NOTE-MAKING VERSUS NOTE-TAKING

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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

**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
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)
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).