**Guide: taking notes on a video or other media source**
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- o   Smarthistory video like "[Roman Veristic Male Portrait](#)"

One of the most common ways I use OERs in my art history survey class is by incorporating short videos, both as part of my lessons and also as assigned "reading" to prepare for class. Taking notes on a video or other media resource is a different skill than taking notes on a reading or lecture, so, following the advice of my Graduate Center colleague Joseph Henry, I have incorporated the following activity into my course. I like to run this activity at the very beginning of a new course in order to allow students to practice note-taking skills from the very beginning, encourage class discussion and students' comfort voicing ideas in class, and foster an environment in which students are encouraged to help and teach each other.

**Learning Goal:**
After completing this activity, students will be able to:
-   Assess the effectiveness of their note-taking methods, particularly in relation to multimedia content, and learn alternate strategies.
-   Evaluate their ability to prioritize information, be selective in note-taking, and organize notes.
-   Detect rhetorical clues signaling that something is an "argument" or "opinion" or well-established "fact."

**Activity:**
-   Play the video in class, and instruct everyone to take notes on what they feel is the most important information. Let the students know that you (the instructor) will also be taking notes.

-   After the video, discuss as a class (or in small groups, if the class is very large):
    - o   What information seemed most important? What did you write down?
    - o   What clues indicated that a piece of information was important?
    - o   What seemed like a "fact"? What seemed like an "argument" or "opinion", and how could you distinguish between these?
    - o   How did you organize your notes? Was it hard to keep up with the pace of the video? Can you think of any strategies to take notes more efficiently?

-   At the end, if it seems like students have missed anything major, the instructor can supplement. Ideally, though, the students (with coaxing from the instructor) will not only identify and cover the most important *content* but also talk through *how* they navigated watching, listening, and taking notes on the video. The instructor can share tips on how they organized their notes.