



**Division of Students**  
York University

# York 201

LEARNING SKILLS SERVICES  
STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT  
2024 - 2025

YORK





# Agenda

- Land Acknowledgement & welcome from:
  - **Yvette Munro, Assistant Vice Provost – Student Success**
- Introduction to **Learning Skills Services**
- What to expect in university lectures & note-taking strategies
- Guest lecture & discussion with:
  - **Holly Stacey, Health Education & Promotion**
- I have lecture notes, now what?
- Questions & answers



# Land Acknowledgement

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University.

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat.

It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation.

This territory is subject to the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

**Understanding the Land Acknowledgment Video:**

**[https://bit.ly/CISS\\_Land](https://bit.ly/CISS_Land)**

# Meet Yvette Munro!

- Assistant Vice Provost, Student Success
- What we do/how can we help?
- A little about York and my own journey
- What I love about York?



# *Prepare, Connect, Discover & Engage*

## Prepare (July/August)

- Campus tours/Q&A sessions
- Parent & Family Info
- YU Start
- York 101/101+; York 201; Priority Communities
- Transition & Orientation events
- Finances

## Connect (August/September)

- Students living in residence – Move in (Aug 25)
- Academic Orientation (August 28 – 30)
- Registering for services



# Prepare, Connect, *Discover & Engage*

## Discover

- Open Doors York (Sept 3)
- Becoming YU (Sept)
- Learning Skills
- SAVY

## Engage

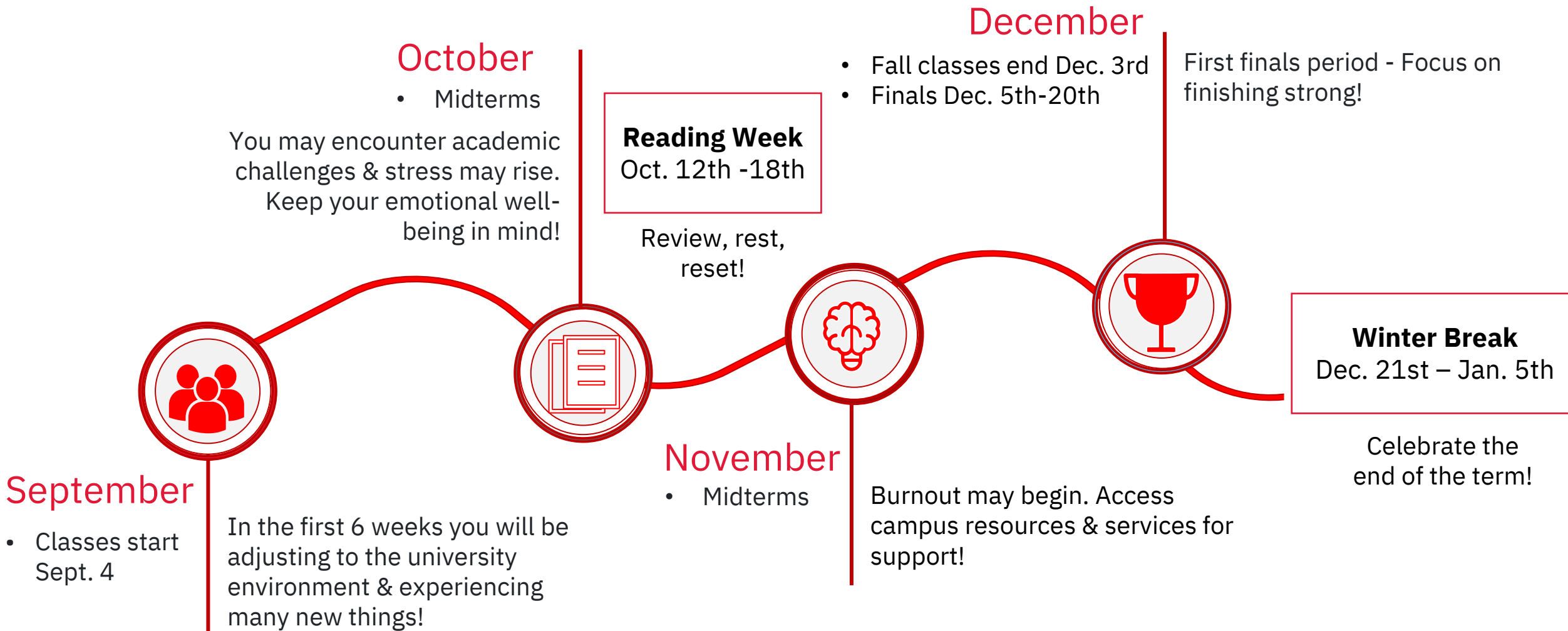
- YU Connect
- Health & Wellbeing
- Colleges and Faculties



Introducing **SAVY**, your student virtual assistant.  
Get the answers and resources you need anytime, anywhere.

You got this!

# First Term At-A-Glance







# Introductions!

## Learning Skills:

- Becca Koessler
  - Learning Skills Specialist
- LSS Peers
  - Kat Pedinelli (Team Lead)
  - Jordan Eldridge (Team Lead)



## Who are you?

- Introduce yourself in the chat!
  - Program (if you've chosen one)
  - One thing you are looking forward to in university





## Let's Engage!

- **Slido:** You will need access to a web browser on your phone or other device
- **Zoom Features:** Chat, Reactions
- **Questions:** Ask throughout in the chat, there will also be time at end
- You are invited to rename yourself how you would like to be addressed (name, pronouns)
- You are invited to turn on your camera 😊
- Take care of yourself
- Respectful listening and speaking
- Reflect before responding
- Confidentiality
- Participate
- Ask questions and take risks with learning
- Be open to diverse viewpoints
- Focus on building awareness and understanding

*Source: YorkU Centre for Human Rights, Equity, and Inclusion*

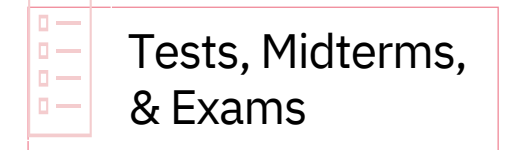
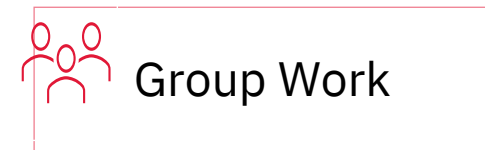
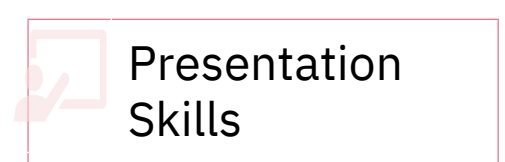
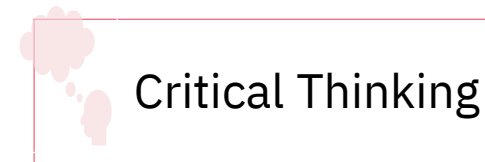
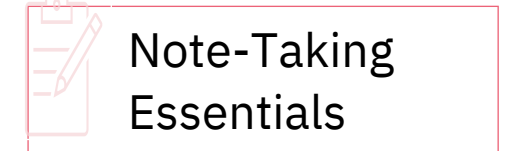
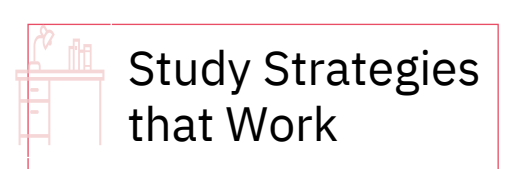
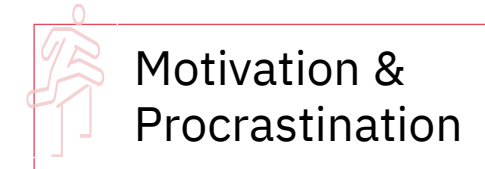
# Learning Skills Services

## HOW WE CAN HELP

- Build knowledge, skills and confidence in a variety of learning skills
- Apply the most effective study strategies, according to learning science
- Open to all students – all years & all programs!

## SERVICES AND PROGRAMS

- Workshops
- Passport to Success Certificate Program
- Drop-In to speak with a LSS Peer
- Class Visits & Special Events
- Online Resources



# At the end of today's workshop, we hope you will be able to...

- Understand what to expect in a university lecture and what professors expect of you as a learner
- Practice and apply note-taking strategies to university lectures
- Discuss stress and burnout as a first-year student
- Learn how tending to your health and wellbeing can help you achieve academic success
- Start making connections with the York community!







# University Lectures





# University Lectures

## › WHAT is a lecture?

- Lecture
- Tutorial
- Lab

## › WHO are the lecturers?

- Professors vs. Instructors
- Teaching assistants (TAs)
- PASS Leaders and Course Representatives

## › WHY attend lectures?

- One of the main methods of knowledge delivery
- Learning with the subject matter expert – your instructor!
- Facilitates deeper understanding

# University Lectures

## › HOW are lectures delivered?

- Not all lectures are the same!
- PowerPoint slides, chalkboard/whiteboards, document cameras
- Demonstrations, participation activities
- No visual aids (rare)

## › WHERE are lectures delivered?

- On-campus: lecture halls, classrooms
- Online: Live virtual lectures (synchronous) or pre-recorded videos (asynchronous)

**The largest lecture hall at York can seat 500 students!**



# Course Syllabus

- Every course will have a syllabus
- Contains **important** and **essential** information
  - Class days, times, locations
  - Prof and TA contact information
  - Required materials (e.g., textbooks)
  - Course topics
  - Learning outcomes
  - Assignment descriptions and due dates
  - Test and exam dates
  - Policies, procedures, expectations
- Check your syllabus **regularly**
- Use as a tool to structure your **organization** and your **learning**

## Introductory Organic Chemistry II Syllabus

Course Number SC/CHEM 2021 3.0 Sections M, N  
Term Winter  
Session 2018-2019  
Prerequisites CHEM 2020 3.0

Course Directors Dr. Hovig Kouyoumdjian (both sections)  
Office: CB 350  
Office Hours: M 3-5 pm & T 2-4 pm  
Online office hours: Adobe Connect (by appointment)  
[orgchem@yorku.ca](mailto:orgchem@yorku.ca)

Lab Coordinator Ms. Olga Girina  
Office: CB 308  
[orgchem@yorku.ca](mailto:orgchem@yorku.ca)

Meeting Times Section M  
Lecture MF 1:00, 90 min, ACW 206  
Tutorial F 11:30, 60 min, ACW 206

Section N  
Lecture TR 5:30, 90 min, VH B  
Tutorial F 10:30, 60 min, ACW 206

NOTE: Midterm examinations will be held during tutorial times. You are expected to write the midterm in the appropriate time and room you are normally scheduled in. If you have a valid course conflict, contact the instructors the week prior to the test.

Laboratory 3 hour sessions at variable times during the week, depending on lab group. Labs start the week of January 14 or 21 depending on section and you will have labs every other week throughout the term. A detailed lab schedule will be posted on Moodle.

Learning Tools Textbook:  
Organic Chemistry by L.G. Wade (**NEW** custom edition for York University Volume II) will be supplied by the York bookstore. Included is an access code for the solutions manual online. NOTE: The 9<sup>th</sup> edition of Wade is identical to the new custom edition.

NOTE: The old custom edition of Wade (green cover) will no longer be supported however recommended textbook problems will be posted on Moodle as a courtesy.

Online Mastering:  
Students who used Mastering for CHEM 2020 last fall will not need to use a new access code (read the instructions provided on Moodle). There will be short quizzes throughout the semester (with time limits) that will count for marks in the course. Instructions on how to use the online system will be covered during class as well as on Moodle. Students who did not take CHEM 2020 last fall will need a new access code from the



# Your First Lecture

## PREPARATION

- Read the syllabus!
- Find the lecture hall or classroom in advance
- Arrive early for the first class
- Come prepared with the materials and devices you will need
- Be brave and introduce yourself to your neighbor 😊  
Start making connections!

## EXPECTATIONS

- Can I go to the washroom?
- Can I eat and drink in class?
- What if I'm late or must leave early?

Use the [interactive map](https://maps.info.yorku.ca) to locate various campus buildings!  
[maps.info.yorku.ca](https://maps.info.yorku.ca)





A man in a red shirt and glasses is standing at the front of a lecture hall, gesturing with his hands as he speaks to a group of students seated at desks. The students are looking towards him, and the room has a wooden wall in the background. The entire scene is framed by a thick red border.

**What questions do you  
have so far?**

A photograph of a lecture hall with several people seated at long white desks, facing towards the front of the room. The room has large windows on the left side, and the walls are light-colored. The text "Learning During Lecture" is overlaid in white, bold font across the center of the image.

# Learning During Lecture



# Expectations for Behavior

## Professors expect you to:

### > **Be attentive**

- Listen carefully
- Avoid distractions

### > **Be engaged**

- Contribute to discussions and answer questions
- Ask questions

### > **Be positive classroom community members**

- Be respectful
- Keep an open mind
- Avoid distracting others

### > **Take notes...**



# How did you take notes in high school?

## > Questions:

- Did you need to take notes at all?
- What resources did your teachers provide? Slides? Handouts?
- Did you take handwritten notes, digital notes, both?
- What worked well, what did not?



**Share your experiences! Use the chat or raise your hand to respond!**





# Take Notes...

## > **SELECTIVELY**

- You **DO NOT** need to write every word your prof says

## > to **UNDERSTAND**

- You **DO NOT** need to remember every tiny detail!

## > with a **PURPOSE**

- Attach ideas to a framework of meaning
  - How does this lecture connect to other course content?
  - How does this lecture relate to the course objectives?
  - How does this lecture relate to the broader field of study?

## > in your own **WORDS**

**“Understand First, Memorize Later”**



# Identifying Important Information

- **Syllabus and introduction slides (e.g., “Overview”, “Agenda”)**
  - Identifies major topics and/or learning outcomes for each lecture
- **Definitions and key terms**
- **Main ideas**
  - Processes: “First”, “Second”, “Third”
  - Competing perspectives: “Some think X”, “Others disagree”
  - Major events or change over time
- **Evidence and examples**
  - Studies, statistics, dates, anecdotes, etc.
  - In-class demonstrations, discussions, practice questions
- **Body language and verbal cues**
  - Increase in enthusiasm, gestures or tone of voice
  - “This is important!”
- **Conclusions and summaries**
  - Reminder of key points





# Note-taking Strategies



# Digital vs. Physical Notes – Which Method is Best?

## TYPED NOTES

### PROS

- Fast
- Editable (neatly)
- Annotate lecture slides (if provided in advance)
- Easy to backup

### CONS

- Least effective method for knowledge retention
- Limited flexibility (e.g., drawing diagrams, writing out equations)
- Laptop/tablet = risk of distraction

## HANDWRITTEN NOTES

### PROS

- Flexible (e.g., connecting topics, drawing diagrams, writing out equations)
- Most effective method for knowledge retention
- Annotate actual lecture slides (if provided in advance BUT must print)
- No distractions

### CONS

- Slow
- Can be messy
- Difficult to backup



# Guidelines for Good Notes

## ➤ Organization required; neatness optional

- Use headings and sub-headings (slide titles)
- Write when and what the instructor writes
- Leave space to add information later

## ➤ Efficiency

- Write words and phrases, not full sentences
- Use shorthand and abbreviations
- Emphasize important info with underlining, highlights, circles, stars etc.

## ➤ Problem-Solving

- I missed something, what do I do?!
- I'm confused, what do I do!?

# The Cornell Method

Course: \_\_\_\_\_

Date: \_\_\_\_\_

- Left column:
  - Key points, questions, comment pulled out from main notes
  - To be filled in after the lecture/reading
- Cornell notes are arranged in two columns
- Main column – take notes during lecture
  - The wider, main column is used for notes taken during lectures and while reading texts
  - Try to review and fill in the left column within 24 hours of the lecture/reading, when it's still fresh in your mind (preferably the same day)
- Bottom of the page:
  - A summary of the important points on the page



# Staying Focused During Lecture

- **Remove tempting distractions**
  - Phone on silent and out of sight
  - Avoid web browsing or social media
- **Sit near the front of the class!**
  - Minimizes distractions from others
  - Closer to prof = accountability
- **Participate in discussions and activities**
- **Ask questions**
  - In your notes, or verbally in-class
- **Take care of yourself**



Set yourself up for success – staying focused is up to YOU!

A group of diverse students are gathered around a table in a meeting room, engaged in a discussion. A woman in a denim jacket is smiling and looking towards a man on the left. Other students are looking at documents and a laptop. A red water bottle with 'YORK' on it is on the table. The scene is framed by a red border.

**Time for a Break!**



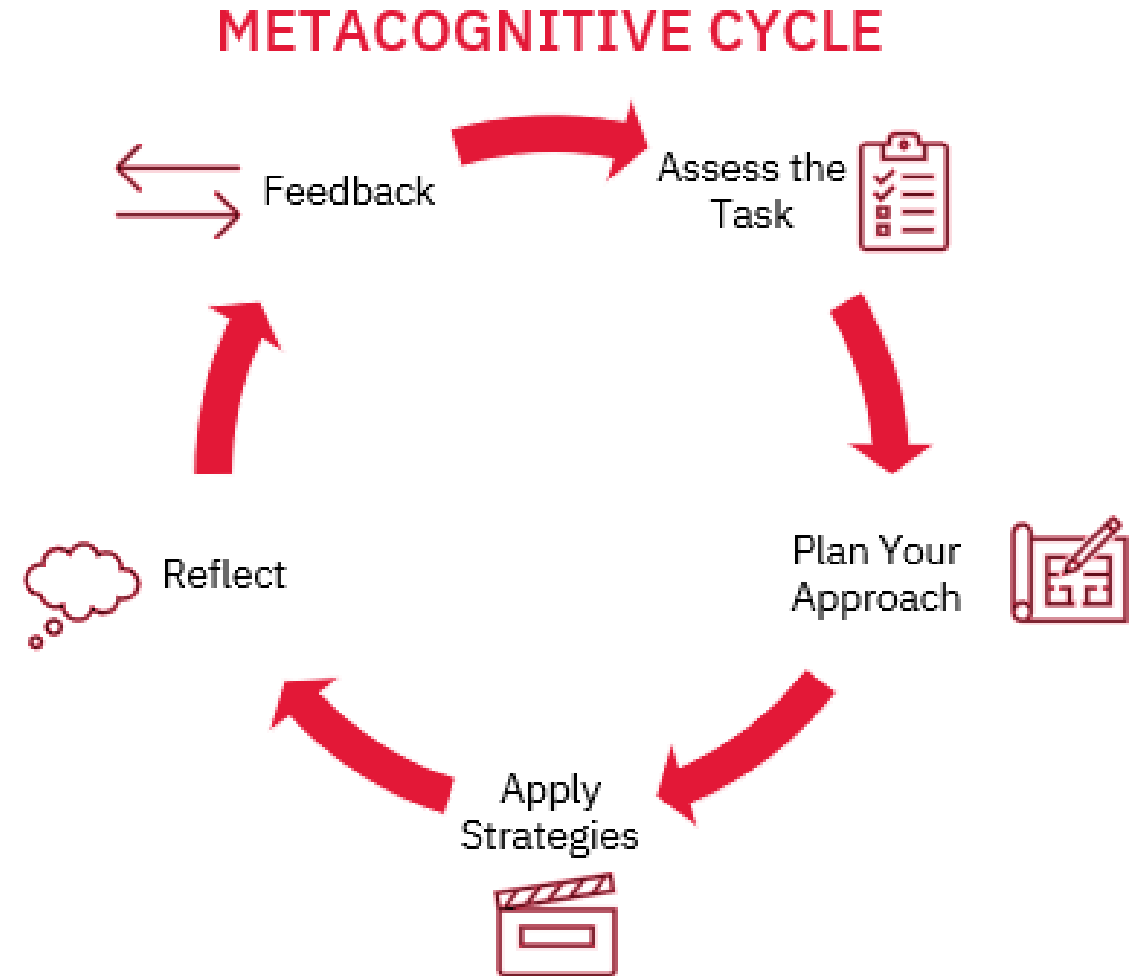
# Mock Lecture





# Learning How to Learn

- **Metacognition** - focusing not just on **WHAT** you are learning, but also **HOW** you are learning
- **Successful university students:**
  - Take ownership of their own learning
  - Monitor for understanding
  - Reflect on their own learning process
  - Invest time and energy into building learning skills
  - Engage in trial and error
  - Use campus resources and services



# Meet Your Guest Lecturer!

Holly Stacey, Health Promotion Educator - *SCHW*

**Student Counselling, Health and Wellbeing (SCHW) is a student service department within the division of students.**



**Location:**

The Bennett Centre for Student Success

The department is comprised of 3 units that work collaboratively to provide a range of health and well-being services that foster academic success, student development and an engaged community at York University

**Student  
Counselling**

**Health Services,  
Health Education  
& Promotion**

**Wellbeing**

<https://counselling.students.yorku.ca>

A photograph of a meeting in progress. A man in a light blue hoodie is speaking and gesturing with his hands. A woman with curly hair is listening attentively, resting her chin on her hand. In the foreground, the back of a person with blonde hair is visible, looking towards the speaker. The setting is a modern office with computer monitors and a whiteboard in the background.

**Debrief**

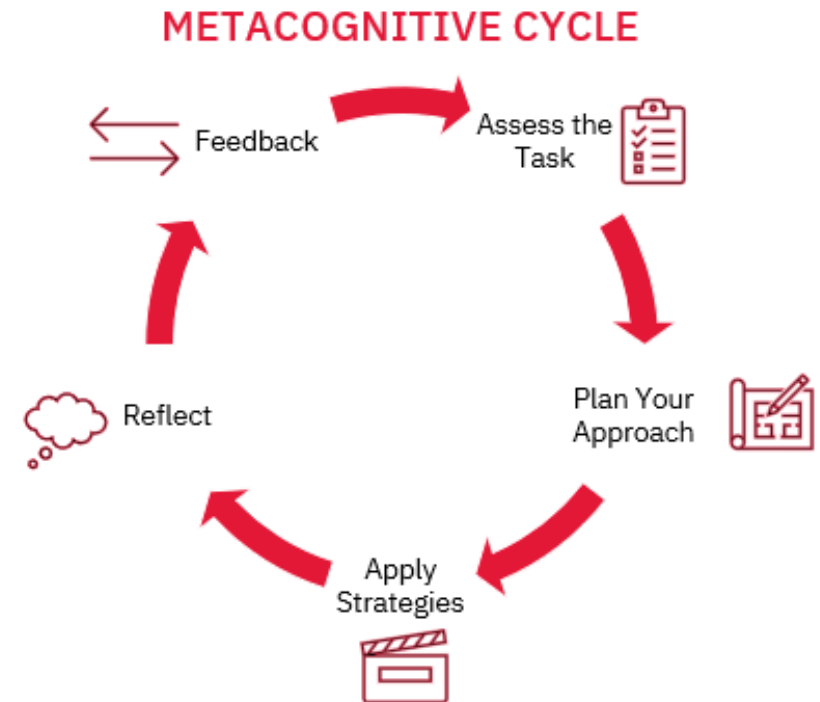


# Breakout Rooms: Think, Pair, Share

- **1. THINK:** Take a moment to reflect on your own.
- **2. PAIR:** Join your breakout room and talk through some of the questions below.
- **3. SHARE:** Prepare to share back with the full group!

## ➤ Discussion Questions:

- How did you feel during the mini-lecture?
- How effective was your approach to note-taking? What went well, what was challenging?
- How might you change your approach to note-taking next time?
  
- What content from the lecture did you identify as important?
- What are some ways you will implement self-care into your daily routine to help prevent burnout?
- There may be times throughout your academic year when you will be busy and faced with conflicting responsibilities. What are some ways you can set and uphold boundaries?

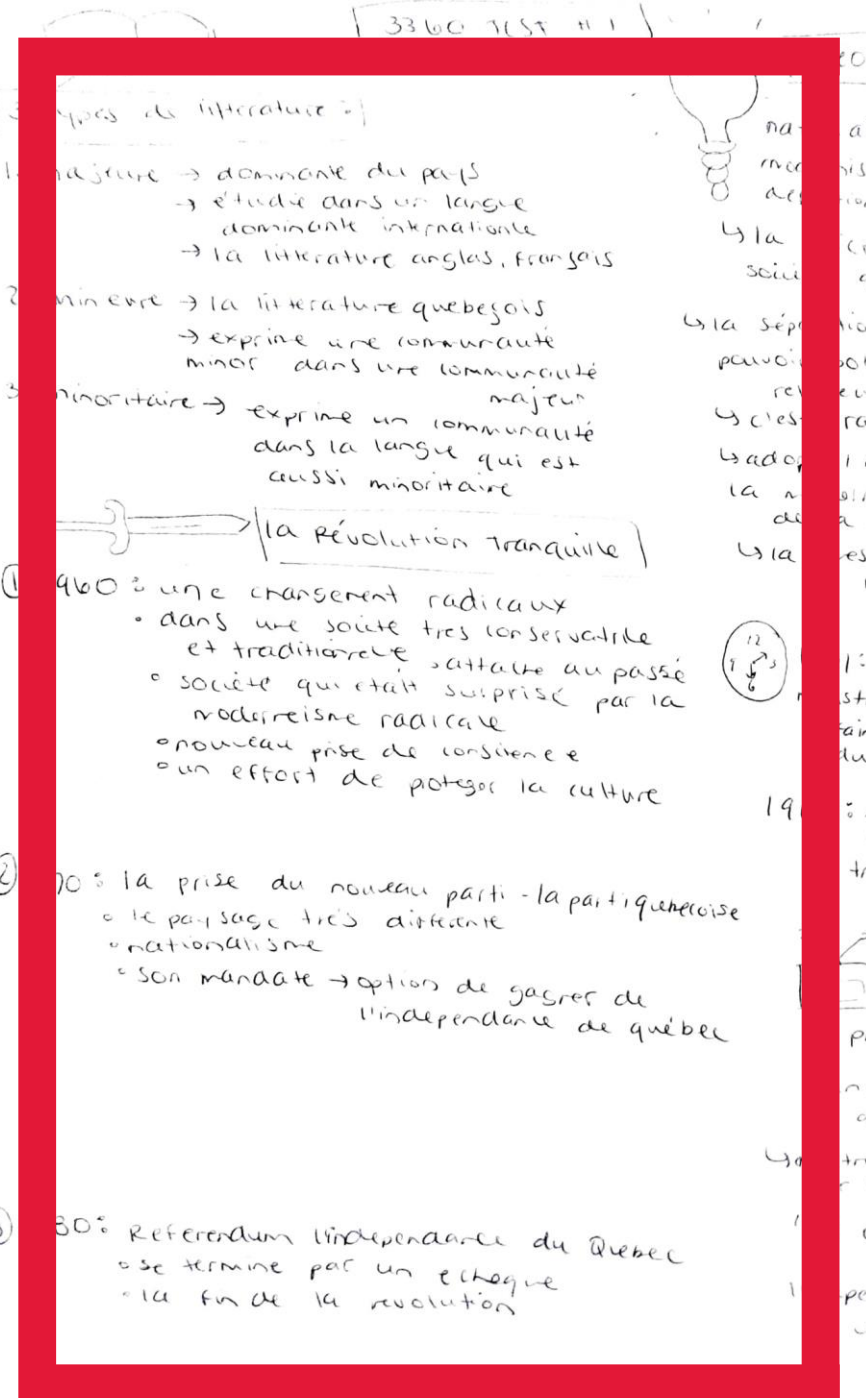




**I Have Lecture Notes –  
Now What?**

# Creating Review and Study Notes

- **Study actively and engage in deep processing**
  - More likely to retain information in long term memory
- **Create information maps and other study aids to:**
  - Organize information around study questions
  - Summarize and integrate information
  - Understand the big picture
  - Apply your analytical and critical thinking skills
- **Use any course material to create diagrams and study aids:**
  - E.g., lecture notes, text headings, learning objectives from course outline, questions from text/ guides, prof or self-generated, hand-outs, outlines, etc...





# Types of Study Aids

## > Examples:

- Grids/comparison charts
- Diagrams or mind-maps
- Flow charts
- Graphs

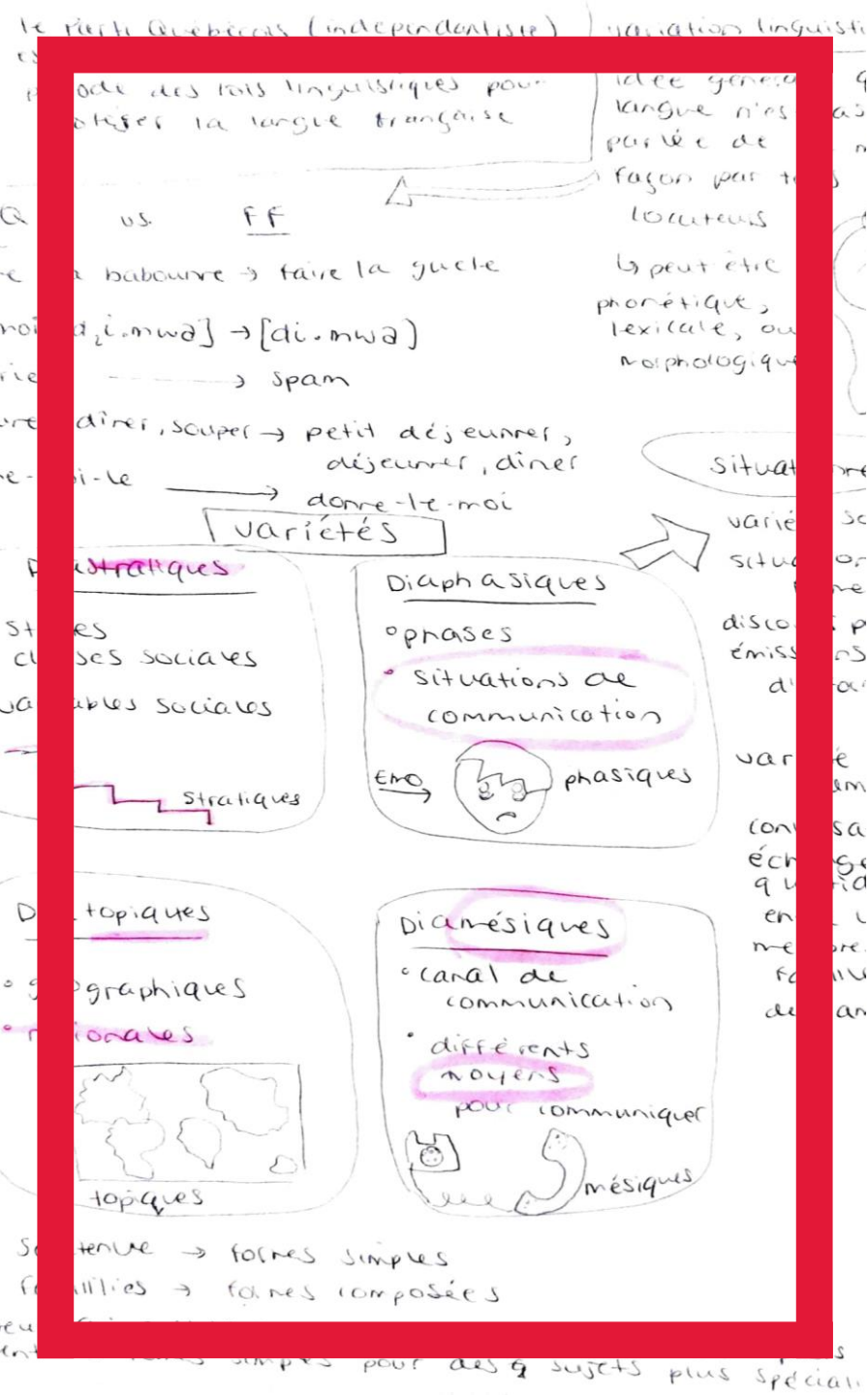
## > Use a variety of creative styles to keep note-taking an active process

- Colour, underline, highlights, headings, lists, boxes, numbers

## > Consider also:

- Flashcards
- Visual images
- PowerPoints
- Summaries

(\*Courtesy of Ryerson University, Method of Inquiry)







**Wrap-Up:  
Final Poll and Q&A**



# Learning Skills Services

## HOW WE CAN HELP

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