

Note Taking and Study Guide

Note Taking

This course is about making connections across course components and your own experience as a teacher.

It is important to take thorough notes and organize them in ways to: get an overall view of the topics with some detail and connections. (**For example:** What does “intervention” mean to education? Who wrote about that? What are a few points you read)? You should study from your notes so you don’t have to read all the material again. Or, your notes may record where to look for specific information or points in an original text. (**For example,** if the theme of “hopelessness” seems relevant to you (as a possible connection) write where to find that topic in the Freire text (the page number of Reading).

Readings: The individual readings are not too long, but they are dense. Most have several stopping points along the way with questions to guide the reading and re reading. Each of these stopping points is a good place to take notes as you reflect on the questions presented. At the end of a reading, it is a good practice to think about making connections: to your own experience, to the Case Studies, to the Dialogues. I like to underline items as I read (on paper copy) or write a comment in the margins as well.

Case Study: You will be looking at websites and videos for the Cases. You do not have to read everything on a website or text given. You need to *scan* the information, particularly related to schools and education. Here it will be helpful to take notes of some of the *general* information you see. You don’t need to know all the statistics, but general information that tells you about the case (how it is distinct). ***For example, in Cyprus, about 200,000 people were displaced from the 1974 Turkish invasion. Here we know the time period and the large number of people who still remain displaced. It would also help to note that the occupation after the invasion led to half the Greek Cypriots to be displaced (who lived in the North).*** Record information in your notes that you find interesting and useful to make connections to your own teaching context, other Cases, Dialogues, and Readings. Use your time wisely, and look for general information.

Dialogues: While someone in your group is chosen to take notes during the Dialogue, you should write down some main points yourself (while still attending to the Dialogue). Make sure that you or the note taker records *themes, questions posed by the group and points of the dialogue/discussion*. Also, it is important to have a copy of the note taker’s notes that are posted, either on course blog or WhatsApp (photo of notes, for example).