

# LISTEN in Class

## Lead

- lead rather than follow
- anticipate what might be said next
- read assignments/chapters before class
- listen with intention to learn

## Ideas

- listen for ideas and concepts
- listen for the facts, explanations, and examples that support the ideas and concepts
- ask yourself
  - What is the point? What is the instructor doing? Why is it being done?

## Signals

- listen for signals that give structure to the lecture/discussion
  - introductory signals
    - *first...*
    - *the important thing is...*
    - *there are three main reasons...*
  - support signals
    - *on the other hand...*
    - *for example...*
    - *in contrast...*
  - concluding signals
    - *therefore...*
    - *finally...*
    - *this tells us that...*

## Think

- relate the lecture/discussion to other topics you have been studying
  - theories and principles
  - traditional teachings and practice
- relate the topic to your own experience
  - experience, beliefs, values, ethics
- ask questions that require explanations rather than direct answers

## Explain

- explain what is being said to yourself in your own words
  - *So, that means...*
  - *Another way to say it would be...*
- during discussion, explain to others in your own words
  - *So, as I see it...*

## Notes

- notes help to organize, classify, and summarize what is being said
- notes help provide logical organization to the information
- notes provide a record for review and reference
- notes need to be easy to use/access information
- notes should be in point form, *not* sentences, with lots of white space
- Notes may need to be rewritten or reorganized
- Notes can be in concept map format or 2-column format
- Sign up for a learning skills session or attend a workshop on how to take good notes