

How to...



HECKMONDWIKE
GRAMMAR SIXTH FORM

**...make notes
effectively:**

Mapping and Sketchnoting

Overview



Mapping:

Mind mapping is something that you are likely to have come across in school already, probably as part of revision, but it can be an effective tool for making notes as well. It can take different forms such as a spider diagram or a flowchart, but is useful as it gives you a way of making clear links between ideas or creating a sequence of connected points.

Mapping is an effective method to use in class as it can be scruffy and added to as you wish. It is a useful starting point for notes that could easily be combined with sketchnoting to create a clear and useful set of notes.

Sketchnoting:

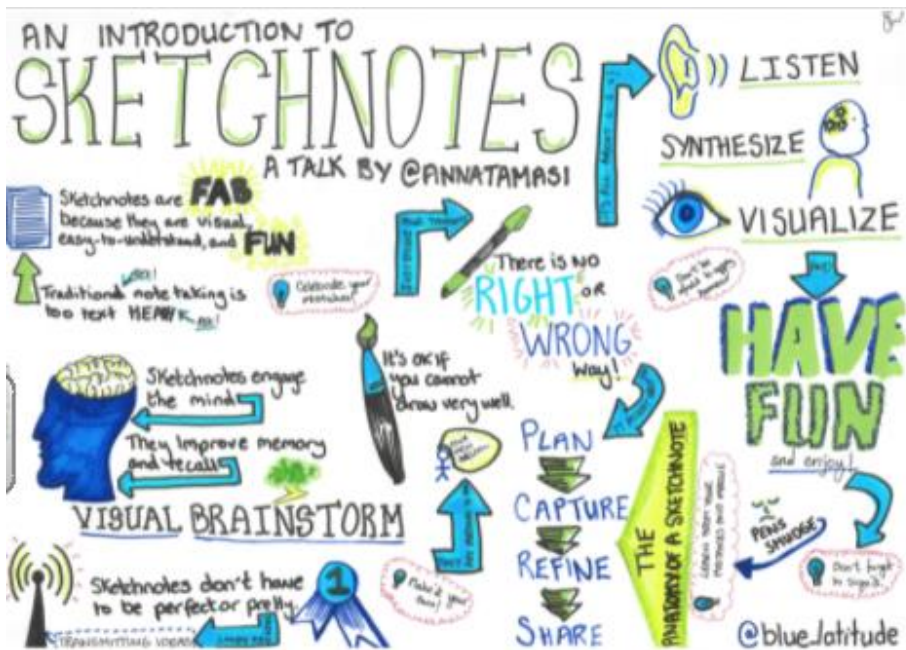
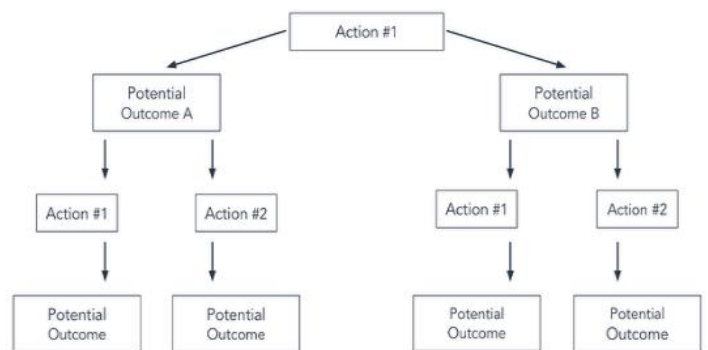
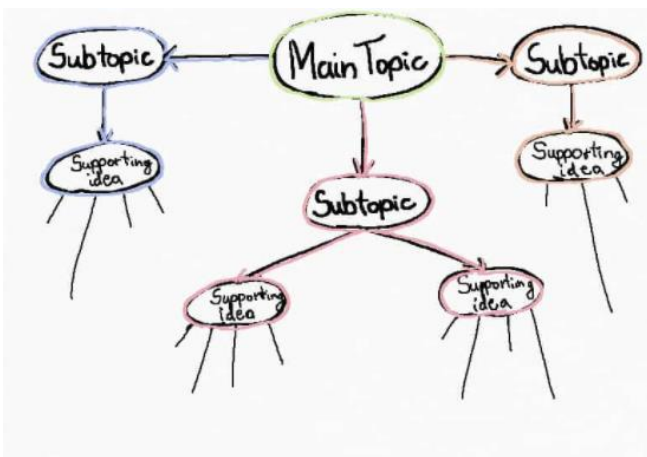
Sketchnoting is a form of note-taking that has no rules! It is using a mixture of images and words to create notes that are meaningful to you. It is very effective for allowing you to note ideas down in whichever way suits you and also creating clear links between information.

One of the main benefits of sketchnoting is that it utilises dual coding. Our brains have two processing systems; verbal and visual. Combining both of these through words and images allows us to process and remember information much more easily. Your images do not have to be anything artistic and you don't have to use images at all. Connectors such as arrows can be used to show links or you could use simple symbols as well.

However, it is important to not get carried away with the sketching and make sure that you are listening too! Sketchnoting is sometimes better to do after a lesson after your initial notes are made as a way of consolidating the information that you have learned. It is an excellent method of revision too.

Details

Mapping can take whatever visual form that you want, however, the most traditional is a spider diagram. To start, decide on what the main topic of the lesson is and put this in the middle/at the top. Then, as the lesson progresses, add detail on subtopics. Around the sub topics, add more details; supporting ideas for example, which can then be added to with facts and figures, or other key points. You can colour code your work to help separate it and support revision and memory. You could also create a flowchart or a table, whatever helps you to organise the information in whichever lesson you are in.



Sketchnoting can be whatever you want it to be! Using certain key features such as arrows, shapes and images can help to shape your notes and make connections as well as emphasising key pieces of information. You don't have to be an artist to sketchnote. This diagram might help you to visualise some of the elements you could use.

Source: Selina Wragg, Selina Wragg. <http://selinawragg.com>

Actions: what you need to do next

- Find out about different forms of mapping and look at some examples of what you could do
- Have a go at mapping during a lesson and evaluate afterwards – did it work or not and why? How could you make your notes more effective? Would different mapping methods work in different subjects
- Speak to your teachers about how best to use mapping in lessons
- Create a sketchnote on how you could sketchnote – add details about the different types of graphic that you could use such as arrows, bullet points and image. Trial drawing stick people. Work out your style.
- Try sketchnoting in a lesson (although be wary of the pitfalls such as focusing too much on the drawing and not enough on the listening)
- Combine the two methods – use mapping in a lesson and then sketchnote the information after the lesson (in a Private Study period maybe)

Useful links

<https://asc.calpoly.edu/ssl/notetakingsystems> - an overview of various methods of taking notes

<https://help.open.ac.uk/mind-maps> - an overview of mindmapping with some additional information on note making on other pages of the site

<https://www.schrockguide.net/sketchnoting.html> - a detailed guide to sketchnoting with lots of examples. This also has links to aspects of educational psychology such as dual coding.

If you need any further support, please speak to Mrs Whitelaw, Mrs Barnard or Mr Ellis

*Information and images taken from: <https://e-student.org/mapping-note-taking-method/> and <https://blog.hubspot.com/marketing/flowchart-template>