

InfoCapture: A How To Guide

Most of your assigned Homework is going to involve watching either reading the textbook (or watching videos - more on this in the fall). For any Infocapture HW, you will need to complete 2 tasks:

- **Step 1:** Read the assignment.
- **Step 2:** Capture the Information in the reading.

This document explains both steps.

Step 1: Read the assignment

Super easy. You have to read. You can skip a bit, but you absolutely need to make sure that you have read the assigned section to the point that your info capture document is good to go.

Step 2: InfoCapture Doc

In addition to the reading or watching the video, you also need to capture the information in a format that works as a record of the information for you to keep, long-term. The format that you use to do this is largely up to you, as long as it works for you (though I really do think physical space is better than online-- if you do it digitally, you'll still need to bring/submit physical). That established, what follows are a collection of possible formats that you may find are acceptable for you to use.

The RSQ (Read, Summarize, Questions) document.

A RSQ has three parts

Read:

You read the section. Not so Hard, eh? What is harder is to read it *actively*. Which means taking notes while you read it (see the Summary section below), stopping frequently to engage in self-quizzing, and making sure to catch the important terms (bold words or in titles), which might well require a bit of rereading.

Summarize:

As noted above, the longest part of the HW. You summarize the information in the reading as a page (at least one page) of notes. The term "notes" is not used without deliberate thought on my part. Notes have *structure*. There is a hierarchy of organization to them. It's NOT just random or sequential bullet pointed statements.

Notes should include:

- Information (the content that is important, all the important key-words).
- Organization (a structure that helps you understand how the content is related)
- Diagrams (with labels and such)
- Problems (with their solutions/explanations)

Notes should not include:

- Unstructured lists of statements (the "bullet point approach")
- Things that don't make apparent sense to an observer of your notes.
- Verbatim (word for word) copying of the information//definitions from the reading or video.

Here are some resources to help you if you need more guidance on notes. I'm indifferent as to the "style" of notes you use, as long as they are discernable as notes:

General Notes:

- <http://goo.gl/UXuK0s>

Cornell Note How-To:

- <http://goo.gl/LGzNhL>

Concept Map How-To:

- <http://goo.gl/Vn5103>

SketchNotes How-To (aka "Visual Note-Taking". Definitely the coolest, also the hardest for a person like me to do as I have almost no artistic ability):

- <http://goo.gl/Ot9Wvu>

These are just some suggestions. You don't have to use any of them if you have other approaches. You also don't have to ONLY use one approach. You can use different note styles for different topics, or even change the style within a topic as different sections might suggest themselves.

Questions:

In this section, you write down any questions that you have during and after the reading or watching the video. Obviously the questions should be related to the content of the reading/video. These questions can also include "self-quizzing" questions that you can't answer. The kinds of questions that will be helpful for your learning include things like the following:

- Anticipation of the kinds of questions and skills you might expect to see on quizzes and exams related to the material.
- Can you make a list of the main concepts from each section of new material?
- Can you define/explain those concepts and use them in paragraphs?
- Can you convert the main points of the material into questions, and then answer those questions?
- Can you rephrase the content in your own words?
- Can you relate the content to what you already know?
- Can you find additional examples of the material outside of what you already know?
- What did I just read? What is this about?
- I believe it happens this way: <state thinking> check to see, revise as needed.

Due Dates:

InfoCapture documents are due at the top of our next class meeting.

Friendly, "No-Secrets-Here" Reminder:

InfoDocs can be collected, scored, reported in Campus as a daily assignment or used as the basis for determining intervention for CORE time. So you really HAVE to do them.

Examples (NOT the only options):

RSQ using a Cornell Note structure:

Video Notes: Natural Selection: ⑦

Questions I have: NOTES

Questions you can ask:

- ① Things you're still unclear about.
- ② Things you want to know more about.
- ③ Questions you could see on a test or quiz.

Answer your questions in a different color here.

Write your notes here. Remember:

- Choose important concepts
- DON'T WRITE DOWN EVERY WORD
- Abbreviate!
- Use highlighting.
- Use color to make important concepts stand out.
- Underline key phrases - especially if they are repeated during the video.

When you come back to class for discussion, make additional notes in a different color.

IMPORTANT: Quality of notes is far more important than quantity! Make sure you are making notes about the concepts that are the most prominent and important.

SUMMARY:
Write a one or two sentence summary about what your notes are about.

Video Notes: Examples of Natural Selection 9

Another method of notetaking you can try is concept mapping. Concept mapping provides you with a more visual way to "see" the important ideas and concepts your lecture is about.

