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Differences in Note-taking Strategies in College

Higher education classrooms are an entire distinctive mammoth contrasted to secondary school classrooms. High school and college can consist of the same course materials like in my first semester of college, I am taking algebra and chemistry classes like what I took in ninth and tenth grade however, classes have taken an enormous change from the way they were sorted out and completed in secondary education to higher education. In high school, classes were almost 30 students as the maximum, and the teacher would include speaking and have printed out worksheets for every student, which would conclude the notes for the day. College is completely different where classes can range from fifty to four hundred students and different styles of teaching are exhibit therefore, the individual will have to adapt to versatile note taking strategies.

In my first semester of college, I noticed that I have at least three lecture classes in which three hundred or more students listen to one professor talk about a subject. Since the professors are short on time and aren’t focused on every little student in the class, the professors move at their speed, which won’t allow every word to be written down, forcing an individual to paraphrase the notes into different words. Taking notes like this will make a student learn quickly how to determine which are important to write and what is unneeded.

I have about two classes that are similar to high school classes by the size and how professors can interact with the student, but it isn’t the same. For example, I take college algebra, and it consists of twenty people, somewhat like a high school class. However, in college, the professor still can’t waste time due to the strict time in each semester that is available. High school teachers have immature students that disrupt class, but on the other hand, they have almost a whole year to teach the intended subject, unlike college. In college, algebra the note taking is very similar to how it was in high school the teacher can hand out a worksheet or write problems on the board, and the teacher can give the students a chance to complete it or they can show the class how to perform the problem. In math, paraphrasing notes aren’t needed however, the steps on how to solve the problems are. In other words, note-taking strategies vary according to the subject or type of classroom and size or according to the way a student likes to study. For myself, paraphrasing notes of what I think is important and copying every little part of a math problem are what I observed to be efficient for my studies this semester.

As my journey through higher education unfolds more, I will develop more note-taking strategies that I will utilize for classes that are similar to ones that I take now. My note-taking strategies from my seminar classes like chemistry would include symbols and abbreviations and sometimes visual aids and underlining the key points, but on the other hand, my normal high school classes like algebra also include symbols and abbreviations but they vary from my lecture classes.