Personal Assessment of Listening Ability

Examine your own listening habits and tendencies. Respond to each question with the following scale:

1 = Always   2 = Frequently   3 = Sometimes   4 = Seldom   5 = Almost Never

_____ 1. I focus on myself during an interaction, which results in my missing some of what the speaker has said.

_____ 2. I allow my mind to wander away from what the speaker is talking about.

_____ 3. I try to simplify messages I hear by omitting details.

_____ 4. I focus on a particular detail of what the speaker is saying instead of general meanings the speaker wishes to communicate.

_____ 5. I allow my attitudes toward the topic or the speaker to influence my evaluation of the message.

_____ 6. I hear what I expect to hear instead of what is actually being said.

_____ 7. I listen passively, letting the speaker do the work while I relax.

_____ 8. I listen to what others say, but I don’t feel what they are feeling.

_____ 9. I judge and evaluate what the speaker is saying before I fully understand the meanings intended.

_____ 10. I listen to the literal meanings that a speaker communicates but do not look for the hidden or underlying meanings.

Total Score

All statements describe ineffective listening tendencies. High scores, therefore, reflect effective listening and low scores reflect ineffective listening. If you scored significantly higher than 30, then you probably have better-than-average listening skills. Scores significantly lower than 30 represent lower-than-average listening skills. Regardless of your score, however, most people can significantly improve their listening skills.

Devito, Joseph A. Human Communication: The Basic Course.

Listening Skills: What’s the difference between listening in an academic setting and other settings?
What complicates Note Taking?

1. Content difficulty
2. Manner / Method of Presentation or Quality of Presentation
3. Internal / External Noise
4. The need for **sustained** attention.
5. Other?

What are some barriers to our own note taking that we can remove?

- Phones
- Motivation / Procrastination
- Preparation

What can we do prior to class to help with our own ability to take notes?

1. Get some sleep
2. Arriver early and with materials
3. Review notes / book prior to class

What can we do during class to help take better notes?

1. Date your notes
2. Use headings
3. Use pens (pencil fades)
4. Use a laptop or recorder
5. **Refocus** if your mind wanders.
6. Commit!!
What can we do after class to help with note taking?

1. Look for / mark relationships
2. Review, review, review (preferably the same day)
3. Other?

Guided Notes: Tools used to guide your note taking process.

Examples of Guided Notes

1. PowerPoint slides
2. Outlines
3. Other Handouts

PRO: increased intent / prior knowledge; learn more actively

CON: Passive; crutch

Cornell Notes: Tools used to organize the note taking and review process.

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<tr>
<th>Date</th>
<th>Lecture Title</th>
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<tr>
<td>Cues</td>
<td>Notes</td>
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Summary:

T-Notes | Title / Formula |
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<td>Steps</td>
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Discussion Notes

1. At the end of class, **summarize** major ideas
2. Tend to be **shorter**