Notetaking Services

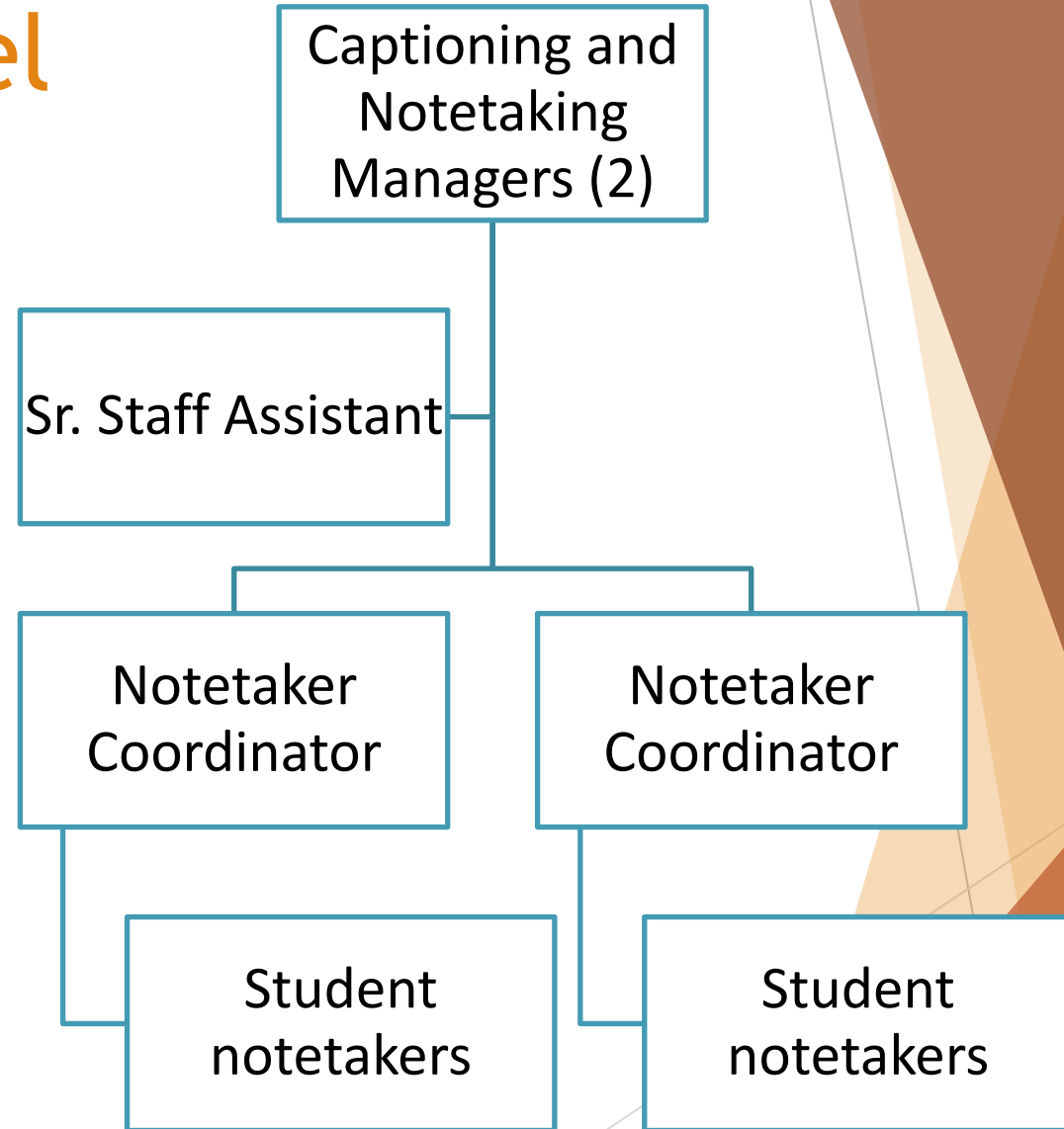# Notetaking at RIT

NTID's Department of Access Services

- Access Services provides the following support for DHH students:
  - Interpreting
  - Captioning
  - Notetaking

- DHH Students can choose one live support service:
  - Interpreting OR Captioning

- Notetaking
  - All DHH Students can request notetaking in addition to the live support choice

Notetaker Personnel

- Student notetakers are paid per hour
  - Currently enrolled in the class
  - Took the class in the past

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          ┌────────────────────┐
          │ Captioning and     │
          │ Notetaking         │
          │ Managers (2)       │
          └────────────────────┘
                    │
  ┌──────────────────┐
  │ Sr. Staff Assistant │
  └──────────────────┘
        ┌───────────────┴───────────────┐
  ┌──────────────┐              ┌──────────────┐
  │ Notetaker    │              │ Notetaker    │
  │ Coordinator  │              │ Coordinator  │
  └──────────────┘              └──────────────┘
        │                              │
  ┌──────────────┐              ┌──────────────┐
  │ Student      │              │ Student      │
  │ notetakers   │              │ notetakers   │
  └──────────────┘              └──────────────┘
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Reasons for Notetaking

▶ You are supporting Deaf and hard-of-hearing students who have varying degrees of hearing loss.

▶ Keep in mind – it is difficult to watch or follow the Professor, Interpreter, or Captioning and take notes at the same time.

▶ Students may utilize notes as a Study Guide for Exams, Quizzes, and Projects.

Who sees the notes?

- NTID Supported Students

- Professors

- Tutors

- Access Services Staff (Captionists, Interpreters)

- Notetaking Coordinator

- Supported Students provide feedback on notes to the Notetaker Coordinators throughout the semester

Notetaking Guidelines and Best Practices

Responsibilities of a Notetaker

▶ Take clear and detailed notes

▶ Attend class consistently

▶ Upload notes immediately after class

▶ Accept feedback to improve

Notetaking Situations

- Lectures
- Exam preparation
- Review sessions
- Labs and studios
- Presentations and guest lectures
- Field trips

Non-Lecture Scenarios

▶ **Critiques, Presentations, and Guest Speaker**

    ▶ Provide topic and short summary

    ▶ Provide presenter's name

▶ **Labs**

    ▶ Provide Professor's lecture (main topics and supporting information)

▶ **Studios**

    ▶ Provide Professor's lecture (main topics and supporting information)

    ▶ Provide notes on critiques

Non-Lecture Scenarios

- **Videos and Movies**
  - Include title and short summary
  - Include theme, characters, and actor names
  - Include discussion points discussed in class

- **Exam Review**
  - Include key points, review examples, explanations and solutions

- **Fieldtrips**
  - If notes are needed, provide short summary of the experience

Notetaking Guidelines

- **First page** should include:
  - Course name and date
  - Homework assignments
  - Exam/Quiz information
  - Important announcements/changes:
    - Room change
    - Class cancellations

- **Legible handwriting**
  - Clear and readable
  - Use sufficient white space
  - Typed notes are acceptable
  - Use dark pencil or ink
    - If using both sides of paper, make sure writing is not bleeding through

Notetaking Guidelines

- Provide **Sufficient Content**
  - Main topics
  - Additional supporting information
  - Questions and Answers asked in class
  - Equations, Formulas, Code, Diagrams, Presenter names/topic, etc. (when applicable)

- **Use Headers and Bullets**
  - Headers and Bullets emphasize key information

- **PowerPoint Presentations**
  - When Professor is lecturing from a PPT, refer to Slide Number in your notes

Student Feedback on Notes

▶ Students can provide feedback on your uploaded notes

  ▶ Your Coordinator will share the feedback with you

  ▶ Common feedback remarks:

    ▶ "Notes are very clear and easy to read"

    ▶ "Wrong notes uploaded"

    ▶ "Notes need more content"

    ▶ "Notes are hard to read"

Benefits of Notetaking

Helps improve students' access to information during classes

Improve student's understanding of the material and overall course success

Low cost, and easy to implement

Benefits to other students and to professors

Group Participation: Evaluating Notes

Example of Notes 1:

Strengths?

Improvements?

Announcement: Flash Essays Due Date Moved Back

Flash Essays
- Hard to define entirely
- Examples from assigned readings:
  > "What you love about new york" by Daisy Hernandez <
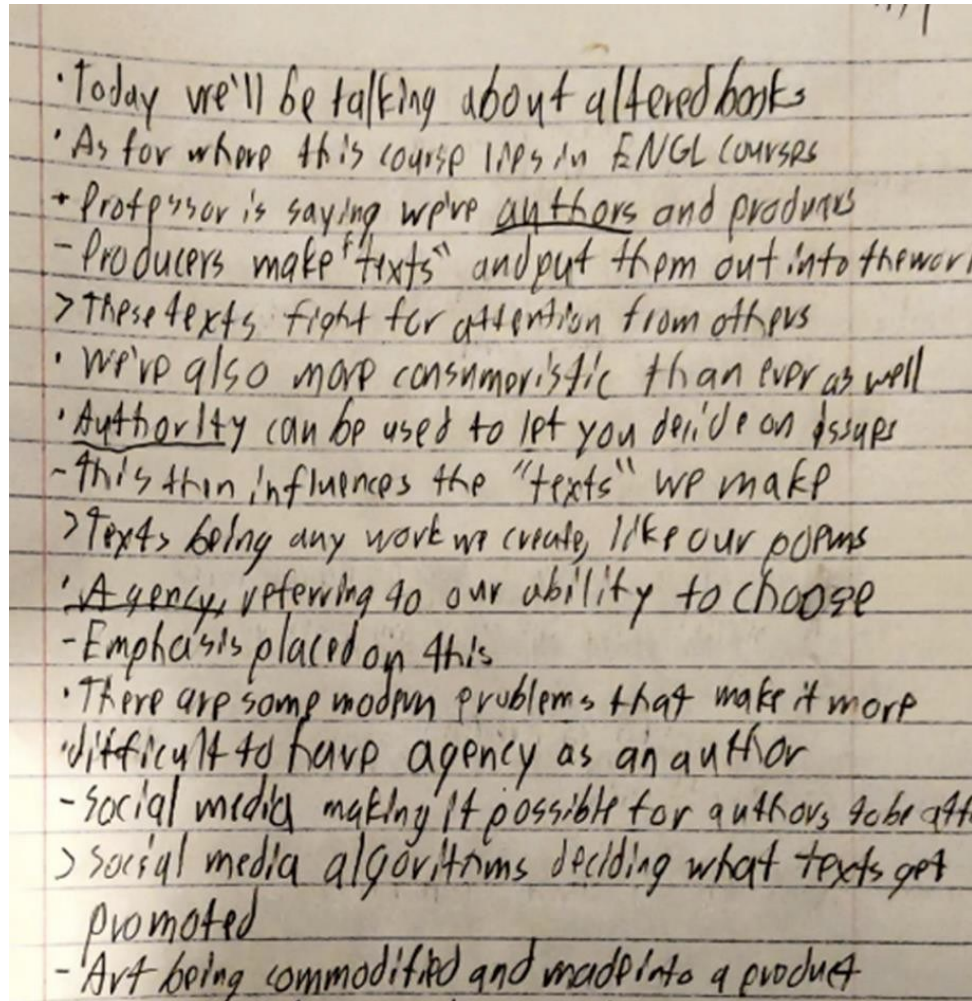
Plot/Events	Language/Structure	Themes/Ideas
[scribbled out text]	-Parallels between love for city and romantic relationship	-What it means to really take in your surroundings
	- One long run-on sentence ... Stream-of-consciousness	- Memories
		-Visiting vs. Living
-Lack of tourist-y details	- feels busy and overwhelming like living in the city	- City looking at itself, NOT outside perspective
-Appreciation	- Each paragraph starts with "city" and ends with "new york"	- focus on scale... small vs large
- Muscle-memory		- recurring mention of eyes
-Science article about muscle-memory	- Focus on small, personal details and human interaction	
- stage productions		
- urgent love vs old love		
- loving strangers		
-Sparrow?		

Example of Notes 2:

Strengths?

Improvements?

Example of Notes 3:

Strengths?

Improvements?
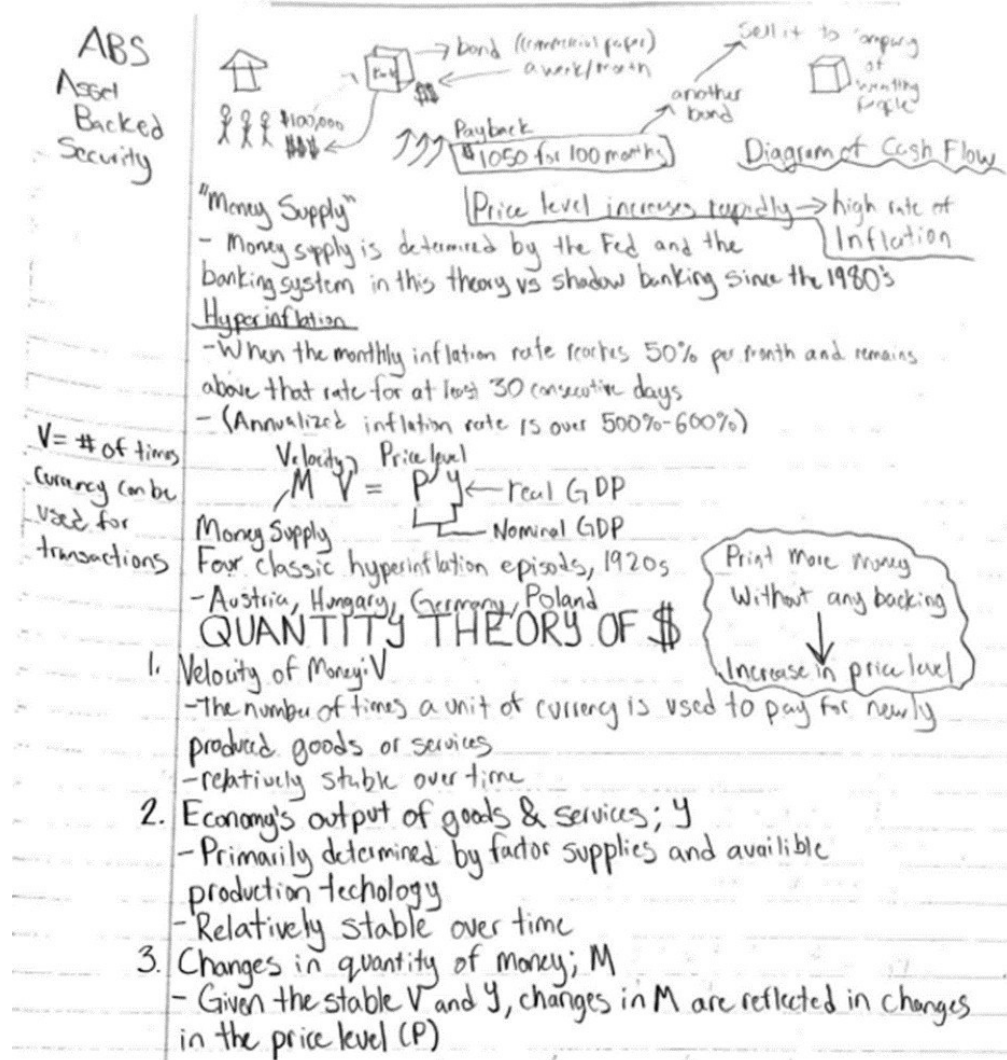
Example of Notes 4:

Reminder:

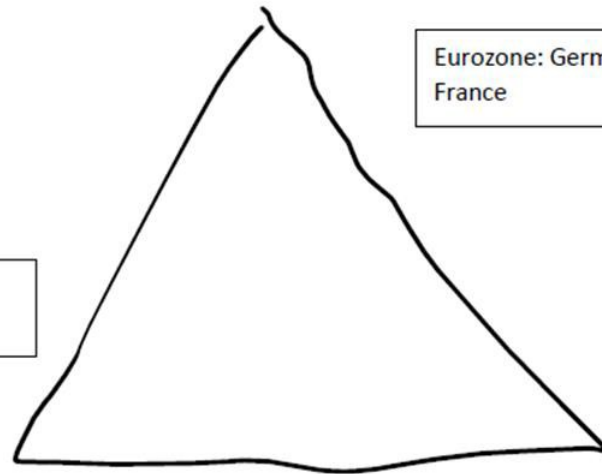Make sure to finish reading True Biz by March 27 for in-class discussion

Look through Research Paper Guidelines posted on myCourses.

$PV = FV/ (1+r)^{\wedge}t$

8% → spend 5% and inflate 3%

Eurozone: Germany, France

Independent Monetary Funds

Example of Notes 5:

ABNORMAL PSYCHOLOGY
2/9/2023

Today's objective:	finish anxiety disorders today
Reminders —————	- No laptops, no phones
	+ No personal stories
Where we left off:	Causes of anxiety disorders

Sociocultural Causes:
- Anxiety disorders are more likely to develop following exposure to stressors
- Parents may model & unintentionally reward anxious behavior.
    - Causes over reliance on "safe people" (people who keep you safe, or those that you feel safe only when you're around them)
- Gender Bias:
    - Females are much more likely to be diagnosed than males.
        ▷ They may be more likely to admit to anxiety.
        ▷ Gender socialization may train males to be more aggressive while training females to be more fearful.

Social/Cultural Treatments —————
- ==Secondary gain:== an accidental reward from your disorder that comes from reenforcement.
    i.e. people who have test taking anxiety not having to take tests.
    ↳ you have to firstly treat secondary gain → teach those around you to stop modeling & rewarding fearful behavior → check if the fear is actually justified → address gender & cultural roles which encourages maladaptive behavior → fix overly dependant relationships & make them normal.

Example of Notes 6:

Announcements
- The peer review draft of your paper is due tonight at 11:59 pm
  - Submit as a word document
  - Once he receives all of the submissions, he will randomly assign them to one another
- There is a rubric for grading your peer's paper
  - It should be similar to how he provided feedback for the proposal (content focused)
    - Leave comments for content information, track changes for editing suggestions
      - Although there shouldn't be a ton of edits... that's not the point
- He is going to upload an updated syllabus with updated readings for the semester

Due Next Class:
- Readings (posted on MyCourses):
  - Rohrer (2018)

Class Notes (Halloween Scale):
- What would you do if you were trying to measure something?
  - Define the symptomology to define what you're looking for
    - Define the construct
  - Give the scale to someone
  - Give both scales to someone
    - Here, the 1,000 question scale and the 13 scale form to assess the validity
  - Add questions to keep track that people are actually paying attention
    - Validity checks... ex. "Circle 3 for this question"
- What would you change about this scale?
  - Remove the question regarding pumpkin spice because it's not necessarily halloween-like
    - Ex. someone may love pumpkin spice but not really like halloween or vice versa
- How would you assess test-retest reliability:
  - Test people over a period of time... hoping to see if they score similarly each time

Considerations for Notetaking Services

How Do You Get Started?

What do you want your notetaking system to look like?
- ➢ Which courses or programs?
- ➢ How will DHH students request the services?
- ➢ How will notetakers be compensated?
- ➢ Notetaker responsibilities?
- ➢ Training?
- ➢ How will notes be centralized and/or shared with students?
- ➢ Who else should have access to the notes?
- ➢ Ethical and Confidentiality Guidelines?
- ➢ Communication?

What potential challenges do you foresee?

Discussion & Closing

Thank you!