UK 101 REWORKING YOUR NOTES LESSON PLAN
(Approximately 30 minutes; if using mock lecture video, 45 minutes)

Before this class session: Ask students to bring class notes from one of their courses to this UK 101 class session.

Materials: Dollar bill or driver’s license; a few copies of example reworked notes and PPT slides (see pages 4 & 5) to pass around the class.

Note: Academic Enhancement recommends instructors require students to practice note-taking methods when guest speakers come throughout the course.

I. (1 min.) Review prior session on study strategies

II. (1 min.) SO WHAT, WHO CARES? Ask: Why should you care about taking effective notes and reworking them?

III. (3 min.) Tips for Getting Ready to Take Notes Ask: What are things that you do to get ready to take effective notes?

• Prepare yourself by completing any assignments.
• Be prepared to listen: take out ear buds or take off headphones and put cell phone away!
• If possible, sit up front (fewer distractions).
• Let go of judgments about the instructor or the lecture style. Don’t let your attitude get in the way of learning.
• Research reported in an article titled “The Pen Is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note-Taking”* found that when students took notes on a laptop, they scored lower on conceptual tests than students who took longhand notes. Students using laptops took more verbatim notes mindlessly rather than deciding what to write down.
• If you zone out while in class, leave blank space in notes, mark with a symbol you have chosen that means “zoned out.” Fill in missing information later by asking professor or classmate.
• Look for verbal and nonverbal clues as to what the professor perceives is important. (Instructor raises voice; repeats information; states, “This will be on the exam.”)
• Develop own shorthand system.
• POWERPOINT: If you have a PPT handout, you have two options for taking notes:
  o Take notes as if there is not PPT slide.
  o Print handout of PPT before class, 3 slides per page so you have room to take notes in “notes section column” to right of slides. Show example handout on page 4.
  o Remember that the PPT is just an outline of the main ideas; it doesn’t substitute for class notes!
IV. (20 min.) Reviewing and Reworking Notes

- What students do after they take notes determines the difference between good students and mediocre students.

- **Review and rework notes within 24 hours!** Research has shown that if you don’t review within 24 hours, you will lose 70% of what you heard during class. If you wait two weeks, you’ll lose 90%. (From Your College Experience, Gardner and Jewler, 2001) It only takes a few minutes within 24 hours to read over notes.

  - Why is reviewing your notes helpful for learning?
    - Reinforces what you learned during class.
    - Review allows time to edit and fill in missing information/gaps.
    - If you don’t understand something, have time to get help. It is important that you understand the material, rather than just memorize it.
    - Reviewing also allows you to identify important points and highlight them.
    - You will have a jump start on studying for exams. You will not be trying to re-learn before an exam, you’ll be reviewing what you have already learned!

- **How to Rework Notes (Distribute handout on page 5.)**
  This is when you can have fun using your colored highlighters by highlighting important themes.

  A. **Paper Notes** - Pass around copy of reworked notes in lesson plan so each student can see an example of what “reworked notes” look like. The example reflects just one of many styles of note taking.
  B. **PPT Notes** - Rework the same way as paper notes.
  C. **Retype Notes** (Organize as you retype.) Note that this takes extra time.
  D. **Flash Cards** - Make flash cards highlighting important points in your notes such as equations or vocabulary. Use:
    - Quizlet app
    - StudyBlue app
  E. **Consider Reciting Notes Out Loud as You Edit.** The more senses you use, the better!
• **Mini-exercise for demonstrating importance of reviewing and reworking information/notes**
  - Briefly hold up a one-dollar bill. (Or, use driver’s license.)
  - Ask students to draw picture of $1 bill without looking at one.
  - After about 1 minute, pull out dollar bill and ask students what they remembered to include—and didn’t.
  - Even though students have used and seen dollar bills hundreds of times, they didn’t remember everything because they didn’t “review and rework” their knowledge of the dollar bill.
  - The same is true for our notes. Without reviewing and reworking them, we don’t know as much as we think we do.

• **Compare Notes Exercise**
  - Ask students to compare drawing with the drawings of two classmates. They should add any new details to their drawings.
  - Ask how many of them gained at least one new detail through comparing. (Most of the students should raise their hands.)
  - Demonstrates how comparing notes can be beneficial. A classmate may catch information that the student didn’t.

V. **Rework Notes Exercise**
• (4 min.) Using the tips discussed in class, review and rework a day’s notes from one of your courses.

• (5 min.) Ask students to form triads and critique each other’s “reworking.” If possible, form triads for students who have notes from same course.

(15 min.) Optional Activity
If you are in a smart classroom, go to [http://vimeo.com/48107745](http://vimeo.com/48107745) (or can access from UK 101 website under instructor resources/study strategies) and view 10-minute lecture by professor and ask students to take notes. Professor will then go over what he thinks that students should have written in notes.

**Homework Assignment:** Using one of the methods discussed in class, rework your notes in each of your courses. Bring reworked notes to next class to show us.
To address second criticism: boiled it and waited to see there was no growth

Then busted off top and there was microbial growth. Shows other life form has to come from cells

Problem that led to this work: Wine was becoming acidic instead of alcoholic

(1) fermentation comes from microbe be no fermentation occurs if you seal it
(2) allowed oxygen in → no fermentation
(3) Bacteria makes the wine acidic.
(4) Yeast ferments the wine to make it alcoholic

After wine → What causes disease in animals and people? saved farmers' cattle in his time and highly revered
Example Reworked Notes, Bullet Style

UK101 (class), xx/xx/xx (date)

Note-Taking: Cornell Method (class topic)

- Purpose of Note-Taking
  - Lectures present test questions
  - Benefits = (1) save time studying. (2) Improve grades

- Cornell Method
  - Recall column = left side of page (drawn line 2-3 in. from margin)
  - Recall column: write main ideas/concepts.
  - Notes column = right side of page (write details about main ideas)

- Note-Taking Strategies
  - Front row seat in class = minimal distractions

- What To Write
  - Listen for main ideas and themes.
  - Listen for word clues. Example: “This will be on the exam!”
  - Listen for repetition. Repeat = more likely to be on exam
    - Instructor’s interest level indicates key points
      - Ex. what he/she writes on the board
      - Ex. what he/she includes in PowerPoints and handouts
      - Ex. what example problems/scenarios he/she uses

- Write important ideas. Use Cornell Method.
  - Ask professor for help.

- Instructors’ notes help them remember what to say in class. Always write
  - Your own notes. WRITING NOTES HELPS YOU LEARN!

See Purpose of Note-Taking above.

- After Taking Notes
  - REVIEW NOTES WITHIN 24 HOURS! ✿

Z.Z.Z. ... Ask a classmate to help you fill in what you missed.

- Compare notes w/ classmate
- Rework notes—review with Cornell Method
- Fill in missing information.
- Cover recall side—quiz yourself on main ideas w/ notes