

Learner Workbook



A3 and the Employment Path

Written by Karen Morgan-Bowyer



Extract information from films, broadcasts and presentations.

find

use

interpret

understand



Acknowledgements

A3 and the Employment Path as a concept came about due to the work of the QUILL Learning Network and the Task-Based Portal. Reviewing the many task sets on this site it was obvious there really wasn't much, if anything, to support the Ontario Adult Literacy Curriculum Framework, Competency and Task Group: A3. Extract info from films, broadcasts and presentations. Focusing this curriculum on the Employment Path came about because more and more workplaces are training their staff using videos and podcasts.

Thank you to the Ministry of Training, Colleges and Universities for funding this project and seeing the importance of creating this kind of curriculum.

This curriculum was researched and written by Karen Morgan-Bowyer. Her experience, skills and knowledge working as an instructor with learners and then being a manager in LBS and working with instructors gave her the unique perspective required for developing great curriculum and task sets. The resulting product speaks for itself.

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A job well done,

Jane Tuer, Executive Director, Project READ Literacy Network (Waterloo-Wellington)

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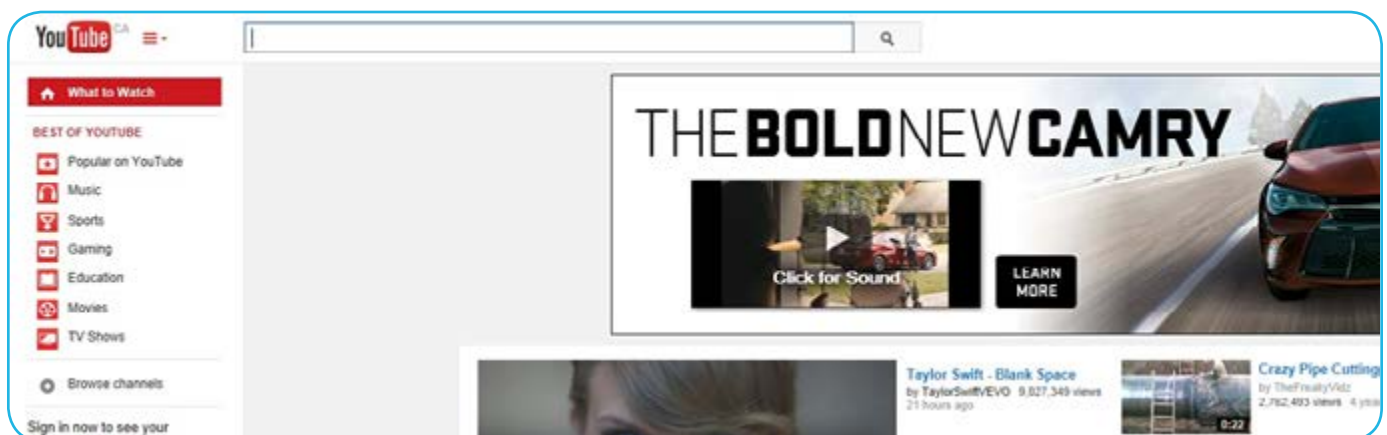
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Unit 1

Viewing Videos Online:

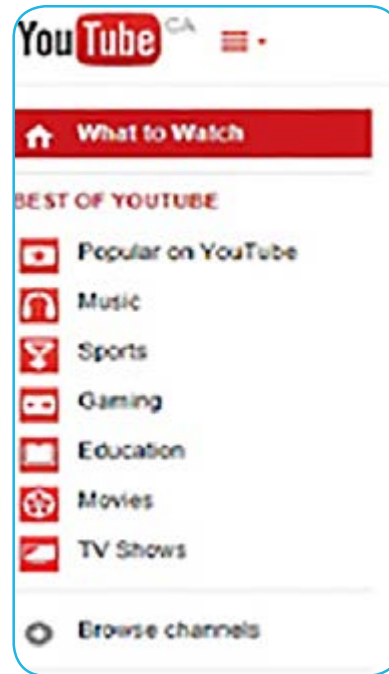
Online videos seem to be everywhere these days. For example, if you have a Facebook account one of your friends has more than likely shared a funny video. There are many different platforms for videos. One of the most well-known is YouTube. Let's take a look at how to view a YouTube video.

When you go to www.youtube.ca you'll see a page that looks something like this:



There will be advertisements playing and previews of some of the most popular videos.

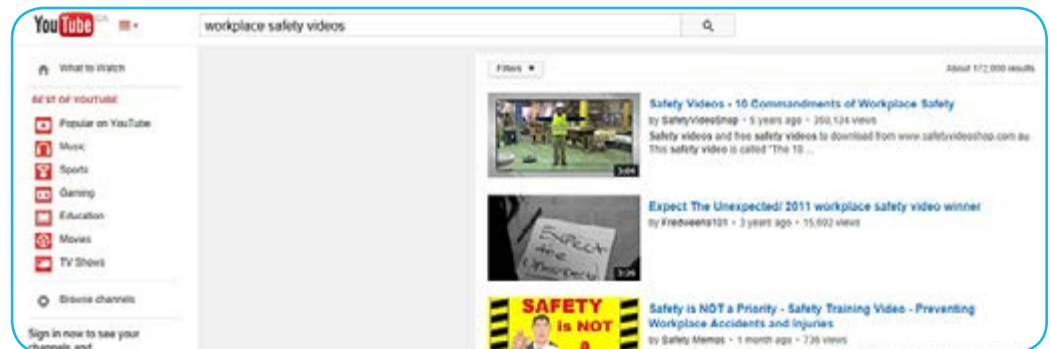
You can sort and search the type of video you want to find by clicking on these choices:



Another way to find videos is to type a subject directly into the search bar:



Let's try a search for Workplace Safety Videos:



The videos that appear will

be different depending on what's most recent or most popular. You can see that there is a picture of the video as well as a short description of what it's about. You'll also see how long it has been posted on YouTube and how many people have viewed the video.

From here, you can click right on the picture of the video or the blue-highlighted name of the video and the video will start playing.



Sometimes an advertisement will play before your video plays. You'll often have the choice of skipping the ad after a few seconds.



There are a variety of controls you can use

pause

play

volume

“Elapsed time” Shows how long the video is and how long it has been playing

0:20 / 3:00

You can click and drag this red line to move forward and backward through the video

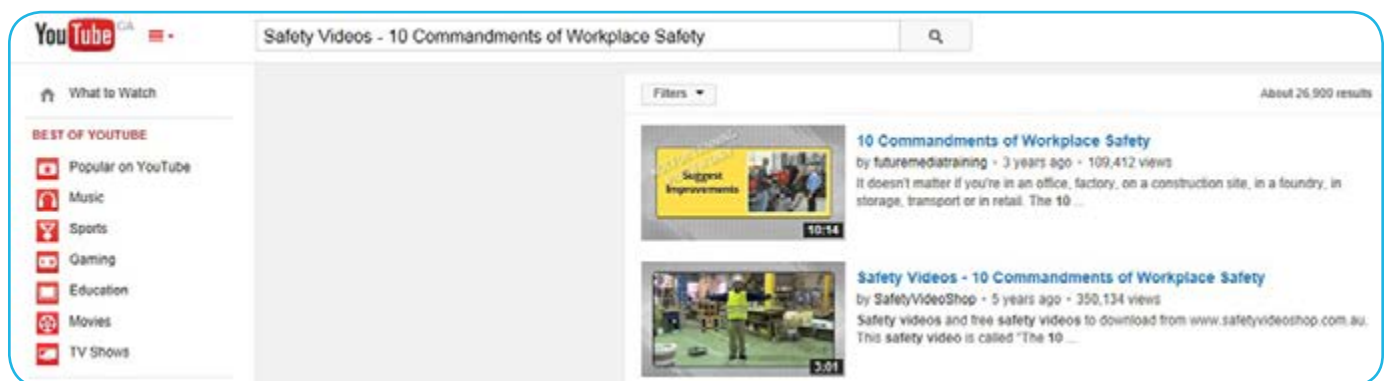
You can click this to make the video full screen (sometimes full screen doesn't happen automatically)

Watching videos: Activity 1

- ▶ Go to www.youtube.ca
- ▶ Search for a workplace safety video
- ▶ Choose a video and watch the first minute (the elapsed time will say 1:00)
- ▶ Use the full screen button
- ▶ Move the video back to 30 seconds (the elapsed time will say 0:30)
- ▶ Pause the video at 45 seconds (the elapsed time will say 0:45)

More about Videos

You can also find a specific video by putting its title in the search bar.



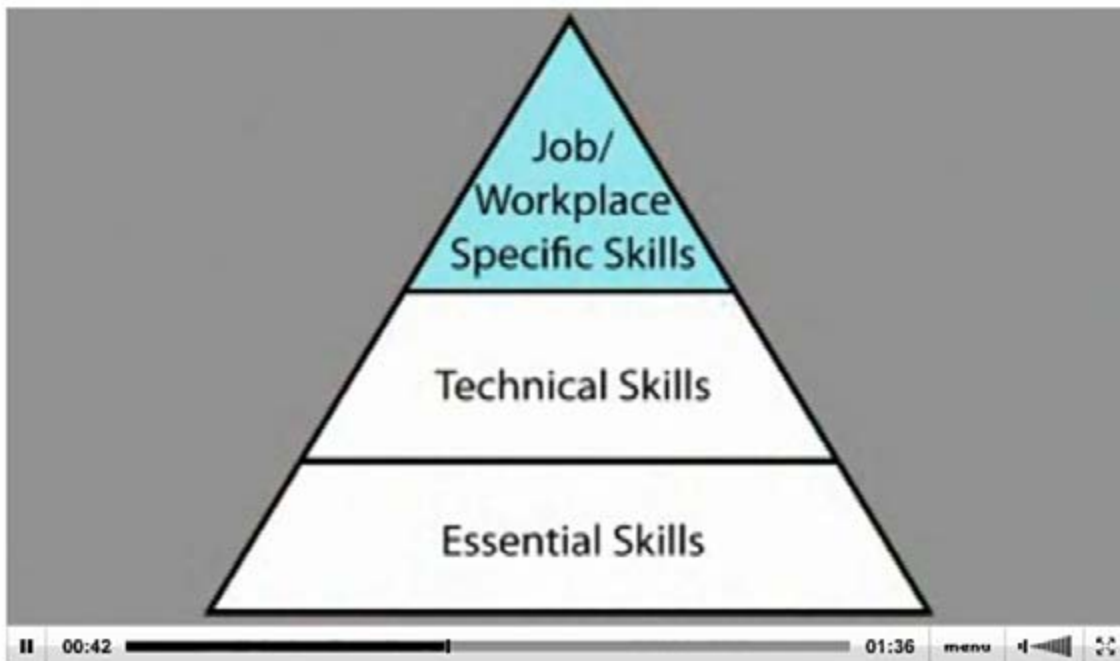
Sometimes several videos will have the same or similar titles. You can look through the results to find the one you want.

Watching Videos: Activity 2

- ▶ There are many, many other types of video platforms on the internet. You will find, though, that knowing the basics will help you view them. Watch the video. As you do, notice the video has similar controls as the YouTube video.
- ▶ Go to this website:
<http://www.media.gov.on.ca/f219cf6b298dddb5/en/pages/text.html>
- ▶ Pause the video at 0:23 then re-start the video
- ▶ Make the video full-screen
- ▶ Turn the volume down using the volume controls



Skills Overview Video



Notice that all of these video controls are similar to those found on YouTube videos

More video platforms:

Some videos from older websites are not as straight forward to use. One of these is an employment information website called Vector. It involves taking multiple steps to find the video you wish to play. We will be using a few of these videos in future units, so let's take a look at how to use the website. We are going to search for a video about being a **By-law Enforcement Officer**



Click "Guest"



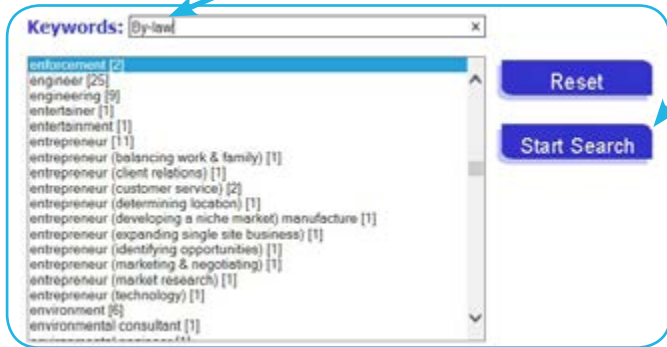
Click "Explore Video"



Click “Keywords”

1. Type the word By-law in keywords search area

2. Click “Start Search”




This tiny picture of a video camera indicates there is a video available



Click on “By-law Enforcement Officer”

SEARCH RESULTS: Keywords: [Search Again](#)

TITLE:  [By-law Enforcement Officer](#)

INDUSTRY: Sales & Service

INTERESTS: Social, Directive, Objective, Reading Text, Writing, Oral Communication, Decision Making

EDUCATION: High School, College

KEYWORDS: by-law enforcement officer, parking enforcement, law, Ontario

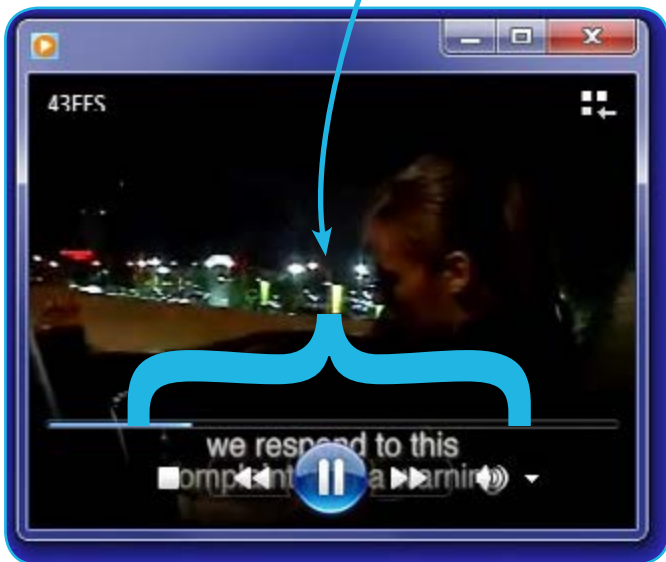
INCOME: Average Income: \$40,000 - \$80,000

DESCRIPTION: By-law enforcement officers enforce by-laws and regulations of provincial and municipal governments. They are employed by provincial and municipal governments and agencies. Joanne Pilotte - By-law Enforcement Officer [video clip]. Filmed in Eastern Ontario and produced by students at Algonquin College (www.algonquin.on.ca). We would like to acknowledge the City of Ottawa, Emergency Protective Services, for its assistance and co-operation. (NOC 6463)

NOC LINK: [Click here to visit the National Occupational Classification \(NOC\) web site to learn more about this occupation.](#)

Click on “By-law Enforcement Officer” (again) and the video will open up as a small screen on the right hand side of your screen

When you hover your mouse cursor over the small video screen you will see the stop, rewind, pause, forward and volume buttons



Watching Videos: Activity 3

- ▶ Click on the link below to get to the Vector homepage:

<http://vector.cfee.org>

Watching Videos: Activity 4

- ▶ Go to this website:

http://www.ted.com/playlists/4/what_makes_you_happy

- ▶ You will need to scroll down to find the video “The Hidden Power of Smiling”
- ▶ You will need to scroll back up to watch the video as it plays at the top of the screen
- ▶ The time will disappear when you start watching, you will need to move your mouse over the control buttons for the pause, skip and volume to appear
- ▶ Watch “The Hidden Power of Smiling” starting at 0:47 and stopping at 1:55



Unit 2

Working with your Learning Style:

People learn in different ways. We use all three senses of seeing, hearing and touch when it comes to learning, but most of us prefer one sense over the others. The sense that we like to use the most is considered our preferred Learning Style.

Your Learning Style will affect the way you watch or listen to a video or presentation.

- People learn most effectively when the strategies they use are closely matched with their preferred Learning Style
- Sometimes we can improve our learning by knowing what our best learning approaches are and then doing more of that
- Sometimes we can improve our learning by knowing what our less preferred Learning Styles is and trying to strengthen our skills in that area

If you are aware of and able to use your strongest Learning Style, it may be easier to remember details of a presentation.

We will explore Learning Styles and ways to use your Learning Style to your advantage.

What is your dominant Learning Style?

- ▶ Complete this questionnaire to find out.¹
- ▶ Put a check beside each sentence that describe what you usually do or how you usually act:

I usually or often...	Section A
can put together things with help from printed or pictured directions	
close my eyes when memorizing or remembering something	
notice things around me	
am good at working with and solving jigsaw puzzles	
prefer to watch television, go to a movie or play a video game in my spare time	
like to see what I am learning	
have a great imagination	
understand things better by reading about them as opposed to listening	
am quiet and am not often the person who starts a conversation	
think the best way to remember something is to picture it in my mind	
take many notes in school	
Total for section A	

1 Adapted from QWLG Skills for Life Series (#1)



I usually or often...	Section B
love to communicate with others and talk a lot	
listen to music in my spare time	
remember television commercials, jingles, and songs after hearing them once or twice	
use rhyming words to remember names or facts	
talk aloud when working on a math problem	
hear spoken directions and follow them quickly	
learn better by listening to lectures and presentations and by discussing material than by just reading about it	
whisper aloud or mumble when reading something I am trying to understand	
have difficulty reading diagrams or maps unless someone explains them to me	
am very verbal when expressing my feelings	
am bothered by hearing sounds that other people don't seem to notice	
like to use free time to talk to others in person or on the phone	
Total for section B	

I usually or often...	Section C
find it hard to focus or pay attention, especially when reading, unless the story is full of action	
enjoy sports, active games and building things	
am a high-energy person; I rarely sit still	
reach out to touch things I am looking at; I like to feel the textures of things	
move with music	
show my feelings with body language; I react physically, like slamming a door or stomping out of a room when I am angry or upset	
learn best when I can do something or move around; I pace when I am memorizing things	
use my hands a lot when I am talking	
often use my fingers to count off items or write in the air	
have difficulty following and remembering spoken directions	
appreciate physical expressions of encouragement such as a hug or a pat on the back	
Total for section C	



A. If you checked more in section A than the other two, you learn well visually. This suggests you are a **Visual Learner:**

People who are visual learners learn best by seeing information. They tend to think in pictures, and create vivid mental images to retain information. The following characteristics are typical of many individuals with strong visual processing skills

Visual Learners:

- Easily remember information presented visually – pictures, diagrams, videos
- Have strong visualization skills. When they are trying to remember something, they often look up (often to the left) and “see” the information invisibly written or drawn
- Can make “movies in their minds” of information they are reading. Their movies are often vivid and detailed
- Have strong visual –spatial awareness of sizes, shapes, textures, angles, and three-dimensional depths
- Often pick up on the body language of others (facial expressions, eyes, stance, etc.)
- Have a keen awareness of the beauty of the physical environment, visual media, or art
- Have trouble listening if there is background noise

B. If you checked more in section B than the other two, you have auditory strengths. This suggests you are an **Auditory Learner:**

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally, and they like to hear all the facts. The following characteristics are typical of individuals with strong auditory processing skills

Auditory Learners:

- Can remember quite accurately details of information they hear during conversations or lectures
- Have strong language skills, which include a well-developed vocabulary and an appreciation for words
- Have strong language skills often leading to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly
- May find learning a foreign language relatively easy
- Often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills

- C.** If you checked mostly section C, you have kinesthetic or “active doer” strengths. This means you learn best by doing something. This suggests you are a **Kinesthetic (Tactile) Learner**

Tactile learners often learn best by doing, moving their bodies, and activating their large or small muscles as they learn. These are the “hands-on learners” or the “doers” who actually concentrate better and learn more easily when movement is involved.

The following characteristics are often associated with kinesthetic learners

Kinesthetic Learners:

- Often wiggle, tap their feet, or move their legs when they sit
- Are often labelled “hyperactive” as children
- Often do well as performers: athletes, actors, or dancers
- Work well with their hands. They may be good at repair work, sculpting, art, or working with various tools
- Are often well coordinated, and can have a strong sense of timing and body movement
- May find it hard to sit still for long periods of time, and may become distracted by their need for activity and exploration

Working with your Learning Style

Here are some strategies that work for different preferred Learning Styles. Check off a few you think are good tips for you to remember when you are watching a video/presentation or listening to a pod cast:

VISUAL	AUDITORY	KINESTHETIC
For presentations, lectures, instructional videos, webinars etc...		
Choose a seat where you can clearly see the presenter (or video) and any teaching visuals	Choose a seat where you can hear the presenter or video easily	Use a small object (e.g. stress-ball) to play with in one hand while the other takes notes
Focus on the presenter's face	Sit away from doors, windows, and other sources of noise	Consider using a laptop to take notes
Highlight notes so all information relating to one topic is in the same colour	Say the presenter's instructions over again in your mind to help you remember	Take notes – write down important words. Even if you don't look at the notes again the action of writing can help you remember details
Draw boxes or circles around terms/concepts and draw lines or arrows to show how they are related to one another	When trying to memorize things, say them to yourself out loud	Move a body part (e.g. swing or tap your foot), or walk around if it helps you concentrate
Look for sketches, diagrams, or charts to help interpret information	"Subvocalize" as you take notes – repeat information to yourself as a quiet "mumble" that's barely audible	Write; make pictures and illustrations (doodle) while watching/listening
Picture things in your mind as you learn about them		Stretch, stand up or walk around if you need to
Minimize visual distractions while you are watching		

VISUAL	AUDITORY	KINESTHETIC
For podcasts, radio shows, webinars with no visuals etc...		
Make colourful notes	“Subvocalize” as you take notes – repeat information to yourself as a quiet “mumble” that’s barely audible	Take short breaks while you are listening. Stretch, stand up or walk around if you need to
Ask for written instructions or write instructions down	Say the presenter’s instructions over again in your mind to help you remember	Move a body part (e.g. swing or tap your foot), or walk around if it helps you concentrate
Picture things in your mind as you learn about them	Sit away from doors, windows, and other sources of noise	Take notes – write down important words. Even if you don’t look at the notes again the action of writing can help you remember details
Ask the instructor or presenter if other visual information is available (e.g. course web site, lecture outline)	When trying to memorize things, say them to yourself out loud	Consider using a laptop to take notes
Minimize visual distractions in your working area		Write, make pictures and illustrations (doodle) while watching/listening
		Take a small object (e.g. stress-ball) to class to play with in one hand while the other takes notes

Working with your Learning Style: Activity 1

- ▶ Choose one or two of the strategies you have learned that will help with your Learning Style and use them while watching this next video.
- ▶ Watch the video and answer the following questions:
<http://www.tv411.org/science/tv411-whats-cooking/video-water>
- ▶ What percentage of our body weight is water?
- ▶ What two elements make up water?
- ▶ What is one of the healthiest ways to cook vegetables?
- ▶ What are the three phases (states) of matter?



Unit 3

Finding the Main Idea when watching a video or listening to a podcast:

Main Idea:

When reading books, essays or newspaper articles, knowing the Main Idea helps readers identify important information. The Main Idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about. The other sentences in the paragraph are called details.

The Main Idea is also important when watching videos or presentations. The Main Idea will be the most important idea in the segment of a video or presentation.

Ways to identify Main Ideas:

When you are listening to a video or presentation, it is important to recognize the clues to Main Ideas and details. Once Main Ideas have been identified, it can become easier to concentrate on important details and extract relevant information.

Here are some ways to hear the Main Idea in presentations and videos:

- The name of the video or presentation
- Topics to be covered that are listed on the chalkboard/whiteboard (presentation) or listed on the screen (video)
- Main Ideas and details placed on the chalkboard/whiteboard (presentation) or listed on the screen (video)
- Verbal listing of topic to be covered
- Clue words such as “First...Next...Furthermore...”
- Information is repeated
- Gestures such as pointing, especially at ideas on the board
- Speaker may tell you something is important
- Raising or lowering of voice pitch/loudness
- Speaker speaks faster or slower
- The amount of time spent on an idea or concept: more time means more importance

Finding the Main Idea: Activity 1

You instructor will now read a paragraph. Listen and decide what the Main Idea is. Keep this question in mind while you listen: “What is the overall message or argument being made by the author about the topic of this paragraph?”

The Main Idea is:

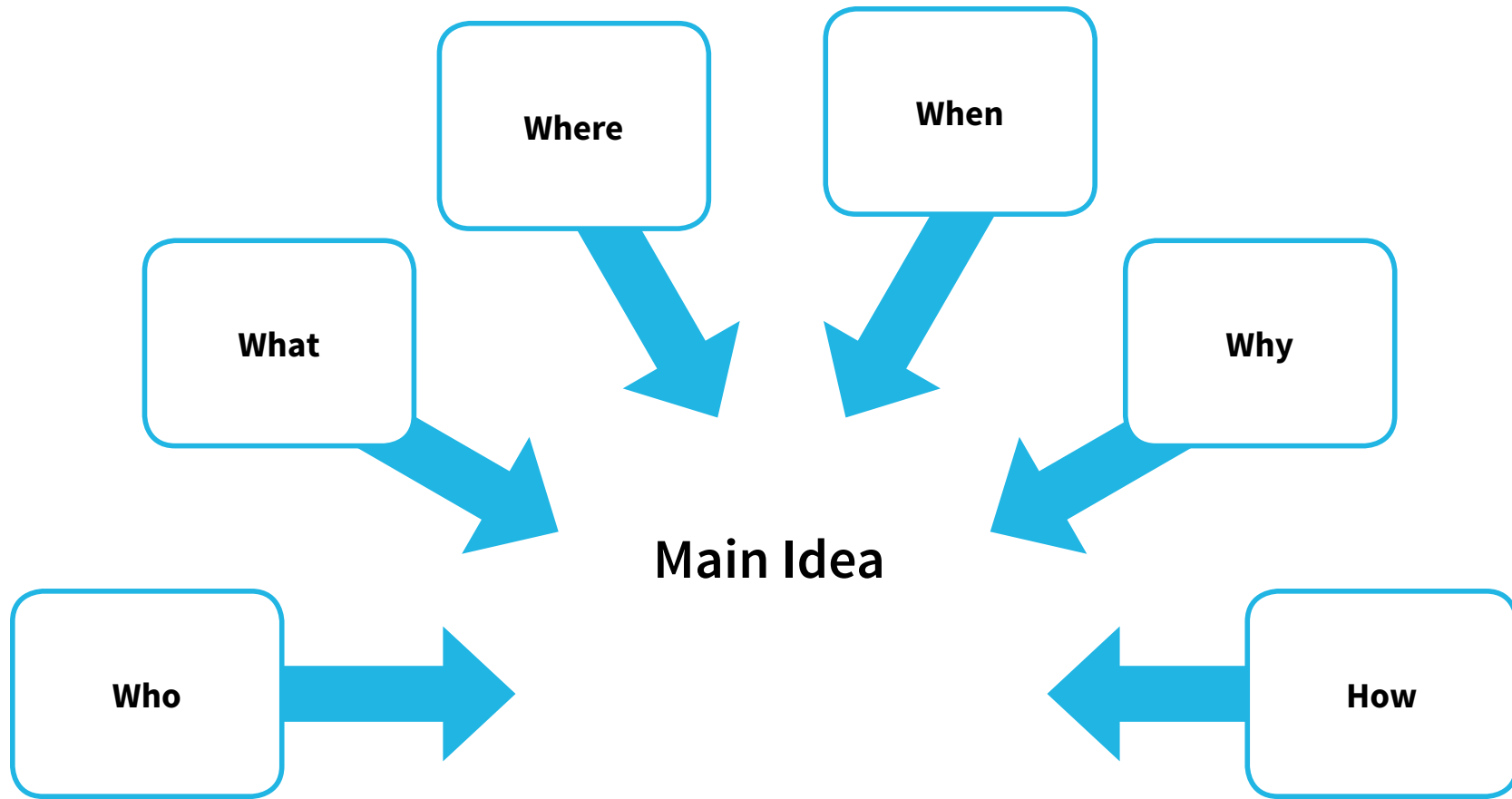
- A. Old Order Mennonite people live in Ontario
- B. Old Order Mennonite people live as their ancestors did
- C. Old Order Mennonite people use horses and buggies for transportation
- D. Old Order Mennonite people run farms

Supporting Details

Turn the Main Idea into a question by asking who, what, when, where, why, or how? The answer will give a set of details. These details help you understand the Main Idea.

Listen to this story read by your instructor and try to capture the supporting details using the Who, What, Where, When, Why and How chart found on the next page.

Finding the Main Idea: Activity 2



Extra Details

Some facts don't have much to do with the Main Idea. They could be called extra details.

Finding the Main Idea: Activity 3

Your instructor will read another selection. Listen to determine the Main Idea.

Then decide which information is not important to the Main Idea:

The Main Idea is: The internet can be a very good place for people to find jobs.

Which information is least relevant to the Main Idea? (circle the correct answer)

- A. There are job search websites available
- B. The internet is a good place to find online dictionaries
- C. You can search for jobs within your field of interest
- D. You can search by required qualifications

Listening for signal words and phrases:

When you are watching longer presentations or videos there can be more than one Main Idea that is presented. The speaker is not going to hold up a flag when he/she states an important new idea or gives an example. But, he/she might use signal words to give you the message that what is being said is important. Every good speaker does this and you should expect to hear these signals.

Signals are usually ignored by those of us who do not listen effectively. Expect to hear these signal words and start taking notes when you hear them.²

Main Idea Signal Words

SIGNAL	SIGNIFICANCE
There are three reasons why	Gives the number of Main Ideas
First...	Gives the first Main Idea
Second...	Gives the second Main Idea
Third...	Gives the third Main Idea
And most importantly...	Signals a Main Idea
A major development...	Signals a Main Idea

Support Ideas Signal Words

On the other hand...	Shows a contrasting idea
On the contrary...	Shows a contrasting idea
In contrast...	Shows a contrasting idea
For example...	Gives an example
For instance...	Gives an example
Similarly...	Continues an idea
Also...	Continues an idea
Further...	Continues an idea
Likewise...	Continues an idea
In addition to...	Continues an idea
In order to...	Gives a reason
Because...	Gives a reason
So...	Gives a result

Conclusion or Summary Signal Words	Other Important Signal Words
Therefore...	Now this is important
In conclusion...	Remember that
As a result...	The important idea is that
Finally...	The basic concept here is
In summary...	The crucial point is
From this we see...	This is essential
	This is significant



Purpose and Intended Audience

The purpose is the reason for presenting a video or presentation.

The intended audience is the person or group of people who the presenter expects will watch the video or presentation.

There are generally 5 possible purposes for a video or presentation:

Entertain: this type of presentation often provides humour or stirs our emotions and does not contain many facts (usually fiction).

Some examples are: plays, movies, video games, sports programs and comedy shows.

Express: in this type of video or presentation the presenter gives the audience his or her thoughts and feelings about a topic. The presenter is not trying to change the audience's opinion about something. The presentation is mostly opinion.

Some examples are: Music videos, V-logs, blogs and podcasts.

Persuade: The presenter is trying to convince the audience to do something or think a certain way. The presenter will use facts and opinions to change the audience's mind. Only one perspective is presented.

Some examples are: Advertisements, political speeches, sermons, editorial opinion segments on the news and movie reviews.

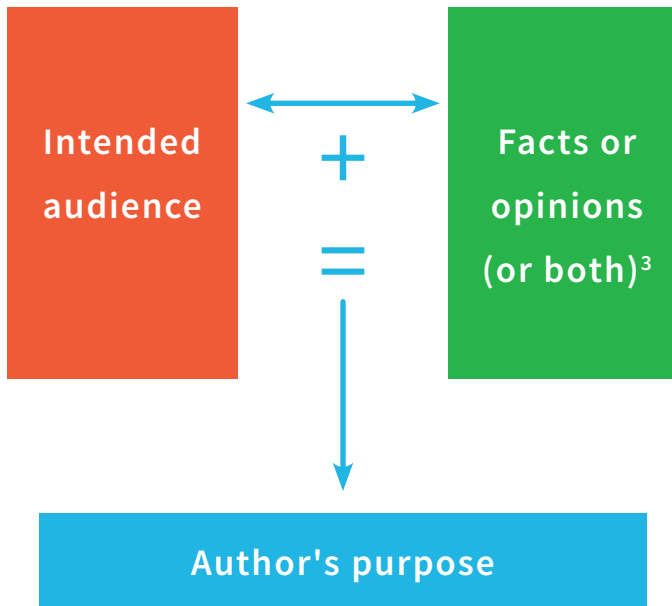
Inform: The presenter is providing information by communicating knowledge about a topic to the viewer. The presentation will be mostly facts. The presenter will rarely express his or her opinion.

Some examples are: news articles, text books, documentaries, wildlife shows.

Compare: This purpose is often combined with the purpose to inform or persuade. It examines the way two or more things are alike or different.

Some examples are: political analysis and consumer reports.

One way to determine the presenter’s purpose is to examine the intended audience and the facts/opinions presented:



Intended Audience:

A video/presentation or podcast may be intended for a variety of audiences. For example, toddlers could be the intended audience for “Baby Einstein” videos while employees of a mining company might be the audience for a safety video. Understanding the intended audience of a presentation will ensure that you are learning about something from the correct video/presentation or podcast.

How to identify the intended audience:

- The title of the video
- What website the video is found on
- Where the video is advertised
- Key words in the video

Purpose and Intended Audience Activity 1

- ▶ Watch the following video to determine the intended audience:
<http://www.servicecanada.gc.ca/eng/video/servicesforyouth.shtml>

- ▶ The intended audience for this information video is (circle the correct answer):
 - A. People close to retirement
 - B. People considering career choices
 - C. Employers
 - D. People with red-seal certifications

Video's purpose:

Videos about workplace safety, career options and product demonstrations are all made for different purposes. Presenters of videos and podcasts might intend to entertain, provide information or contribute to an employer's safety protocol. Understanding the presenter's purpose can help us extract information more effectively.

Purpose and Intended Audience: Activity 2

- ▶ Watch the following video and choose the author's purpose from those listed:
<http://www.servicecanada.gc.ca/eng/video/lmi.shtml> (labour market information)

- ▶ The purpose of this video is to... (circle the correct answer):
 - A. Inform

 - B. Persuade

 - C. Entertain

 - D. Compare

- ▶ How did you figure this out?

- ▶ Let's try another:
<http://www.servicecanada.gc.ca/eng/video/tpp-wwc.shtml>

- ▶ Who is the intended audience for this video?

- ▶ How did you figure this out?

- ▶ What is the purpose of this video?



Unit 5

Listening when watching a video
or listening to a podcast:

To be an effective listener requires concentration and commitment. Even though you may not be saying anything you are actively involved.

How well do you listen?

We will be exploring listening to presentations, videos and podcasts, but let's start with how you listen day-to-day. Answer the following questions honestly (no one will judge you on your answers).

Listening: Self-Evaluation	YES	NO
Do you find yourself daydreaming or easily distracted?		
Do you interrupt when others are speaking?		
When a point is unclear, do you feel uncomfortable asking for more information?		
Do you look away from a person speaking to you?		
Do you do other activities while listening?		
Do you pretend to pay attention to the speaker?		
Do you stop listening when the message is too complicated?		

You probably answered **yes** to some of these questions. Like many people, you might need to improve your listening habits. Becoming aware of your listening weaknesses is your first step in correcting them. Listening is a demanding activity that requires effort, skill, and practice.

Of course, everyone has some good listening habits as well.

List your good listening strengths and weaknesses below:

STRENGTHS	WEAKNESSES



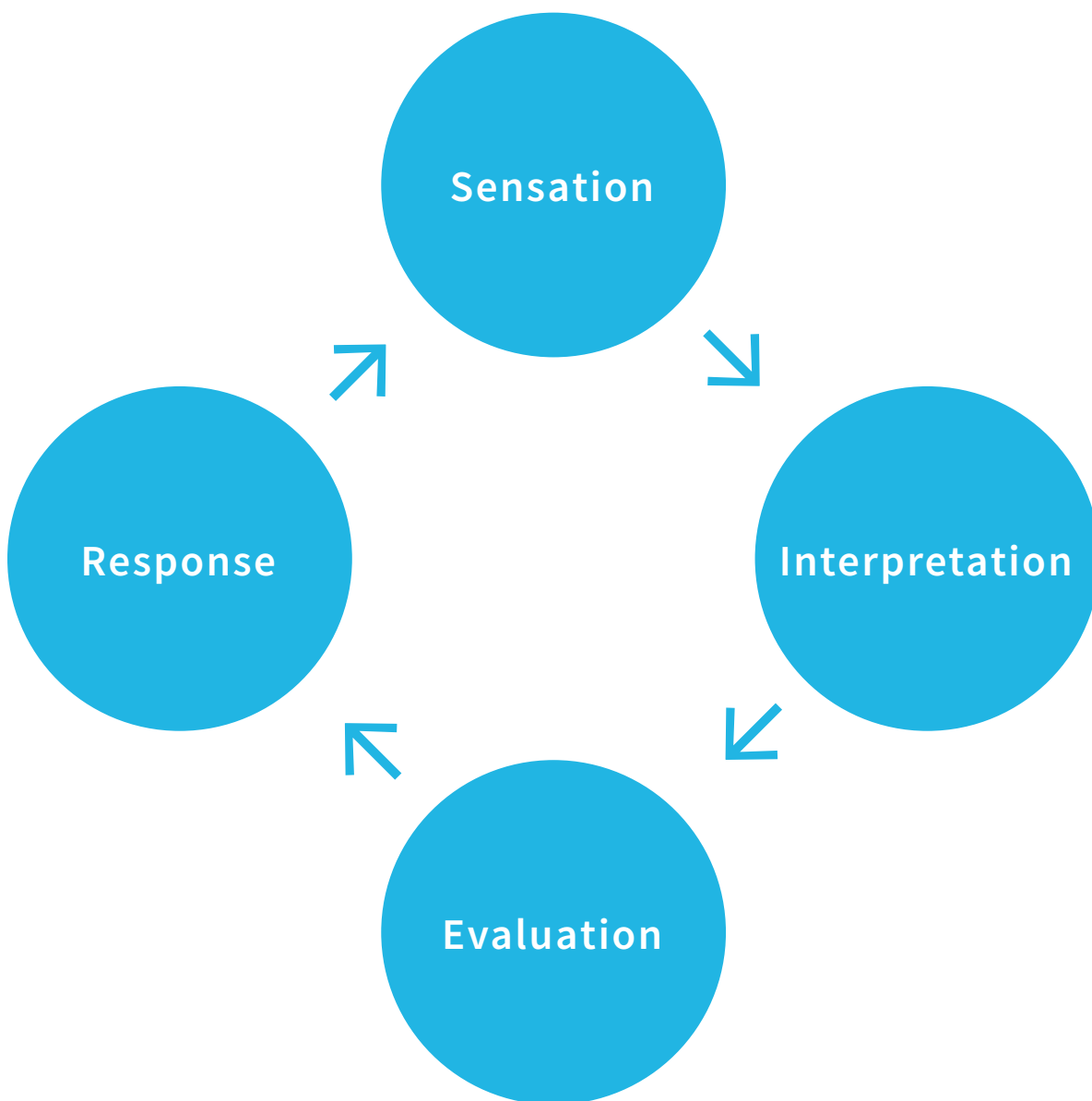
The Stages of Listening:

Sensation: Hear the message with ears

Interpretation: Attach meaning to the message

Evaluation: Judge message against personal values

Response: Provide feedback through questions and comments



Types of Listening:

TYPE OF LISTENING	DESCRIPTION
Active/Total	Listening in a way that demonstrates interest & encourages continued speaking
Appreciative	Listening to something for pleasure, such as music
Attentive	Listening obviously and carefully, showing attention
Biased	Listening through the filter of personal bias
Casual/Partial	Listening without obviously showing attention. Actual attention may vary a lot
Comprehension/Content	Listening to understand. Seeking meaning (but little more)
Critical/Evaluative/ Judgemental	Listening to criticize, evaluate or otherwise pass judgement on what someone else says
Discriminative	Listening for something specific but nothing else
Empathetic/Therapeutic	Listening to seek to understand what the other person is feeling
False/Inactive	Pretending to listen but actually spending more time thinking
Full	Listening to understand. Seeking meaning
Initial	Listening at first then thinking about response and looking to interrupt
Sympathetic	Listening with concern for the well-being of the other person

Here are some suggestions for improving your listening skills:

1. First of all, you have to want to listen. Decide that you're going to listen and then listen
2. Maintain eye contact with the person who is speaking (even if it is on a video). By doing this you will be less likely to daydream
3. Don't just listen to the words. Focus on the message behind the words. Also, pay attention to the speaker's body language and mannerisms
4. If you are going to a lecture, you probably have some idea of the topic beforehand. Be prepared. For instance, if you know that the presenter is going to talk about college preparatory programs, do some research about the topic. The more familiar you are with the subject, the more you will get from the presentation
5. Take notes⁴

4 More on note taking in Unit 11

Eight Habits which differentiate Non-effective and Effective Listening⁵

THE NON-EFFECTIVE LISTENER	THE EFFECTIVE LISTENER	STRATEGIES
subject is dry – doesn't apply to me	pays attention – asks what's in it for me	find areas of interest – focus on the main point as it will give you something to concentrate on
judges the delivery – gets hung up on errors	judges the content – skips over the errors	judge the content, not the delivery
tends to enter into arguments quickly and make judgements before comprehension	doesn't judge until their comprehension is complete	hold your fire – don't judge too soon
listens for facts	listens for central ideas	listen for ideas and recognize patterns of organization
uses one type of note taking and takes excessive notes	has several note-taking systems and writes down only the important information	uses different kinds of organization – be flexible – more notes = less value
passive – shows no energy output – acts bored	active – stays involved with the speaker	work at active listening
distracts easily	fights distractions – knows how to concentrate	resist distractions

5 Utah State University: Academic Resource Centre: Listening Skills for Lectures: http://www.usu.edu/arc/idea_sheets/

Visualizing Instructions:

When you need to follow instructions, your first task is to focus your attention. Then, as you listen, it helps to visualize the instructions. If you get a clear mental picture of each step, it will be easier to remember and carry out the instructions correctly.

As you listen:

- Concentrate on the story.
- Summon up your background knowledge – what you already know about the topic
- Grasp the Main Idea or main point of the story.
- Try to visualize the instructions, or picture it in your mind.

Listening: Activity 1

- ▶ <http://www.youtube.com/watch?v=pnwkrSR7M9U>
(**play audio only:** treating bee stings)
- ▶ List the five steps you should take to treat a bee sting.

Active Listening:

Listening is an active process, not a passive one. That means that it is something you do rather than something that is done to you.

Active listeners concentrate on the spoken message and take responsibility for understanding what they hear. The guidelines below will help you become an active listener.

Guidelines for Active Listening

- **Set purpose for learning:** Know what and why you want to learn
- **Focus your attention:** Resist daydreaming and ignore outside noises that may distract you. Try not to think about the speaker’s appearance or annoying habits. Concentrate on his or her message
- **Identify the topic:** Ask yourself what the speaker wants you to know or do
- **Summon up your background knowledge:** Think about what you already know about the topic. This background knowledge helps you understand new information you receive from the speaker
- **Grasp the Main Ideas:** Listen for the key points of the message. To identify the key points, listen for cues from the speaker. He or she may simply say something like “My point is...” or “What bothered me most was...” The speaker may also repeat or restate important ideas, say them more loudly or dramatically, or pause before and after stating them. Pay attention to verbal signposts: transition words and phrases
- **Visualize the message:** Try to form pictures in your mind of the speaker’s message. You’ll remember the ideas more easily if you associate them with a series of mental pictures
- **Check your understanding:** Ask questions when you do not understand a key point. When possible, summarize the Main Ideas in your own words after the speaker has finished
- **Take notes:** Jotting down the main points often helps you to understand and remember them. It is not always possible to take note, but do so when the situation allows



Unit 6

Making Inferences when watching a video or listening to a podcast:

Since we are not able to ask the speaker of a video or podcast for clarification we sometimes need to make inferences.

Inference means drawing a conclusion based on evidence and reason rather than on something that is said (askoxford.com). For example, if a friend of yours comes in from outside soaking wet you could infer that it is raining outside even if your friend doesn't tell you it's raining. You would think to yourself: "Why is she wet?". You can draw that conclusion from the evidence: **coming in from outside** and **soaking wet**.

Here are a few more examples of using inference:

- You go to visit a friend you haven't seen for some time. You see a bag of cat food in the kitchen. **You can infer that your friend has a cat.**
- You are using SKYPE to talk to your friend in England. In the middle of your conversation, the video-streaming is cut off. **You can infer that your friend cancelled your call or that your WiFi is down.**

In situations like these, we infer from what we observe. Then we ask ourselves “why is that the way it is?” We work back to the causes underlying, or supporting, what we have observed:

- Why would my friend have cat food in her kitchen?
- Why would the video streaming cut out?

▶ **Make an inference from the following scenario:**

You know your co-worker is going away for a ski trip over a long weekend. On the Tuesday after the long weekend, she comes to work with a cast and crutches. What inference can you make?

▶ **Make an inference from the following scenario:**

You hear the phone ring and when your room mate picks up the call he smiles. What inference can you make?

▶ **Come up with an inference scenario of your own:**

Most of what we read suggests more than it says. Sometimes authors will leave out background information. In stories, we often need to use inference to understand what is happening in the background. A popular term for this is, “*reading* between the lines”. Even though we call it “*reading* between the lines”, inferences can be drawn from visual clues (the friend who came inside soaking wet).

One thing to keep in mind when using inference is that it is possible draw the wrong conclusion. Using the example of the SKYPE conversation with a friend, it is also important to think: “would he/she really hang up on SKYPE, is that normal behaviour for him/her”? So, we need to think about drawing realistic conclusions.

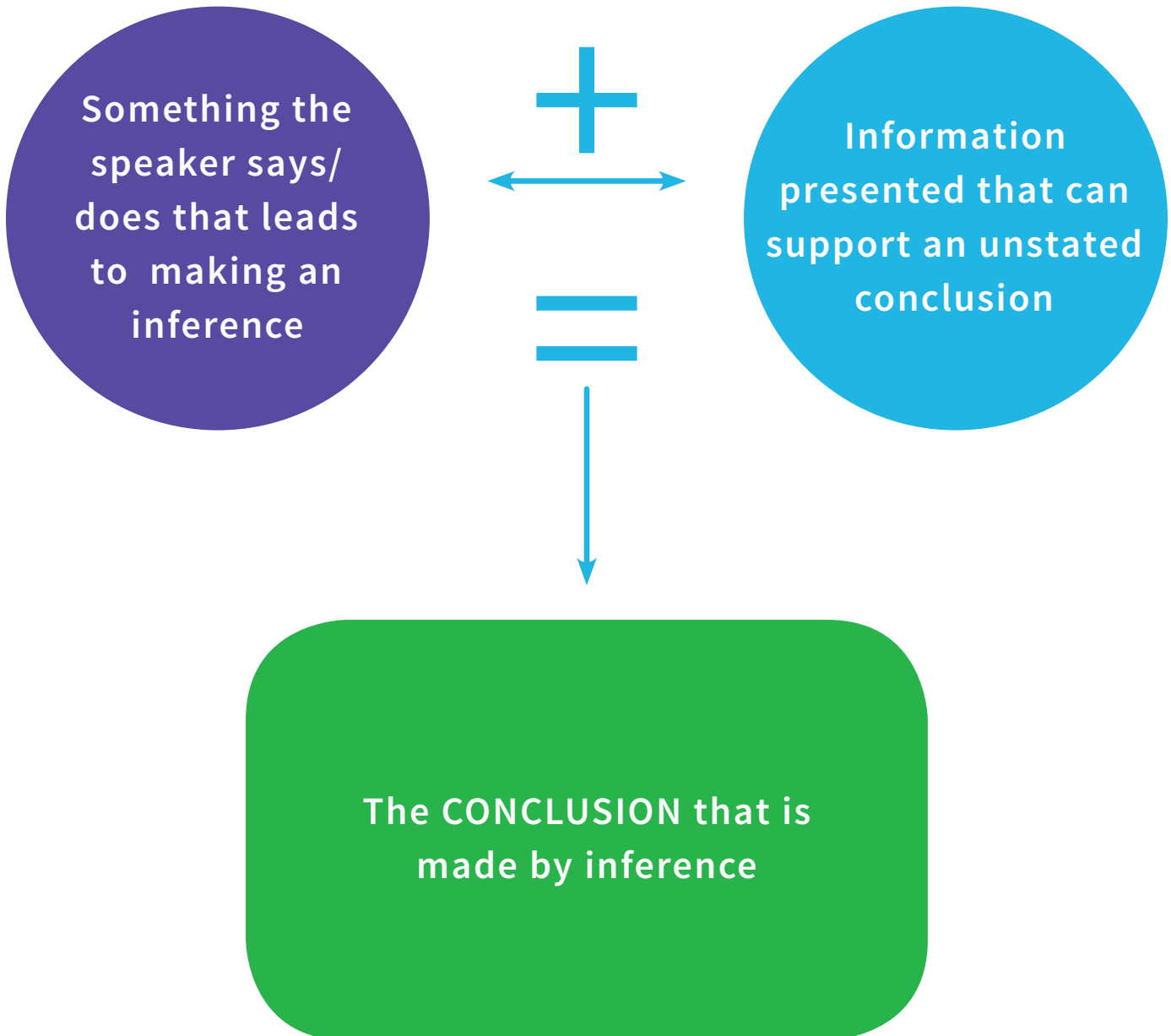
There are a few reasons why writers leave information out and we need to use inference:

1. The author might assume you already know the information
2. The author may not view the information as important because the reason they are writing might be different from the reason you are reading
3. Some authors challenge their readers to figure out the information on their own. This is often the case in literature
4. Allows us to bring in our own life experiences to make the information more relevant to us

Let’s look at inference as it relates to videos and podcasts. Videos and podcasts also have writers so the same things apply. Like books, we are unable to ask the writer about the background information, so we need to use inference.

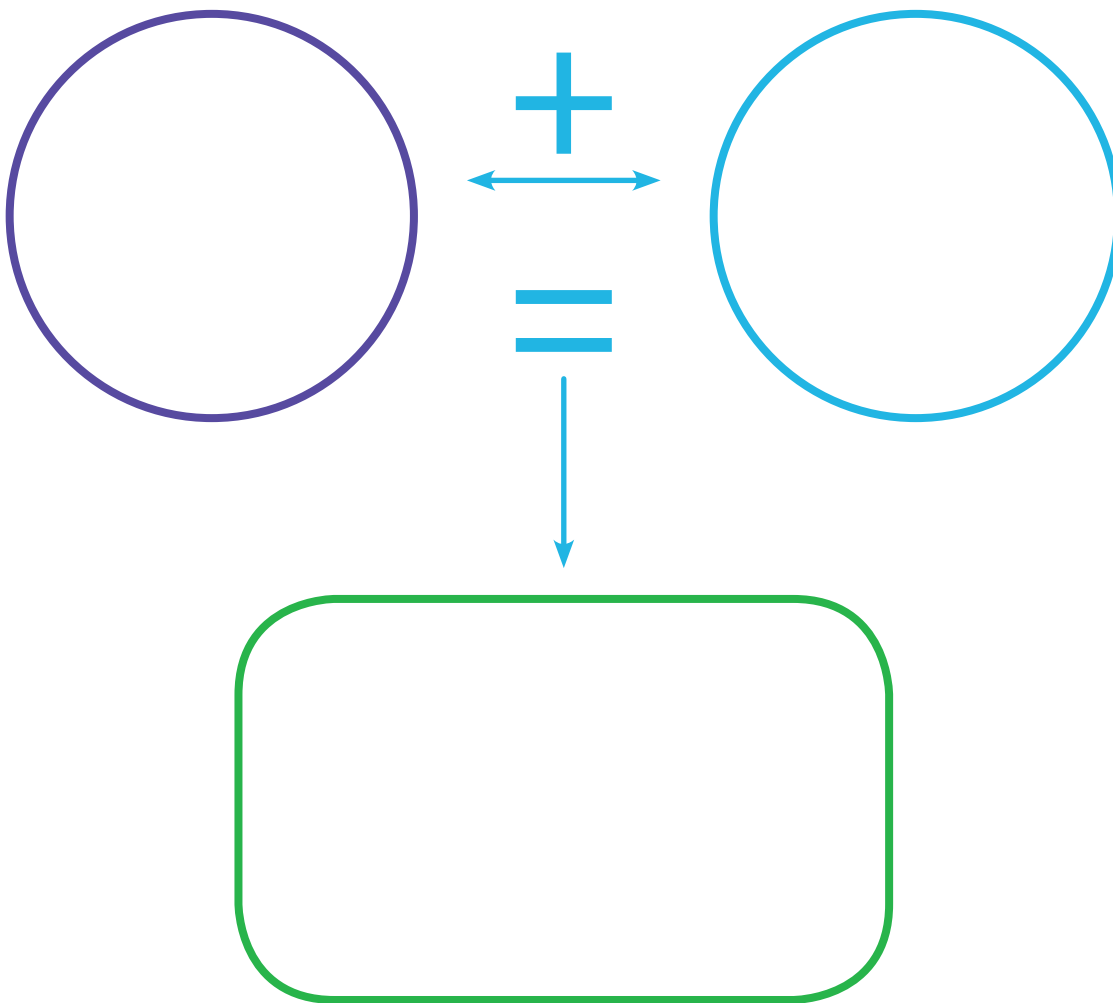
Making inferences is an important skill for being able to see beyond the obvious. When we use inference while watching and listening, we are able to learn about facts, but then think beyond the facts. We can ask, “Why is this the way it is”?

Making Inference Chart



Making Inferences: Activity 1

- ▶ Watch the following video about “Melony” and make an inference
<https://www.youtube.com/watch?v=SC7mA3tvHZg>
- 1. What does the speaker say that leads to us needing to make an inference?
- 2. What conclusion do we need to make?
- 3. What information is given to support the conclusion?
- 4. Finally, what can we infer from this video?

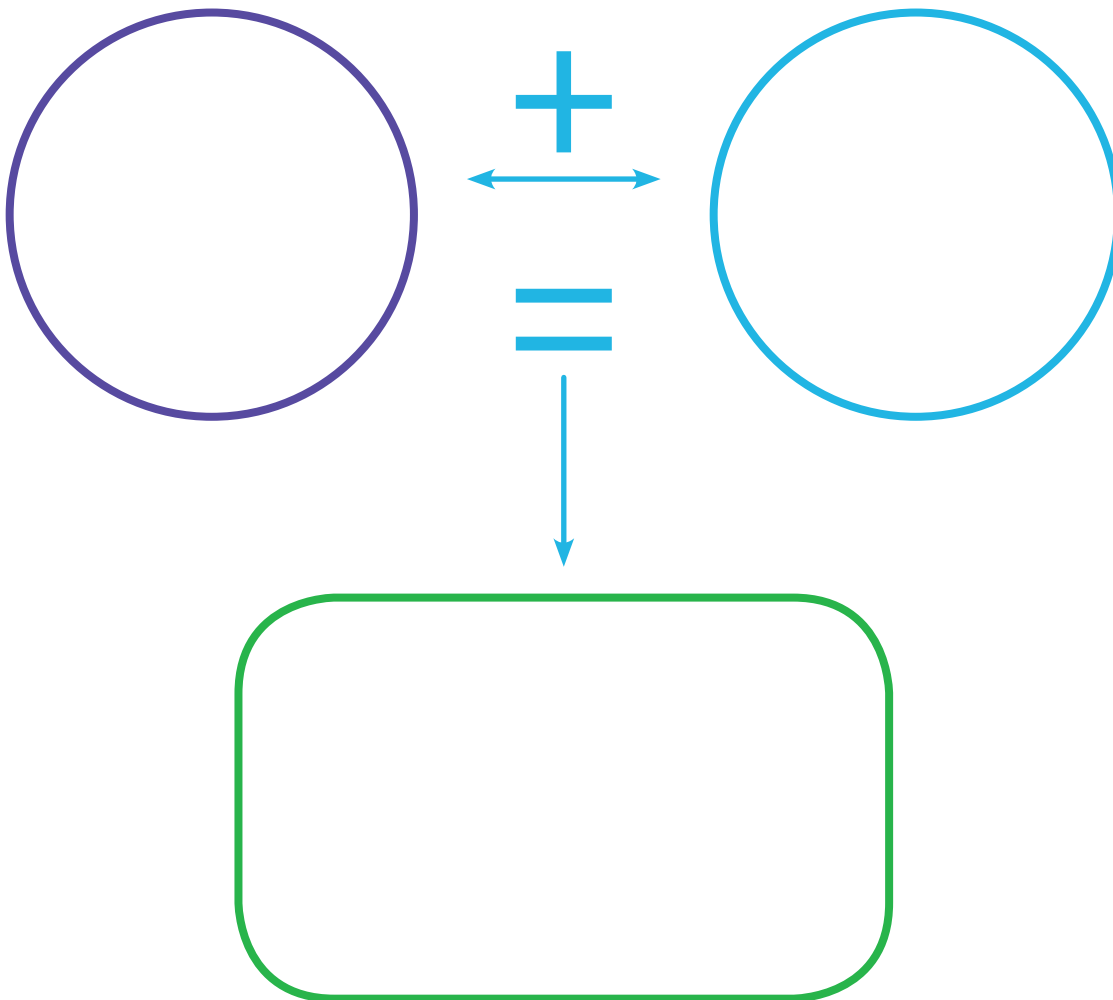


Making inferences: Activity 2

- ▶ Watch the following video to identify where we will need to make an inference:

<https://www.safetyvideoshop.com.au/wp-content/free-downloads/Free-Safety-Manager-Video.mp4>

1. What does the speaker say that leads to us needing to make an inference?
2. What conclusion do we need to make?
3. What information is given to support the conclusion?
4. Finally, what inference can we make from the title “It Won’t Happen to Me”?





Unit 7

Understanding Figurative Language when watching a video or listening to a podcast:

Figurative language is often used in presentations, videos and podcasts in an attempt to make what is being said more interesting. Figurative language can sometimes seem confusing because what the presenter means isn't stated literally (the way it actually is). When figurative language is used, you have to think about what is being described rather than what is actually being said.

The opposite of figurative is "literal". If someone were to be speaking "literally", you would take what they are saying exactly as they are stating it. For example if someone called 911 and said, "My house is on fire"! – that person's words would be taken literally. However, if someone were to say "It was so hot I felt like my house was on fire". – we would take their words as figurative. The person's house wasn't on fire, it was just very hot.

Figurative language is made up of many different stylistic devices, but four very common ones are:

- figures of speech
- similes
- metaphors
- hyperbole

What is the figure of speech in this statement?	What does it actually mean?
A picture is worth a thousand words	Sometimes it is difficult to explain a scene (we try too many ways to describe it) and it would be easier to show it
If I've told you once, I've told you a million times	the speaker is tired of explaining something

Figures of Speech

Here is an example:

In 1913, the assembly line was introduced. A moving belt carried a part from one factory worker to the next. Each worker performed a task on the part and then added another part if necessary. Then the worker sent it on. With the assembly line, a new car was born every 93 minutes.

The phrase “a new car was born” is a figure of speech. As readers, we can imagine brand new and just made cars coming off the line every 93 minutes. However, cars are not really born. This figure of speech actually means that a new car was produced every 93 minutes.

You'll notice that the reader is expected to use his or her imagination when a figure of speech is used.

Figurative language (figures of speech): Activity 1

- ▶ Find the figure of speech in this statement:

The English language has about a million words. Twenty percent of those words follow the same rules. But 80 percent are from other languages. These borrowed words don't follow the same rules⁶.

- ▶ What is the figure of speech in this statement?

- ▶ What does it actually mean?

6 http://en.wikipedia.org/wiki/English_language

Similes

Similes are comparisons that use “like” or “as”. For example, someone might say “as free as a bird”. We know from this statement that the person is free to go where he/she chooses.

Here are some other examples of similes:	What do you think these sentences really mean?
She’s always as happy as a lark	
Don’t worry it’s as light as air	
I finished the task as quick as a wink	
My goal is as solid as a rock	
They treated him like garbage	
This job is like a dream	
You work like a dog	

Figurative Language (simile): Activity 2

Complete these similes with your own words	What do your similes actually mean?
The wind was as fierce as	
The fresh snow on the ground looks like	

Metaphors

Metaphors are similar to similes, but they can be a bit more complicated because they do not use “like” or “as” to make a comparison. For example, “my husband is a baby when he’s sick”. We can guess from this statement that the husband needs lots of extra attention and complains a lot.

Here are a few more examples of metaphors:	What do you think these sentences really mean?
My friend moved mountains to get me an interview.	
He broke into her conversation	
It wasn't long until the relationship turned sour	
My children are the sunshine in my life	

Figurative Language (metaphor): Activity 3

Think of how grumpy kids get when they are tired – what could you use to compare.

Complete the metaphor with your own words	What does your sentence actually mean?
When the toddler is tired he is a	

Hyperbole

Many of us use hyperbole regularly without really thinking about it. Hyperbole is a way to emphasize a point by using exaggeration. One example of hyperbole is: “I get a million emails a day, how am I supposed to keep up?” More than likely it is impossible for the speaker to actually get a million e-mails a day. What she is really saying is that she gets too many e-mails in a day to keep up.

Here are a few examples of hyperbole	What do you think these sentences really mean?
They have tons of money	
That car goes faster than the speed of light	
I died from the embarrassment	

Figurative Language (hyperbole): Activity 4

Complete this hyperbole with your own words.	What does this sentence actually mean?
I've been waiting in this line for	

- ▶ Think of waiting in a long line up. How could you use hyperbole to describe your impatience with how long you've been waiting.

Figurative Language : Activity 5

- ▶ Watch the following video:
<https://www.youtube.com/watch?v=qlCqL78l6Bw>
- ▶ List as many examples of figurative language from the video as you can along with the type of figurative language used (hyperbole, simile, metaphor or figure of speech)



Unit 8

Fact vs. Opinion when watching a video or listening to a podcast:

A fact is a statement that can be checked

An opinion expresses personal feelings or judgements

My cat is white is a statement of fact. The cat's colour can be checked easily

My cat is gorgeous is an opinion. It is based on the person's feelings. It cannot be proven

Fact vs. Opinion: Activity 1

Write Opinion or Fact beside each statement:

You will need to assume that each statement is correct:

STATEMENT	FACT OR OPINION?
a) That dress is lovely	
b) This apple is too tart	
c) Robert is 1.74 metres tall	
d) Fall is the most beautiful season	
e) The movie is over	
f) Oliver's birthday is next week	
g) It rained every day in March	
h) The weather in March was miserable	
i) The Senators are Ottawa's NHL hockey team	
j) The Leafs aren't any good at hockey	

Fact vs. Opinion: Activity 2

- ▶ Write one fact and one opinion for each topic.

The class is:

Fact:

Opinion:

The party was:

Fact:

Opinion:

The weather outside is:

Fact:

Opinion:

The video was:

Fact:

Opinion:

- ▶ See if you can come up with your own example here:

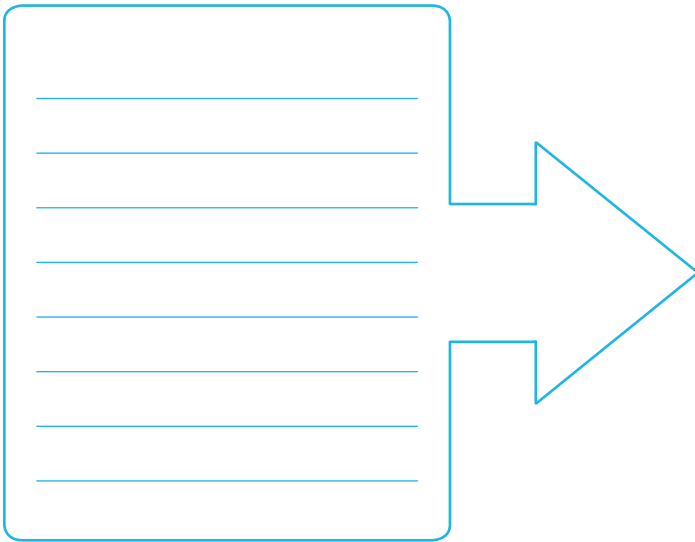
Fact:

Opinion:

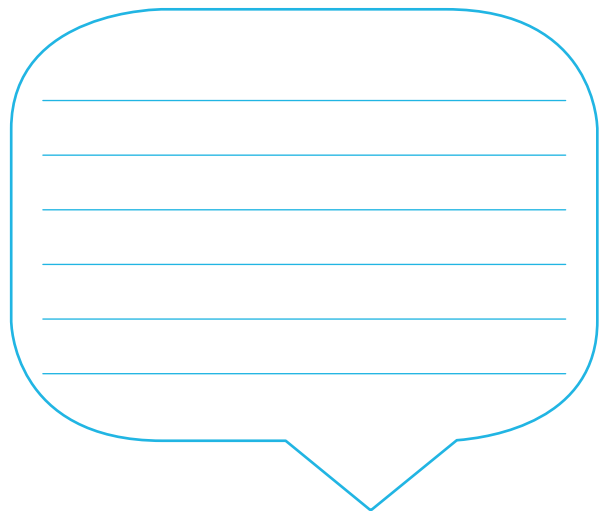
Fact vs. Opinion: Activity 3

- ▶ People often have opinions about facts. Here’s an opportunity to stretch what you know about fact and opinion.
- ▶ Use this chart to list facts (from an online article, newspaper article, or a textbook) the left and your opinion on the right:

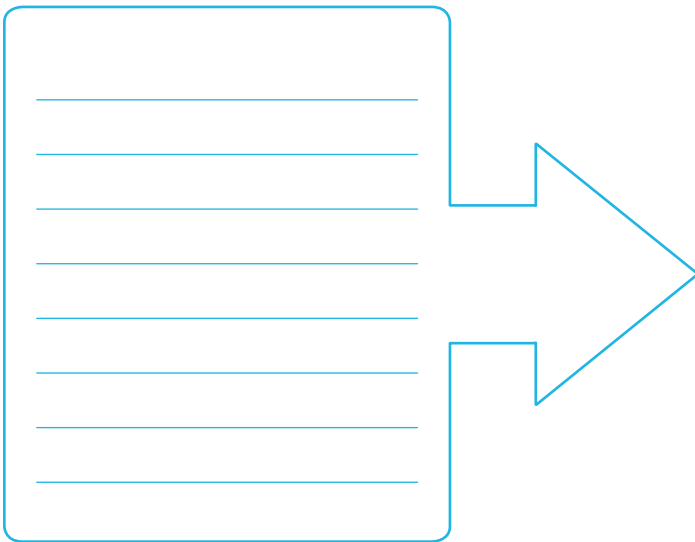
Statement of Fact



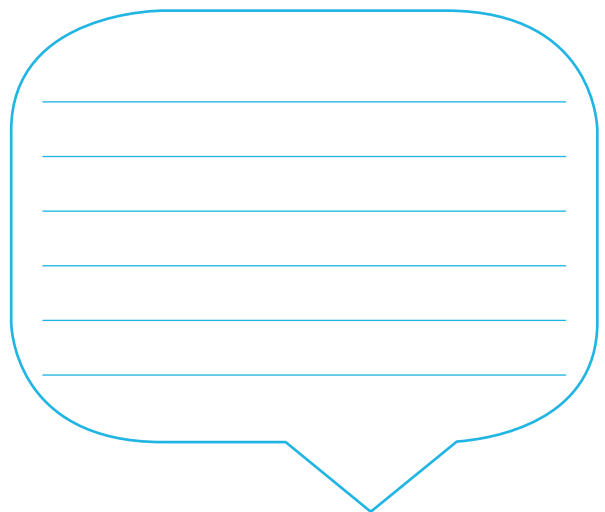
My Opinion about the Fact



Statement of Fact



My Opinion about the Fact





Unit 9

Using Thinking Styles when watching videos and presentations:

No one is totally right-brained or left-brained in their thinking. Almost everyone uses both sides of their brains. One side of our brains, however, will tend to dominate the other. In the workplace, employers like to have both types of thinkers because there are excellent qualities in each. Left-brain thinkers are often critical thinkers and right-brain thinkers are often seen as creative thinkers. Employers know that there are advantages to having right-brain and left-brain thinkers working together, as each kind of thinker tends to focus on different parts of a task. The side of the brain that is most dominant for you might also affect how you learn and how you interact with the environment around you. It may also affect how you extract information from videos and presentations.

Thinking Style survey

What is your dominant thinking style? Complete this questionnaire to find out.

Put a check beside each sentence that describes what you usually do or how you usually act:

I usually or often...	Section A
Recognize and remember names	
Respond best to verbal instructions	
Work with a to-do list	
Have an orderly room	
Can control my emotions	
Like action movies	
Read sitting up	
Listen to words for meaning	
Have “logical” thoughts and ideas	
Seem to process information in a sequence, or orderly fashion	
Prefer a serious, systematic problemsolving approach	
Respond to logical requests	
Learn best when I can think critically and analytically about what I read or hear	
Remember through language	
Read for details and facts	
Prefer realistic stories	
Think about improving existing things or ways of doing things	
Learn best with systematic plans	
Prefer to create an outline of detailed information, rather than summarize it	
Like activities that are mentally challenging	
Am impatient with guesswork, or trial and error	
Prefer structured assignments	
Total for section A	

I usually or often...	Section B
Recognize and remember faces	
Take notes but lose them	
Am good with people	
Like to read lying down	
Respond best to visual and demonstrated instructions	
Often lose track of time	
Have strong emotional responses	
Good at interpreting body language	
Have “funny” thoughts and ideas	
Seem to process information as I see it, in my own way, in patterns and pictures	
Prefer a playful problem-solving approach	
Respond to emotional requests	
Learn best by applying and practising what I read or hear	
Remember with images, or pictures	
Read for Main Ideas or overviews	
Prefer fantasy, poetry, and myths	
Think about inventing new things or ways of doing things	
Learn best through exploration	
Prefer to summarize detailed information, rather than creating an outline of it	
Like activities that are physically challenging	
Am impatient with systems and structures	
Prefer open-ended assignments	
Total for section B	



If you checked more in section A than the other section, you have strong Left-Brained Thinking attributes.

Left-brained Thinkers:

- Are open minded about new ideas
- Ask questions
- Base their judgements on evidence
- Look for connections between subjects
- Break things down and separate fact from opinion
- Are honest with themselves
- Set goals for themselves
- Try to separate emotional thinking from logical thinking
- Do not argue about something that they know nothing about
- Try to build a vocabulary so that they can understand what others are saying and make their ideas clear to others

If you check more in section B than the other section, you have strong Right-Brained Thinking attributes.

Right-Brained Thinkers:

- Have unusual ideas and innovative thoughts
- Are able to put things together in new and imaginative ways
- Are emotional
- Can be spontaneous
- Can be unpredictable
- Think there are always two sides to every story
- Like to write fiction, draw or play music
- Are funny and witty
- May seem dreamy when they are deep in thought
- Will often find that people ask them if they are psychic

Working with your Thinking Style

Here are some strategies that work for the two Thinking Styles. Highlight a few that you think are good tips for you to remember when you are watching a video/presentation or listening to a podcast (you probably use many of these strategies already):

LEFT BRAINED (Critical)	RIGHT BRAINED (Creative)
Avoid background noise	Avoid visual distractions
Keep your desk/work area free from clutter	When taking notes, use different colours of pens and highlighters to highlight important information
Look or listen for outlines that will help guide you through the sequence of the presentation or video	Look for visual clues (writing on the board, titles in a video) to guide you through the video or presentation
Pay attention to pieces of information that will help you understand the overall idea of the video or presentation	Pay attention to the big picture of the video or presentation and then break the information down into smaller parts
Think of connections you can make between the new information presented and what you already know	Think of new and interesting ways you can use the new information presented
Pay attention to how the video or presentation is organized	Pay attention to the variety of ways the video or presentation relays information
If you are unsure of the meaning of a word – write it down and look up the definition later	If you are unsure of the meaning of a word – pay attention to the tone of the speaker’s voice and the context of the word to guess its meaning
Make sure there is enough light so you can take notes	Standing up and walking around (if you are able) will help you focus
If there is group work to be done – take the lead if possible	If there is group work to be done – offer your creative ideas to make the assignment interesting
Take Cornell system or outline-style notes ⁷	Take Cornell system or mind map-style notes

7 More on Cornell and other note-taking strategies in unit 10

Thinking Style: Activity 1

- ▶ Watch the short film at the following website then answer the following questions:
<http://www.onceaweekfilmfest.com/ever-hear-a-postman-whistle.html#.VGZiG00tCHt>
- ▶ What is the meaning of the title, “Ever Hear a Post-Man Whistle?”
- ▶ How do you think your Thinking Style affected how you understood this short film?
- ▶ How do you think somebody with a Thinking Style opposite to yours might react to this short film?

Self-reflection:

How do you think knowing more about thinking styles strategies may affect the way you listen to or watch a presentation in the future?





Unit 10

Using your Memory when watching presentations and information videos

Memory Survey⁸

When it comes to our memories, we are our own harshest critics, focusing not on countless facts recalled everyday but on the forgotten few. This quiz offers a glimpse of how your memory compares to the norm

1 point: Not within the last six months

2 points: Once or twice in the last six months

3 points: About once a month

4 points: About once a week

5 points: Daily

6 points: More than once a day

⁸ Adapted from Learning Skills: Memory Skills Lesson 19. Retrieved from http://www.cls.utk.edu/pdf/ls/Week3_Lesson19.pdf

Write the point value that applies to you on the line:

_____ How often do you fail to recognize places you've been before?

_____ How often do you forget whether you did something, such as lock the door, turn off the lights, or turn off the oven?

_____ How often do you forget when something happened – wondering whether it was yesterday or last week?

_____ How often do you forget where you put items such as your house keys or wallet?

_____ How often do you forget something you were told recently and had to be reminded of it?

_____ How often are you unable to remember a word or name, even though it's "on the tip of your tongue"?

_____ In conversation, how often do you forget what you were just talking about?

_____ **Total points**

Score:

7-14 = better than average memory

15-25 = average

26 or higher = below average

The great thing about the mind is that we can improve our capacity to use it, and that also goes for our memory. We can use the information in this lesson to learn and practise techniques that will help us increase our memory capacity.

What is memory?⁹

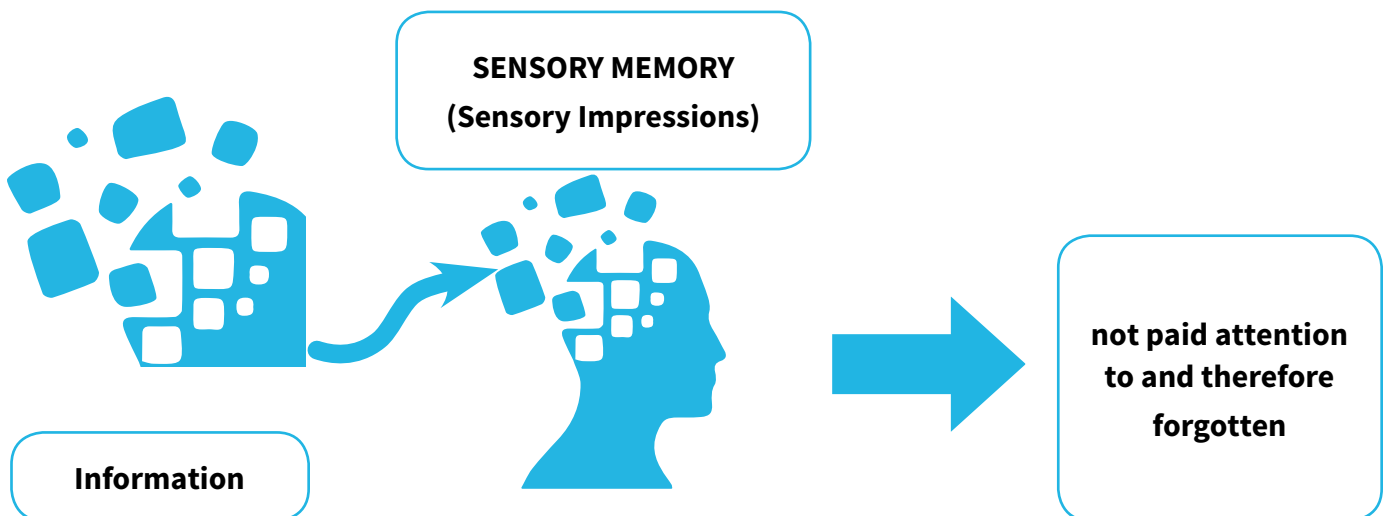
Memory is the ability of our mind to recall information. When we think we have forgotten something, we really have either not stored it properly or cannot recall the information.

HOW MEMORY WORKS: The flow of information through the three stages of memory.¹⁰

Sensory memory:

Sensory memory is the first stage of perception. It acts as a doorway for all information that is to become part of memory. We use our senses (hearing, sight, touch, taste, smell) for this stage as we encounter stimuli (light, sound, smell, heat, cold, etc). When stimuli is sensed, it can be further processed by the brain and is stored as part of a memory. For example, you hear a piece of information and from there transfer that information into your short term memory. This stage of memory is limited by time which means that information stored here begins to decay rapidly if it isn't transferred to the next stage. This occurs in as little as ½ second for visual stimuli and three seconds for auditory stimuli.

Paying close attention and transferring information to the next stage right away are the two major influences on sensory memory.



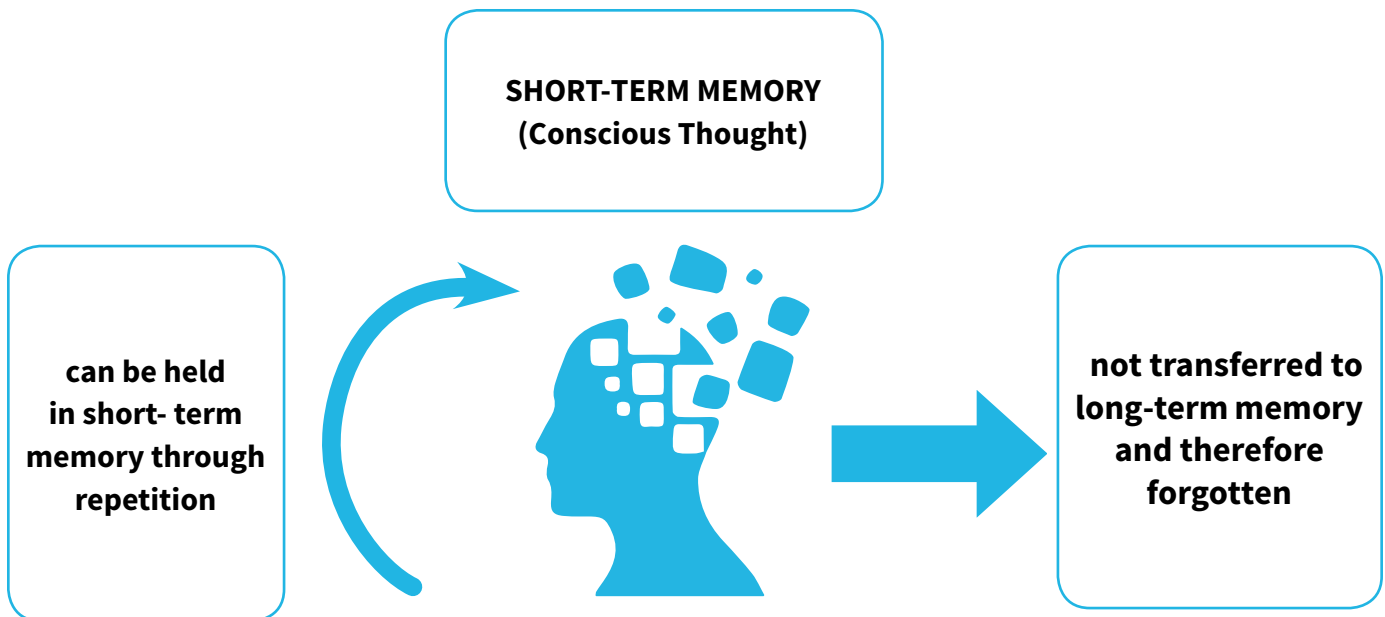
9 Adapted from: Huitt, W. (2003). The information processing approach to cognition. Educational Psychology Interactive. Valdosta, GA: Valdosta State University

10 Adapted from: Huitt, W. (2003). The information processing approach to cognition. Educational Psychology Interactive. Valdosta, GA: Valdosta State University

Short-term memory:

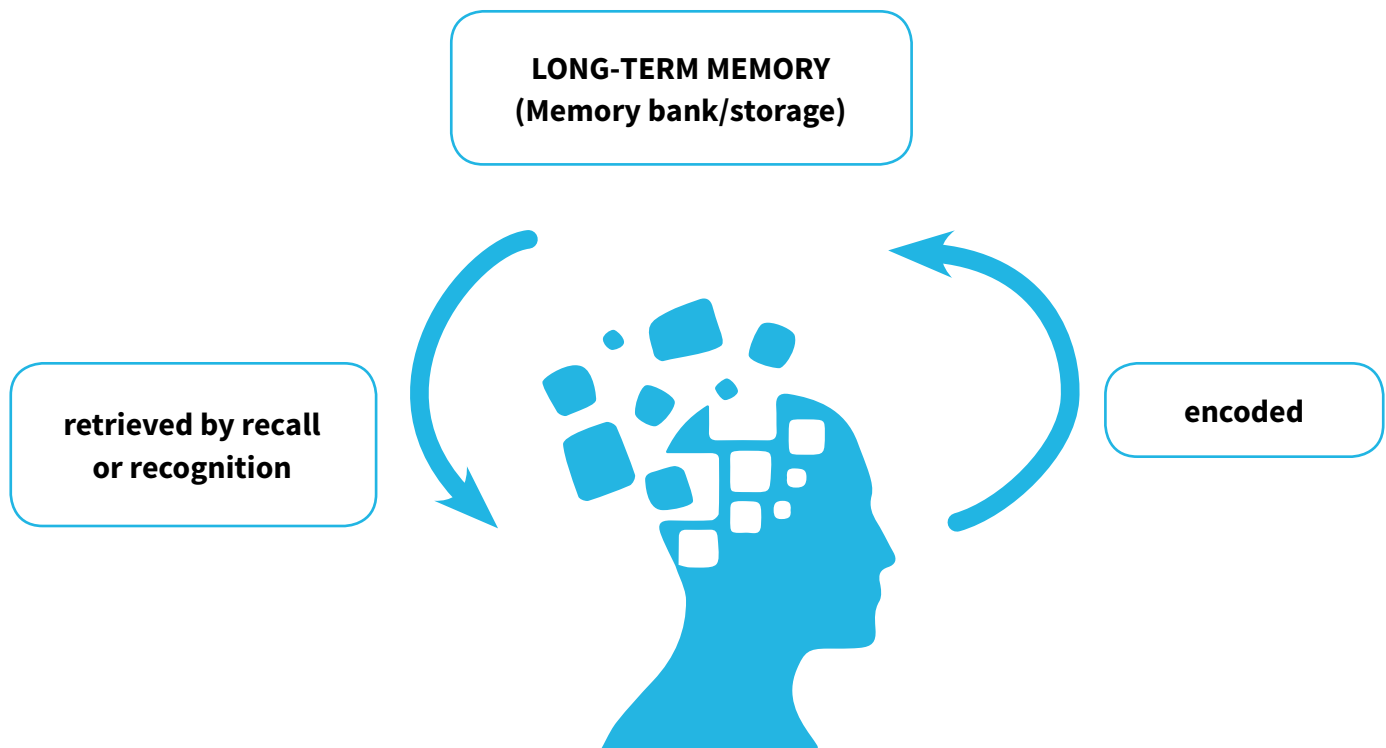
Short-term memory receives information for a very limited time and usage. The obvious example is looking online for the phone number for a pizza place, dialing the number, and forgetting it after you place the order. You never intended to store that information in your long-term memory.

One of the techniques to retaining information for later usage is to organize it, repeat it, and work on moving it to your long-term memory.



Long-term memory:

Long-term memory is the capacity that allows us to recall information from day to day, a week later, and a year later. This information has been organized and stored properly. However, we still have to fight forgetting, so we need to review and use the information. Don't worry, we will review some tricks and techniques for this are coming up



Four General strategies for improving memory

1. Organize it: Organized information is easy to find
2. Use your body: Learning is an active process; get all your senses involved
3. Use your brain: Work with your memory, not against it.
4. Recall it: This is easier when you use the other principles to store information

Here are some memory techniques. Experiment with them to make a flexible, custom-made memory system that fits your Learning Style.

Organize it:

Learn from the general to the specific:

- ▶ Look at the big picture
- ▶ If you're lost, step back and look at the big picture. For example, if you are trying to remember information that you heard in a presentation, it can help to think about how the presentation was organized (the big picture) and recall how what you are trying to remember fit into the presentation

Make it meaningful:

- ▶ Know what you want from the presentation, then look for connections between what you want to remember and what is being presented. For example, if you want to remember information you can say to yourself – “the information presented is a lot like what I was talking to my friend about the other day”, or “I think I read an article in the newspaper about this”

Create associations:

- ▶ When you introduce new information, you can recall it more effectively if you store it near similar or related information

Use your Body:**Learn it once, actively:**

- ▶ Action is a great memory enhancer. For example, many people find that if they write things down, even if they never actually look at what they've written, they will remember things more easily.

Relax:

- ▶ When we're more relaxed, we absorb new information more easily and recall it with greater accuracy

Create pictures:

- ▶ Relationships within and among abstract concepts can be “seen” and recalled easily when they are visualized

Recite and repeat:

- ▶ When you repeat something out loud, you anchor the concept in two different senses: first, you're saying it and secondly, you're hearing it

Write it down:

- ▶ Writing a note to yourself helps you remember an idea, even if you never look at the note again

Use your Brain:

Reduce interference:

- ▶ Find a quiet place that is free from distractions

Be aware of attitudes:

- ▶ All of us can forget information that contradicts our opinions
- ▶ One way to befriend a self-defeating attitude about a subject is to relate it to something you are interested in
- ▶ We remember what we find interesting. If you think a subject is boring, remember that everything is related to everything else. Look for the connections

Choose what not to store in memory:

- ▶ Decide what is important to remember and what is not. Focus on the key elements of the concept
- ▶ Combining memory techniques: all of these memory techniques work even better in combination with each other

Recall it

Remember something else:

- ▶ When you are stuck and can't remember something you are positive that you know, remember something else that is related to it
- ▶ Information is stored in the same area of the brain as similar information. You can unblock your recall by stimulating that area of the memory

Notice when you do remember:

- ▶ To develop your memory, notice when you recall information easily and ask yourself what memory techniques you're using naturally

Grouping

Having good memory skills is important for watching presentations and information videos. Because we can only write down so many notes and sometimes we won't even be able to take notes, we often have to rely on our memories. One strategy is to use grouping. Let's try it here:

Memory: Activity 1

This activity will show that it is often easier to remember separate items of information when they are organized into groups or categories

- A. Listen to the list of items read by your instructor. Write all the items you can remember in the chart below:

C. Listen to this second list read by your instructor. Again, write on the lines the words you remember

- D. 1. How many items did you correctly recall from List A?
2. How many items did you correctly recall from List B?
3. Which list could you most accurately remember?
4. Most people will recall more items from List B because:
- A. Items in List B are more interesting
 - B. Words in List B are shorter
 - C. Items in List B all belong to a group or category

Visualizing

Mental images can help you remember things. This means that you translate words and ideas into pictures in your mind.

Memory: Activity 2

- ▶ This activity will show you how to use visualization to remember:
 1. Your instructor will show you a tray with a variety of objects on it
 2. Look at the tray for 1 minute
 3. Your instructor will cover up the tray and remove one item
 4. Look at the items now
 5. Write down what item is now missing
 6. Repeat steps 1-4—your instructor may remove more than one item this time
- ▶ Were you able to picture the tray and the items in your mind?

This is how visualization works. You remember details by thinking back and bringing up a picture in your mind

Memory: Activity 2b

1. Your instructor will lay out a number of word cards
2. Look at the cards for 1 minute
3. Your instructor will cover up the cards and remove one word
4. Look at the cards now
5. Write down what word is now missing
6. Repeat steps 1-5 - your instructor may remove more than one word this time

Memory: Activity 3

- ▶ There are many memory-building “games” available online.
- ▶ Try using grouping or visualization while you play the memory game: “Process of illumination”:
<http://www.mindgames.com/game/Process+of+Illumination>

Memory Activity 3b

- ▶ Try out some other memory games at:
<http://www.mindgames.com/>



Unit 11

Taking Notes while watching a presentation/
video or listening to a podcast:

Taking notes is one of the best ways to extract information from presentations and videos. Here are some suggestions for taking good notes.

Date and number your notes:

Keep an organized system so you can easily go back and review.

Leave space on each page to add details later

Develop your own shorthand:

You can't write everything down, so learn to write the key terms and headline information. Use phrases rather than complete sentences. You aren't graded on your grammar; so don't take the extra time to construct perfect sentences

Draw and use symbols:

Feel free to use symbols, icons and drawings if it helps - for example @ for at, \$ for money or dollar, For some people, drawing is a great way to retain information. Similarly, highlighters and different ink colours can also help you separate information

Don't write everything down:

The most important ideas will likely be repeated. Most presenters will structure their presentations with important ideas first followed by supporting information, similar to how you construct a paragraph. The most important or Main Idea is the topic sentence. Learn to distinguish between the Main Ideas and the details

Practice:

Knowing how to study, how you will retain information and what information you write down involves trial and error. You will also find that there are a number of note taking templates to help you get organized. Try different types to find what works best for you

There are many types of note-taking systems that can be used while watching a video or presentations. Here we'll look at three different systems.

Cornell note taking system¹¹ :

- Use a loose-leaf notebook so that you can insert additional pages
- Number and date your pages
- On each page, draw a horizontal line about 2 inches from the top of the page. Then draw a vertical line about 2 inches from the left-hand side of the page, beginning 2 inches from the top

<ul style="list-style-type: none"> • In the top section, record any information that you may have about the topic before watching. For example, the title of the video/presentation can give you quite a bit of information. 	
<ul style="list-style-type: none"> • On the right-hand side, record the main points of the video or presentation in an easy-to-read format • Use abbreviation, for example, = for equals and & for and • Don't try to write down every word the presenter says • Write down the time elapsed on the part of a video you would like to review 	<p>After listening to a presentation or watching a video start writing in the area to summarize the information you have extracted</p> <ul style="list-style-type: none"> • Directly after the presentation or watching the video, review what you recorded on the left side of the notes. • On the right side of the notes summarize what you recorded on the left-hand side • Record key words, questions, and reflections • The sooner you summarize your notes the better because you will remember more details
<p>Leave space at the bottom of the sheet for a very brief summary</p>	

11 Adapted from <https://casc.byu.edu/note-taking> and

Independent Learning Centre, Ministry of Education and Training, Ontario. The Successful Student NMT3G-F



When you are using the Cornell Note Taking system:

- Spend most of your time listening, don't get so busy taking notes that you forget to listen
- Focus on main points
- Listen for Main Ideas and write them down
- If the video or presentation is demonstrating how to do something, write the information down as short steps and number the steps in correct order
- Remember that the speaker may indicate a Main Idea by listening for clue words¹²
- Write words and phrases rather than complete sentences
- Write notes that make sense to you
- Ask specific questions if necessary and possible
- If you are able, pause (or stop), rewind and re-watch the video to clarify information

12 More on clue words in Unit 5

Here’s what Cornell notes might look like for this video:

<https://www.youtube.com/watch?v=XT0tuspVSMg>

<ul style="list-style-type: none"> • Maria Kalman: artist and author talks about identity, art, existence and mortality 	
<ul style="list-style-type: none"> • Hard to know who she is because that keeps changing (0:42) • wanted to be a writer but found out she really wasn’t very good at it – decided to be an illustrator instead (0:52) • Eventually became an author and an artist (1:15) • Loves books – they motivate her (1:19-1:30) • Cares about the people she writes about (2:05) • Talks about her writing process • “loopy optimism” (2:15) • things can be horrible and fantastic (2:28-2:31) • Talks about growing old and realizing that “time is lessening” (3:16) • one of her books that talks about finding “meaningful distractions” – those are love and work (immediate family and good friends) (3:45-3:59) • “Ich hab genug” = I have enough (4:08) 	<ul style="list-style-type: none"> • Maria Kalman has an interesting outlook. She has difficulty defining who she is because, “that keeps changing”. She says this because she wanted to be an author, but realized she wasn’t very good at it. She then took up art to “tell her story”. She calls her work “narrative drawing”. She eventually returned to writing– she adds her writing to her drawings in what she calls “expressive illustrating”. • Maria talks about her writing process. She loves books and that is her motivation to be a writer/illustrator. She cares about the people she writes about. She says that she has “loopy optimism” because she can see that things can be horrible, but they can also be fantastic. • Maria talks about the realization we all have that we will die one day. This realization of time lessening makes her ask, “how much happiness am I achieving”. She finds “meaningful distraction” (words she uses in one of her books) in the love of her family and friends and her work. I like the phrase she uses, “Ich hab genug” which means “I have enough”.
<p>Maria Kalman has an interesting view of the world and art. She expresses herself through words and pictures which she calls “expressive illustrating”.</p>	



Note taking: Activity 1

- ▶ Watch the following video and take notes using the Cornell note-taking system:

https://www.historicacanada.ca/content/heritage-minutes/avro-arrow?media_type=41&

Mind mapping as a form of note taking:

Another way to take notes is to *map* information.¹³ Mapping lets you “picture” main points and show how they relate to one another. This way of taking notes can be especially helpful for visual and kinesthetic learners and right-brain thinkers¹⁴

Notice that the Main Idea is at the center. Supporting points branch out around the Main Idea.

A mind map will look different for each person watching a presentation or video, and it certainly doesn't have to be neat. The idea is that you write down the points that connect to the main topic in a way that keeps your interest and will help you remember details later.

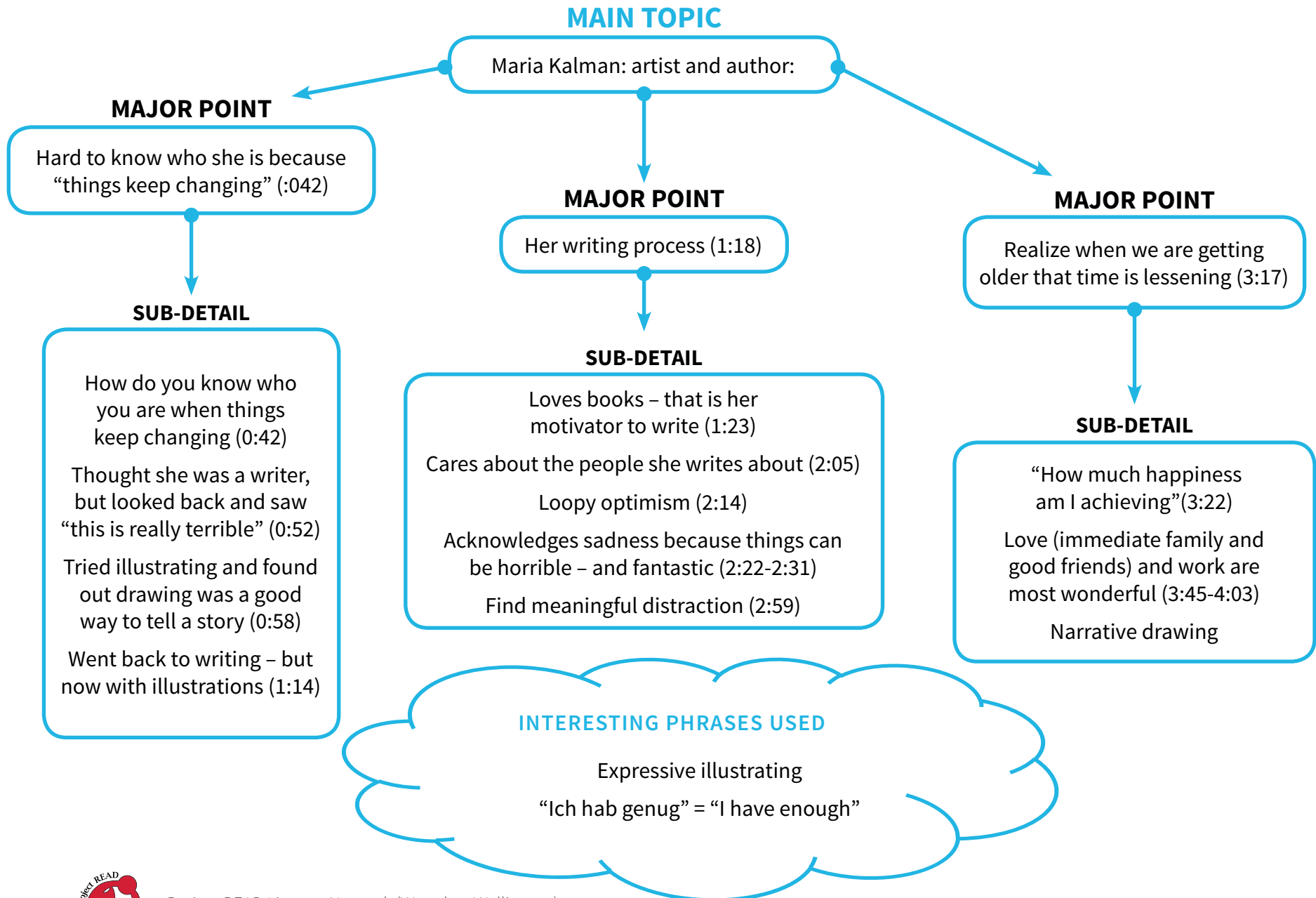
Use these steps for mapping your notes:

1. Write the *Main Topic* in the top-middle of your paper and draw a rectangle or circle (or whatever shape works for you) around it
2. List each *major point* in a smaller shape that branches out from the Main Topic
3. List any *sub or supporting detail* in a shape that connects to a major point
4. Make a section where you can write down interesting phrases you hear or words you might want to look up later

13 Adapted from Saddleback Educational Publishing (2008) Study Skills 1

14 More on visual and kinesthetic learners in Unit 2 and more on right-brain thinkers in Unit 9

Watch the same video as we did for the Cornell system and notice how the mind mapping example reflects what is being talked about: <https://www.youtube.com/watch?v=XTOtuspVSMg>



Note taking: Activity 2

- ▶ Watch the following video and take notes using the Mind Mapping note-taking system
https://www.historicacanada.ca/content/heritage-minutes/emily-murphy?media_type=41&

Using outlining while taking notes from a presentation or information video

Similar to Mind Mapping, Outlining¹⁵ is another useful method of taking notes. When you make an outline, you identify the Main Idea and major points to separate them from less important information. This system is especially useful for auditory learners because they can listen for the major points. It is also a good system for left-brain thinkers because it helps the listener define the structure of the presentation.¹⁶

Using this outline, we can see that major points are usually developed with supporting details.

The outline would look like this:

TITLE/TOPIC

- I. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail
- II. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail
- III. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail

15 Adapted from Saddleback Educational Publishing (2008) Study Skills 1

16 More on auditory learners in Unit 2 and more on left-brain thinkers in Unit 9

This is what the video about Maria Kalman <https://www.youtube.com/watch?v=XTotuspVSMg> might look like in an outline format:

MARIA KALMAN: ARTIST AND AUTHOR

- I. HOW DO YOU KNOW WHO YOU ARE? (0:34)
 - a. **Things keep changing so it's hard to know who you are** (0:42)
 1. Wanted to be a writer from the time she was little (0:45)
 2. Realized she wasn't a good writer (0:52)– turned to art (because for her it was easier than writing) (0:58-1:01)
 3. Finally combined her art and writing (1:14) and calls her work “expressive illustrating” (1:07)
- II. THE WRITING PROCESS (1:18)
 - a. **Her love of books motivates her to write** (1:23)
 1. Cares about the people she writes about (2:05)
 2. Has a “loopy optimism” (2:14)– acknowledges sadness because things can be “horrible and fantastic” (2:22-2:31)
- III. WHEN WE GET OLDER WE REALIZE THAT TIME IS LESSENING (3:17)
 - a. **“How much happiness am I achieving?”** (3:22)
 1. Find meaningful distraction (2:59)
 2. Love and work are “most wonderful” (3:45-3:48)
 3. Find joy in immediate family and good friends – and what you like about your work (3:55-4:03)

Note taking: Activity 3

- ▶ Watch the following video and take notes using the Outlining note taking system:
https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41&



Unit 12

Using the Living Lecture while watching presentations and information videos:¹⁷

Listening to auditory-only lectures or presentations can be very challenging for many people. If you are not a strong auditory learner, the delivery content of lectures can seem extremely dry. It can be very difficult for the listener to focus on information that is being presented.

When using the Living Lecture strategy, the listener directs his/her listening for specific points. It is a way for the listener to be more engaged in the presentation.

17 Adapted from: Henschke, J.A. (2011). A Living Lecture for Lifelong Learning. Midwest Research-to-Practice Conference in Adult, Continuing, Community and Extensions Education, Lindenwood University. St. Charles: MO.

Here is the method that is most often used for the Living Lecture:

1. Before a group watches a video, presentation or lecture, divide up into four groups which will act as “listening teams”
2. Each team listens to the lecture for specific points
3. After the lecture, the teams gather to talk about points they want raised, or questions they have about the topic
4. A spokesperson for each group presents a summary of what their group talked about or asks one of the groups’ questions
5. The presenter or instructor responds to all discussion items in turn until all are discussed or time runs out

The living lecture can be done in 2 ways either each group listens for (all) 4 points or each group listens for 1 point.

The points that the groups will listen for are:

- Things that are not clear
- Things they disagreed with
- Things that need more information to truly understand
- Things that they can start using or applying right away

The Living lecture: Activity 1

- ▶ Watch the following TedTalk video. As you are watching it, comment on as many of the points below as you can:

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit

- ▶ Something I learned was...
- ▶ I would like clarification about...
- ▶ I don't agree with...
- ▶ I thought this was a great idea that I can use right away...

