

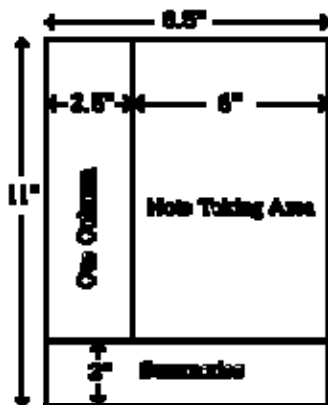
**Subject Area:** Study Skills/Learning Strategies

**Grade Level:** 7<sup>th</sup> to 12<sup>th</sup>

**Title of Instructional Method:** Cornell Method of Note Taking Skills

**Description of Instructional Method:** The Cornell method is a two-column format in which a paper is folded lengthwise with approximately one third of the space on the left of the fold for the recording of main ideas, and the remaining two thirds of the space on the right of the fold for recording details.

**VIDEO CLIP:** [www.dartmouth.edu/~acskills/videos/index.html](http://www.dartmouth.edu/~acskills/videos/index.html)



**Note Taking Area:** Record lecture as fully and as meaningfully as possible.

**Cue Column:** As you're taking notes, keep one column empty. Soon after the lecture, reduce your notes to concise jottings as clues for Recalling, Reviewing, and Reflecting.

**Summary:** Sum up each page of your notes in a sentence or two.

How do psychologists account for remembering?

What's a "memory trace"?

There are three memory systems - sensory, short-term and long term?

How long does sensory memory retain information?

How is information transferred to STM?

What are the retention times of STM?

The capacity of the STM is 7 items?

How to hold information in STM - rehearse.

What are the retention times of LTM?

What are the six ways to transfer information from ST to LTM?

## Psych. 105 - Prof. Martin - Sept. 14 (Mon.)

### MEMORY

Memory tricky - Can recall instantly many trivial things of childhood, yet forget things recently worked hard to learn & retain.

Memory Trace

- ◆ Fact that we retain information means that some change was made in the brain.
- ◆ Change called "memory trace."
- ◆ "Trace" probably a molecular arrangement similar to molecular changes in a magnetic recording tape.

Three memory systems: sensory, short term, long term.

1. Sensory (lasts one second)

- ◆ Ex. Words or numbers sent to brain by sight (visual image) start to disintegrate within a few tenths of a second & gone in one full second unless quickly transferred to S-T memory by verbal repetition.

1. Short-term memory (STM) (lasts 30 seconds)

- ◆ Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds.
- ◆ S-T memory - limited capacity - holds average of 7 items.
- ◆ More than 7 items - jettisons some to make room.
- ◆ To hold items in STM, must rehearse - must hear sound of words internally or externally.

1. Long-Term memory [LTM] (lasts a lifetime or short time)

- ◆ Transfer fact or idea by
- Associating w/information already in LTM
- Organizing information into meaningful units.
- Understanding by comparing & making relationships.
- Frameworking - fit pieces in like a jigsaw puzzle.
- Reorganizing - combining new & old into a new unit.
- Rehearsing - aloud to keep memory trace strong.

Three kinds of memory systems are sensory, which retains information for about 1 second; short-term, which retains for a maximum of 30 seconds; and long-term, which varies from a lifetime of retention to a relatively short time.

The six ways (activities) to transfer information to the long-term memory are associating, organizing, understanding, frameworking, reorganizing, and rehearsing.

### References:

- (2007). *Learning assistance & resource center*. Retrieved August 26, 2007, from [http://www.wcupa.edu/\\_ACADEMICS/cae.tut/TCornell.htm](http://www.wcupa.edu/_ACADEMICS/cae.tut/TCornell.htm)
- Darrow, R. (2005). The big 6: stage 4. *Use of information—LMC connection*. Retrieved August 26, 2007, from <http://web.ebscohost.com/ehost/pdf?vid=5&hid=105&sid=4b407be1-5ebd-4fcf-b89e-606595f0d4fb%40sessionmgr108>
- Faber, J. E., Morris, J. D., & Lieberman, M. G. (2000). *The effect of note taking on the ninth grade*. Taylor and Francis. Retrieved August 26, 2007, from <http://web.ebscohost.com/ehost/pdf?vid=5&hid=14&sid=f372ab2b-5f5e-4570-8c5c-b2c36693e6e5%40sessionmgr8>
- Stewart, P. (2006, November 1). *Student academic services*. Retrieved August 26, 2007, from <http://sas.calpoly.edu/asc/ssl/notetaking.systems.html>
- Trapani, G. (2006, September 22). *Geek to live: take study-worthy lecture notes*. Retrieved August 28, 2007, from <http://lifestacker.com/software/note-taking/geek-to-live--take-studyworthy-lecture-notes-202418.php>

Trustees of Dartmouth College. (2007, August 17). *Academic skills center*. Retrieved August 26, 2007, from <http://www.dartmouth.edu/~acskills/videos/index.html>

**“How-To” Information:** The instructor will first need to be familiar with the Cornell Method. Once familiarized, the instructor will introduce the method to the students. The instructor will need to show a demonstration of how to set up and use the method. For more in depth detail the instructor will show an example piece. For practice the instructor will give all students the same practice exercise. To ensure the students understand the method the instructor will review the details of the Cornell Method.

**Implication for Practice/Other Considerations:** Advantages that were found using the Cornell Method include organized and systematic for recording and reviewing notes, easy format for pulling out major concept and ideas, simple and efficient, saves time and effort, and "Do-it-right-in-the-first-place" system. Through our research we did not find any disadvantages. The Cornell Method can be used in any lecture situation.

**Additional Links:**

[www.byu.edu/stlife/cdc/learning/note-tak.php](http://www.byu.edu/stlife/cdc/learning/note-tak.php)

[www.clt.cornell.edu/campus/learn/SSWorkshops/SKResources.html](http://www.clt.cornell.edu/campus/learn/SSWorkshops/SKResources.html)

[www.bucks.edu/~specpop/Cornl-ex.htm](http://www.bucks.edu/~specpop/Cornl-ex.htm)

<http://www.ulc.psu.edu/studyskills/Packets/Cornell%20Note%20Taking.doc>

<http://www.clt.cornell.edu/campus/learn/LSC%20Resources/cornellsystem.pdf>

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