Benefits of Sketchnoting: An Introduction
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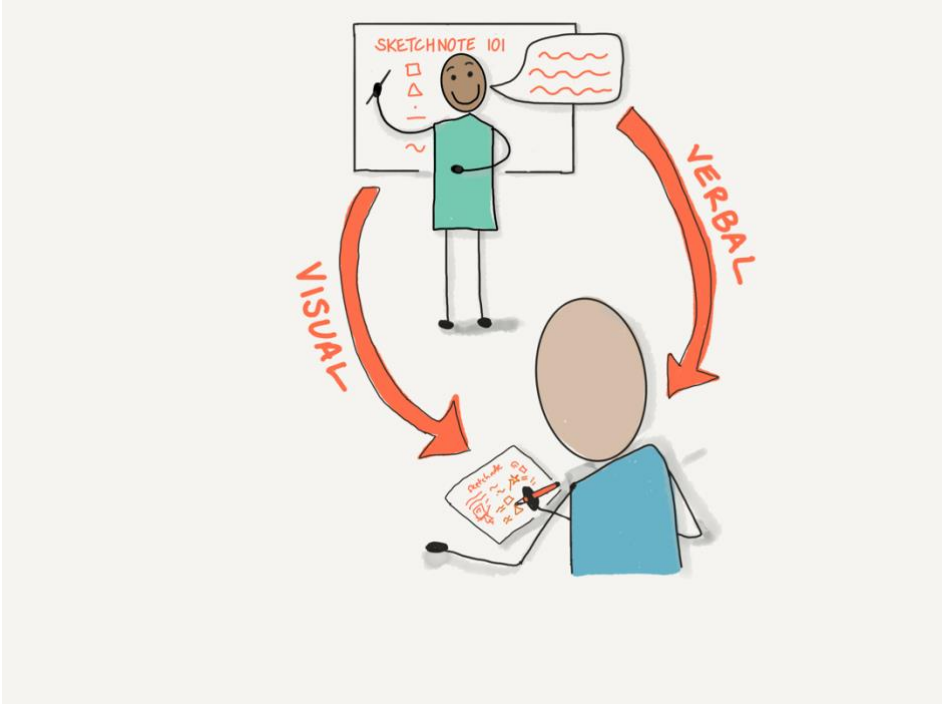

A short video resource (3:14) sharing some of the benefits of sketchnoting as an active learning approach.

Available: https://spark.adobe.com/video/wZ0uchuXakfFC

[Transcript of video resource]

[Title slide – not illustrated]
Hi, my name is Katrina and in this short video I am going to introduce you to the benefits of sketchnoting. Sketchnotes are rich, visual notes created from a mix of writings, drawings, shapes and visual connecting elements like arrows, boxes, containers and lines. While this video does not provide details about how to sketchnote, it has been produced drawing on sketchnote techniques to give you an idea about what they are.

[Slide showing a simple illustration of a lecturer standing in front of a board with Sketchnote 101 and some simple shapes drawn upon it and a speech bubble coming from their mouth conveying speech]
During lectures or tutorials, usually the information is conveyed by the lecturer or tutor talking to students, often with visual prompts in the form of a presentation or annotations on the whiteboard. Some students will take notes on paper or perhaps typing into a laptop and the traditional approach to note taking is often to capture verbatim key information shared during the lesson.

[Slide shows illustration expanding to show a representation of a student holding a pen writing text heavy notes – an arrow comes from the lecturer to the student]
The output from the lectures is often a detailed set of text heavy notes. While note taking is certainly an aide to learning, research indicates that this traditional approach to note taking is perhaps not the most effective.

[Slide shows a new arrow passing from the student to a drawing of a set of notes. A picture of a brain is now presented inside the student's head and a question mark and arrow pointing the brain appears]
It is possible that the content can easily pass from the lecturer to the student's notes while pretty much bypassing the student's actual brain!

[Slide shows a drawing of the notes and an arrow pointing a drawing of a shelf with folders on it. An arrow points from the notes to the folders. The next slide shows the student under the shelves holding the notes next to a calendar indicating an assessment deadline. The student is illustrated looking confused with a question mark over their head]
The fate of these notes is that they are often filed away after the lecture and left to gather dust until needed when assessment approaches. When lecture notes have been passively taken, many students may find that they are not as helpful as anticipated when it comes to recapping on what was covered in the lecture.

So lets return to the lecture and let's approach note taking differently.

[Slide shows the same drawing of the lecturer and the student. This time two arrows are presented coming from the lecturer – one is annoted with the work verbal, the other with the word visual. This time the student is illustrated creating a note with a mixture of drawings and text and the slide progresses to illustrate the term Dual Coding]
In this scenario the student is aiming to produce a sketchnote detailing the key information from the lecture. The process of sketchnoting draws upon the student actively taking on the verbal information alongside visual information to identify key information and messages to be recorded on the note. This visual and verbal processing was termed as dual coding by Alan Paivio, a Professor of Psychology back in 1971.

[Slide returns to the image of the student's brain and a Venn diagram including three circles is connected to the brain with an arrow. The Venn diagram includes: listening for ideas, mapping ideas and analysing ideas. There is a star in the middle of the Venn diagram. There is an reference to Mike Rohde 2013)]
When you produce a sketchnote, you are having to actively listen for ideas, analyse your understanding of these ideas and associate these ideas with a cognitive map that you have in your own head to present the ideas on paper. This process sparks a lot of activity within the brain and note-taking becomes an active learning method.

[Slide shows an illustration of a net catching a thought bubble with the word thinking within it]
The process of creating a sketchnote is really helpful in capturing your own thoughts on the key concepts of what has been taught.

[Slide shows an illustration of a target with an arrow in the bullseye with the word focus written underneath]
Creating sketchnotes also involves deep concentration and aides focus.

[Slide shows an illustration of a picture frame with the words 'see the big picture' inside of the frame]
However as you cannot possibly capture everything that is spoken on a sketchnote, the process also helps you to think about the big picture of what you are being taught.

[Slide shows an illustration of a student smiling with a thought bubble above their head. The thought bubble contains a drawing of the sketchnote taken during the lecture]

Research findings are increasingly confirming that the process of sketchnoting leads to better memory retention.

There are many benefits to sketchnoting, so what's stopping you from giving it a go.

[Final slide includes references to M Rohde (2013) The Sketchnote Handbook and to A Paivio (1971) Imagery and Verbal Processes]