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Technology and Deaf Education

"Notetaking Strategies -- The What, Who and How"

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>> Good morning. I'm the presenter for the purpose of Notetaking Strategies, The What, Who and the How. We are notetaker coordinators. We have two other coordinators on this campus that do the same job that we do. We are going to try to share different points of notetaking that may help you use a service to your level because every university, institution is different. Also, there is notetaking at middle school, high schools, elementary schools, and that notetaking service may be different because you may have one notetaker that is staying with a student the whole day, so you may have to fine line or tune what you would like to do with your notetaking services. So we'll give you the general overview of what's happening here, what's most useful and hopefully it will help you take something back to your area.

If you have any questions, please don't hesitate to ask. The main purpose of notetaking is to provide quality notes for the deaf and hard of hearing students in the classroom. When we say quality notetaking, there is a different array of notes. When you're taking notes for yourself, you're taking them in one way. You may be putting points down. You use the trigger when you go back to look at your notes to remember.

When a deaf student is in the classroom, they have the benefit of having an interpreter who's signing the lecture, or they may have a C-Print captionist who's doing a hard copy of the lecture.

With the notetaker, they need to capture everything that's happening within that classroom situation, while it's happening, so that the students can go back and reflect on what happened after class. So, a notetaker is going to take notes in a different way than if they were for themselves. What does that mean? I'll let you look at this for a brief second, rather than read it to you. But this is an overview of what we expect from a notetaker.

It's obvious that every class lecture is going to be different, especially at a college level. We have to realize that not every lecture is going to be given in the same way. One may be all topical, one could be just straight lecture. You can have equations due to science. You can have charts with math, financial counting, you may have different equations within, like, the food/hotel program, you have a lot of new vocabulary for types of food, how you cook it, so many different ways notes are going to be taken. We try to train the notetakers to learn how best to take notes to serve themselves within the classroom setting, and that changes based on the lecture.

We'd like to think of notes as being a reflection of the way the teacher is teaching the class.

I'm going to talk to you a little bit about the "Who" of

notetaking.

>> Who are our notetakers? The notetakers are hearing students, and our first priority is to get notetakers that are in the classroom for a couple of reasons. They're very vested in what's going on in the classroom, so they're more likely to be there on time every day, read the material. Sometimes we can't get students that are in the class, so we have to try and get a graduate student, somebody who has some other familiarity with the material, they may have taken the course in the past. They may plan on taking it the next quarter, the next -- we have quarter systems here. The next quarter.

So it's something that they may want to do now in preparation for the next quarter.

So that's -- we have people that just walk in and they want a job, but we have to make sure that they are familiar with the material, especially in my colleges, because I have science and engineering, and I know from experience, they would not want me to take notes in a physics class.

I've had to go in and take notes in various classes and I'm always a little nervous because I'm not real familiar with the material. It's been a long time since I went to college.

What they are responsible for is taking quality notes. As Pat told you, they have to record the information that is given in the lecture, but they have to do it in such a way that it's very clear, very concise and very well organized. Where do they take notes? They take notes wherever they're needed. Usually it's in the classroom, but I do have some environmental science classes, and they go on field trips or they're out on doing experiments at various locations. So, the notetaker needs to be able to go with them and take the notes on the information that they've covered.

When? Obviously whenever class is in session. But there are other instances where they -- when they may have to take notes. If there's a makeup session, they may be asked to take notes at the makeup session, or if there's a review session for an upcoming exam. So they have to be somewhat flexible, another reason why we ask for students that are in the class.

And finally, the "How" of what are notetakers.

How we hire them. As I said, they're usually students that are in the class. We train them. We will get into that in a few minutes. We have an online training that we ask our notetakers to do, and then finally, the evaluation. And the evaluation is very important. It helps us and it helps the notetakers to know if they're doing a good job in providing quality notes. We get feedback from the students that they're taking the notes for, from the faculty who are teaching them, and then from the tutors who will use the

notes in helping the students prepare for their classes. And the evaluation is very important.

Now, these are suggested requirements. These are the requirements that we ask of our notetakers. First-time notetakers, as I said, we generally want them to be registered for the class. They have to have good personal notetaking skills. They have to be able to capture what is said in the lecture, as I said, in a very clear, concise and well-organized manner. They have to be dependable, they have to make sure that they're at class on time. We usually ask them to be there about ten minutes before so that they are already to go as soon as the professor starts the lecture. We found that generally the first ten minutes is when the professor will make all of the announcements, anything regarding test information, what -- if there's any changes going on, so they do need to be there on time. Obviously we want them to be trust worthy.

Here at RIT, they punch a time clock. So -- and then they come in and they go to classes and they've got their notes, so we have to make sure that they're actually, when they're punching in, they are in class, and they -- the confidentiality. I mean, if there's discussions with the individual students, which we encourage, if there's any issues, we need those either brought to us or kept to themselves if it -- you know, depending upon the circumstances.

And they have to have good time management skills, obviously. They have to be able to, you know, be on time, leave on time and get the notes turned in on time. And they must have, as I alluded to before, content knowledge of the material. It's very difficult if you don't have it. It makes it much harder. As I said, I had to take notes for -- and it was a biology lab, but the spellings of a lot of these things, I had no clue, so I would have to put it in my notes and then go back and check the spelling and correct it in my notes. So it's very important that they come prepared and that they do know the information. Legible handwriting is key. It's very important. But we do have alternatives. We find today that a lot of students are taking notes on laptops. So that's a big help. And we have tablet PC's which we provide them sometimes. Again, a good organizational format is very important, and then we also ask that they have a GPA of 3.0 or higher. And that's because we generally have found that students that have the higher GPA's are more committed and dedicated to

their studies.

And then finally we ask that they complete our online training, which we will get to in just a moment. It's -- the training, as I said now, is online. It used to be on a Saturday morning at 9:00 in the morning, or 6:00 on a

weeknight, and it was four hours long. Wasn't very pretty. You'd find them sleeping or not quite awake.

So we -- Pat is actually one of the coordinators. She and one of our other coordinators worked on developing the online training.

>>PATRICIA RAHALEWICZ: And then online training, to be honest, if you look at our busy schedules, you know yourself if you're at the college level, students have a million and one commitments. So you're trying to make it more flexible environment for those students. So you don't lose a good population of notetakers. So you want to allow them that flexibility to be able to train at their leisure.

And like summertime is a great time because they have some down time. I know they're busy in the summer, too, but it helps to do that. Plus, it could be the weekend, versus expecting them to get it within that four-hour framework. Also, you may be in a situation where you don't know you need to provide a notetaker until the middle of one of your semesters.

Now you have someone that needs to be thrown into this classroom at the last minute. So it's more beneficial to have the training. You say here's the training, you need to have this completed. And so they can go right to that and be trained before they go into the classroom.

>> And with this training, the wonderful thing about it is that you can stop and start at your leisure. If you -- you can do one module at a time. You can -- within the module, stop. When you -- come back, when you log back on, it knows where you left off.

>>PATRICIA RAHALEWICZ: Because of time frames, obviously, we won't be able to go through the whole -- just have to wait for it to come up, John?

Because of time frames, we obviously wouldn't be able to go through this whole training for you, but we want to give you snippets so you can see what we're doing here at this campus, and maybe it's something that you would like to develop at your area that would blend with what your needs are. You may not need all of this, but you may need some of it. The idea is to give them -- in your handout, you'll see a little picture of the training. There is practice and

assessment, and it gives the students the capability within this practice area to go in, and they have live videos. And they take notes on it. And it shows them how to take notes on a straight lecture, how you would take notes using a handout. How you would take notes from word information. And then the assessment sort of goes back and does the same thing with different lectures to see if they can apply what they just learned in practicing. So it reinforces. And that's the one thing with notetaking I would like to stress. It's the reinforcement of your

skills that you want to keep trying to improve. You can find that a student may be an excellent notetaker for themselves, but they go into a classroom, let's say they have a 4.0 average and I actually have this with a student in financial and accounting, who was also chosen by the instructor. But she took lousy notes because she was knowing the information herself, and said, oh, they know that. They know that. They've had that before. Because she knew it was, you know, a continuing course. But the problem is, they may not know that. It may be the first time they're being exposed to it. So until we can sort of train her to say, you need to realize everything that happens in that lecture has to be on the paper. Or on the laptop.

>> This first one is the deaf awareness video, and what this was is in our four-hour lecture -- or four-hour training sessions that we did.

One component of it was a deaf panel. We chose four deaf students. I'll let you watch it.

You saw that part, and then we had, as I started to say, a panel of four deaf students who actually were students here, and who use our support services. All of this gave the notetakers, potential notetakers, a look at exactly what they would be doing, what a deaf person feels like, the things that they go through. There's many exercises that we did. But the deaf panel on this deaf awareness video really gave them a feel of how important their job really is in making the deaf students successful.

>>PATRICIA RAHALEWICZ: I think the other part of that also is the fact that the level of deafness can be very different. We may have some students who are profoundly deaf. We may have some students with cochlear implants. We may have some students that it's the first time they're being exposed to sign language when they come to this college. And I'm sure your different universities and

institutions, that you have that same type of environment, but there's always different levels. So it helps a student to realize, you know, who their service provider is and who they're providing the service to and what type of service they need. And that's what really came out of a deaf panel because they would say, I don't need to have all those silly stories that the teacher tells. I need a basic information. So, you know, you start -- we say, you know, the teacher told a funny story about the bird flying in the room, and -- just leave it? Okay. I remember that, but I don't need to know the whole story on paper. >> The next part is actually the six principles of notetaking, and it walks through each of the steps -- or each of the principles, and then it will give to you

examples of maybe a good set of notes, or a not-so-good set of notes, or a fabulous set of notes, and a really bad one. And then some of the things that can be done to improve the notes. This is a lot of button pushing when they get to this part of the training, but it allows them, again, that they can do it at their own leisure. They don't have to finish -- it takes about an hour and a half to finish the whole training, but they can do pieces and go back. But they cannot go forward until they've completed what's in the beginning, so it does require them to do that. And each individual area that you see, once it is darkened, it moves to the next area. >> And like I said, this is the example of the notes. And these are real notes that were taken in classes, and this over here will give you a description of what this information is. I will tell you that because as I said, I have the science and engineering students, and the training segments in this are liberal arts and business classes mostly, and so I always ask my students when they take this, how did you like doing this? And they said, it was really hard because it's not information that they're familiar with. So once again it goes back to it's important that the students have a familiarity -- I can't say that word -- yeah, that word. Familiarity with the material. And here's where -- well, back there, it will tell the students that they need to download the cover sheets, and they need to download the PowerPoint so that they can take the information, record the information.

And this tells you the length of the lectures.

>> I left these outside my door for the last week, over the weekend, and what I thought I would do is just pass around. If you didn't get one, I'll start passing them up this row, and they'll make your way down here, and so you can grab a copy. So I'll pass this. Also, just to remind you, the next writing assignment, the next argument outline, is due on Friday. So are there any questions about that?

Okay. And then on Thursday, we're starting with comp, and I think everyone here should have a copy of the comp, but if not, I have a few extra copies and I can get them to you after class, so I'd rather not hand them out because I want to make sure that the few extra copies I have go to people who really don't have that. So if you don't have the comp, I do have extra copies, but I'd like to make sure that these go to people.

>>PATRICIA RAHALEWICZ: I wanted to give you an idea of seeing a difference, with a different teaching strategy so you can see the importance of how notes are going to change based on the environment.

>> You know those ramps on all the street corners, the ones that we all use for our bicycling and skateboarding? You go over the curb into the street? Those are wheelchair accessibility ramps. They were mandated by congress.

That's why they're there. Everyone benefits from them, but they wouldn't have become a staple of American life, and they cost no more than regular curves, actually, except they're retrofitted, if people didn't take the time to stop and think about is there something we can do to make --

>>PATRICIA RAHALEWICZ: When the students are looking at this video, they have the handout that they've downloaded, and now they're taking notes on the handout, just like the handout you have.

>> So universal design is also valuable, not just because it serves those who would otherwise be left unserved, but because, in fact, it often shows --

>> And what we're going to be talking about, the basis for all business entities are really three questions.

>>PATRICIA RAHALEWICZ: Now, students would be taking notes in word information. So now we're taking notes in a different environment and different type of notes. That's what the training is set to do for them. Because Jennifer signs for herself in a classroom situation, you'll notice that there's nothing happening, so the notetaker has all that time to copy exactly what's on the board at that same

time.

>> And that's one thing that's important with taking notes, especially -- like I always tell my students when they're taking notes in the math class, the professor may be writing the formula on the board, but generally he's not just writing the formula and not explaining how the information, how you get from point "A" to point "B". He's verbally explaining how the problem is solved.

So writing what he writes on the board is not helpful. You also need to write what he's saying, how they're -- how they are getting that information, how they're solving it.

>> All these chapters, we're really focussing on this. And if you understand this and the problems that are associated with it, then understanding the rules follow pretty easily.

Now, what we're --

>> And so once the students have completed all four components, and I think they get little certificates after each one, but we asked that they bring in their assessment notes to us so that we can go over them, make sure that they're -- that they understand what they were doing, that they're -- you know, that the format is good so that we can, right off the bat, let them know if there's any issues that need to be addressed.

>>PATRICIA RAHALEWICZ: If anyone attended the tablet PC presentation yesterday, they were talking about the fact

that they have student notetakers taking notes on these tablet PC's that look like paper. Well, we also have a few of those within our own classroom situations for notetakers to use. The nice part about that is if their handwriting is really not up to being very legible, that you can change the handwriting once they're finished with all the notes. So we have many students that actually use their own laptops in class, and as well as handwritten notes. The majority of all of our notes are handwritten, and I honestly do not think we'll ever get away from that because we can't possibly have a service provider in every class. Again, it would depend on the size of your university or institution. I've been at a high school where they only have one deaf student, so the service provider there could be, you know, everything for them and someone else could have nothing because they're in Padunk, Iowa and they don't have the capability of having C-Print or a captionist or CART or an interpreter, and so they rely totally maybe on laptop notes. Just, again, these are the requirements that we have here. They're suggestions for what you could use in your own

program. Once notes are taken, they need to be turned in, and then they are logged in, and are logged in for tracking in our area so that we know where the notes are, because on this campus, our notes are sent to a Web site, and once they're scanned, and the students can just access them on the Web. That's the reason we do the logging in.

Now, for your own personal use, you could go back to just the typing of the notes, have a log-in system to know that you have notes for each class. So in a case of maybe it's a parent that says, you know, Johnny didn't get his notes for science class today, and you can check to see if the notes were there.

So possibly Johnny forgot to pick up the notes and take them home, but at least you have an idea of where the notes are. There are different choices. And again, it depends on the need. You can have notes that are just copied on a Xerox copier, NCR paper that you hand it right to the student so that they have a copy right after class. That usually only works when it's a one on one. That happens a lot of times for me when it's a grad situation that they have these graduate classes that meet every day for five days in a row. So the student needs that information when they leave that classroom. So they're using the NCR paper, giving it to the student as they leave.

And the other is Web access. Ours may be one level, but it's your own university. You may be able to use Blackboard posting of notes. There's a Smart Board within the classroom that they could use their USB and then take it with them.

Who uses the notes? It's just not the students, the

notetakers, but also tutors and faculty members. We also are very fortunate to have a tremendous interpreting staff and we have two of the best interpreters in the room with us today. They are another source of sometimes saying to us, it's a new discipline for me. Do you have -- discipline for me. Do you have any notes that I can look at to learn terms, learn signs, learn things that I need to, you know, be ready when I go into the classroom. So we have many different users of the notes.

How do you secure notetakers? Well, obviously this is a big university and we have a campus job fair that's probably one of the first ways you can do it. We have a student employment office that posts jobs available.

If you do not have that, you may rely on you've had a student who's been a previously-trained notetaker for you.

I stress the word "Trained" because you really have to provide a quality service and you do that by training the notetaker how to take them as well.

You may be able to access students' schedules. You may be able to look at a class roster electronically. These are just all ideas of what you may be able to do and you need to meet this to fit with your environment as to what would work for you.

You may have just walk-ins. Down at Boston College, they were talking about they come through the disability office, and students will come in and say, you know, somebody said they needed a notetaker for the social work class. So sometimes it's just a word of mouth, which is a tremendous way, or I just had a recent one that I reviewed a phone message, and he introduced himself and said this is Alan Johnston, I'm a transfer student from the University of Tennessee, I'm starting summer classes. I hear you have notetakers. I did this in Tennessee, I've been trained there, but I'd like to know what your program is and if I can have a job.

He's already come in, met with me, and trained, hired, here. Tremendous. Again, it was just a brief, like I called a walk-in.

Another is contacting a professor. At Gallaudet, usually they have the professor who hand chooses a student within their classroom to be the notetaker when there's a need. Not everybody needs a notetaker. But some feel that they would like that contact. So a lot of times it could be true somewhere else. Because a lot of times a professor knows the quality of the student in his class and what type of notes he can expect from them.

Referrals from other notetakers. It's word of mouth is always the best pipeline. And other students. And you can always post flyers. I know that's how Boston College said once they got into REALIZING they needed more support, they

started posting flyers in different colleges.

Again, a service is not provided until we know a service is needed. That's going to be just a typical resource, how are you going to manage your money. If you have a student that needs an interpreter and a notetaker, the student needs to request the service first, and I stress that as being important because a student, just maybe a disability student, that has gone through talking to a person, but didn't realize they could have this additional service. So a lot of times it's communication is the biggest key.

We have list posting where students have requested notetakers so students can come into the different offices of the colleges and look to see where the needs are. And sometimes they actually go and sign up for a class so that they can take notes in the class.

We assign notetakers who have been registered for the course, previously completed, have a connection to the major course of study or may be scheduled to take the class at a later date. Those are all ways of working with students. A business student is not going to have an easy time going into an I.T. class because the lectures are different.

We find that students in the liberal arts, they're straight lectures for the most part, so they really need that contact information.

The end part of your notetaking program is really part of the best part because these are things that have been solicited from notetakers that talk about what the benefit is to them.

First, they're being paid to attend the class. It's a motivation to be there for every class. It improves their own notetaking skills. They learn good notetaking techniques. The biggest thing that comes out of this is improving your own grades. And then it helps them review material from previous classes.

>> I want to say something on the improving their grades. I had a notetaker who was taking notes in a math class for me, and she came in for her evaluation and she said, my mom wants me to thank you for hiring me. She said, I got my first "A" ever in math, and it's because I took notes for this class. She said, if I hadn't done it, if I wasn't so aware of the information that I had to be recording, she said, I would not have gotten an "A" in this class. So thank you.

>>PATRICIA RAHALEWICZ: And I said, I have a student who actually was a recipient of an award here at NTID and that's the most outstanding notetaker award. It goes to a graduating senior, and Tashi Moore worked for me all four years at this college, went off to a job in New Jersey, went off to Carolina, and I get a phone call telling me he is now in charge of writing a manual for training new employees

because his employer saw his organizational skills with notes. He said, where did you get such great skills? I need you to do the manual. So he called me and he said, Pat, notetaking really paid off. So I mean there's different things that you'll see that come out of students

that you hire.

>> And the other important thing here is the opportunity to interact with the deaf students. So many times, our students come here and they may not have had any contact at all with a deaf student. So we encourage them, when we hire them, to make sure that they introduce themselves to the student if they're afraid that the student may not understand. The interpreters help them with that. They need to continue a two-way conversation with the students. When they're taking the notes, we encourage them to ask for feedback continuously to make sure that they're getting the information that the student wants in a way that the student wants, and it also helps them to break down the barriers between the hearing and the deaf students. They're not so -- neither one of them are so afraid of the other person.

>>PATRICIA RAHALEWICZ: It's a learning curve.

Communication is our biggest channel. I mean, communicating with the students, communicating with the faculty member.

If you're not sure, something that's said in class, we encourage them, you approach the instructor to ask for clarification, because we want the notes to be a picture of what happened in class.

Another part that I want to point out, being the PEN International conference with the tech symposium, there is an online notetaker training that I was fortunate enough to work with Pat billies, another presenter that you may have seen here, and two people from Camden Community College. That, if you go to www.PEPNet.org, which is in your packet of information, and you go to the online training, that is a training that you can take any place. Any person can do it online. The training that you saw snippets of for ours is only here on this campus for now, and right now we're in the process of developing a CD that can be sold or bought with the intent that if it changes, you get a new one at the same price, and it's going to be a very minimal cost because we feel it's very important to get this out to help other people.

I thank you very much for your time. If you have any questions, please. Yes?

Thank you for saying that. We've talked about that. That was one of our improvements and that's how when we did the captioning with the videos, it really came in to more a matter of cost, and that is something that now goes to what they call another level project so that we would be able to do that, because I know working on the PEPNet online

training, when I was in Hawaii, a mother approached me and made that same comment about that training, and that's why I thought it was important to do it here. The other part is they can still use a lot of the training that would help them. Because we give examples of notes, and you'll see little highlights when you click into that training as to what's important and how they can improve. So there are little things that do help them from a visual standpoint. But that's a very important point and we are trying to address that. Yes?

>>AUDIENCE MEMBER: You mentioned that you monitor and evaluate the notes. How do you do that and how often? Are you using a system, or what?

>>PATRICIA RAHALEWICZ: We have an evaluation sheet that is put in the notetakers' folders and it becomes their responsibility to give it to the students that they take the notes for. And then they're asked to take that back from the students, where the students directly bring it to the notetaker coordinators, and then every -- since we're on the quarter system, every notetaker is expected to sign up for an evaluation with the coordinator during that quarter, and it gets very busy. And a lot of times, you really find that there's something in the notes that maybe a faculty member or tutor has looked at and they'll say, you know, Pat, there's something missing in here. I may sit in on class tomorrow because I know the notetaker has a lot, but there's something that's just not making the connection. We'll sit down with the notetaker, and the faculty member at that time so that we can sort of clarify that or go back to the teacher.

So it's an ongoing evaluation process, but we do have a mandatory evaluation process in place.

>> And generally, another way that we evaluate the notes is when we're logging them in, our students sometimes we have -- we hire student assistants that log in the notes, but we will see them, you know, generally throughout the day, and it gives us a chance to look at them and make sure that at least the format that we would like is there. We don't always know about the content. Like I said, I do science and engineering, and I really don't have a whole lot of information about whether the content is correct in some of the math classes or the physics classes so I really rely on my faculty, and they're wonderful. The faculty and the tutors are always looking at the notes and they're always giving me feedback as to whether the notetaker's doing a good job, they're missing information, if there's any -- they tell me the good things, they tell me the not so good things, so it's really ongoing.

>>PATRICIA RAHALEWICZ: And another part of that, too, is also within an interpreting capacity, they're in the

classroom, sometimes they're seeing the notes, and many times an interpreter has approached me to say, I really question the quality of this student's notes, or they wonder why I have two notetakers in a class. Well, it may be in a special needs situation and we're trying to get two sets of notes to do comparisons to see if we need to change notetakers, so we really work as a team and I think that's important. Are there any other questions? Yes?

>>AUDIENCE MEMBER: I just wanted to ask about NCR, you know, the quality. You know, it's been, like, the same for 15 or 20 years. I mean, I wonder if there's some sort of upgrade because my students complain that they can't see the copy, you know, I have to tell the notetakers to write really hard. You know, so I don't know, is there anything that's been --

>>PATRICIA RAHALEWICZ: To be fair? No, the paper hasn't changed in all the years that I know of it. It's produced here, I found that out. I'll be here 20 years in July, and I think it's been produced here for probably the last 50 years. But the quality of the paper has not changed. What I will say has changed, check and use different pens. Certain pens, some of the felt tip pens that now have more of an ink base are actually copying better and sometimes your fine pens, fine point pens versus a medium will press better on the paper than like a ball-point pen. But I've done trial and error with different pens.

My contact information will be online. You'll be able to see this presentation online, so, you know, please don't hesitate to contact me directly.

Usually I have business cards, but I didn't go to my office this morning, so for that I apologize, but I will gladly give you my E-mail. Okay. Any other questions? Because I know our time's finished.

>>AUDIENCE MEMBER: Do you have specific policies in place like students must get their notes within 24 hours, next class, or -- and do you communicate with the students so they know what to expect when they're not getting something, they could know who to contact and when to approach them?

>>PATRICIA RAHALEWICZ: Yes. Actually, we have -- you learn by your own admission. They're called guidelines. Because we can't actually say it's a policy in case we, you know, run into a problem, so it's a guideline, what we expect. And the students, because we have a very finesse system here, we have ASDS, which is a whole requesting system. That's where the notes are online, they're scanned. So that makes it very easy because what we asked is notes are to be turned in immediately after class. We try to have a 24-hour policy for all notes to be posted. For the most part here, notes are posted within a two to four-hour period.

When we used to copy our notes, we went with the 24-hour

policy because many times the copier would go down, and we would post a note, your notes are going to be late in your mail folders. So being online definitely has a better advantage of getting things to students quicker.

>> And that's another reason why we log them in. So that we know if they're not there. You know, you look, and the class is over at 10 and it's now 2:00 in the afternoon and the notes haven't been turned in, we have time to E-mail the students and contact the students any way we can.

We have their schedules. If we have to, we can go to their class and ask them, you know, where are the notes.

Sometimes students have back to back classes and they can't turn them in right away, so we ask them, please let us know that. As long as they're there by 4:00 in the afternoon, because our last drop-off is at 4:30, so it gives us time to make sure that we log them in and can get them over so that they are posted that night or first thing in the morning.

>>PATRICIA RAHALEWICZ: And the guidelines are also for notetakers. I mean, so they have the guidelines to know when the notes have to be in, and the students know that this is what's expected as well.

And sometimes the student will even, you know, take the notes from the notetaker, the one using it, because they may have a class after, and he says I'll take them over to get them scanned so I can get them sooner. So this is a part of communication that's so important, building a better rapport between the provider and the student, too.

>> And, as pat referred to, our ASDA system, they can go in there and find out who is their coordinator for that particular class.

Also, all of our notes have cover sheets on them, which will tell them down at the bottom, it tells them the contact information as well. If there's a problem with the notes, who they need to contact, if there's a problem with the service in general, they have the information there.

So there's a lot of different ways that they can let people know if there's any issues with the notes or the services in general.

>>PATRICIA RAHALEWICZ: And again, how you set that up is going to depend on what you have as resource within your own, you know, environment. It could be -- for us here, electronically is the best way to contact students because it's quick and you get instant replies so that that makes it very easy, but at other universities, some aren't as connected to that, to using that. But if you have the students, you know, used to that, that definitely helps you, too, so -- yes?

>>AUDIENCE MEMBER: Just an observation. Freshmen in general are pretty bad notetakers. And you said you've got an online program or an online training session? Is that

available to all freshmen?

>>PATRICIA RAHALEWICZ: They can use it. It's open to anybody, really.

>>AUDIENCE MEMBER: Do they know that it's there?

>>PATRICIA RAHALEWICZ: That's again by more word of mouth, if it's happening from another notetaker. Just like I said the guy from Tennessee made a comment that he was in a classroom just this past week and a student said, oh, I'm a notetaker, I'm the notetaker for the class and he said there's a training program so that's why he contacted me to see what it was. I am not opposed to anyone using that, just as the online PEPNet online training is available to anyone.

I think we actually have used it as the conduit to note-taking, that is the student is hired, it's a requirement.

>>AUDIENCE MEMBER: They come in, they come to orientation. It's almost like a -- I don't know if they have a -- I know they get inundated with many different things, but it would be nice to have a checklist of things they need to do.

>>PATRICIA RAHALEWICZ: It's interesting. Probably I want to say it's Eileen Fishman who's retiring, maybe eight years ago, possibly ten, that she had me present at one of the freshmen, you know, their study groups that they have to have these facilitation meetings to learn about things and it was about -- she said, I think notetaking is important. Well, back then we didn't have the online training, but I had handed them the handout that we had that says these are the things, formatting, organization, and it shows visual pictures and so she had that presentation made a part of the freshman program.

>>AUDIENCE MEMBER: I can put it right on my courses. I'll get some more information from you because I think that would be --

>>PATRICIA RAHALEWICZ: Thank you. That would be great. Super. Thank you. Well, thank you very much. And I hope you've enjoyed the symposium, and wherever you're going, safe travels home. Thank you to our interpreters, and John. Without him it wouldn't be possible.