

- provide feedback to the notetaker on the accuracy of the notes.

The lecturer/tutor should not:

- expect or encourage a notetaker to become involved in the class
- expect or encourage the notetaker to perform any other duties apart from notetaking

### Role of the disability coordinator/office

The disability office must be aware of the roles and responsibilities of everyone involved in the notetaking process.

The disability office should:

- prepare lecturer/tutors and students for the introduction of the notetaker into the classroom
- discuss any difficulties the notetaker has in carrying out their tasks and liaise with institution personnel with regard to these difficulties
- provide feedback to the notetaker on the quality of the notes being taken.

Some of the issues the disability office may need to address are:

- access to resources such as texts, work booklets etc. for pre-reading and reference
- allocation of time to prepare for notetaking and to complete follow-up activities
- timetabling details
- notetaker training.

### Why do deaf/hearing impaired students need notetakers?

Students with normal hearing are able to listen to the lecturer/tutor and take notes at the same time. Deaf/hearing impaired students find this extremely difficult, as they use visual cues (the speaker's lips or an interpreter's signing) to understand the speaker. If they look down to take notes in lessons, they no longer have access to these visual cues and the information being presented.

When notetakers are provided in educational settings, deaf/hearing impaired students are able to watch the lecturer/tutor or interpreter continually and see what is being said, as well as receiving a written record of the information presented by the lecturer/tutor and any class discussion that occurred.

### What does the notetaker do?

Essentially, the notetaker's task is to:

- record information presented by the lecturer/tutor
- record class discussion
- record information written on the board
- record other information such as what is written on the board, on the overhead projector or on powerpoint, when this information is not otherwise being made available to the student.

Notetaking is much more than a lecturer/tutor handing out an outline of what they will cover during a lesson. Notetakers should record a wide range of content provided during the lesson including:

- subject information
- context
- questions and answers
- references

- examples discussed
- assignment information
- test dates
- class discussion.

Why is class discussion included?

It is important for the notetaker to record class discussion as deaf/hearing impaired students tend to miss a lot of the class discussion that occurs and so miss a valuable source of learning.

Even if a deaf/hearing impaired student can use their residual hearing well, classroom discussions are difficult to follow. Often a number of students will speak at once. These students may be sitting behind the deaf/hearing impaired student, who has to turn and locate the speaker and then lip-read them. This takes time and so the deaf/hearing impaired student may miss important information.

The notetaker should write down all pertinent discussion points to ensure the deaf/hearing impaired student has access to the same information as the hearing students.

Who is involved in notetaking?

A number of people are involved in the notetaking process:

- notetaker
- deaf/hearing impaired student
- lecturer/tutor
- disability coordinator

Each has an important role to play and has various responsibilities in the notetaking process. Each person needs to be fully aware of their own roles and responsibilities as well as those of others involved in the notetaking process.

## Roles and responsibilities

Role of the notetaker

The notetaker should:

- be on time for all lessons
- negotiate with the lecturer/tutor and the student about where to sit in the class
- write notes using a format that is easy for the student to follow and study
- accurately record what the lecturer/tutor says
- record class discussion that occurs
- review the notes after the lesson
- provide each student with a set of notes after the lesson at a predetermined time.
- The notetaker should not:
  - take notes in lessons if the deaf/hearing impaired student is absent, unless instructed otherwise
  - join in any class activities or discussion.

Role of the deaf/hearing impaired student

The deaf/hearing impaired student should:

- ensure that they collect the notes at a predetermined time after the lesson
- use the notes appropriately
- provide feedback to the notetaker on the usefulness of the notes and any changes that may be necessary.

Role of the lecturer/tutor

The lecturer/tutor should:

- provide handouts, photocopies of OHTS, etc. to the notetaker before the lesson

**Disability Office  
Contact Details**



*Under the auspices of LIFE Unlimited*



**Working with  
Notetakers  
in an  
Educational Setting**

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Contact Details**

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