


Model Cornell Notes Steps 1-6

<p>CORNELL NOTES</p> 	<p>TOPIC/OBJECTIVE:</p> <p>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</p>	<p>NAME: Diego Lopez</p>
		<p>CLASS/PERIOD: ELCR, Period 4</p>
		<p>DATE: Sep. 9, 20XX</p>

ESSENTIAL QUESTION: How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

QUESTIONS:

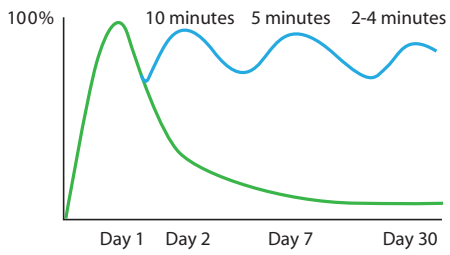
What does the COF teach us?

How does a student use the 10-24-7 model?

How does Dr. Pauk's note-taking system build on Ebbinghaus' research?


How do we retain 90-100% of the information we receive?

NOTES:



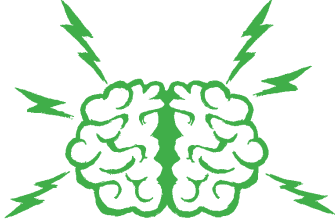
RATIONALE: *the reason we take notes*

- Hermann Ebbinghaus Ger (1886)
- COF (Curve of Forgetting)
 - retain or get rid of info
 - 1 hour lecture
 - 100% imm after
 - Lose 50-80% w/in 1 day
 - Lose 97% w/in 1 month
 - shows us we must do s/t with info or we lose it
- 10-24-7 model
 - 10 min—review notes (*after lecture*)
 - 24 hrs—revisit notes
 - 7 days later—revisit notes (5 min)
 - days 7 to 30—revisit for 2-4 min and retain 80-100% of info
- 1949 (*60 years later*)
- Dr. Pauk-Cornell Univ ~~reading center~~—frustrated with sts. grades
- Believed taking notes \wedge memory
 - No notes? Retain only 59% of info for short time
 - Some notes? Retain 59%
 - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps?
- * Retain 90-100%
 - takes less time to activate brain for test prep



SUMMARY:

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<p>QUESTIONS:</p>	<p>NOTES:</p> <ul style="list-style-type: none"> • We learn by <u>processing</u> info in brain – not just memorizing words • Our <u>thinking</u> is more important than words • Key: make questions in left-hand column • Need <u>summ</u> to maximize learning <ul style="list-style-type: none"> -Synthesize info -Not just a list of facts -More than 1 sent long
<p>How does learning occur?</p>	
<p>What does CORNELL WAY stand for?</p>	
<p>What does each stage encompass?</p>	<p>* 4 Stages to The CORNELL WAY ?</p> <ol style="list-style-type: none"> 1. Note-Taking 2. Note-Making 3. Note-Interacting 4. Note-Reflecting <p style="margin-left: 200px;"><i>Need details on these stages</i></p>
<p>Why are these elements necessary?</p>	<p><u>CORNELL WAY</u> added elements:</p> <ol style="list-style-type: none"> 1. Reflection 2. Student Revision 3. Teacher Feedback <p style="margin-left: 200px;"> <i>Note-Taking: Steps 1-2</i> <i>Note-Making: Steps 3-5</i> <i>Note-Interacting: Steps 6-7</i> <i>Note-Reflecting: Steps 8-10</i> </p> <p style="margin-left: 200px;"><i>allows stud to think deeply about the note-taking exp, set goal to improve, and receive feedback from peers and tchr</i></p>

SUMMARY: We learn from Ebbinghaus' s Curve of Forgetting and Pau's research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we PROCESS it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions, and summaries for 2-4 minutes during days 7-30 to best prepare for our tests. The CORNELL WAY has 4 stages of note-taking that will help us do that.