Introducing Sketchnoting to Students

1. . Remember that neither you nor your students need to be artists to sketchnote.
2. . Show your students examples of sketchnotes. Practice “reading” and interpreting someone else’s sketchnote to make meaning from their doodles.
3. . Model how to take visual notes with another teacher or student volunteer.
4. . Have all students practice sketchnoting during read-alouds, test review sessions, instructional videos, or other activities where note-taking can be useful.
5. . Let students share their notes in small groups or with the whole class and reflect on the process. What did they enjoy about this strategy? What was challenging? Is this something they would like to try again? Point out and affirm the variety of ways students can interpret and record the same material.
6. . Try the process using a variety of tools. If students used pencils or markers the first time, encourage them to use a computer or tablet. Reflect on which techniques students found most valuable.
7. . Implement sketchnoting for those students who find it helpful. Remind students to use their notes while studying or writing.

Avoid using sketchnotes for assessment. They are a cognitive tool to support understanding and recall, not an evaluation of it.