Question in the Margin

Processing Information from Texts
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Processing information from textbooks is not very different from processing information from lectures. Actually, they differ only in the gathering or input stage.
Gathering Information from Textbooks

Using Question in the Margin

Step One:

Survey before you Read
Survey

Title
Major Headings
Bold Print
Charts
Pictures
Read the Summary
Examine Review Questions
After **Surveying**, begin with first section

Try to determine what the section is about and what you might find when you read that section. This can be done by turning the major heading into a question.

**Focus**
Step 3 Gathering

Read

The last step in the gathering process is to read— but not the whole section— (remember what we know about short-term memory)?

Read ONE paragraph at a time.

*Don’t mark or underline anything at this time.*
You are now ready to

Process this information into
Long-term Memory
After you have read a paragraph, determine what the main idea of the paragraph is—just as you did with your lecture notes.
Write a question in the margin that identifies the point of the paragraph—what the test question might be.
Underline the answer in as few words as possible.
Process Step 1
This is the **Question** step

Note: almost the same thing you did with lecture notes.

(With BOOKS, you **write** the questions **first**, then **underline** answer).

Same Principle-- *Play Jeopardy!*
Labeling your textbooks

Labeling process works best in **short sessions**. Read and label paragraphs at times during the day that you normally waste. When you get to the time would have **read** the chapter, it will already be **labeled** and you are **ready to review**.
Recite—cover the text and ask yourself the question you wrote in the margin. Say the answer out loud in your own words.

(This is the same as with your lecture notes.)

Understanding what you read is not the same as reciting it.
Reflect

Think about what you have just read. Make connections with things you already know. Make it **Personal**. Visualize it and begin to **organize** it.

(This is the same thing you do with lecture notes.)
Think about what you read—Some Questions to Ask

- Can you think of examples from your own experience to reinforce the main point?
- Can you make it concrete by making an analogy (this is like. . .)?
- Can you visualize the information in some way?
- Did you agree with the information?
- How could you use that information?

Write comments, illustrations, and questions in the margins.
When you finish the chapter. 
Go back over what you recited and reflected 
Review the material before the next class 
Review it again within a week 
This should fix it in long term memory
Summarize

We have learned that summarizing is important in converting textbook facts into personal knowledge. Where does the summary for textbooks go?

One way to summarize is to take the questions and answers from the text and put them in your notes (using QMS format and--adding things you discovered when you reflected).

Or as with lecture notes you can

Summarize by making a chart, flash cards, map, timeline, PowerPoint presentation, etc.
Activate

You can both Review and Summarize using the following strategies:

* Writing Summary Sheets
* Making Flashcards
* Reciting again
* Developing Mnemonics
* Making Practice Tests
* Mapping
* Teaching it to Someone
* Making PowerPoint Presentations
Look at the next slide to see what your marked textbook will look like.
Learning Styles

What’s one way to study faster and better?
We are always seeking ways to learn things both more efficiently and in less time. Discovering your learning style will do just this. By applying strategies that address your learning style, you can study faster and better. We will examine learning styles from several different angles. One way to look at leaning styles is to determine your [hemispheric dominance]—Are you right-brained or left-brained? Additionally, learning styles can be examined as the [sensory mode] by which you learn best—visual, auditory or kinesthetic. Learning styles may apply to your [social style] of learning—by yourself or in a group. We may also assess learning styles by using the [multiple intelligence theory] and determining which of the seven types of intelligences you learn best in. In reality, of course, our learning style is a combination of these and other factors. By examining some of these ways of learning, you can expand the strategies you use for learning and studying and customize some of the strategies we have already learned in this book. When learning something new or difficult we tend to naturally go to the hemisphere, mode, and intelligence that we prefer. It is good to know what your preferences are [so that you can learn material in that way]. Material in the classroom or textbook may not be presented in the way you prefer. You need to know how to convert it to the way you learn best. However, it is also good to reinforce that learning in as many different ways as possible. So while knowing your preference is good, you also need to expand your ways of learning.

What are 4 ways of looking at learning styles?

Why learn about learning styles?

Why know preference?

What about other ways?