Teaching the Craft of Note-taking

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New Student Habits in Note-taking

- Most first-time college students have limited experience with note-taking from lectures
- Some initial habits include:
  - Writing down everything the instructors says
  - Poor organizational structure within notes (hierarchy of ideas)
  - Failing to recognize "importance" cues

Vichy — (1940 — 44)

Political Pref.	church all 1	2	3	church goes 4	usual 5	No Religion 6
Left	11%	30%	40%	55%	24%	89%
Other	89	70	60	45	26	13

- possible to classify pol. systems in three ways - gave ex. - helpful - scheme pointed to certain aspects of pol. syst.

Lecture 1-15-20 Thursday

French Political System

hard to draw parallels between diff developing pol. systems olitical conflicts can merge out of the past as well as contemporary times. (Past Development / Past Relevance / Other sources of conflict) ☆

1. French past   subdivide chart / Quad 1 - Pol. dev. stable - pol. dev. unstable
   changes can occur along horizontal lines "
   within quandats - change of Rules.
   2nd, 4th & 5th rep - diff sets of rules - but all accept competition
   Vichy - didn't accept competition (def)
   *political development attainment of satisfactory.
                    Rules & institutions.
weakness
   diff between dev. countries in past & dev. countries today.
                    FRANCE   LATIN America
1. in past - devel countries had usually reached economic development first
today - reach pol. stability first

"Streaming" Notes

Processing Notes

- Students view notes as "recording" rather than notes as "method of learning"
- Notes become a series of fragmented pieces of information

Recall Without Processing

According to Pauk (1997), people lose their information retention at the following rates:

|	
20 minutes	47% forgotten
1 day	62% forgotten
2 days	69% forgotten
75 days	75% forgotten
78 days	78% forgotten

Teaching Note-Taking

- In LeaRN surveys and polls, note-taking ranks within the top three skills students say they most needed to learn in their first year of college

- A 2001 study from University of Maryland showed that students who were taught note-taking skills were able to capture 55-60% of "critical points" in a lecture while untaught students averaged 37%

Teaching Note-taking

- Two critical "time frames" of note-taking
  - "Real-time" habits
    - Organization, abbreviation, attention to key concepts, instructor cues

  - Review habits
    - Reviewing before/after class for a few minutes & applying critical frameworks to notes
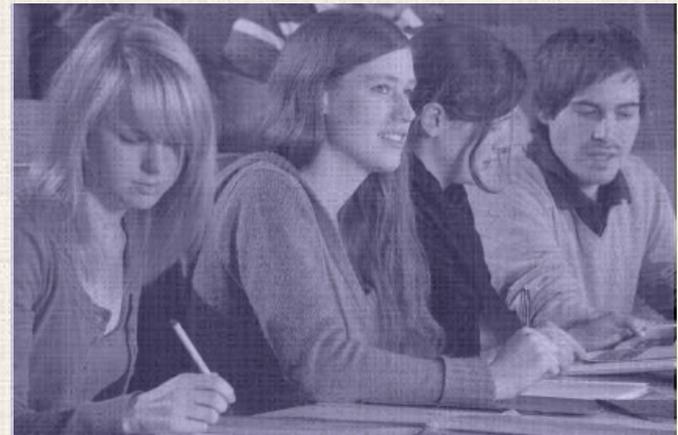
Teaching "Real-time" Habits

- Be aware of your lecture style, and incorporate practice for active learning

  - *My instructor writes in one column on the board, and then erases the information before starting another column. The problem is he stands in front of what he's writing, and we can't copy it down.*

  - *I'm an international student and have trouble reading cursive. This makes it very difficult for me in note-taking from cursive handwriting.*

  - *The teacher never asks for questions. We're always racing and there's no time for the students to respond.*

Teaching "Real-time" Habits

- Provide a skeleton of lecture information (possibly with some key material omitted)
- Take hand-written notes on a document camera or other technology
- Provide time (early in the semester) for students to compare notes and share strategies that work
- Invite students to visit your office hours and discuss their note-taking approaches

Teaching Review/Critical Application Habits

- Teach students Question-Based Notes
  - Students leave 3-inch margin on left side of notes
  - After a lecture, students categorize notes and fill in questions that correspond with the material (students ensure that the information in the segment "answers" the question(s) they pose)
  - Students are encouraged to move from definitional or summary questions ("what is") to more complex questions ("how, why?"), to evaluative and creative questions ("Is the evidence credible?" "What if…?")

"Question-Based" Notes

Where does competition begin? — legal and factual
competition within Comm party for leadership
Invented by Lenin

Party organized before revolution to make real
revolution (MARCH 1917 - Collapse, NOV. Revolut.
Then converted into control after Revolution
(In spite of small #'s were successful.
No opposition but legitimate (Mex. leg. but none)

For what purpose was the party organized?

Ideology - "party directs and orients"
"increasing objective historical law etc"
(FROM NEWSPAPER)

What is the connection between party and Revol?

Party is ideological part because system
emerged out of Revolution
Men who made Bolshevik Revol were
inspired by an ideology (MARXISM)

Marxism

What are the basic parts of Marxs philosophy?

1. private property divided men into classes
2. in Capitalist dom. people own property
3. if abolish private property - abolish
class structuring - abolish. of state

Lenin's Additions

What additions did Lenin make?

1. after Bolshevik's take over - Repression
will be in the interest of the people
2. to reorganize the society (iron discipline
leading role of the party.

Function of Ideology (to justify rule)

Teaching Review/Critical Application Habits

- Introduce students to the "Cornell Method" of Note-taking

- Give students a couple minutes at the beginning and end of class to review their notes and form questions or summaries

- Ask a former student to lead a session on "successful note-taking, reading, and study habits" within the first month of class

Questions?