Formulate question based your notes to help you clarify meaning and identify gaps/questions you want to ask the teacher
- Recite – cover the note taking column and talk out loud (based on your keywords, prompts and questions) what you have understood from the lecture/reading
- Reflect – ask yourself questions based on your notes e.g. How does this fit in with what I already know? What is the significance of this?
- Review your notes and look at how the information relates to your purpose (e.g. exam, essay, report)

Reading

Lynch, K. 'Note perfect! Taking notes in classes and lectures', *Teaching Geography*, Autumn 2019

(Last updated July 2021)