

5-3: Depth of processing in notes

In the section I'm reading I talked about the famous Jenkins and Heinz experiment about depth of processing and how shown that if you use the right orienting task then the amount of information you're taking sometimes double or what it is in some circumstances. So this also applies in note taking, if you process that in very depth level you will understand the idea and have them in much more richly represent way and also retain the ideas so much better to process it in shallow way. If you do this that also means that you reduce the burden of further studying time later. So if you process a lecture video in a very fast way or a very shallow way and what that means is that you are going to spent more time studying later. So consider that to be the trade off. The depth level of processing is successfully executed in the class; reduce the amount of studying time you have in the future. Just a big part of what takes up a time in a studying situation is actually in re learning the material you previously covered in the first set instance. So in the context of the flow-based note taking, transcription style note taking would be the first level. So no notes is the very sort of basic level, where not doing any orienting task at all, you're just listening that's the very first level. But the next level would be verbatim copying of the information. this is transcription style notes and verbatim means word for word what the professor lecture is saying, your copying down and this can be good in some cases as I said where you don't have any access to the notes, you really need your notes to review later and also if the classes was so fast you don't have time for the depth level of processing that we are going to be discussing.

Next layer is paraphrasing. The paraphrasing is very powerful techniques because just by rewriting something on your own words. So you're not writing into the words that were given to you, you're rewriting your own words and you have to understand the idea and that's, what you actually got to deeper level of understanding so if you paraphrase the idea you're going to understand better. The next layer is by making connections, so this is the heart of flow-based note taking is that you were drawing lines and arrows connecting ideas together. And by creating these associations, again if you remember from the section of remembering ideas better more association means you will be able to understand better, you will be able to remember ideas and so by creating this web of associations in your actual notes, you're actively thinking to the process, your orienting task is not just what is saying but how it connect everything else has been set. That's the next twelve layer of processing. So if you can do that then you are going to be processing everything from the depth level.

The next level of processing is to do even further to do extra connections, So connections not just the one that being presented to you, not just the once everything in this lecture but other ideas. So if while you are doing something this idea reminds you of

something that was discussed in the previous lecture or still reminds you of something we discussed 2 lectures ago, creating those additional connections, so additional arrows to do ideas and briefly jotting them down on your own word, that's an extra layer, even deeper level of processing. And now you're getting to the point where you started even getting metaphor or analogies or connections. You just going beyond the work of just listening to the lecture, you actively are creating new information.

And the final layer, this is the final step is to create metaphors, analogies, visualization and diagrams. So again this is continuum, so in the very, very basic your verbatim copy down at the very end, you're creating spontaneous connections, your own metaphors analogies, diagrams, visualization. Now the problem is that you probably won't be able to do that last step for most classes because the main constraint is how fast the lecture is going. It's not just an issue of practicing so you could be adopt level for every class because some lectures will just goes too quickly. If you try to do this for the information you will end up not paying attention to what the lecture is saying and you miss some parts in the lecture. So you got to choose where you are going to be in the continuum based on how fast the class is going. However some classes, you might be just sort of boring you might not be really paying attention that much. In that case you can always increase your attention and you can always increase your results by shifting up this continuum. So if you're doing the paraphrase strategy and you find it fairly easy, you're kind of your mind wondering a bit and try to win the connection strategy. By doing the connection strategy, again getting kind of boring your minds are wondering, try doing extra connections or try shifting it up the layers. Because what a lot of students do is the only do one note taking technique, so they only do verbatim or they only do paraphrasing and they do this for all classes. And so when they encounter class, maybe it's a particular class or maybe just a particular lecture series then is slower and still use that technique and their minds still wondering and that's wasting time, that's been inefficient because if you use this more advance technique then you can compress what otherwise be studying time will be doing after class into that particular session. So consider this layer, it's where you wanted to be in the continuum when you're doing the flow-based note taking.