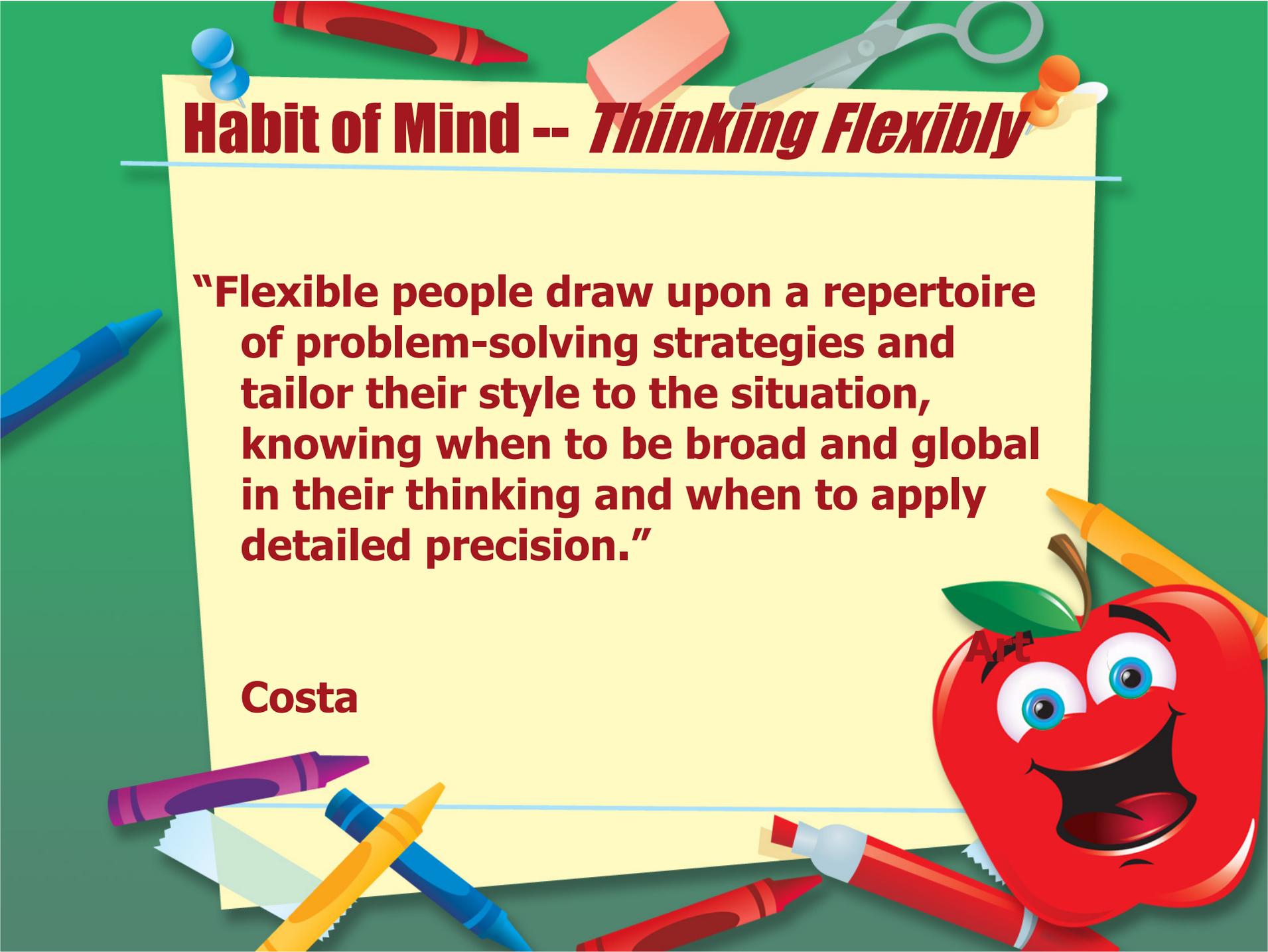




# Note taking and Memory



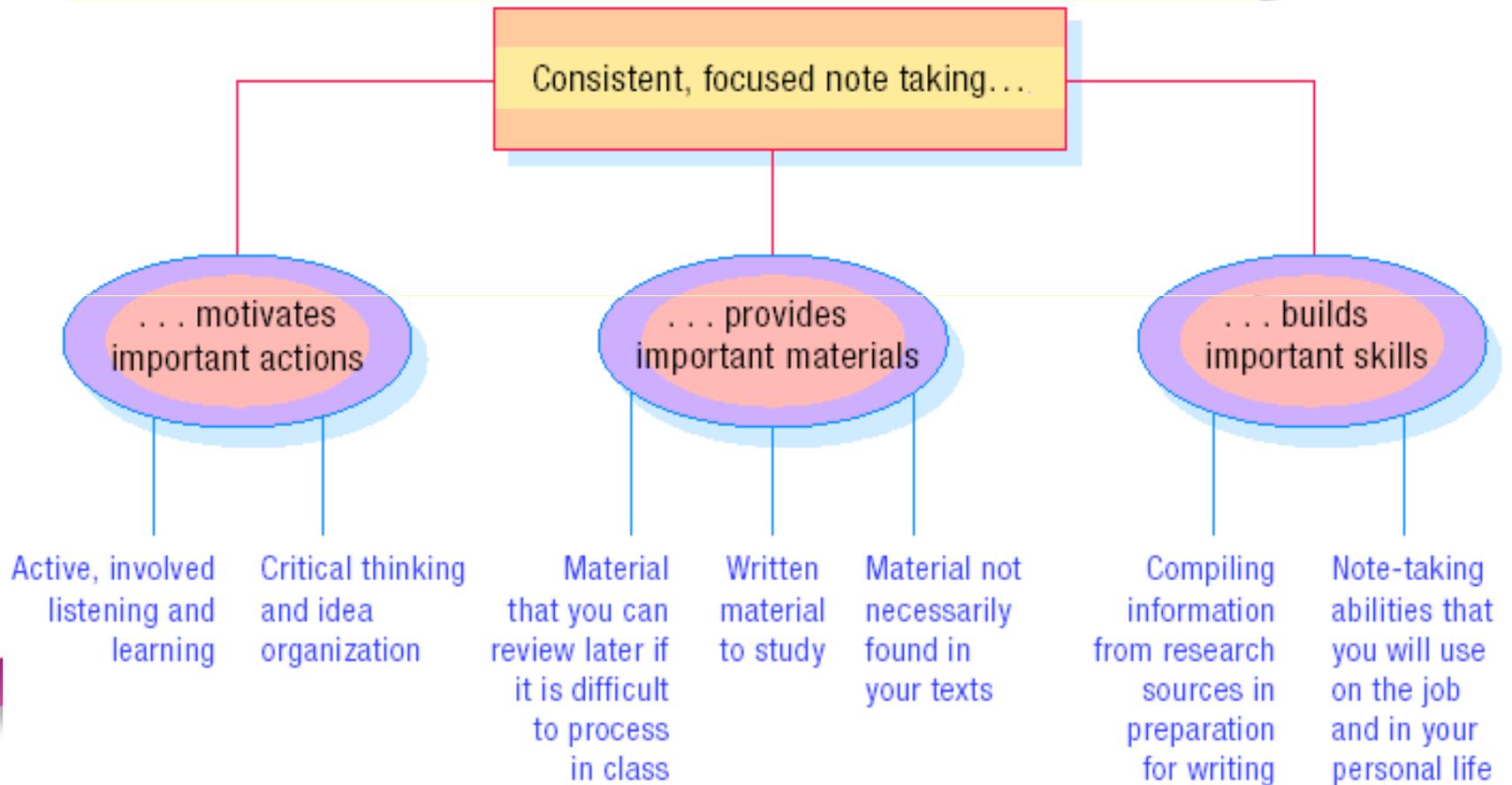
## **Habit of Mind -- *Thinking Flexibly***

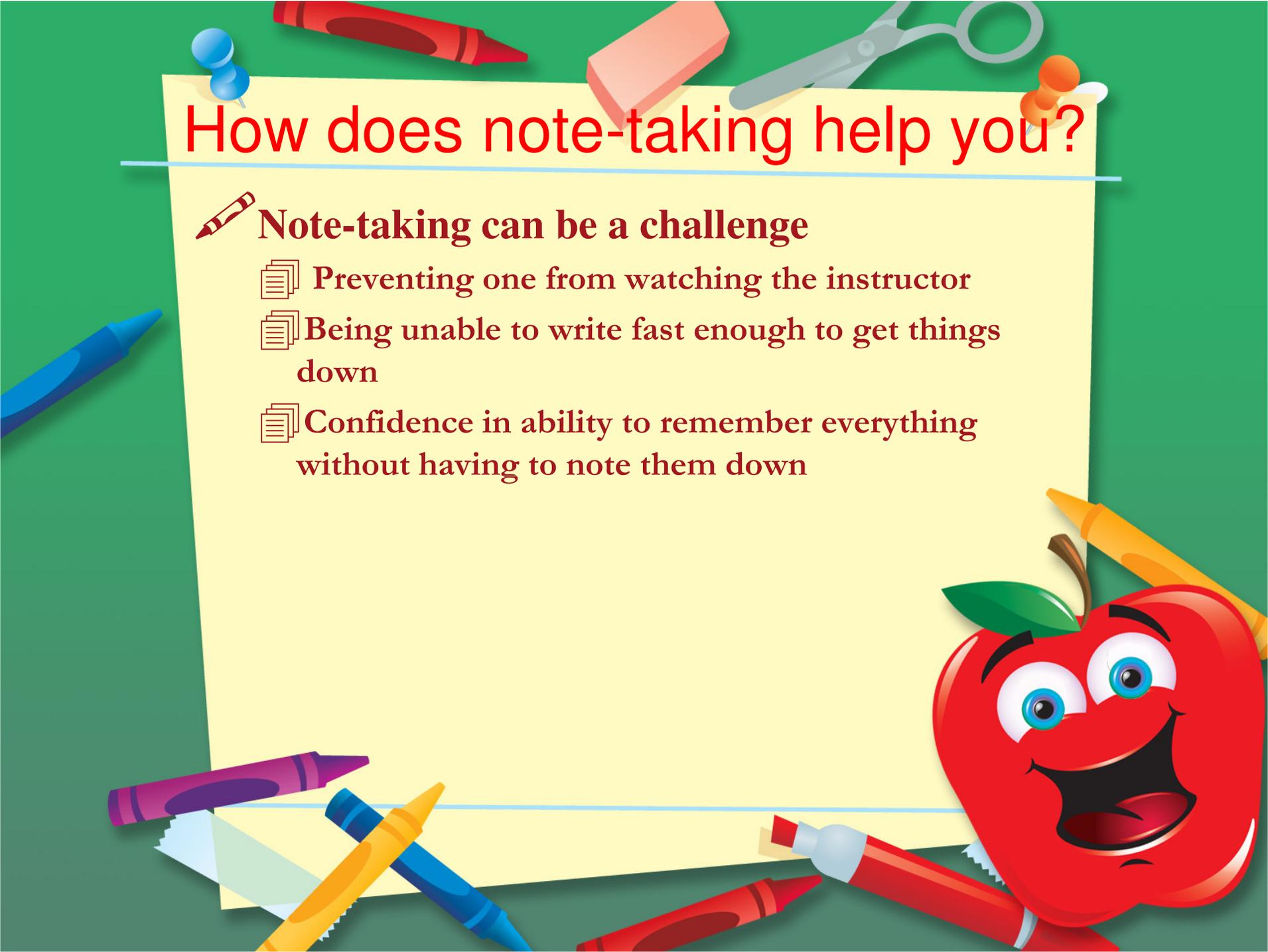
**“Flexible people draw upon a repertoire of problem-solving strategies and tailor their style to the situation, knowing when to be broad and global in their thinking and when to apply detailed precision.”**

**Costa**



# Values of note-taking





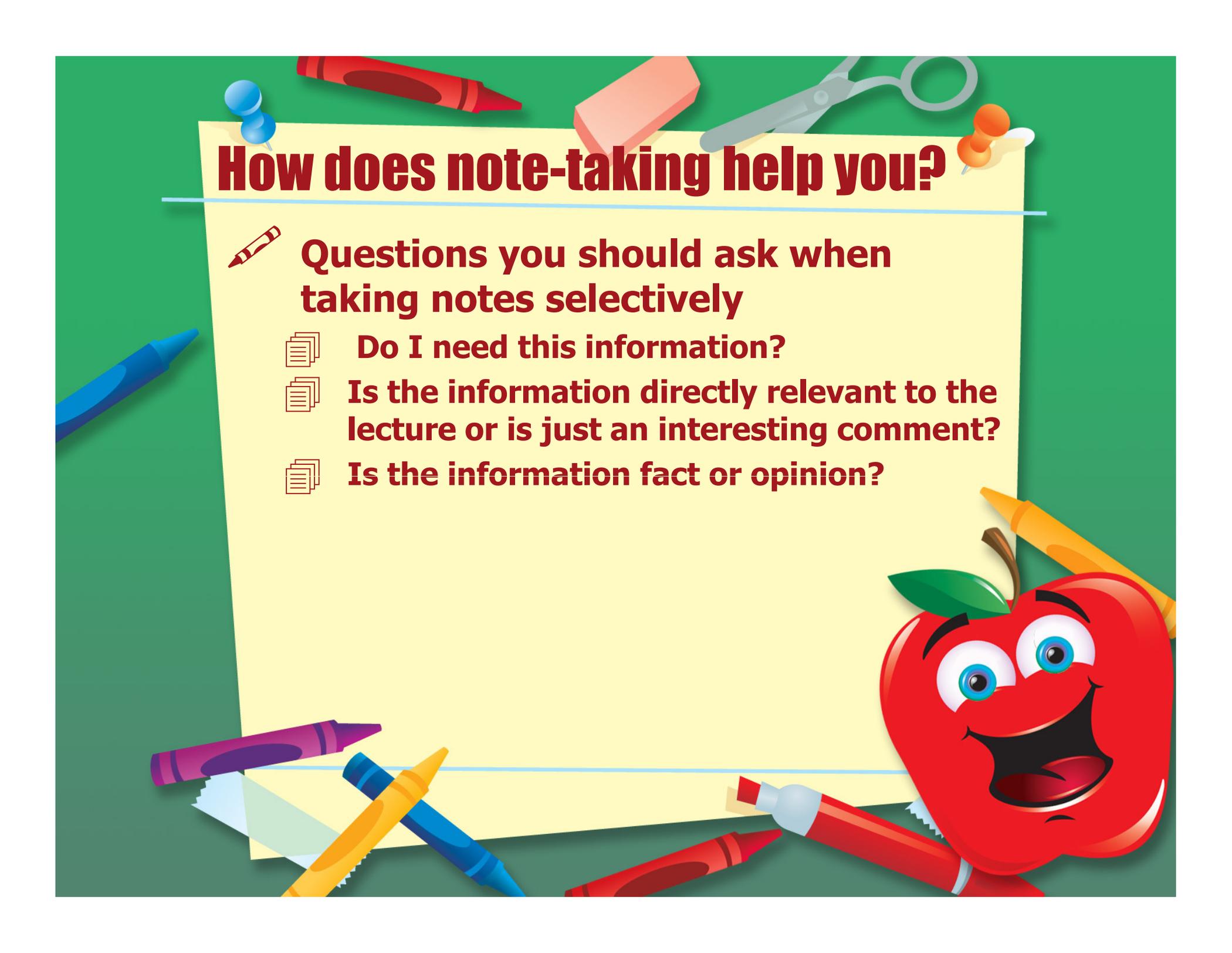
# How does note-taking help you?



## Note-taking can be a challenge

-  Preventing one from watching the instructor
-  Being unable to write fast enough to get things down
-  Confidence in ability to remember everything without having to note them down





# How does note-taking help you?



## Questions you should ask when taking notes selectively



**Do I need this information?**



**Is the information directly relevant to the lecture or is just an interesting comment?**



**Is the information fact or opinion?**



# How can you make the most of note taking!



**Class notes may contain**



**Key terms and definitions**



**Explanations of concepts and processes**



**Narratives of who did what to whom and when**



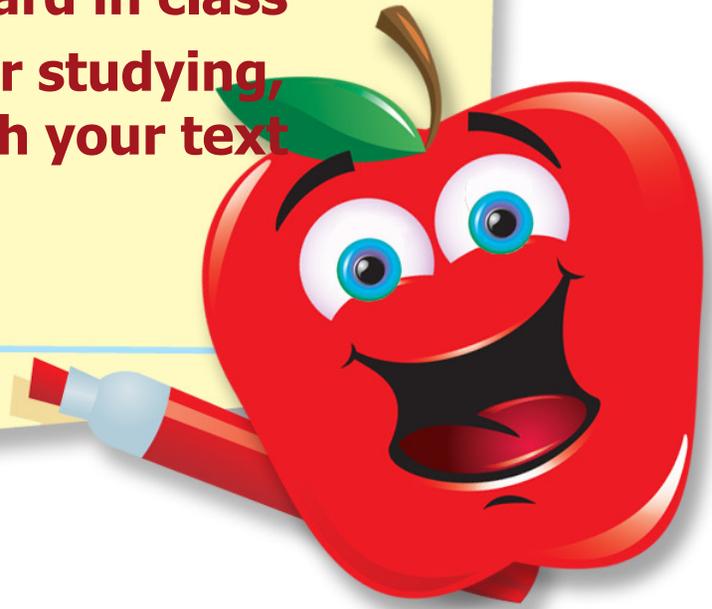
**Class notes have two purposes**



**They reflect what you heard in class**



**They serve as a source for studying, writing, or comparing with your text material**



# How can you make the most of note taking!

## Recording information in class

### Preparing to take class notes

- Preview your reading material
- Gather your supplies
- Location, location, location
- Choose a note-taking system based on
  - the instructor's style
  - the course material
  - your learning style
- Gather support

### What to do during class



# How can you make the most of note taking

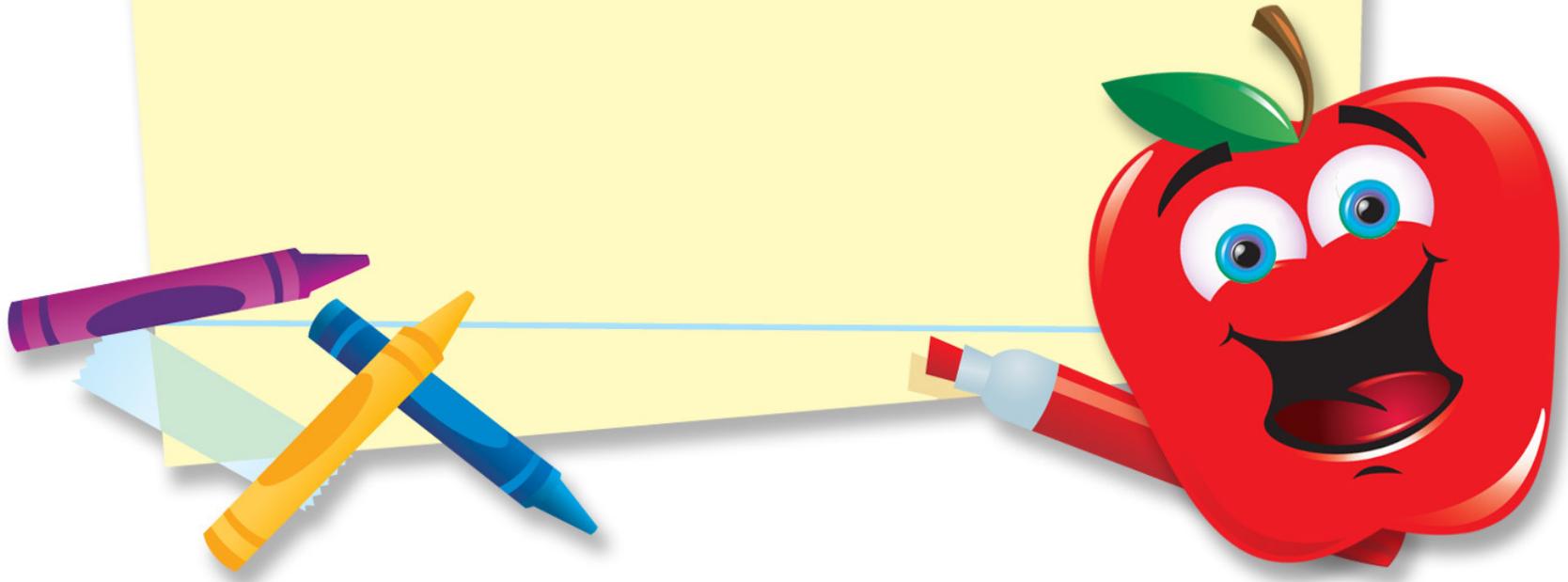
## Reviewing and revising your notes

-  Plan a review schedule
  - Review within a day of the lecture
  - Review regularly
  - Review with an eye toward tests
-  Read and rework using critical thinking
-  Revise using other sources
-  Summarize
-  Work with study groups



# Outlining

-  *Outlining* means constructing a line-by-line representation, with certain phrases set off by varying indentations, showing how concepts, facts, and examples are related
-  Formal outlines: indicate ideas and examples with Roman numerals, uppercase and lowercase letters, and numbers
-  Informal outlines: show the same association as formal outlines, but replace the formality with a system of consistent indenting and dashes



## FORMAL OUTLINE

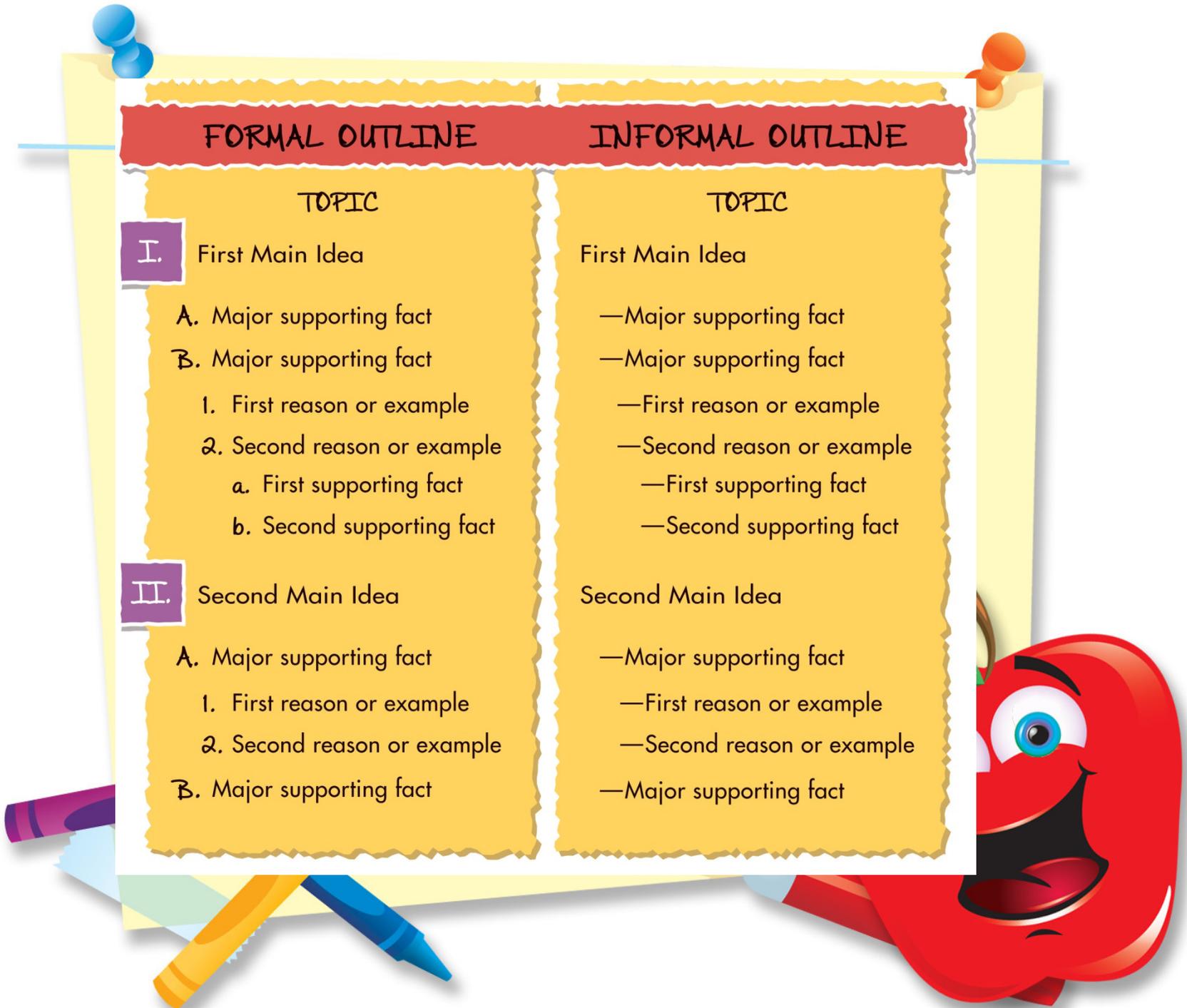
### TOPIC

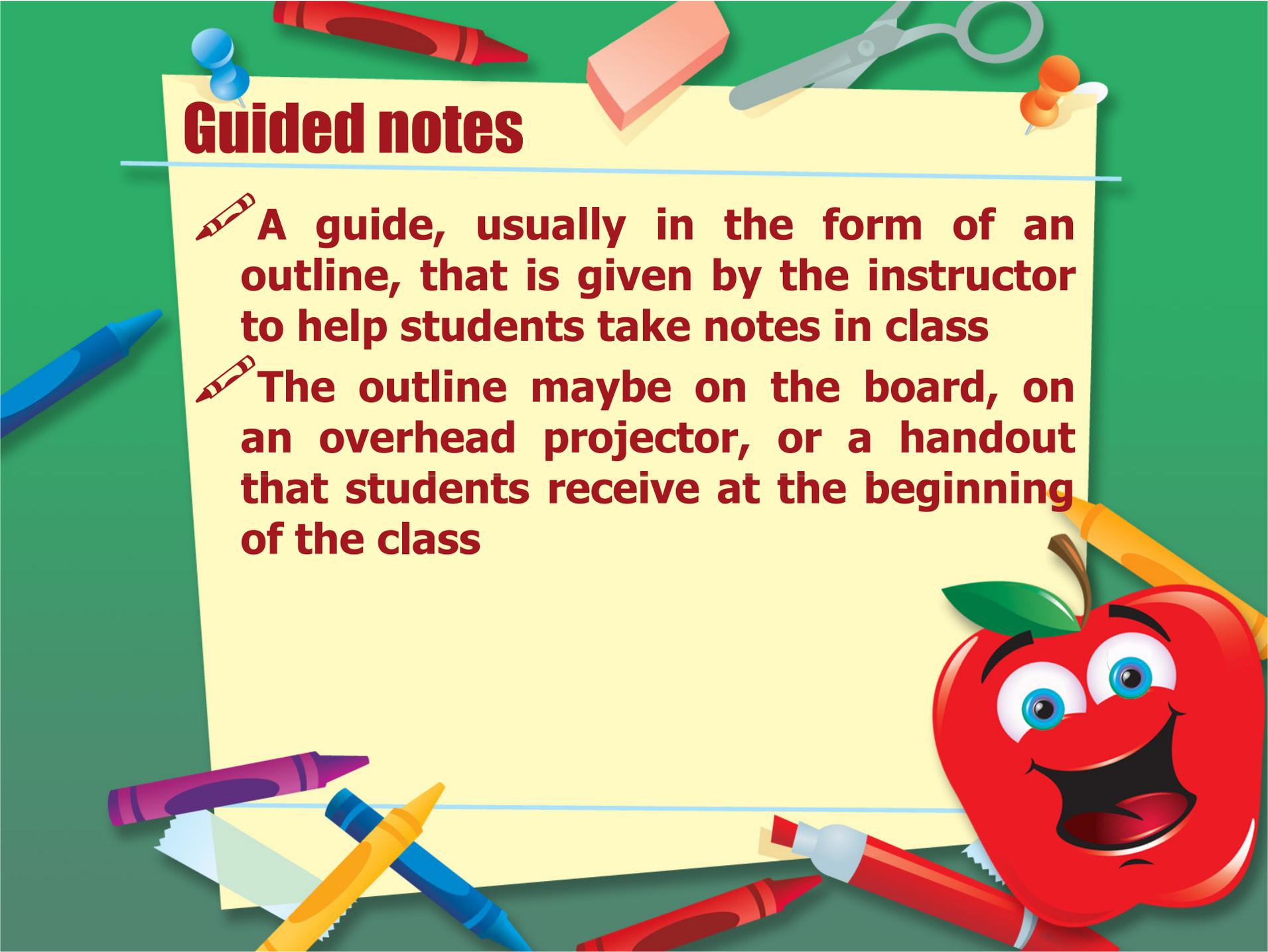
- I. First Main Idea
  - A. Major supporting fact
  - B. Major supporting fact
    - 1. First reason or example
    - 2. Second reason or example
      - a. First supporting fact
      - b. Second supporting fact
- II. Second Main Idea
  - A. Major supporting fact
    - 1. First reason or example
    - 2. Second reason or example
  - B. Major supporting fact

## INFORMAL OUTLINE

### TOPIC

- First Main Idea
  - Major supporting fact
  - Major supporting fact
    - First reason or example
    - Second reason or example
      - First supporting fact
      - Second supporting fact
- Second Main Idea
  - Major supporting fact
  - First reason or example
  - Second reason or example
  - Major supporting fact





# Guided notes

 A guide, usually in the form of an outline, that is given by the instructor to help students take notes in class

 The outline maybe on the board, on an overhead projector, or a handout that students receive at the beginning of the class



## CORNELL NOTE-TAKING SYSTEM

### Section Two:

Cue Column.

As you review,  
fill with  
comments,  
examples,  
or diagrams.

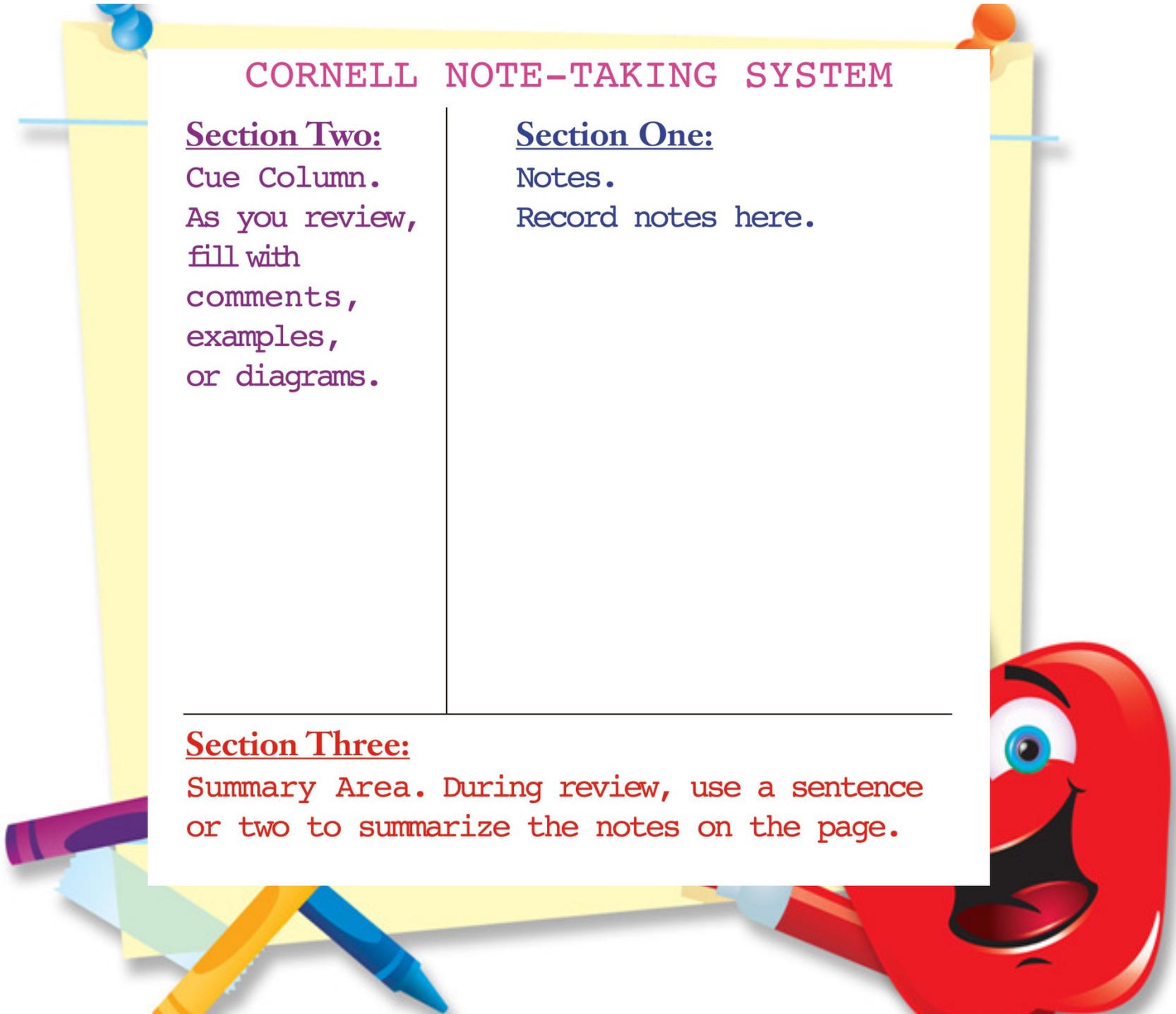
### Section One:

Notes.

Record notes here.

### Section Three:

Summary Area. During review, use a sentence  
or two to summarize the notes on the page.



## Cornell Note-taking Method - Lifehacker.com

### Cues

- \* Main ideas
- \* Questions that connect points
- \* Diagrams
- \* Prompts to help you study

*WHEN:*  
After class  
during review

### Notes

- \* Record the lecture here, using
  - \* Concise sentences
  - \* Shorthand symbols
  - \* Abbreviations
  - \* Lists
- \* Skip lots of space between points

*WHEN:*  
During class

2.5 inches

6 inches

### Summary

*WHEN:*  
After class during review

- \* Top level main ideas
- \* For quick reference

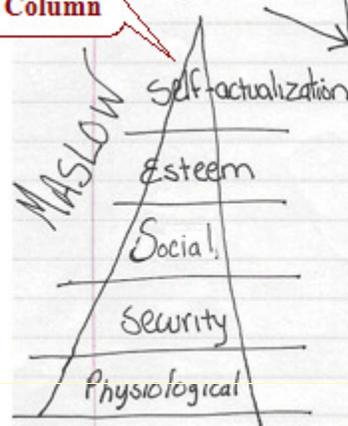
2"

October 3

## Types of Leadership Theory

Cue Column

Pg. 127



Pg. 122

Why do some believe in Theory X and others Theory Y?

Motivational Theories -  
- Explain how human relations affect motivation.

Note-Taking Area

### Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

- \* Developed By Abraham Maslow
- \* Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

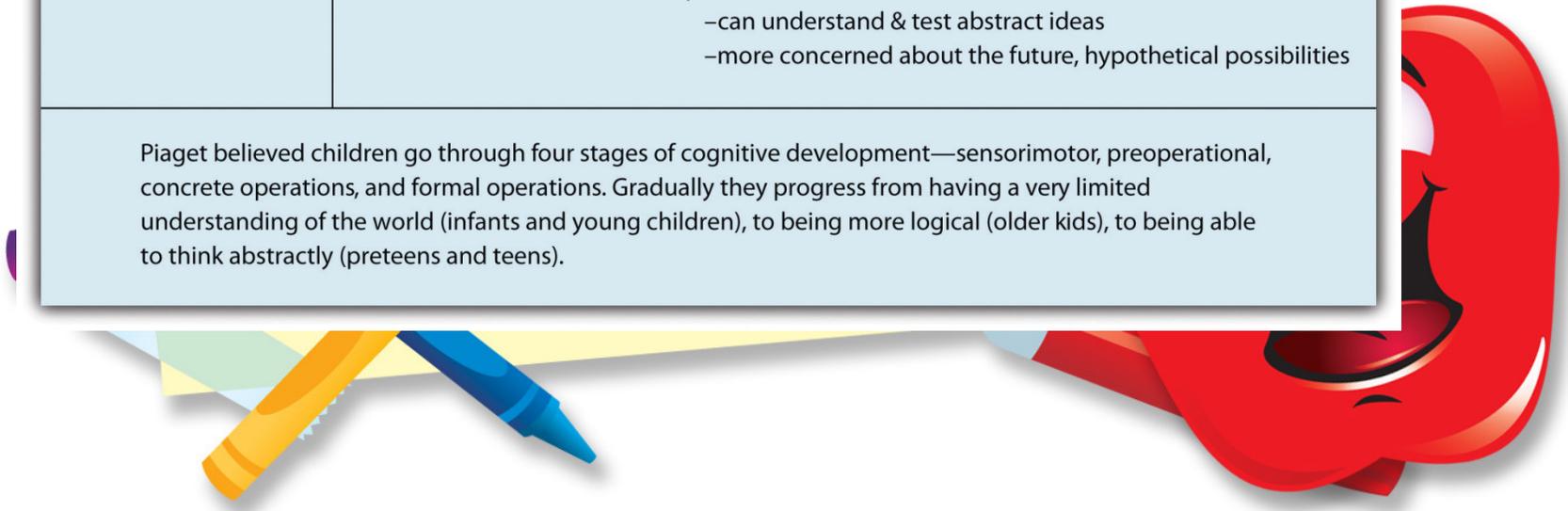
- \* Developed by Douglas McGregor
- \* What type of leader you are is determined by which theory you believe in.

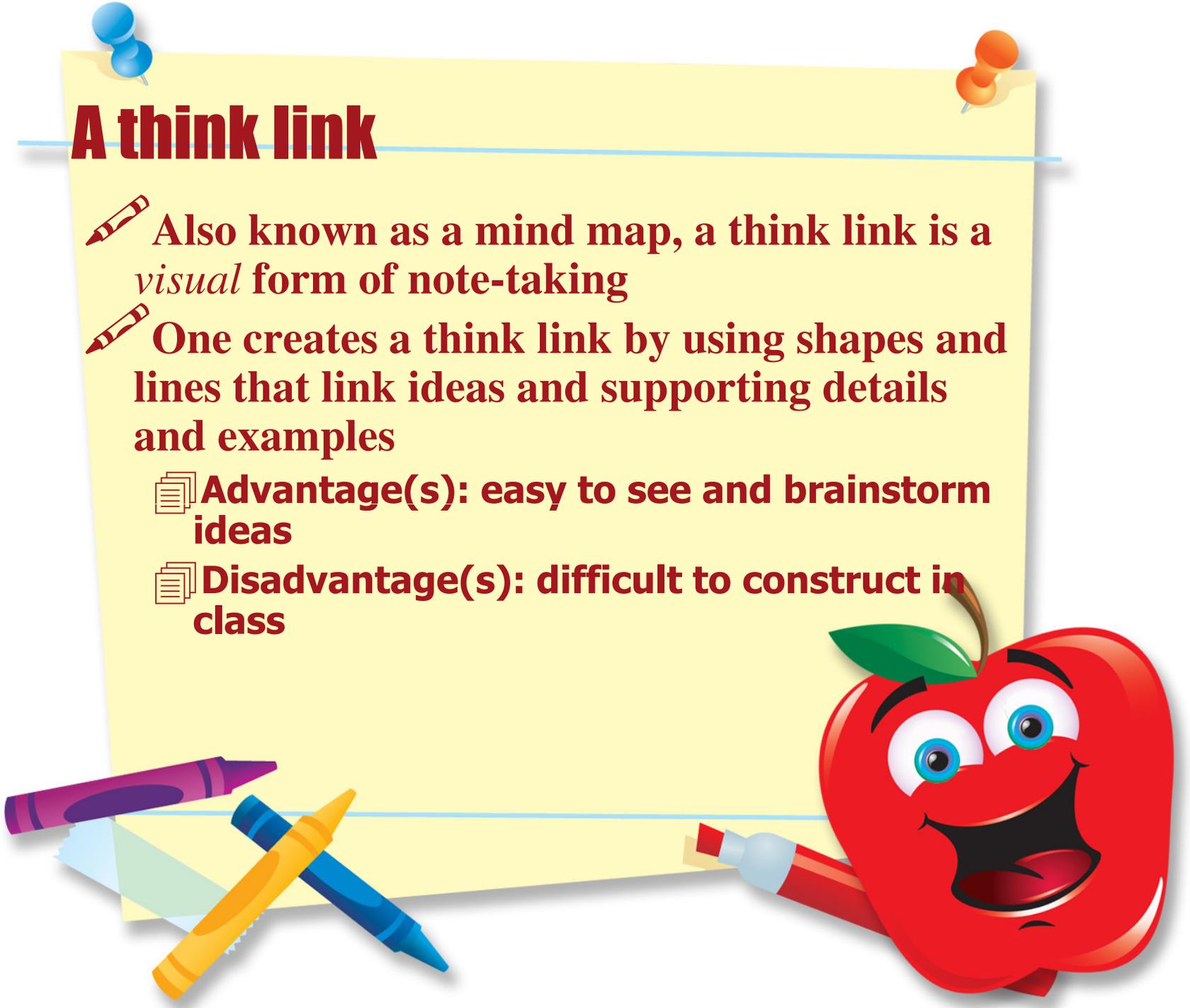
Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Summary Area



Child Development	September 13, 2011
Piaget cognitive development sensorimotor preoperational concrete operations formal operations concrete thinking abstract thinking	Child Development—20th Century Theorists –Jean Piaget –Swiss psychologist, influential in education –first developed theories in 1920s–30s –4 major stages of cognitive dev. –sensorimotor (0–2)—infants explore world through motion & 5 senses –self-centered perspective –need to learn that environment still exists even when they can't see people/objects (for ex., playing peek-a-boo) –preoperational (2–7)—kids use “magical” thinking, often not logical –less self-centered –poor sense of time –can think about people/objects that are not physically present –concrete operations (7–12)—kids begin to think logically – thinking is very concrete –improved understanding of physical world –formal operations (12–adulthood)—logical thinking develops further –can understand & test abstract ideas –more concerned about the future, hypothetical possibilities
<p>Piaget believed children go through four stages of cognitive development—sensorimotor, preoperational, concrete operations, and formal operations. Gradually they progress from having a very limited understanding of the world (infants and young children), to being more logical (older kids), to being able to think abstractly (preteens and teens).</p>	

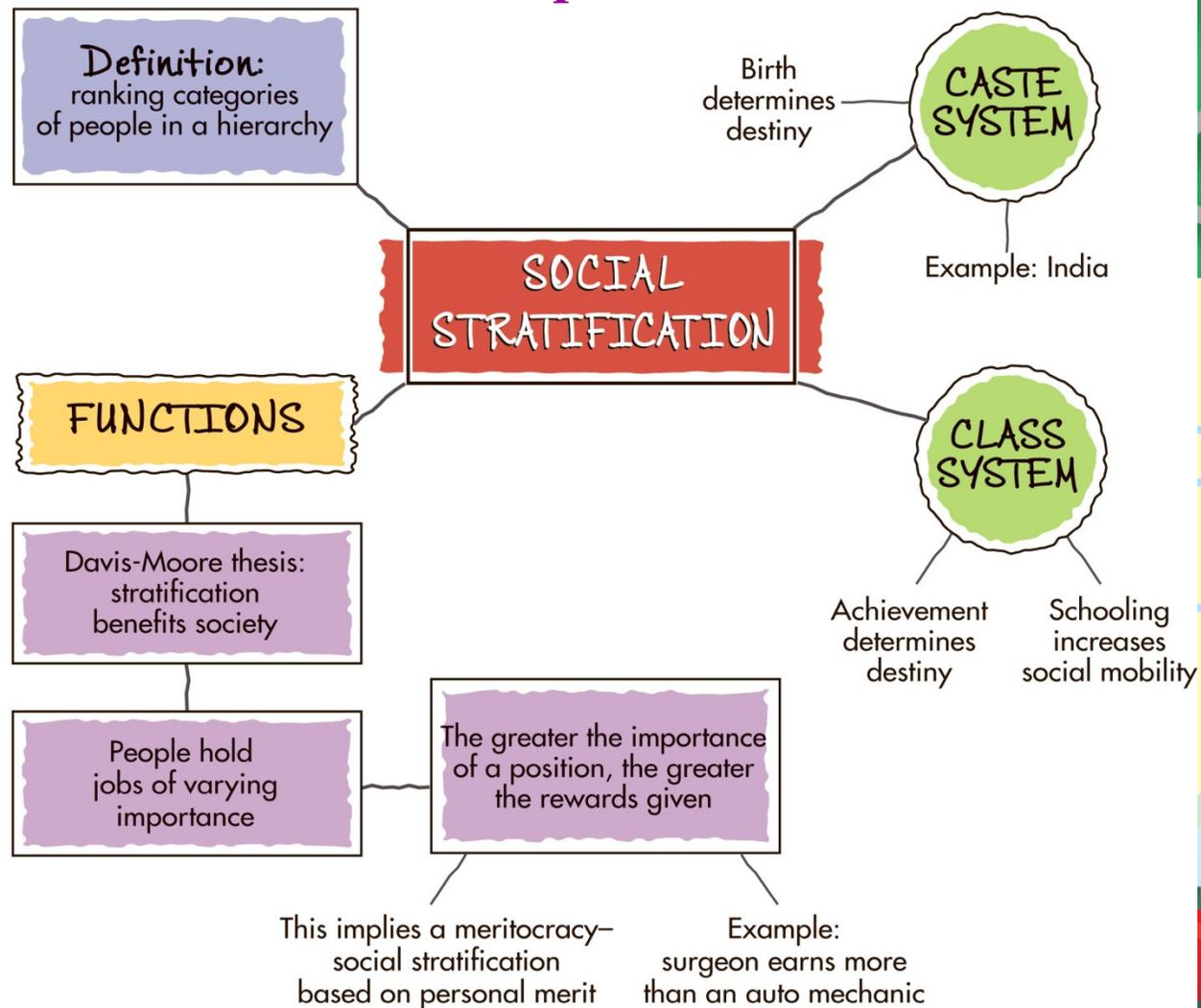




## A think link

-  Also known as a mind map, a think link is a *visual* form of note-taking
-  One creates a think link by using shapes and lines that link ideas and supporting details and examples
  -  **Advantage(s):** easy to see and brainstorm ideas
  -  **Disadvantage(s):** difficult to construct in class

## Sample Think Link



# Other Visual Note-taking Strategies

 **Time lines**

 **timeline.xls**

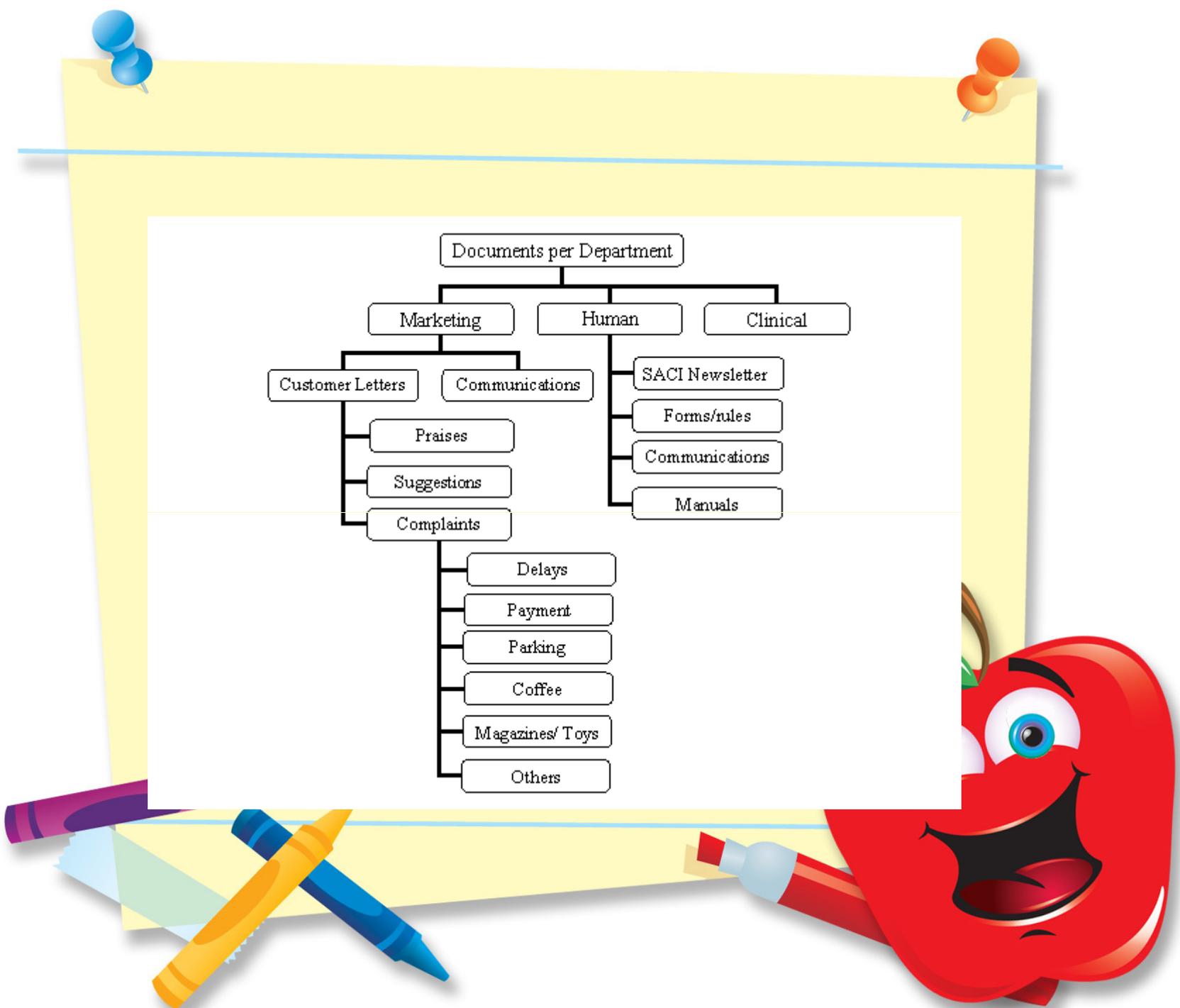
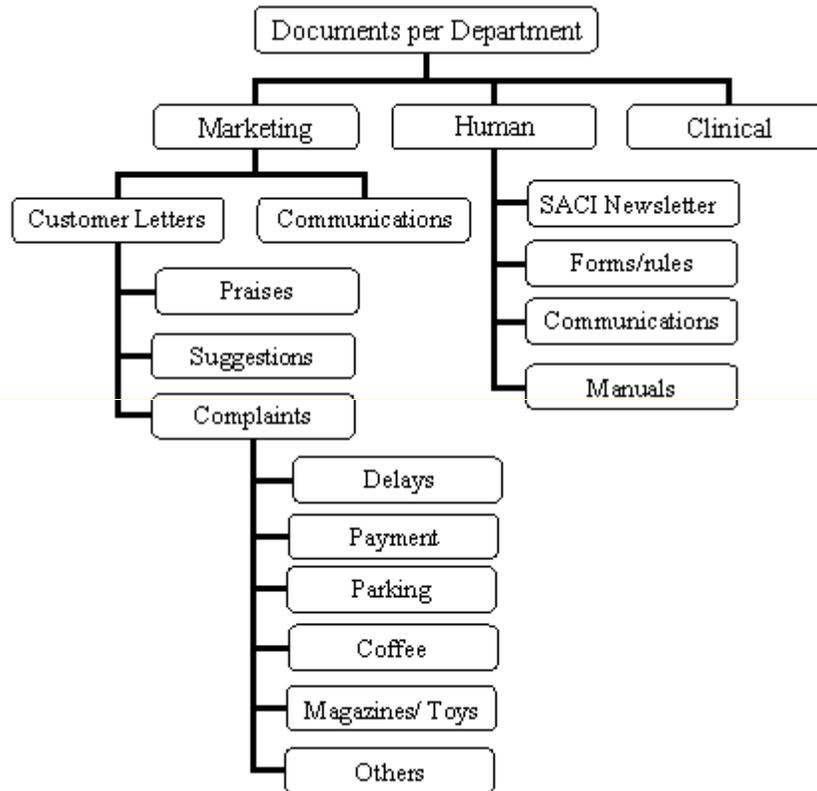
 **Tables**

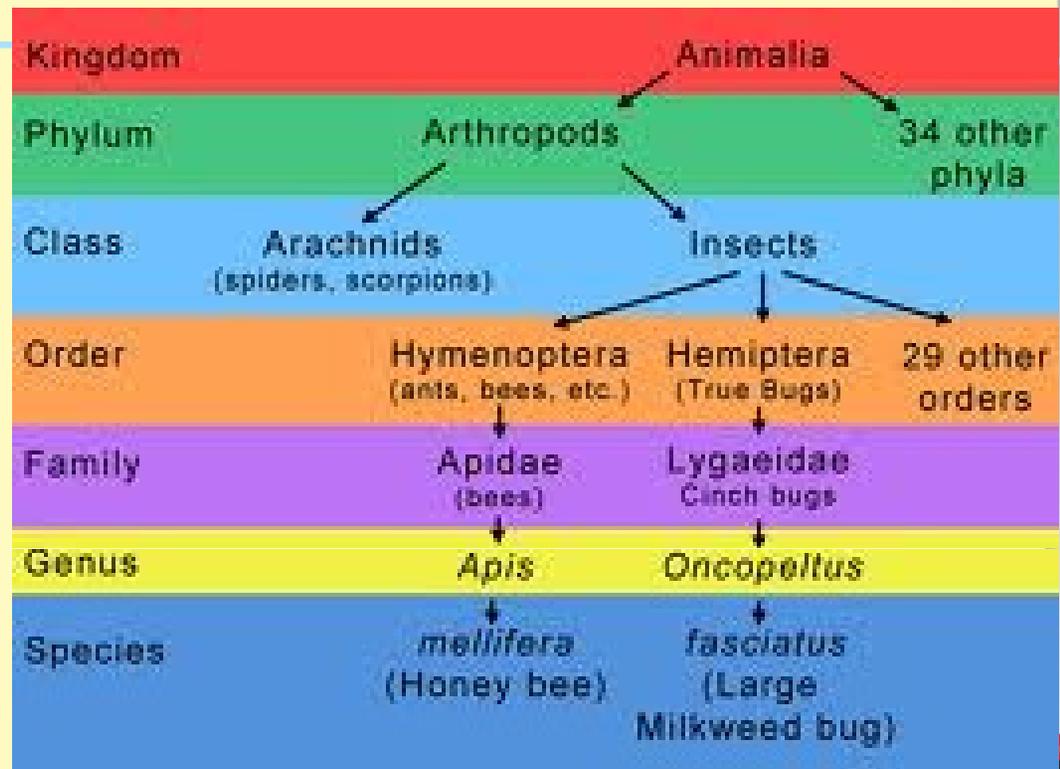
**table.doc**

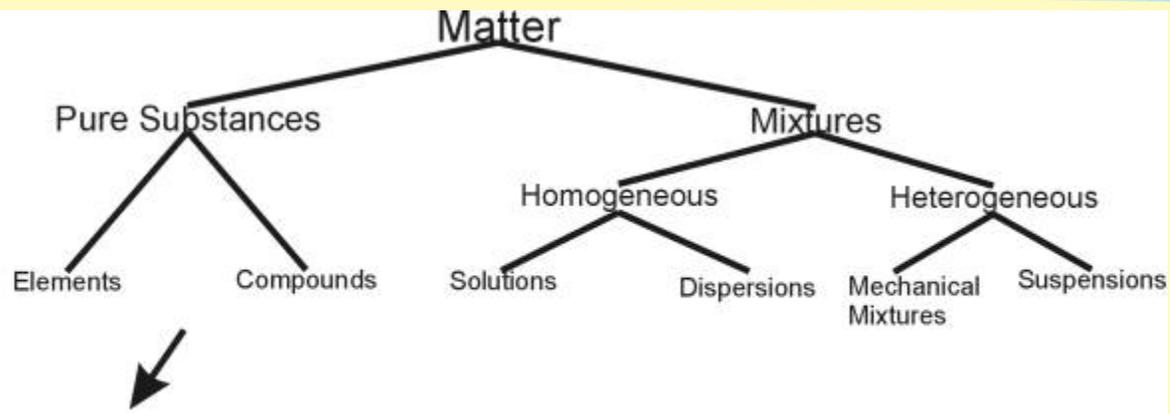
 **Hierarchy charts**

<u>PERIOD</u>	<u>IMPORTANT PEOPLE</u>	<u>EVENTS</u>	<u>SIGNIFICANCE</u>
1941-45	FDR	WWII	U.S.A INVOLVEMENT









**Matter**

1. Pure Substances
  - i) Elements
  - ii) Compounds
2. Mixtures
  - A. Homogeneous
    - i) Solutions
    - ii) Dispersions
  - B. Heterogeneous
    - i) Mechanical Mixtures
    - ii) Suspensions

Matter					
Pure Substances		Mixtures			
Elements	Compounds	Homogeneous		Heterogeneous	
		Solutions	Dispersions	Mechanical Mixtures	Suspensions



# How can you write faster when taking notes?

## Personal Shorthand

-  Use standard abbreviations in place of complete words
-  Shorten words by removing vowels from the middle of words
-  Substitute word beginnings for entire words
-  Form plurals by adding s
-  Make up your own symbols and use them consistently
-  Use key phrases instead of complete sentences

