

Instructor Lecture Method Evaluation Form

Name:

Semester:

Fill in each class in the columns on the right. For each course, check the statements which apply to that course and instructor. Then use the key below to determine which note taking style would best fit that class.

| | A. Class : | B. Class : | C. Class : | D. Class : | E. Class : | F. Class : |
|---|------------|------------|------------|------------|------------|------------|
| 1. The instructor presents a direct lecture throughout most of the period. | | | | | | |
| 2. The instructor presents material in a fairly organized fashion. | | | | | | |
| 3. The textbook material closely matches the lecture content. | | | | | | |
| 4. You want to add content from the textbook directly into your notes. | | | | | | |
| 5. The instructor uses a number of key terms, phrases, cues, etc. | | | | | | |
| 6. It's helpful to have a summary of the lecture. | | | | | | |
| 7. The lecture is presented in a linear format. | | | | | | |
| 8. The instructor primarily instructs in a question and answer format. | | | | | | |
| 9. There is enough time in the lecture to think about your organizational needs. | | | | | | |
| 10. You have excellent and precise note taking skills. | | | | | | |
| 11. You don't have a lot of time for extra editing. | | | | | | |
| 12. The instructor always presents so you can hear and understand changes in topic and the transition from important points to facts. | | | | | | |
| 13. The lecture is content heavy and presented in a well-organized fashion. | | | | | | |
| 14. The content has a number of important connections which need to be illustrated. | | | | | | |
| 15. The lecture is somewhat organized. | | | | | | |
| 16. The lecture is content heavy and fast paced. | | | | | | |
| 17. You don't always know how the main points will fit together. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 18. You struggle with note taking and don't know how to organize. | | | | | | |
|---|--|--|--|--|--|--|

Now add up the checks and divide by the number of questions:

Class A

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Class B

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Class C

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Class D

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Class E

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Class F

Statements 1-6 ____/____ 6 = ____

Statements 7-11 ____/____ 5 = ____

Statements 12-14 ____/____ 3 = ____

Statements 1, 3, 15-18 ____/____ 6 = ____

Compare the results and decide which section is greater.

If your score is greater in statements...

1- 6 then you should consider using the Cornell Note Taking Method

7- 11 then you should consider using the Outline Note Taking Method

12-14 then you should consider using the Mapping Note Taking Method

1, 3, and 15-18 then you should consider using the Block or Modified Block Note Taking Method

If you are still unsure about the note taking method which best fits the format of your class or you are hesitant about taking notes, the easiest methods to use are the Cornell and Block or Modified Block Note Taking Methods. These are the most generic and tend to fit the majority of, if not all, lecture situations and are fairly easy to use.