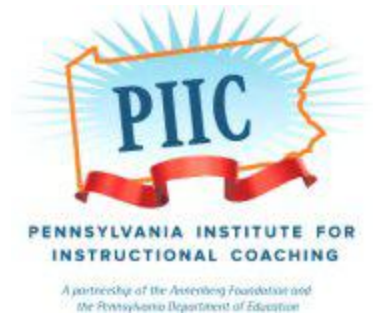


# NOTE-MAKING VERSUS NOTE-TAKING

Presented by: Jessica Jacobs  
Gen Battisto  
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PLEASE DO NOW....



Identify a problem with student note-taking.



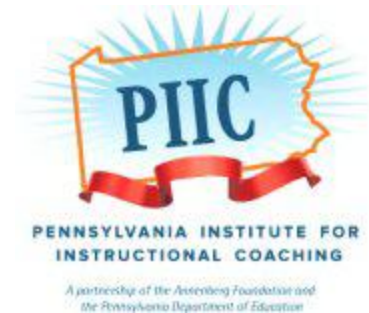
# WHY TAKE NOTES??

## The Magic 4

1. Summary
2. Retention
3. Revision
4. Concentration

**Active Listening + Active Reading=Active Learning**

Sinfield and Burns (2003); and Lowes, Peters and Turner (2004)

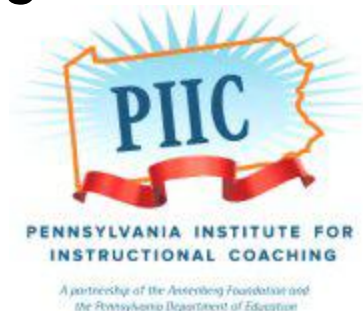


# NOTEMAKING VS. NOTETAKING

## WHAT'S THE DIFFERENCE?



- *Note-taking is when you simply write what you hear in lectures, or from printed texts.*
- *When you hear or see something for the first time and you jot down information for later use.*
- *Should be regarded as the first-stage only of the process and should lead on to note-making*



# NOTE-MAKING



***Note-making follows taking notes and happens when:***

- Students review their notes and re-organize them in a way that makes more sense or leads to more obvious connections between points.
- When students attempt to produce this type of note in the first place, particularly as they read.



# WHAT IS A 3D GRAPHIC ORGANIZER?

- ❖ **Interactive, student made graphic organizer**
- ❖ **Provides a kinesthetic activity**
- ❖ **Used to organize and display information**
- ❖ **Multitude of creative formats**
- ❖ **Can be used as a self-check study guide**
- ❖ **Can be used at any grade level or content area**
- ❖ **Learning/Assessment tools**



# WHY USE 3D GRAPHIC ORGANIZERS?

- Fun, motivating, “hands” on approach to note-making
- Study guide
- Organize ideas, facts, concepts
- Reaches all learners
- Helps to retain information
- Alternative assessment
- Integration of subject areas
- Holds students accountable



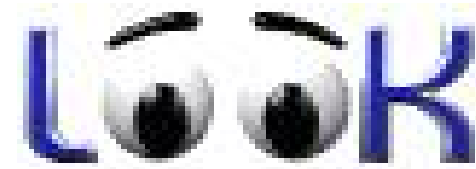
# WHEN TO USE 3D GRAPHIC ORGANIZERS

- To introduce new vocabulary words, skills, concepts, and/or topics
- Categorize information
- Sequencing
- Comparing/Contrasting
- Reviewing information





# VISUAL LEARNERS....



65-70%

Of information to the human brain is  
provided visually....



# CONFUCIUS 450 BC

"TELL ME AND I WILL FORGET.  
SHOW ME AND I MAY  
REMEMBER. INVOLVE ME AND I  
WILL UNDERSTAND."



# RESEARCH INDICATES THAT GRAPHIC ORGANIZERS CAN...

- ❑ Help students to focus on text structure as they read.
- ❑ Provide tools used to visually represent relationships in text.
- ❑ Help students write well-organized summaries of text (Put Reading First: The Research Building Blocks for Teaching Children to Read).
- ❑ Engage students in the instructional process and learning as they create 3D graphic organizers (Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement by Robert Marzano).



# NOTE-MAKING RESEARCH

- Effective note making can make the difference between passing and failing .( Hughes & Suritsky, 1994)
- Independent note taking increases active participation in the learning process, leading to improvement in memory of information ( Ruhl & Suritsky, 1995)
- Listening and then receiving notes is not as effective as taking one's own notes. (Carrier,1983; Hartley, 1983; Katayama & Robinson,2000)
- Graphically organized notes teach more than just the facts as they increase student involvement with the information, increasing higher order thinking (Robinson et. al., 1998)
- Students had a 34 percentile gain when taught how to summarize information and take effective notes.  
(Robert J. Marzano, Classroom Strategies that Work)



## RESEARCH CONTINUED....

- When students review and revise their own notes, the notes become more meaningful and useful (Anderson & Armbruster, 1986; Denner, 1986; Einstein, Morris, & Smith, 1985).
- Teacher-prepared notes show students what is important and how ideas relate, and offer a model for how students should take notes themselves (Marzano et al., 2001).
- Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001).



## WRITING TO READ DOCUMENT:

- Newer and better understandings of textual material are likely to occur when students write about text in extended ways involving analysis, interpretation, and personalization (Langer and Applebee, 1987).
- For students in grades 3-12, writing summaries about text showed a consistently positive impact on reading comprehension (Reinehart, Stahl, and Erickson, 1986).
- The act of taking written notes about text material enhances comprehension (Kiewra, 1989; Peverly et al., 2007).

