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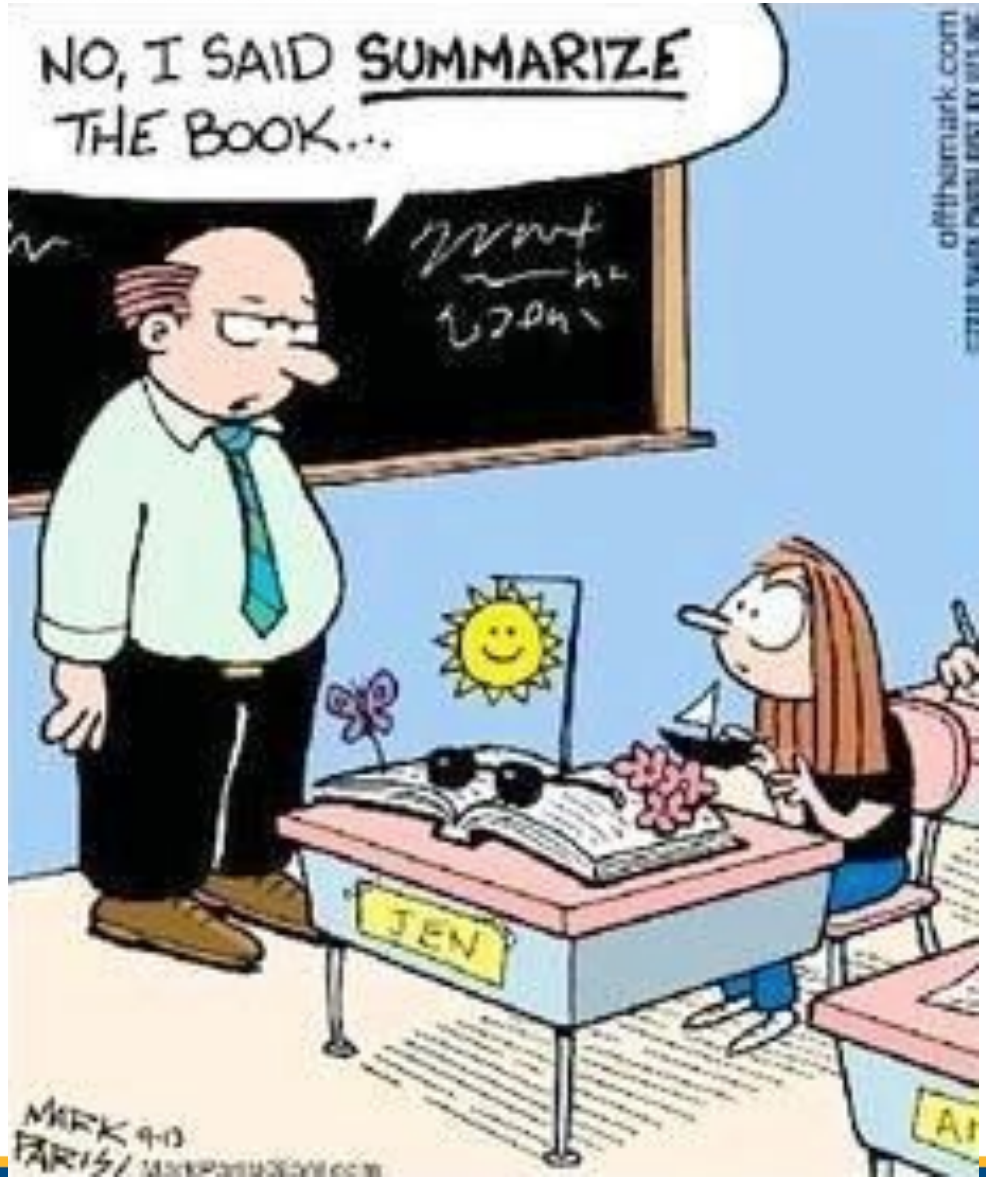
Summarising Notes and Revising



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Objectives for Today

- Understand why summarising is important in the revision process
- Review and practice how to summarise using different strategies
- Determine what to do with your notes once you have them, in order to learn them

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Why Summarise?

- 7 x more likely to remember facts one week later if you took notes, than if you didn't
- Taking notes extends your attention span
- Taking notes is an active process that helps you remember what you have read

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How to take notes – DO's

- Be selective and systematic
- Identify how information is presented (past to present, big to small, simple to complex, general to specific, causes and results)
- Generate questions as you go
- Distinguish between facts, opinions and examples
- Use shortcuts: abbreviations, drawings, symbols
- Include images, graphs and visual stimuli
- Change font, colour, size, underlining to draw attention to key headings, ideas

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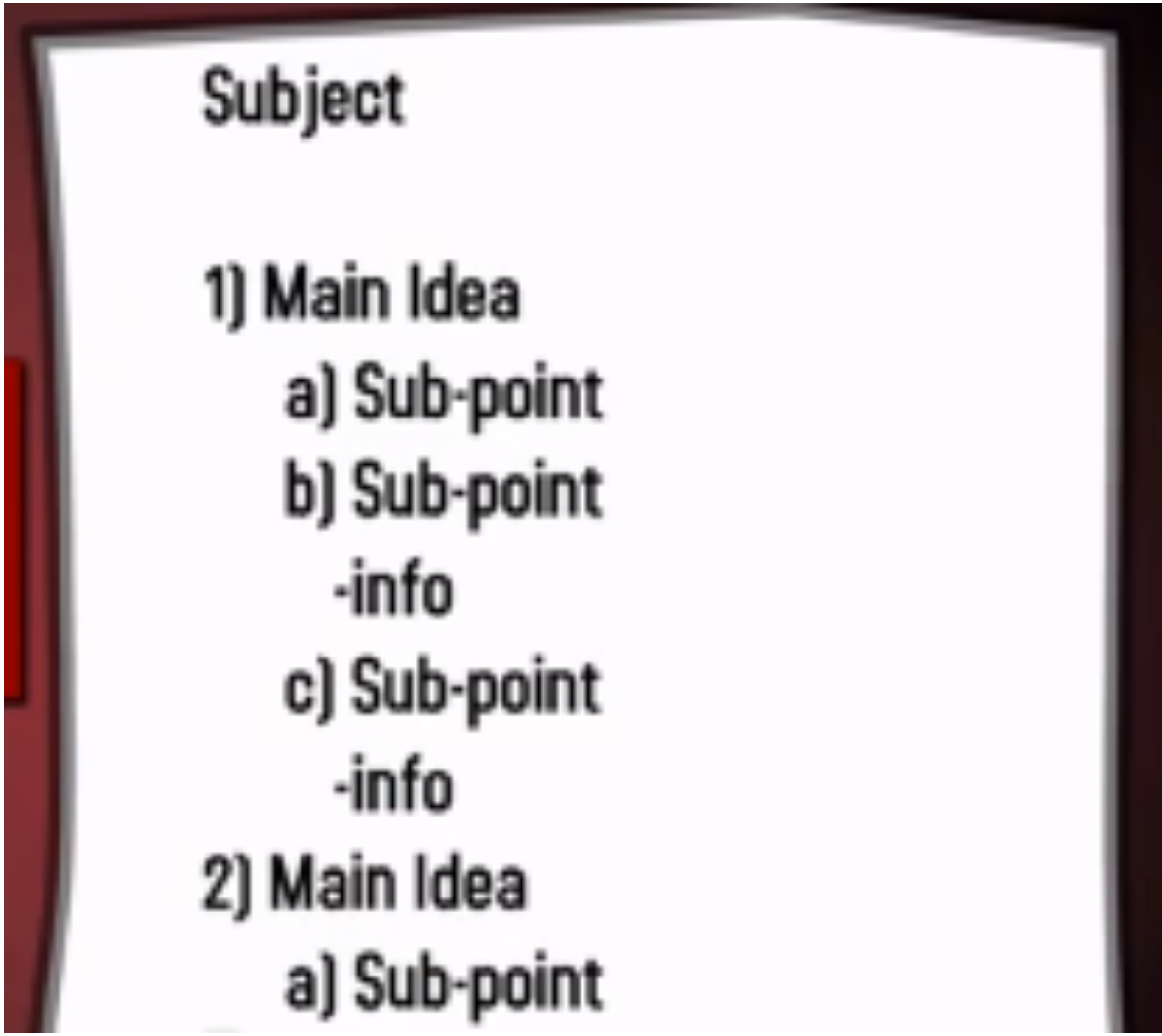
Outline Method

- Useful to show major points and supporting ideas



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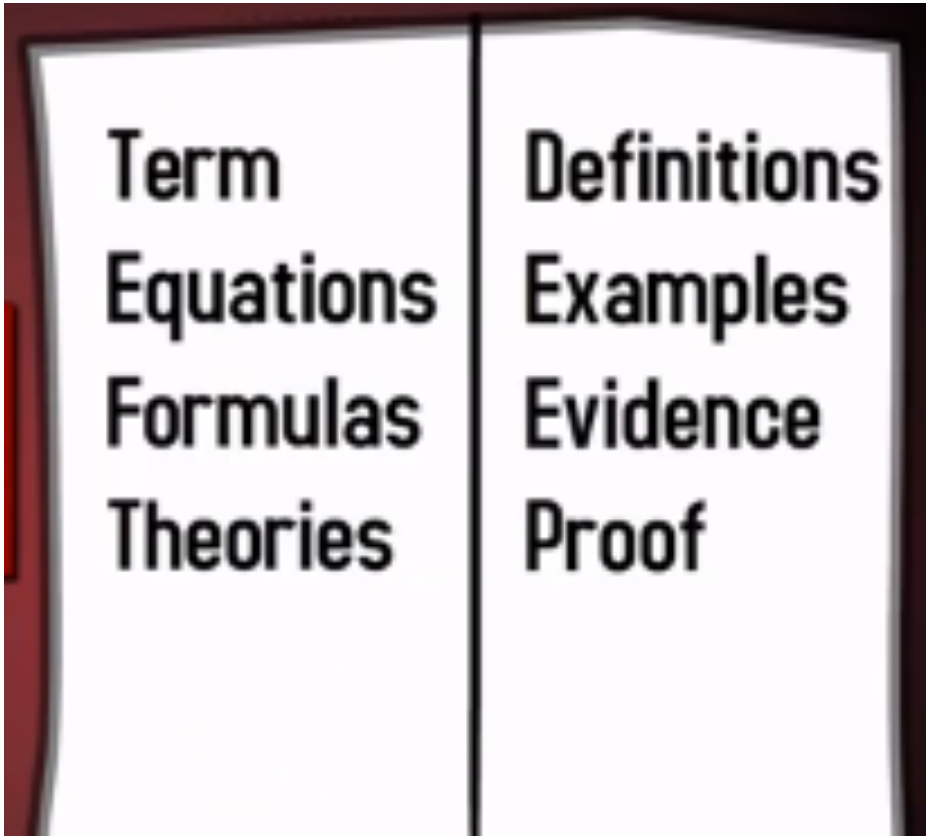
T- Notes

- **Problem based courses / sections / units**



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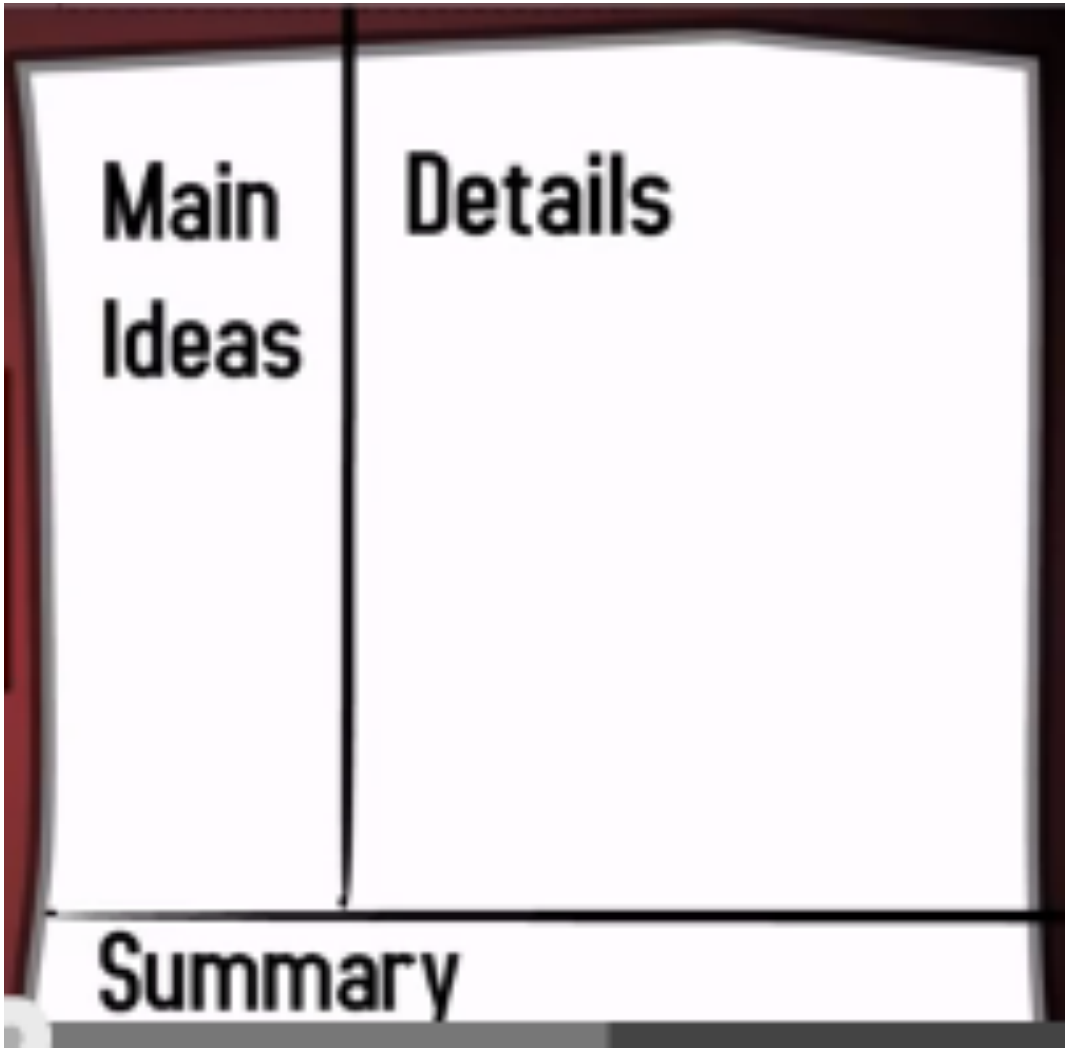
Cornell Method

- Main ideas or terms
- Details, examples, explanations
- Summary in 1 -2 sentences



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Mind-mapping

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Mind Maps:

Create your central idea (put it in the centre of page)
Identify the key themes (major branches)
Add keywords (one per branch)
Colour code your branches (links visual and logical)
Include images

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Mind Mapping

- Helps clarify key concepts
- Shows relationships
- Organises ideas and information
- Improves memory and recall - Medical students using mind mapping experienced a 10% increase in long term memory of factual information

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Graphic Organisers

- Diagrammatic representations that suit the content
- Are good visual reminders of information
- Choose organisers that suit the information style or content

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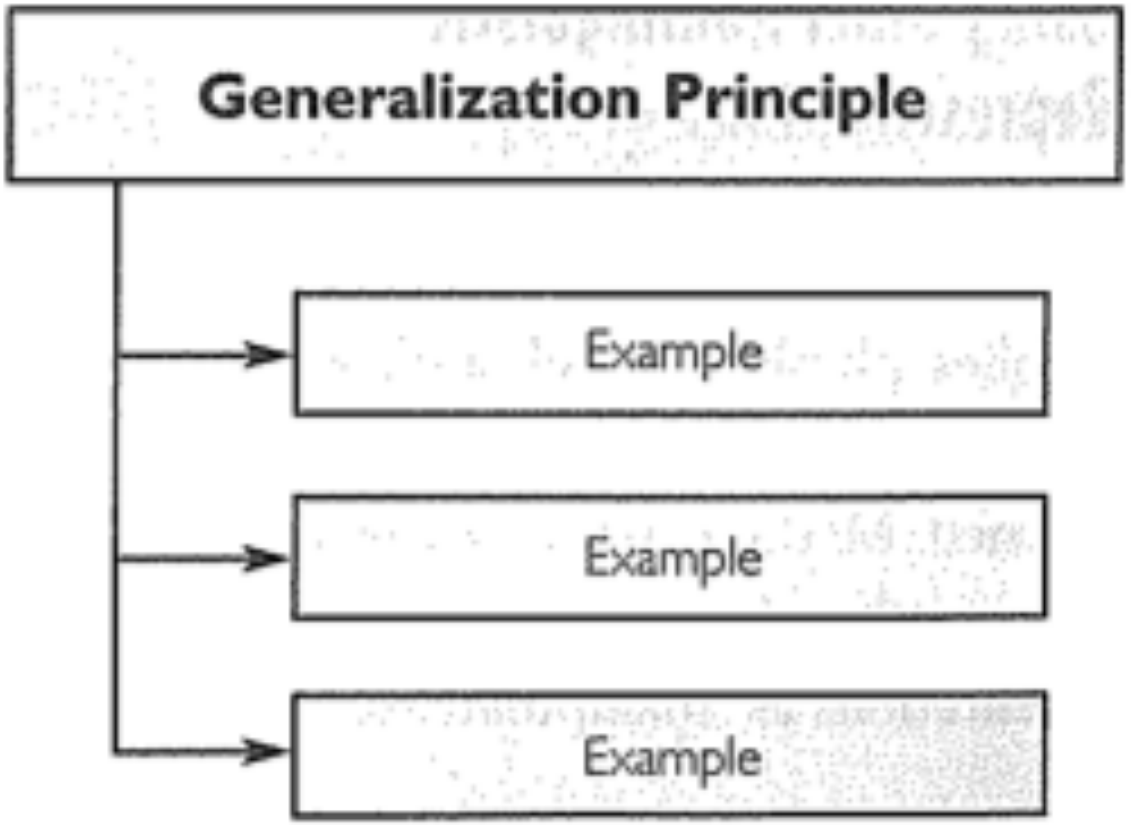
Generalization/Principle Pattern Organizer



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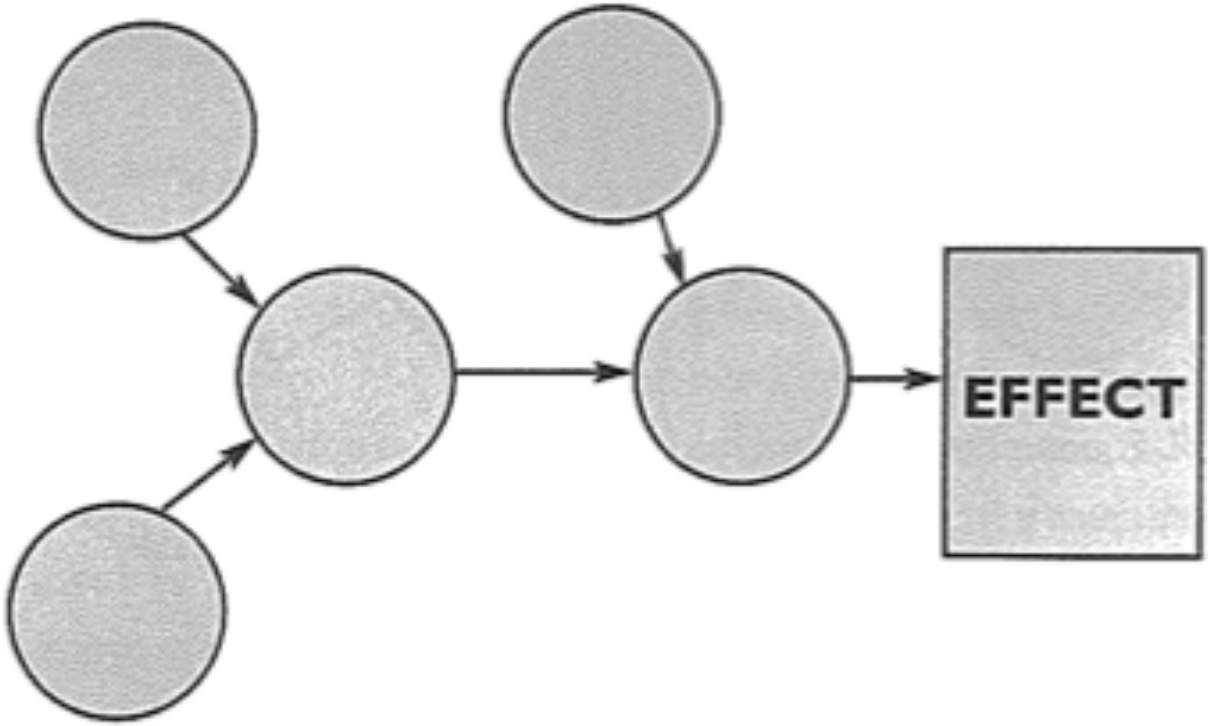
Process/Cause-Effect Pattern Organizer



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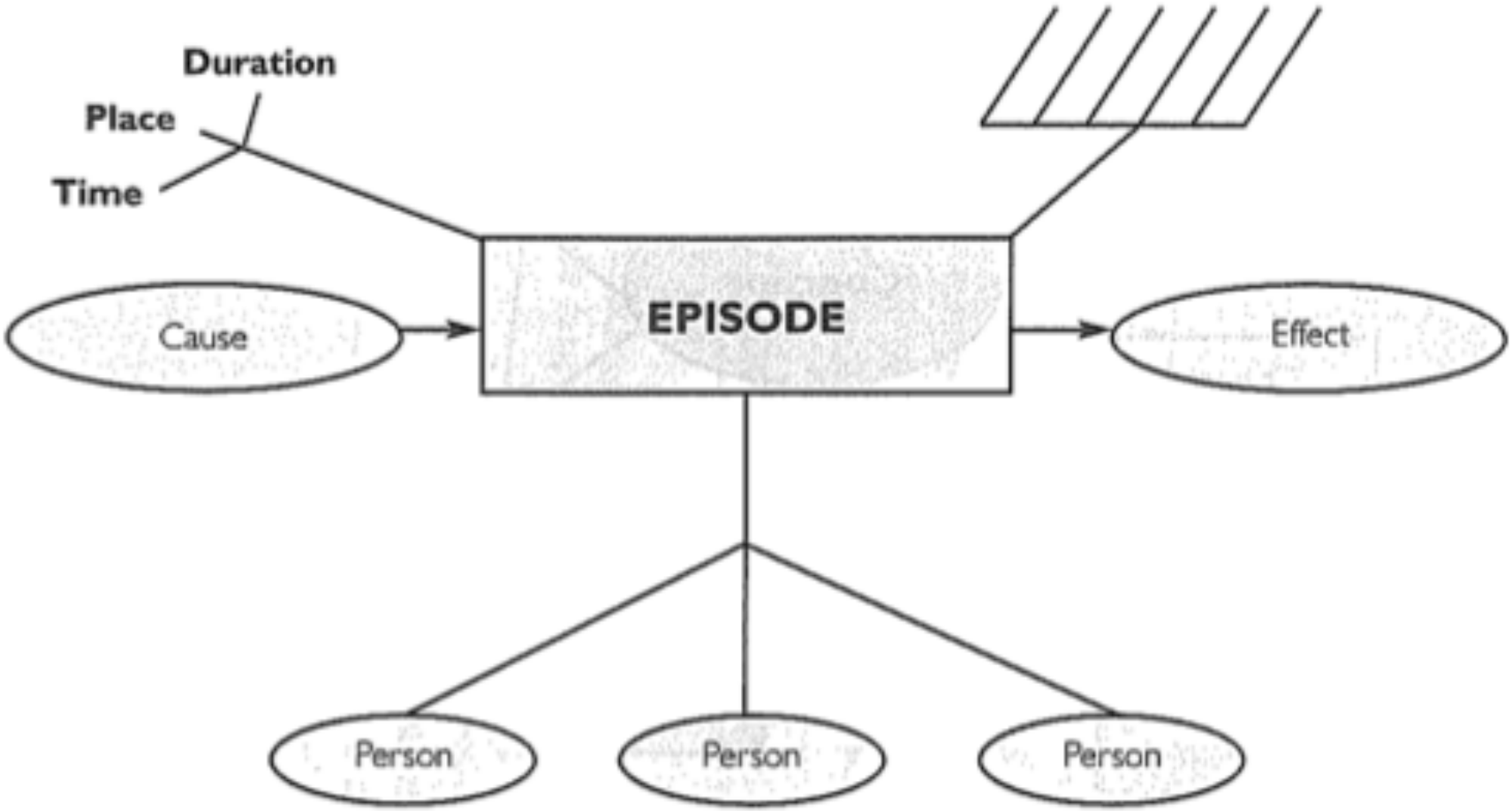
Episode Pattern Organizer



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Time Sequence Pattern Organizer

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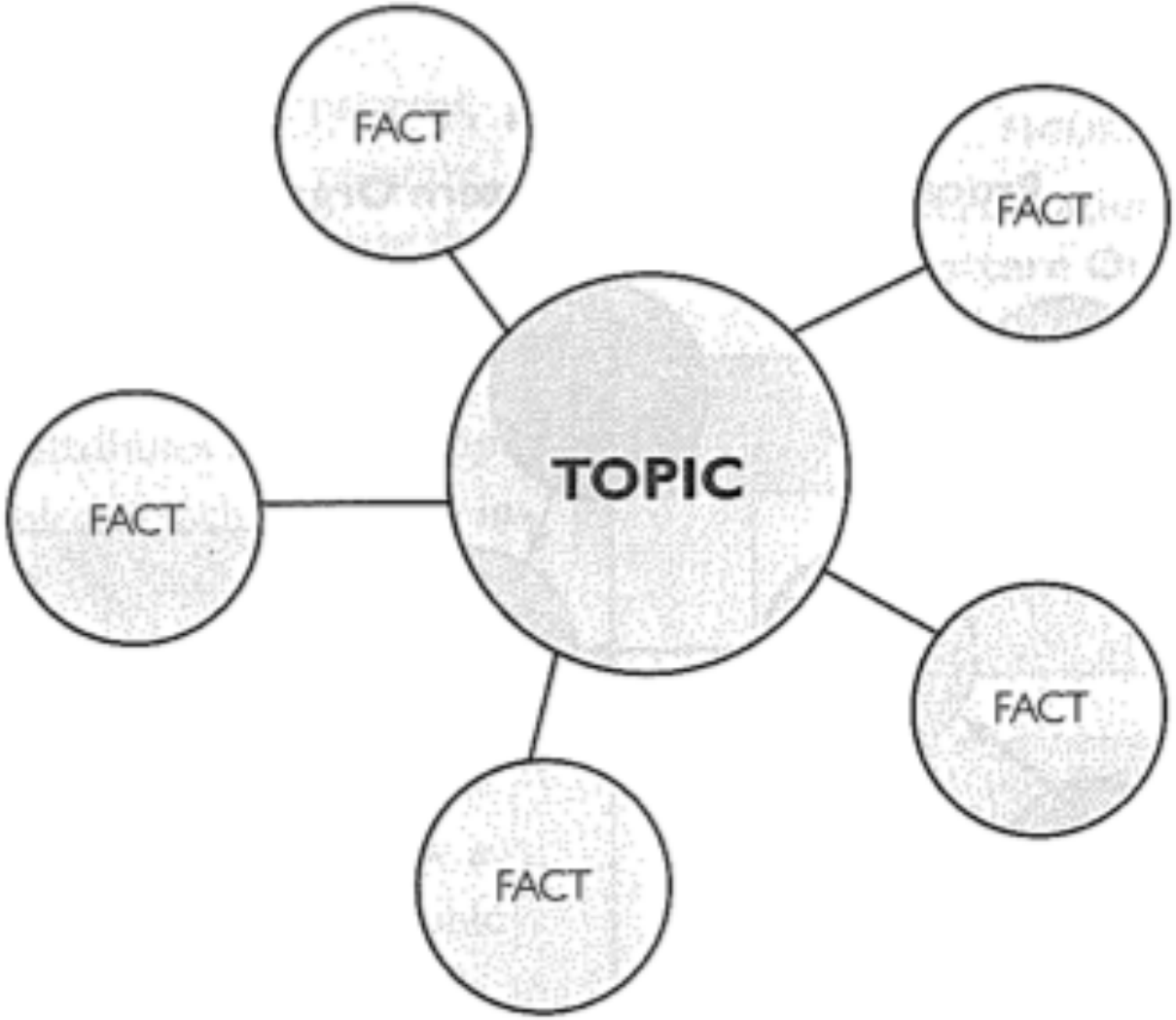

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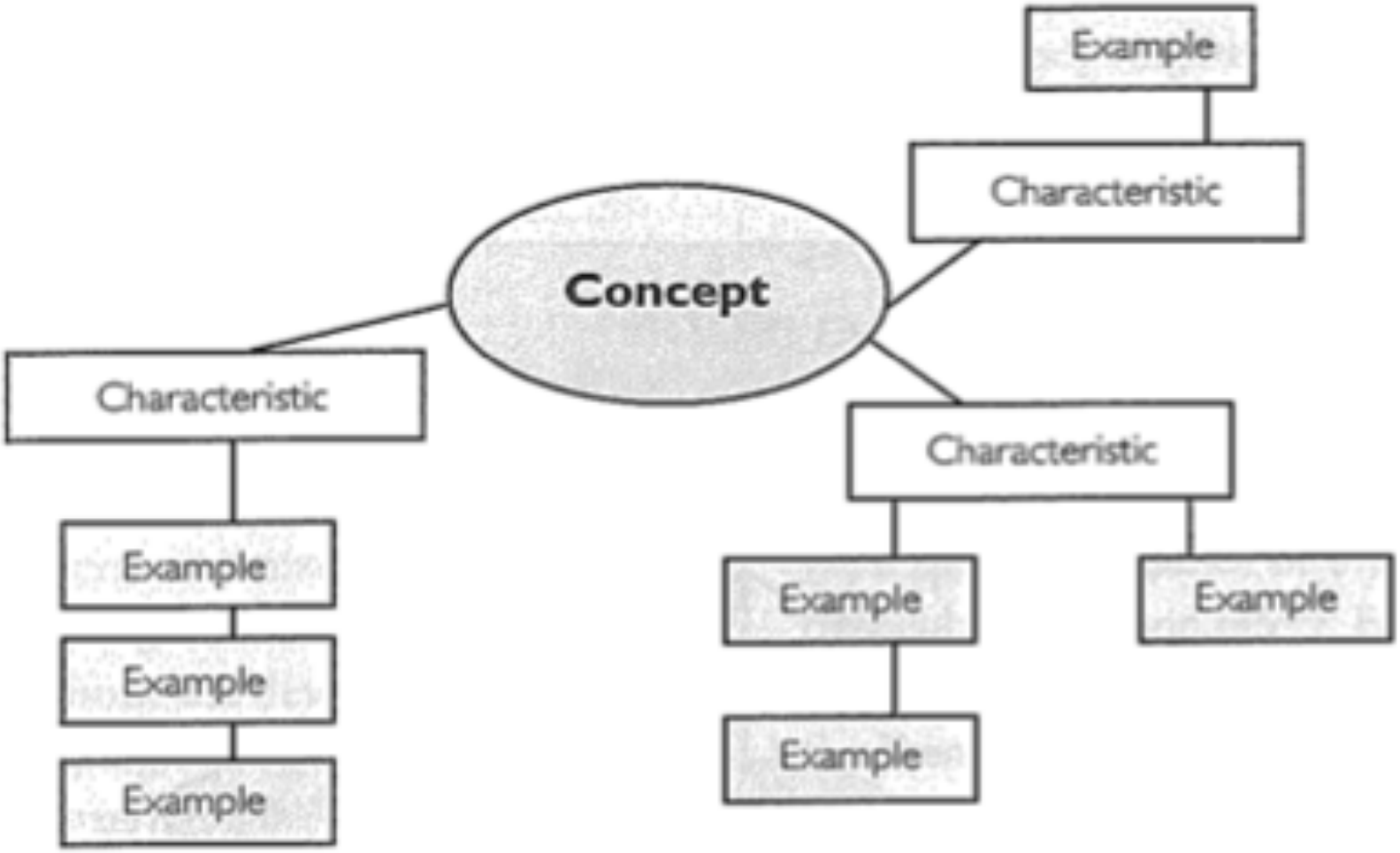
Concept Pattern Organizer



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Practising the Summarising Process

- Notes need to be actively learnt, rather than passively learnt. Passive learning includes reading and highlighting - the brain is not actively engaged in reorganising information or making connections between pieces of information. Active learning engages multiple areas of the brain, which by its very nature ensures that memories are being built and connections being made, so recall is easier at a later date. Information must be revised on a very strict schedule of dispersed practice: the night it is first presented, 2 days after it is first presented,1 week after, and then 1 month after. This ensures that the information is built into long -term memory, rather than working memory, which only lasts a short period of time. Massed practice (such as cramming for an exam) does not allow memories to last for any length of time – not good when you have exams in November and are learning information in February! Consider using memory boxes, verbal testing, flashcards and making up your own test questions as strategies that can be used to help revise material.

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Outline Method

Passive learning

Brain not actively reorganising or connecting information

Eg: Reading, Highlighting

Active learning

Engages multiple brain areas

Results in better memories and recall

Dispersed practice

That night, 2 days, 1 week, 1 month

Enhances long term memory

Massed practice

Eg: cramming for an exam

Builds short term / working memory

Strategies to revise material

Eg: Memory boxes

Verbal testing

Flashcards

Making up own test questions

Cornell Method

Passive learning	Brain not actively reorganising/connecting information Eg: Reading, highlighting
Active learning	Engages multiple brain areas Results in better memories and recall
Dispersed practice	That night, 2 days, 1 week, 1 month Enhances long term memory
Massed practice	Eg: cramming for an exam Builds short term / working memory
Strategies to revise material	Eg: Memory boxes Verbal testing Flashcards Making up own test questions

Summary: Dispersed practice rather than massed practice allows you to actively learn information using a variety of strategies such as memory boxes and flashcards.

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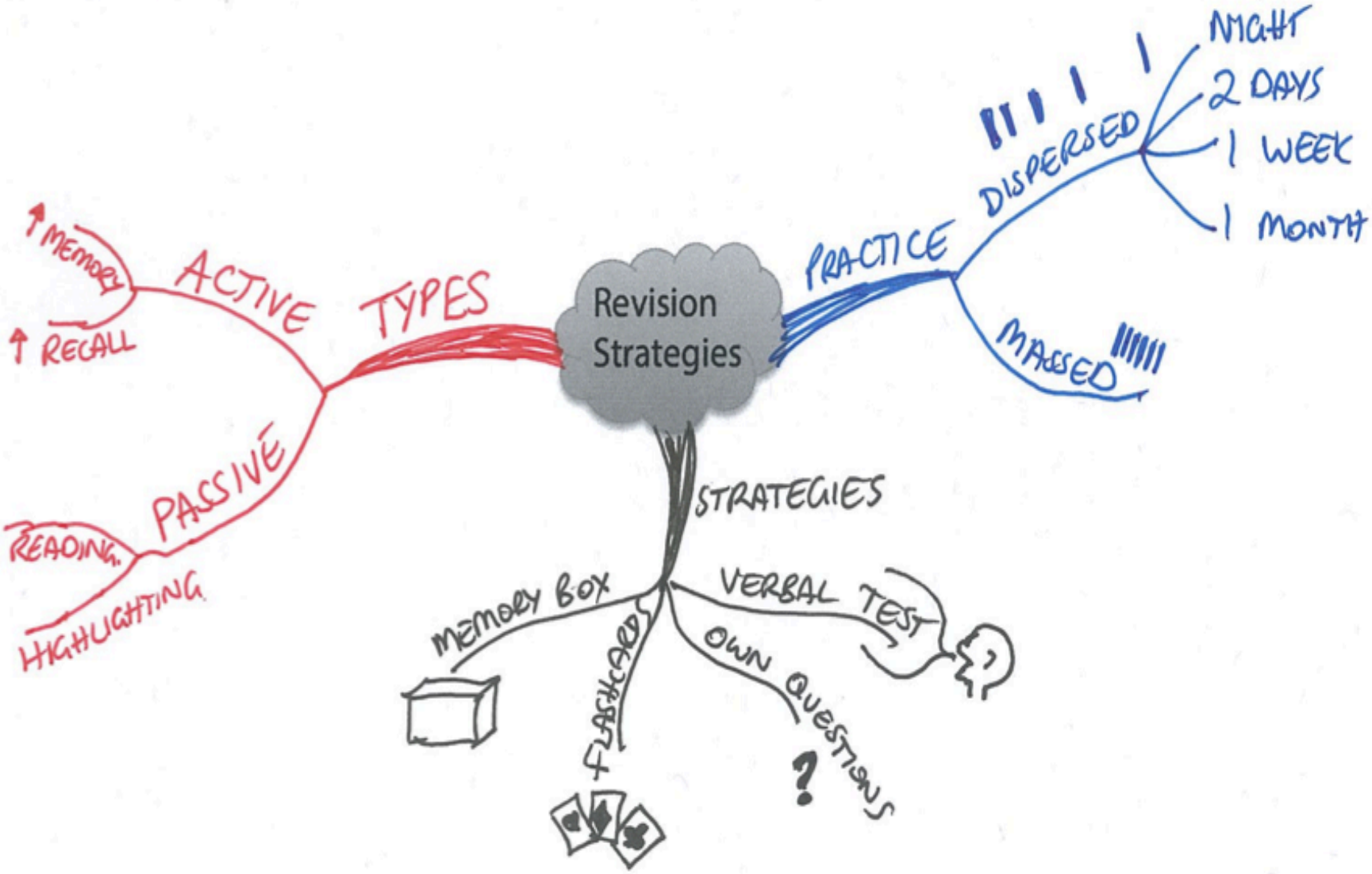
Mind Map



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Using the Ipad for Note Taking

- Mr Budd will present how to use One Note and Inspiration to summarise your notes

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Revision Methods - Memory Box

- Start with a blank sheet
- Write down as much as you can remember WITHOUT reading over the material first
- Compare the memory box to your summary notes
- Then revise what is missing or wrong

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Revision Methods - Verbal Testing

- Hand summary notes to someone else
- Get them to ask you questions on the material
- Use different levels of questioning:

Eg: list, name, state (1 mark)

Eg: explain, describe, discuss (2 marks)

Eg: compare, contrast, differentiate, justify, account for (3+ marks)

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Revision Methods - Make up own Questions

- Use summary notes to devise questions that cover the material (or objectives)
- Use breadth of questions (1, 2 and 3+ marks)
- Determine the solutions!!!

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Revision Methods - Teach someone else

- Teach someone else everything about …….
- Let them ask questions to clarify their understanding
- Anything you can't answer needs more revision!

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Revision Methods - Flashcards

- Organise information onto cards
- Especially good for lists / structures / functions / causes / effects etc
- Store in envelopes, named by topic
- Mix up order and which side appears first each time

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How much do you remember after the event if there is no revision?

Time since material was covered (days)	Amount forgotten (%)
1	62
2	69
75	75

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How Often do you Need to Study?

- New material covered during class today
- Revise THAT NIGHT
- 2 days later
- 1 week later
- 1 month later
- 3 months later

- Using memory boxes, flashcards, verbal testing etc

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"The weakest ink is stronger than the strongest memory"