NOTE TAKING VS NOTE MAKING

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ABSTRACT

Taking notes is an important skill for both students and professionals. Note-taking has experienced a digital shift since the emergence of technology. Students nowadays have more options than the traditional approach of taking notes on paper with pencils. Using instructional technology, educators are developing innovative note-taking strategies. Making notes is also common when reading books, journals, and other reference materials for essays, seminars, presentations, theses, and exams. These exercises are also useful for researchers and teachers who desire to succeed in their fields. We use the terms note taking and note making to identify the two processes of listening and reading described above. Note taking is a passive process that is performed by students or listeners during lectures, whereas 'note making' is a more active and concentrated action that is performed after reading a book or article and noting down relevant and required information. Note taking and note creation are two related important academic abilities that students and researchers must develop, but they must be approached with caution for maximum utility. This article discusses the concepts of taking and making notes, outlining the distinctions between them.

Keywords: Note-taking, Note-making, passive, active, information.

Introduction

Our memory is limited, but our knowledge is vast and boundless. We are not always able to remember everything. Consequently, taking notes is crucial. Taking notes is meant to assist us in retaining important information by helping us filter it. Taking notes involves more than just recording what you read or hear; it also involves synthesizing and revisiting ideas you have learned from reading or lectures. Notes are an important record of information that may aid in preparation for a seminar, presentation, assignment, or examination. People often jot down notes or information they want to remember or that serve as reminders of something to do later (Hartley 2002, Hawkins 2010). Initially, note-taking is presented as an academic tool for learning (Howe 1974). It allows the individual to record and retain information for later use. The process of taking notes is commonly known as note taking. There is, however, a distinction between taking notes and making notes.

Note-taking, or better yet, note-making, occurs at all educational levels (from elementary school to university) and takes different forms. Examples include writing notes on a whiteboard or flipchart, summarizing or answering lectures on paper or a laptop, and annotating similarity or digital texts.

However, the learning sciences and other positive approaches have embraced it, primarily viewing it as a tool for learning (see Kiewra et al.,1991; Kobayashi, 2006; Mueller & Oppenheimer, 2014; Reed et al.,2016). This contrasts with the philosophy of education, which has mostly ignored it.

One of the main differences between taking and writing notes is that when you take notes, you attempt to write down or capture everything that is said. On the other hand, when you take notes, you are trying to recall the most important information and summarize it in a way that makes sense to you. Another distinction is that when taking notes, you often use a notepad and a pen or pencil. To take notes, you can use any device, such as a computer, tablet, or phone. Taking notes is mostly used to assist you in remembering what was said or written. When you take notes, you usually do it to help you with a project.

According to Zamojski and Vlieghe (2017), taking notes is a valuable educational activity in and of itself, not only a means to an end (like learning). Making notes during a lecture is a reconstruction process in which students replicate the teachers' voice in their notes. Making the teachers' prepared notes available to the public showcases their way of thinking. The lecturers' and students' note-taking are thus inseparable, and perhaps inverse: the teacher constructs, the teacher and student co-construct, and the students rebuild. Making notes is thus not only a mental or representational experience, but also one that is embodied and productive, as well as one of 'potentiality' (Lewis, 2013).

Meaning of Note Taking

Taking notes is the process of systematically recording information in minimal parts. Writing down or recording in a descriptive manner what you see, hear, or read at lectures, tutorials, webinars, and seminars is the first step in creating an effective note. The act of recording information obtained from another source is another name for note-taking. By taking notes, the writer releases his or her mind from seeking to remember every detail of the information by capturing what is important.

When taking notes, they must be copied verbatim from the source and rewritten in a comparable style. It is also like noting most of what you read or hear without thinking about it. It also involves trying to cover up most of the material without emphasizing the main idea or problem. It is self-evident that taking notes is what we do whether we attend lectures, watch movies, or read a book. Note taking is, for example, copying what your lecturer or teacher is saying or teaching in a lecture hall or classroom.

Examples of Note Taking

   i-   Cornell Notes
   ii-   Guided Notes
   iii-   Outlining

Meaning of Note Making

Making notes is the activity of keeping records from many sources. It is more than just writing down what you hear or see. Note taking is a more cerebral activity than note taking because it requires you to choose, analyse; and summarise what you hear and read. Making notes is thus an active way of study because it requires you to think because you must make decisions about what you write.

In other words, note making involves taking different notes from lectures, films, and books and compiling the information into a briefing that you will use for revision or future reference. What is instructive about making notes, according to Bravo Palacios and Simons (2014), is that students learn to balance their authority and the authority of the teacher; originality and imitation; mental, physiological, and emotional states; and concentration and distraction.

Examples of Note Making

    i-   Mind Mapping

    ii-   Digital Gardening

    iii-   Zettelkasten method

Difference between Note Taking and Note Making

Although note taking and note making share some of the same characteristics as previously discussed, making it challenging for people to tell them apart and simply refer to note taking, there are also distinct differences between the two. The differences are:

1. Note-taking is a quicker process than note-making, and this is one of the main distinctions between the two. Beginning to take notes takes minimal time and effort. It is more practical to take notes quickly because important thoughts and details can be observed during a meeting or lecture. On the other hand, making notes takes more time, but the result is a more thorough and structured set of notes.

2. Note making is easier to grasp than Note taking in class or elsewhere because Note Making allows you to add your own thoughts to what you are writing down, whereas Note taking simply copies down what you hear or see.

3. Note taking involves taking points from a single source at a time, whereas Note Making involves taking points from a various source.

4. Taking notes involves jotting down what you hear or read without processing the information, whereas making notes involves analysing what you hear or read.

5. Taking notes is a passive method for studying, whereas making notes is an active method for studying.

Conclusion

In conclusion, according to Edgar Wright (1962) in his book on Study Methods, the difference between Note Taking and Note Making is that Note Taking occurs frequently while listening and the goal is to quickly capture the content so we can refer to it later. Note Making occurs more frequently while reading and consists of deliberately crafting your own version so you can learn and create better. It does not matter how the notes are taken, cultivating the right way of taking notes is emphasized. By making your own notes based on the understanding found, this will increase your memory of things.

According to Muniroh (2021), taking notes and making notes, on the other hand, should not be a tough task; rather, it should be a simple action that helps students recall what they have just learned. The experience of making or copying notes is valuable because of that effort we will feel proud when we understand then and can be use them needed.

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Differences Between Note Taking and Note Making - Bscholarly

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