

# Interactive Notebooks

Reynolds Secondary School Pro-D Workshop



# What is an Interactive Notebook?

- A tool to help students organize information
- A study guide
- An assignment log
- A data record
- A communication tool
- A place for students to work to understand concepts
- A personalized learning space
- A progress record/  
portfolio



# Organization is a Key Component of Student Success



# History of Cornell Notes

- Developed in 1949 at Cornell University by Walter Pauk.
- Designed in response to frustration over student test scores.
- Meant to be easily used as a **test study guide**.
- Adopted by most major **law schools** as the preferred note taking method.



# Why Cornell Notes?

- Cornell note taking stimulates **critical thinking skills**.
- Note taking helps students **remember what is said** in class.
- A good set of notes can help students work on assignments and **prepare for tests** outside of the classroom.

# Why Cornell Notes? con't

- Good notes allow students to help each other **problem solve**.
- Good Notes help students **organize and process data** and information.
- Helps student **recall** by getting them to process their notes 3 times.
- *Writing is a great tool for learning!*



# Why Cornell Notes? con't

- Common pitfalls for students studying and preparing for exams:
  - Using *passive* study techniques
  - Spending insufficient *time* studying
- Research indicates that for optimum learning effectiveness, you should actually spend 80% of each study session *not in reading*, but in **reviewing** the material from memory – mind mapping, reciting, reorganizing, explaining, finding examples, applying information, and so on.
- Students should test themselves by reviewing material from memory **at least 5-15 min twice a day**. Even if you don't have a lot of time, consolidating your learning in such a way is better than attempting to cover large amounts of trivial material ineffectively.

# Cornell Notes

Title:	Date:
Questions/ Reflections/ Key terms or Ideas	Input (notes)
← 1/3 →	← 2/3 →
Summary	



Subject: **Why take Cornell notes?**

Date: 11/20/01

**PROCESS**  
(output)

**Main Ideas (input)**

How can  
Cornell notes  
help me  
organize my  
ideas?

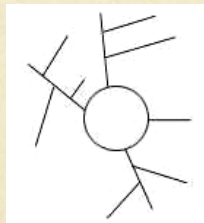
Can be used to provide an outline of chapter or lecture.  
Organized by main ideas and details.  
Can be as detailed as necessary.  
Sequential ~ take notes as they are given by instructor or text in an orderly fashion.  
After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.  
Can be used as study tool:

Which side for  
diagrams?

1. Define terms or explain concepts listed on left side.
2. Identify the concept or term on the right side.

Why use  
concept maps?

Can be used to provide a "big picture" of the chapter or lecture.



Organized by main ideas and sub-topics

What are the  
benefits to me?

Limited in how much detail you can represent.

Simultaneous - you can use this method for instructors who jump around from topic to topic.

After class, you can add questions to the left side

Can be used as a study tool ~ to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

**Subject: Notetaking**

**Date: 11/20/01**

**Summary:**

There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/concept map method works best for instructors who skip around from topic to topic, and provides a "big picture" when you're previewing materials or getting ready to study for a test.

- Summary is added at the **end of ALL note pages** on the subject (not page)
- Summary added AFTER questions are finished



# Input (teacher directed)

# Output (student directed)

What did you learn before?	_____	Assignment: _____ Pg. _____	
How does this fit into the Big Picture?	_____		
Title: _____ Date: _____		_____	
Questions/Reflections	_____		_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
Summary: _____	_____		_____
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Slightly  
different  
format used  
by Brady  
Quast for  
Math 9

#### 4.1 – Writing Equations to Describe Patterns

Focus: Use equations to describe and solve problems involving patterns.

##### Main Ideas:

##### Warmup:

Do the 'Investigate' on p.154. Can you describe the pattern:

- in words
- a table
- an equation where  
 $t$  = number of tables &  
 $p$  = number of people
- How many people at 25 tables?

Tables	People
1	4
2	
3	

Together, read through 'Connect' on p.155&156 and make any notes you think are important.

##### Ex1

You go to the store to buy peanut butter.

- Make notes on or around the table.
- Write an equation that relates the cost to the number of jars of peanut butter.
- What is the cost of 18 jars?

Jars	Cost (\$)
0	0
1	5
2	10
3	15
4	20

##### Ex2

Find the equation using the pattern in the table

<b>m</b>	<b>n</b>
0	1
1	3
2	5
3	7



# Economics

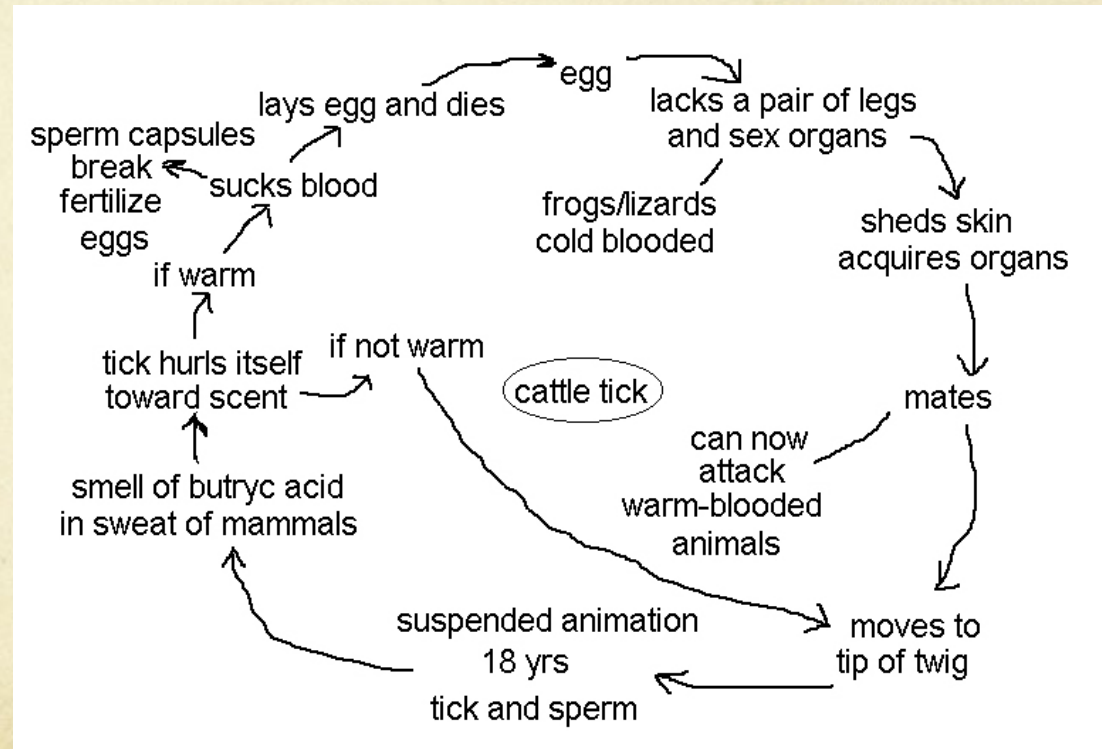
Recall Clue Column	Record Column
	<b><i>Propaganda Techniques in Advertising</i></b>
<b>Define "Propaganda"</b>	<b>Intro</b> Propaganda used by politicians, writers. Also by advertisers. Def: Messages intended to persuade audiences to adopt a certain opinion.
<b>List 4 common tech. used by advertisers</b>	<b>Advertisers use propaganda.</b> 4 techniques common.
	<b>1. Testimonial</b>
	Def: Celebrities used to pitch idea, sell product; Audience associate star qualities of celebrity w/ product.
<b>Define &amp; explain "testimonial" technique</b>	Ex. Michael Jordan sells Nike shoes
	<b>2. Bandwagon</b>
	Def: Encourages people to buy b/c e'one is doing it. Ads urge you to get on board; don't get left out.
<b>Define &amp; explain "bandwagon" technique</b>	Ex. "All over America, people are switching to...."
	<b>3. Plain Folks</b>
	Def: Product associated with ordinary folks like you & me. Ads use "regular", next-door-neighbor types to sell product.
<b>Define &amp; explain "plain folks" technique</b>	Ex. New mother in hospital uses Tylenol.
	<b>4. Transfer</b>
	Product associated with s'thing that is attractive or respectable. Car ads show gorgeous model - audience transfer feelings about model to car. Ads use patriotic symbols like bald eagle - audience transfers patriotic feelings to product, company.
<b>Define &amp; explain "transfer" technique</b>	Ex. Wal-Mart claims to sell only made-in-USA products.
<b>SUMMARY:</b> Advertisers use propaganda. Propaganda = Messages intended to persuade audiences to adopt a certain opinion. 4 common propaganda techniques used by advertisers: <ol style="list-style-type: none"> <li>1. Testimonial: celebrity endorses product.</li> <li>2. Bandwagon: everybody is buying product.</li> <li>3. Plain Folks: ordinary, non-glamorous people like us use it.</li> <li>4. Transfer: transfer feelings of admiration to product.</li> </ol>	

## Biology

### *(Questions about it)*

- How do the ticks find the cattle?
- Why don't the ticks usually kill their host?
- How could tick infestations in cattle impact humans?

### *(Diagram copied during lecture)*



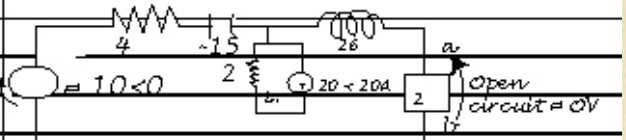
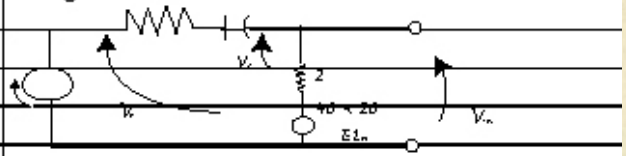


# Physics Notes

## Sample Cornell Notes: Example II

10/02/2000

pg. 1

○	Questions	A. 3 Ways to solve thevenin's equation
	1.) Name the three formulas for solving thevenin's theorem?	1. Without dependent sources: 
	2.) In fig. F1, which source is removed for proper solving procedures $E_1, I_{non} Z_L?$	Fig F1  $10 \times 0$ $E_1$
○	3.) $V_{th}$ is across which closed loop source?	
	4.) $V_a =$ what two sources in Fig. F1?	$V_a = (10 \times 0 + 40 \times 20) - (E)_{int}(E)$ $V_2 = V_a$
	5.) What is the formula for $V_{th}$ ?	$V_a = (10 \times 0 + 40 \times 20)$
		$V_{th} = V_2 - 40 \times 20 = -3.75 - 1.37$ $= -30.47 - 1.378v$
○	6.) What is the formula for $Z_{th}$ ?	2. 2th from (Mesh analysis)

# Notebooks and Assessment

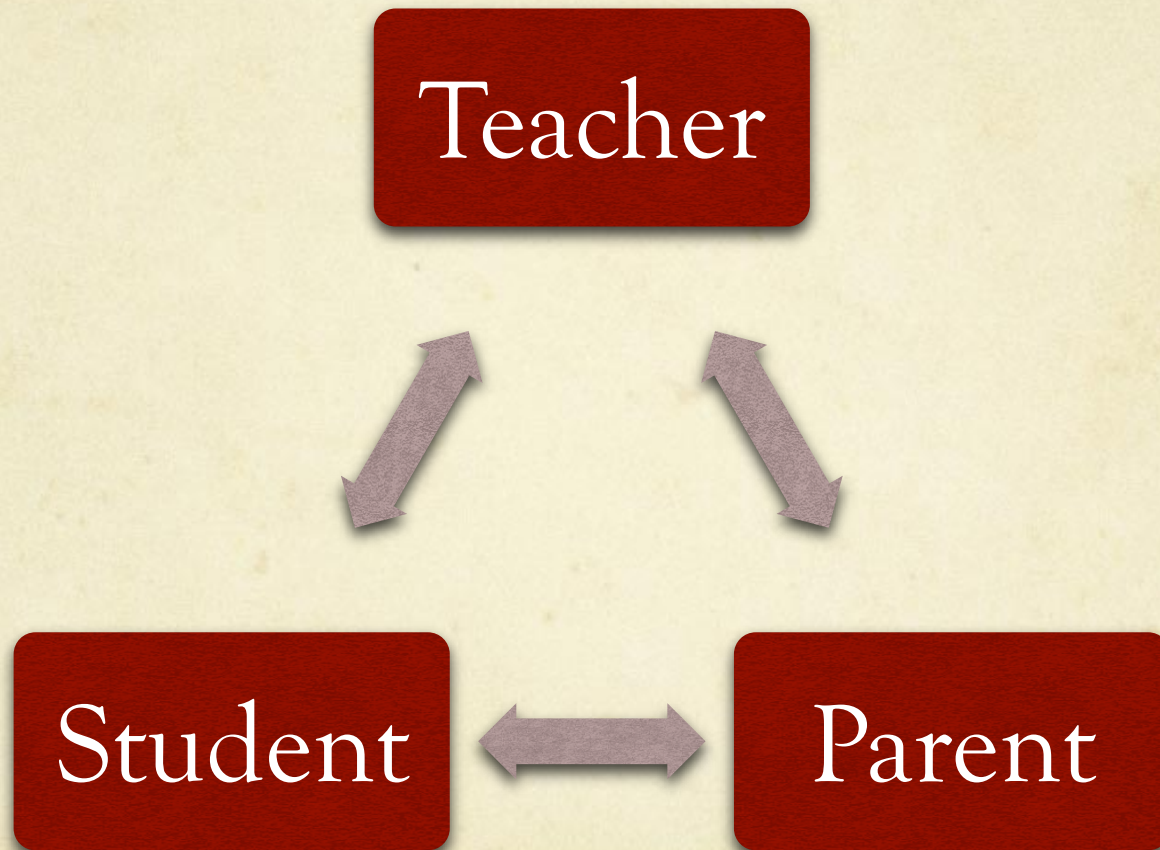
- How can Notebooks save me time and energy?
  - Periodic and Unit Notebook checks
    - Periodic checks entail a cursory glance at notes and assignments to see if they are done. Stamped if acceptable, if they are unacceptable they can show me the next day or be referred to LOL.
    - Unit checks are more detailed, a mark is assigned and feedback given. Parent Unit Feedback sheet goes home with student for parent review.



# Notebooks and Assessment

- Student Portfolio
  - By completing a notebook students are creating a portfolio of work
  - Gives teachers a more complete picture of student progress, and thinking processes
  - Allows for alternative forms of tackling material

# Notebooks and Assessment





# Notebooks and Assessment

- Parent Communication
  - Provides an avenue for teacher-parent-student communication
  - With web based support allows parents to track student progress
  - Parent review encourages students to keep on top of assignments
  - Gives parents a tool to help their student study and review

# Notebooks and Assessment

- Notes sections can be targeted to specific PLOs allowing for easier standards based assessment reporting.
- If similar sections are used for tests and quizzes it makes it easier for students to “know what they need to know” and plan accordingly
- Unit plans and goals can be accessible for students in order to create a framework for learning and help them see the big picture



# Study Tips

## Make use of the format

- Cover the right side of your notes; review and answer study questions from the left using the right side as an answer key
- Quiz yourself out loud
- Cover the right side with blank paper; write out answers to the left column study questions

# Study Tips

## Study in a Group

- **Exchange notes** with others to flesh out information and understanding
- Use notes in study groups to provide a **common ground** of material for reference and review
- **Rewrite** notes if necessary



# Components of an Effective Notebook

- Clear expectations from beginning to end
- Constructive Feedback at least once per unit
- Scaffolding students for independence
- Daily use and reinforcement
- Well thought-out structure and grading rubric
- Parent Support
- Cornell Style Notes
- Teacher Template / Model Notebook
- Web based support materials

Some slides borrowed from:

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Senior Program Specialist

&

*Anne Maben*

AP Science Coach

