

## The Cornell Method

### How to use:

- ❖ Divide a sheet of paper by drawing a vertical line from top to bottom about 2" from the left side of the page.
- ❖ Write student name, course, date, and page number at the top of the page.
- ❖ During lecture record main ideas and concepts on the right side of the page, the notes column.
  - Rephrase the info in your own words before writing it down.
  - Skip one line between ideas and several lines between topics.
  - Avoid writing in complete sentences.
  - Use symbols and abbreviations.
- ❖ After class review the notes in the right column and clarify ambiguous information
- ❖ Compare the notes you captured with books or other student's notes.
- ❖ Pull main ideas, concepts, terms, places, dates, and people from the right column and record them on the left side of the page, the recall column.
- ❖ Prepare a summary of the lecture material and record it at the end of the notes.
  - Summary may be in sentences or short phrases.
  - Summary should include main ideas from the lecture.

### Benefits:

- ❖ More organized notes
- ❖ Allows quick identification of key words and key concepts from a lecture
- ❖ Notes can be easily used as a study guide
- ❖ Information is organized so that it is easy to scan

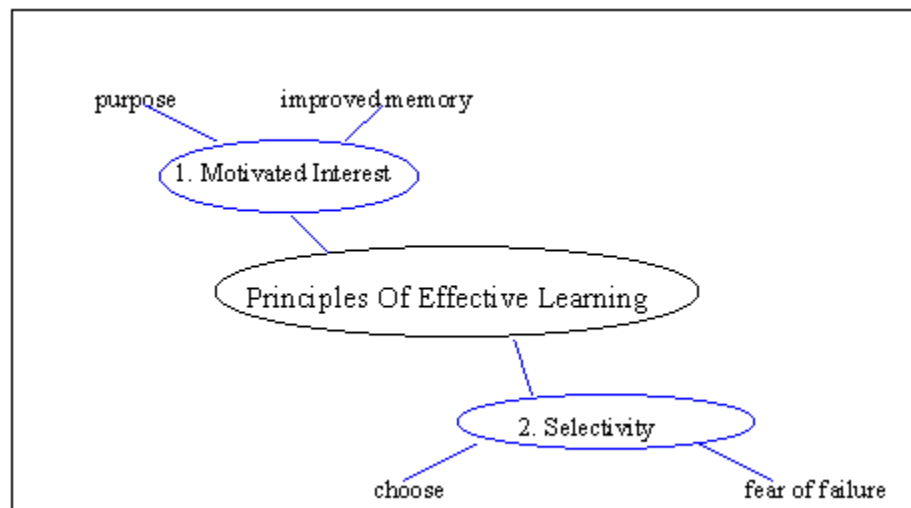
### Example

	January 7, 96
	Principles of Effective Learning
<p><b>Motivated Interest</b>                  -purpose for learning                  -improved memory                  -personal example?</p> <p><b>Selectivity</b>                  -choose                  -taking too much                  rel. to                  a "fear of failure"</p>	<p>1. <u>Motivated Interest</u>                  -important to have purpose for learning and a real interest in subject                  -interest leads to better attention and possibility for improved memory                  e.g., remembering the phone # of a prospective employer vs. recalling uninteresting statistics on the batting averages of world series baseball players from 1957</p> <p>2. <u>Selectivity</u>                  -important to choose information relevant to your purpose as a learner                  -most students try to take in too much, irrelevant, information                  -not selecting related to a "fear of failure"</p>

# Mind Maps

- ❖ Non-linear way of organizing notes.
- ❖ Mind Maps are diagrams, which allow you to organize key points so that you can draw connections between them.
- ❖ Mind Maps are an excellent way to illustrate a hierarchy among key points or the additive nature of concepts.
- ❖ Significant amount of information can be organized on one page.
- ❖ New key points can be easily added.
- ❖ A brief and active review of material.
- ❖ Not the best method for capturing notes during lecture.
- ❖ Emphasizes the interrelationships among ideas.

## Example



This mind map placed the central topic in the center of the page and the key points related to it were placed on branches that directly connect to the central topic. The details, which support key points, are linked to their corresponding key point.

Examples copied from [www.york.ca/cdc/lsp/notesonline/note1.html](http://www.york.ca/cdc/lsp/notesonline/note1.html)

Adapted from: [www.york.ca/cdc/lsp/notesonline/note1.html](http://www.york.ca/cdc/lsp/notesonline/note1.html)

[www.ex.ac.uk.dll/studyskills/note\\_taking\\_skills.htm](http://www.ex.ac.uk.dll/studyskills/note_taking_skills.htm)