

No More Cat and Mouse, Revisited

Beyond Cut-and-Paste

Debbie Abilock

Editor-in-Chief, *Knowledge Quest*

Co-founder NoodleTools, Inc.

Susan Smith

Campus Librarian/Archivist

Harker School

Look it up in Google

Look at it

Take the first results

Open a
word processor

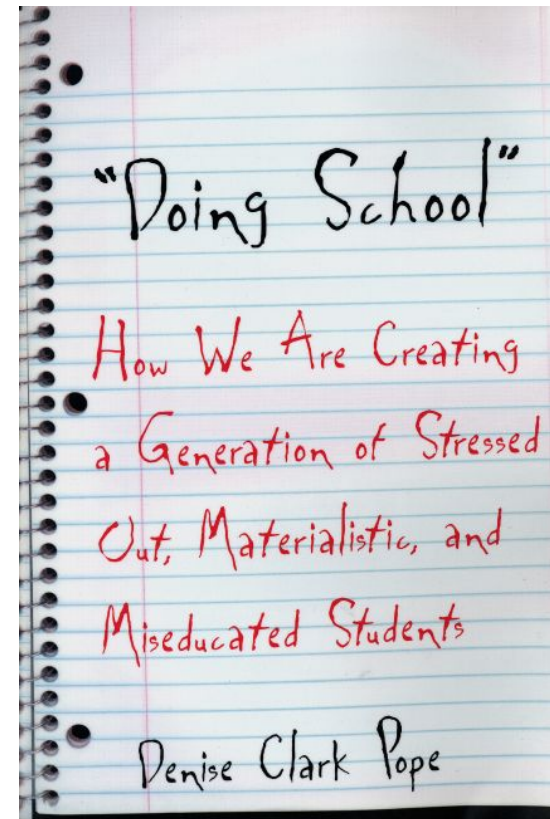
Print everything

Paste interesting
bits together

I'm done!

We've heard the reasons...

- Badly structured assignments
- Easy access to “fast-food” Web information
- Overbooked [AP courses, after school sports, lessons...]
- Parent expectations
- Irrelevant to “Millennials”
- Because [name] didn't teach it





WHOA

A red octagonal stop sign with the word "WHOA" in white, bold, sans-serif capital letters. The sign is mounted on a wooden post and has yellow reflective triangles at the corners. The post is part of a larger structure with a decorative arched top and illuminated sections.

Do they understand the focus?

- Ask for a verbal explanation
- Require an abstract
- Use Thesis Builder and Outliner
- Conference & scribe, then ask for a revision of your notes
- Try reciprocal teaching
 - Generate questions
 - Summarize and clarify
 - Predict

What about their reading comprehension?

- Reading strategies
 - Active reading and repair strategies
 - Text structures
- Multiliteracy
- Text difficulty
 - English language learners
 - Learning difficulties

Is “motivation” designed-in?

- Self-efficacy (Bandura, Dweck)
- Achievable challenge (Linnebrink and Pintrich)
- Choice (Tomlinson & Strickland)
- Task-specific feedback (Wiggins)
- Mastery goals (Meece, Anderman, & Anderman)
- Reflection, but not for external assessment

Do they make correlations with other notes?

- Reminders
- Doctor's instructions
- Directions to a place
- Itemized tax deductions
- Observations about a student
- Interaction with author - interesting ideas, stunning phrases, questions
- Notes for teaching something
- Notes on a speech



We taught it but they didn't learn it

Understandings

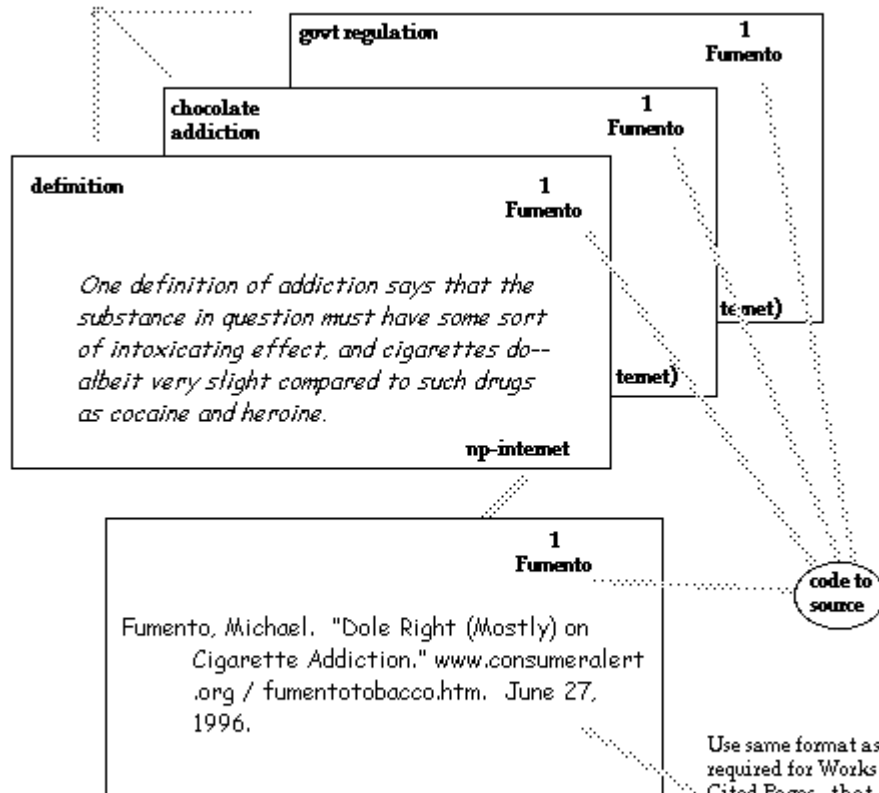
- Students could define plagiarism, but imposed different restrictions (e.g. amount, accuracy)
- Students believed that acknowledging their sources meant putting them in a bibliography
- Students didn't know how they inserted or combined ideas

© Joy McGregor 2004

Plagiarism or Synthesis: What do They Look Like?

Teaching with Notecards

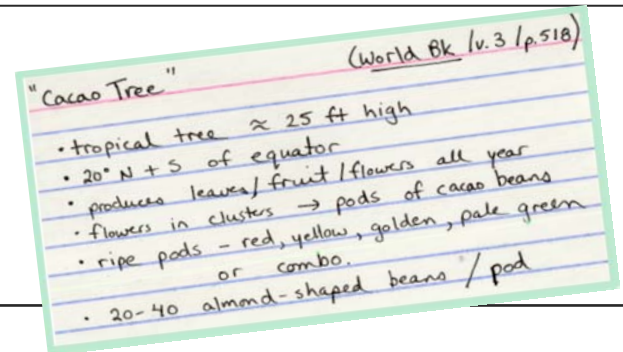
slugs:
(subtopics)



PAGE# MANDATORY
(make note of np if from internet)

ADILOCK & SMITH 3/1/07

Use same format as required for Works Cited Pages--that will make alphabetizing and typing easier at the end.



Number corresponding to source in upper left-hand corner

Call number in upper right-hand corner on first card only

1 813.54
Morris

Morris, Willie. My Cat Spit McGee
New York: Random House, 1999.

Spit's a large white, male cat pg3

Bibliography for each source on first card of set

Put one fact/idea/quote on each card

1 "Perhaps the name itself would help me to tolerate the unwarranted Christmas cat." pg34

Remember to include the page number from the source

1 five week old kittens develop personalities pg52

Use only the front of the card. It is too confusing to flip cards over.

Index Cards vs. Virtual Notecards

■ Index Cards

- Difficult to keep together
- No formatting
- Handwritten ☹️
- Hard to assess
- Can physically reorganize, or lose

■ NB Notecards

- Web access
- Linked to bibliographic citation
- Easier to assess
- Can read original quote
- Live links to web sources

Reading for Meaning with Notecards

■ Findings

- Greater comprehension
- Active rather than passive process
- Students must monitor their thinking
- Class discussion is deeper
- Questions are more thoughtful
- Requires more *time*

NoodleBib Notecard Components

- Quotation
- Paraphrase
- My Ideas
- Tags
- Title

Quotation

- Tied to a bibliographic citation (!)
- Exact passage from print or digital source
 - Prompts for page and paragraph
 - Or URL for digital sources
- Can cut and paste if digital

Quotation from a Journal Article

Turning Point at the Golden Section in Bartok.

URL: <http://links.jstor.org/sici?sici=0027-4631%28197901%2965%3A1%3C72%3AAA0BBM%3E2.0.CO%3B2-I>

Pages / ¶: 77-78

Quotation:

Example 5 [Violin Concerto No. 2] demonstrates the application of the Golden Section with a simple harmonic structure...Only the first note A flat in the second measure does not belong to any of the neighboring dominant axis triads. Harmonically, it has no significance since it does not fit into the line of harmony. The importance of this A flat becomes somewhat clearer when one realizes it occurs at the most accented point of example 5, besides being the turning point and the summit of the passage. Its use becomes very clear when the GS for sixteen notes is found to be on the tenth note (A flat).

Paraphrase:

In the example, the Golden Section is found on the A flat, which does not fit harmonically with the rest of the passage and is a turning point.

My Ideas:

This could be used to demonstrate that the Golden Section is a natural place for a turning point.

Tags: chords events

The “Paraphrase” field

- A difficult but important skill
 - Directly taught when text is simple
 - No classroom practice in H.S.
- Hard to assess without seeing the quote

Summary / Paraphrase

The Origins of Chinese Dance

URL:

Pages / ¶: 103-4

Quotation:

"In later centuries, we find many large, sometimes huge, and magnificent secular dances. The Tang dynasty Ten Movement Music dance, for instance, encompassed dance and music from Korea, India, Persia, and Central Asia, as well as many places in China. Performances of this magnificently lavish dance featured the best dancers in the country."

Paraphrase:

Chinese dance has a long history starting from the Neolithic period to modern day dance. A pottery bowl found in the Neolithic period depicts a group of dancers in a circle with ornate braids and feathers. Later in the Xia and Tang dynasties, dance was still a part of everyday life. The ruler of the Xia dynasty believed that the more dancers he had, the merrier the court would be. The Tang dynasty was influenced by Korean, Indian, and Persian music and dance. Many styles of dance were formed during these periods. Dancers would wear plumes, which later evolved into long flowing sleeves or ribbons they would use in the dances. Dance played a key role in entertainment.

“Paraphrase” use/assessment

- Choice of text
 - Salient point?
 - Valuable as a direct quote
- Summarize more than is quoted
- Quality of the paraphrase

The “My Ideas” field

- Questions?
- Does it fit with what I know?
- Does it represent a different perspective?
- Do I agree?
- What is important about this passage or source?

“My Ideas”....questions

Paraphrase: Tourism has been a source of income for musicians, so the music scene in New Orleans will continue to thrive, but the uncertainty lies in the quality of music. Marsalis is worried about the mindset of students and young musicians and whether they will be able to live up to the legends that the city has produced.

My Ideas:

What brings about a good music "boom"?

What characterizes it, how could one recognize it?

When do they fade out?

Is income a big motivational force for musicians?

Does it fit with what I know?

Mixture of European and African Styles

URL:

Pages / ¶:

Quotation: What elements in the lindy appealed to all dancers of the Depression? The lindy hop represented a synthesis of European social dance traditions and the West African dance tradition of self-expression. European social dance contributed the pattern and the idea of couples dancing; from West African dance came the fast tempos, the use of the whole body, improvisation, and a lowered center of gravity (in the hips and thighs). Like big-band swing, it was a cultural form which displayed a dialogue between individual self-expression and collective drive (both from the music and from a partner).

Paraphrase: The European idea of social dancing, dancing with a partner, and the West African style of dance, fast tempos, improvisation, and the athleticism, which were brought together in the jitterbug appealed to Americans following the Depression.

My Ideas: This is another way the new lifestyle of Americans affected the popularity of the dance, but this is the first time I've read that it was the combination of European and African styles of dance. This will explain the appeal, but also the origins of the dance.

Tags: appeal, "dance origins" lifestyle

“My Ideas”.....questions

least accessible

Source: Dutta, Krishna, and Andrew Robinson. Rabindranath Tagore: An Anthology. New York: St. Martin's Griffin, 1997.

URL:

Pages / ¶: 385

Quotation: Rabindrasangit, Tagore Song, means more to Bengalis than any other part of Tagore's life and work -- and yet it is the least accessible of his achievements to those who do not know Bengali.

Paraphrase: Rabindrasangit is the most well-known of Tagore's achievements among his people, but the least to any other.

My Ideas: Why is Tagore's song in particular so engrained in Bengali life? Why isn't it more famous among his work? Language can't be the problem, since his songs can be translated just like his poetry is, and his poetry is much better known.

Tags: achievements popularity

“My Ideas” use/assessment

- To use as a notepad
 - “Find an image for this”
- Identify area of confusion
 - “Find out what ‘hedgerow’ looks like”
- Pinpoint a big idea
 - “Competing values – trust v. organic”

Indications of active processing

Making connections

Importance of Rebuilding Communities

URL:

Pages / ¶: 462/3

Quotation: If New Orleans is to retain its importance as a leader in the creation of American music, its population must be given the opportunity to return and to rebuild its communities.

Paraphrase:

My Ideas:

What will happen to New Orleans if the population isn't able to return? Will it fade into obscurity?

This is sort of off topic, but how does tourism effect the jazz scene? Will tourism help bring the population back?

Tags: neighborhood preservation

Tricks of Apocopation

- Students need permission (instruction?) to
 - Truncate
 - Abbreviate
 - Use symbols
- Tendency to write in complete sentences unless told otherwise

“It takes 15 years to develop experienced writing and note-taking skills.”

(Scardamalia & Bereiter, 1991)

“Tags” field

- Keywords or concepts
 - Conflicting information (e.g., “climateVfungus”)
 - Comparing trends: (e.g., regions)
- Controlled vocabulary
- Metacognitive
 - Relate reading to thesis
 - Understand the key categories or issues

Tags...conflicting information

Long Beach Hate Crime

URL: <http://blog.myspace.com/index.cfm?fuseaction=blog.view&friendID=15116190&blogID=218139374&MyToken=04d4bc38-140b-4bf2-b04d-023e3afc35ec>

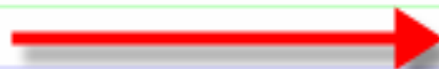
Pages / ¶:

Quotation: Prosecutors say rap lyrics, and in the case of Ross's MySpace name, show their gang affiliation, and provide motive, intent and the state of mind of the defendants that commit violent crimes. Defense attorneys dispute this and say this confuses art and life and doesn't establish motive or intent. They say that prosecutor's use of rap lyrics is a subtle play on the prejudices of largely middle-class juries to get convictions

Paraphrase:

In a recent court case prosecutors's used the defendant's violent rap lyrics as character witness.

My Ideas: This gives a real life example of how rap negative affected someone's image.



Tags: "Gangs and Violence" "Reality vs. Hype"

Tags

American Popular Music's Deeper Meaning

URL:

Pages / ¶: xiii

Quotation:

"The tendency in America, largely as a result of television, is to isolate music as entertainment--to see it solely as some spectacular commercial engine, bereft of deeper meaning. But popular music, like jazz and literature, like painting and film, springs from an organic culture: the lyrics, rhythms, and dance patterns reflect a specific consciousness, the values of a given place and time."

Paraphrase:

People in America, as a result of a largely televised culture, tend to think of music as entertainment only and not look deeper into the music as a reflection of the artist's values and sentiments.

My Ideas:

Popular music is a product of a need to express oneself, so uneasiness in the people, or disturbances in the "specific consciousness" should be reflected in the music.



Tags: influences music social impacts

Tag Analysis:

Keyword lists → subtopics

Tags

Tags

Tag	# Notes With This Tag
<input type="checkbox"/> bindingforce	2
<input type="checkbox"/> escape	6
<input type="checkbox"/> influences	11
<input type="checkbox"/> music	11
<input type="checkbox"/> neighborhood	12
<input type="checkbox"/> preservation	11
<input type="checkbox"/> rebuild	5
<input type="checkbox"/> response	5
<input type="checkbox"/> socialimpacts	6
<input type="checkbox"/> uniqueness	3

Hip Hop Music.....topical categories

Tags

Tag	# Notes With This Tag
<input type="checkbox"/> Bambaata	3
<input type="checkbox"/> Clothing Culture	2
<input type="checkbox"/> Dance Culture	3
<input type="checkbox"/> Gangs and Violence	6
<input type="checkbox"/> Music Culture	6
<input type="checkbox"/> Negative Influence	7
<input type="checkbox"/> Positive Influence	19
<input type="checkbox"/> Reality vs. Hype	6
<input type="checkbox"/> Unity and Representation	9
<input type="button" value="Rename"/>	<input type="button" value="Delete"/>

Tags use/assessment

- Most difficult skill for most students
 - Some refused to use them!
- Requires background knowledge
- “About-ness” not just keywords
- Add when notecards completed?
- Revisit aftermost/all card completed

“Clusters”

- Groups of notecards
- Flexible
 - Sub-topics
 - Issues
 - Categories
- Bridge to outline or concept map

Cluster Listing

NoodleBib

[My Folder](#)[My Bibliography](#)[My Notes](#)[Help](#)[Notecards](#) | [Tags](#)

Find by tag:

[Show/hide all](#) | [Refresh](#) |  [Print all notecards...](#)Show notes with ☒ all ☐ any of these tags.Go to: [Uncategorized](#) | [Movement](#) | [Origin and History](#) | [Styles](#) | [Influences](#)[Show/hide notecards](#) | [Print cluster](#)

Uncategorized

Music

Tags: music,

Theatrical Elements

Tags: costumes, props,

Use of Space: Group Formations

Tags: space use

Use of Space: Focus

Tags: space use

Background on Music and Timing in dance

Tags: music,

Symbolism

Tags: symbolism

Women Music and Dance

Tags: dance women,

History and Spirituality

Tags: history, spirituality

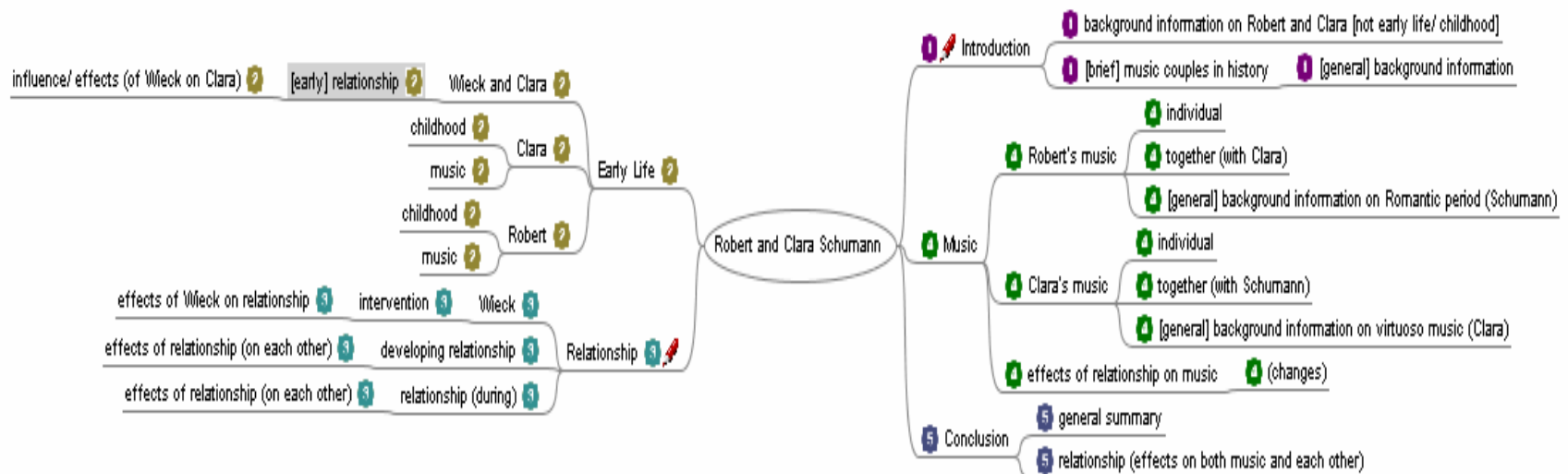
Outlines: from one extreme . . . ☹️

- I. Music is a field that has been highly influenced by politics, and vice-versa.
- II. Music is a medium in which artists can express their own beliefs into pop culture. It is, as a result, a highly effective tool in persuasion.
 - a. Hip hop quote- Hip hop can be used for peaceful demonstrations and radical revolutions. It is a versatile form of music usable for any type of expression.
 - b. Music has the potential to affect politics, not the other way around. Songs about politics were composed for the sole purpose of expressing satisfaction or discontent with the current state of affairs in the world or nation at the time. These songwriters expect a certain emotional response from the public, too.
 - c. Even popular artists of any era can use their own music to attempt to get the populace to campaign in a certain way.
 - d. Some artists used their influence during the 70s and 80s to help relieve problems such as hunger and poverty. Rather than a political issue, this was a social and moral issue, when musicians helped those in need.
 - e. One important aspect of music is its immutable nature. In debate, definitions, ideas, and morality can all be called into question, and have popular opinion change. Music however is nothing to be argued with. It simply states something, not expecting a rebuttal.
 - f. Rock the Casbah is an example of a song that deals with discontent of current events. It was written during the early 80s when Iran had just outlawed rock music.

To the other....

- I. Introduction
 - a. Color and Relationship to Pitch
- II. Definition
 - a. Relative Pitch
 - b. Active
 - c. Passive
 - d. Identifying Keys
- III. Acquisition
 - a. Nature vs. Nurture
 - b. Learning
 - i. Young Age
 - ii. Tonal Languages
- IV. Perception (Differences)
 - a. Discrepancies in Brain/ Auditory System
 - b. Advantages
 - c. Disadvantages
 - d. People with Absolute Pitch
- V. Conclusion

Or Maps



Sample Assessment – M. Nguyen, U.S. History

NoteCard Rubric: 50 points

Completeness 9/10

- Minimum number met
- All summaries present
- All sections filled, particularly the My Ideas section
- Standard writing conventions met (complete sentences, proper spelling and grammar, etc.)

Clusters and tags 3/5

- Appropriate tags
- Appropriate or creative clusters relevant to the prompt
- Clusters show original and organized thinking

Quality of summaries and quotes 10/10

- Encapsulate main ideas, controversial ideas, interesting ideas
- Page number and/or paragraph cited

Quality of My Ideas and Paraphrases 22/25

- Paraphrases are accurate
- My Ideas are not simply rephrasing of the quote, like a paraphrase
- My Ideas relate quote to the prompt
- My Ideas offer insight, analysis, original thought

Teacher Observations

Using Notecards:

- Deeper research
 - Better comprehension
- Stimulates a higher level of vocabulary
- Better writing
 - Organization
 - Flow

“It’s about the journey” S. Nace

Lessons for the future....

- Subsidiary skills need to be re-taught in high school
 - Skimming and scanning
 - Paraphrasing
 - Abbreviations; note conventions
- Metacognitive skills are mostly new
 - Require modeling and practice



Kenny Mencher, *We've Always Done it This Way*

Use a workshop approach

- Teach search strategies explicitly
- Practice assessing sources (authority, readability)
- Think-aloud reading strategies
- Coach time-management strategies
- Use student mistakes as opportunities
- Analyze real problems in class
- Practice writing strategies
- Practice plagiarizing

Clarify common knowledge

- Practices within a discipline or class

*“It may be difficult to decide exactly what is common knowledge within your subject, but **if your lecturer**, in lectures or handouts, or your textbooks **does not acknowledge** the source you can assume that it is common knowledge within your subject.”**

- Dates of historical events

- Repeated facts in reference books

Assess relevance first

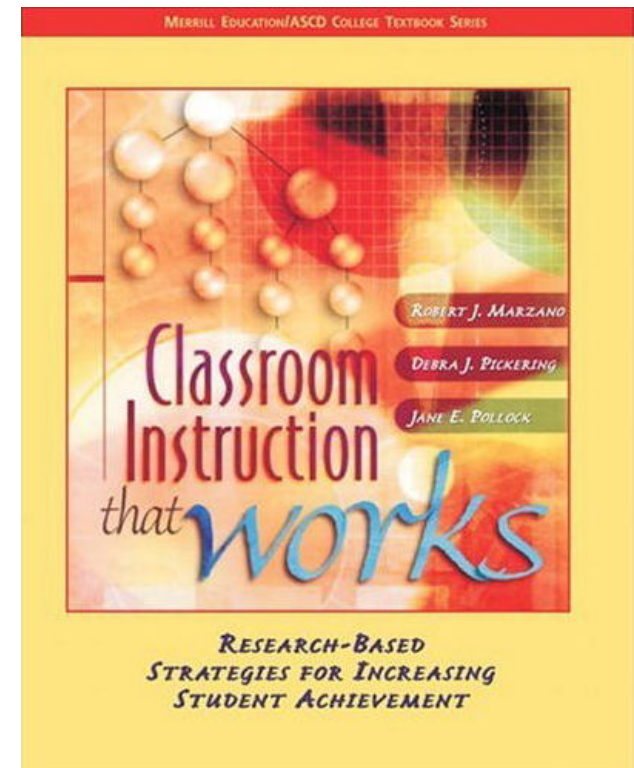
- Preview (skim), get the gist and evaluate “Hot potato reading” (Matthies @ Stanford)
 - ✓ **R**ellevant to my focus?
 - ✓ On what **A**uthority is this based?
 - ✓ Have I already **T**aken this?
 - ✓ Do I need **E**verything or just part?
- **R.A.T.E.** [acronym or checklist \(pdf\)](#)

Begin a source list early

- Collects sources for plagiarism-free citing (organize)
- Guards against duplication (organize)
- Identify missing source-types (analyze)
- Use interim teacher feedback (formative assessment)
- Annotate value (evaluate, synthesize)

Research says summarizing “works”

- See details/main idea relationship
- Use text structures/patterns
 - Follow author's logic
- Pull back from author's words
- Process more deeply
 - Allows own ideas to develop
 - Comprehension improves



Paraphrasing emerges from interacting

- **U**nderstand what you are reading
 - Use summary strategies
 - Use reading comprehension strategies
- **E**xtract they key points
 - “Explain what the author believes.”
 - Mark or extract important words and ideas
 - Identify details or evidence that support the author’s thesis
- **E**valuate the **F**it
 - How does it compare with what you already learned or know?
 - What conclusions can you draw?

Word-substitution is not paraphrasing

Use a thesaurus to fine-tune language during the writing of a draft, **not during notetaking!**

- WordNet
- Visual Thesaurus

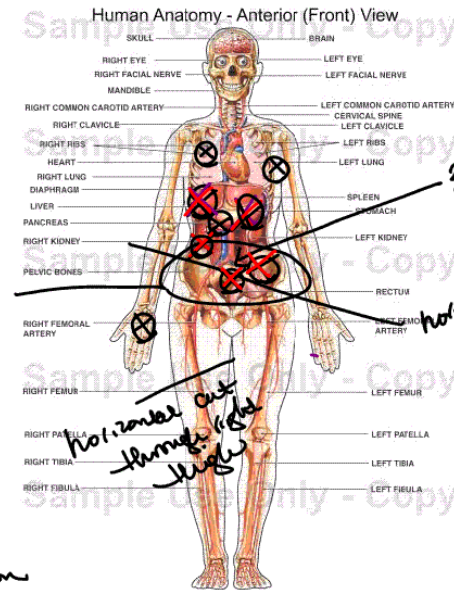
Teach note taking strategies

- Experiment with comprehension
 - Chunk reading with post-its
 - Peer partners - close source and restate, then write
 - Read for 10 minutes, then reflect in a learning log
 - Model teacher-prepared notes

Teach flexible note taking

- Form
- Tool

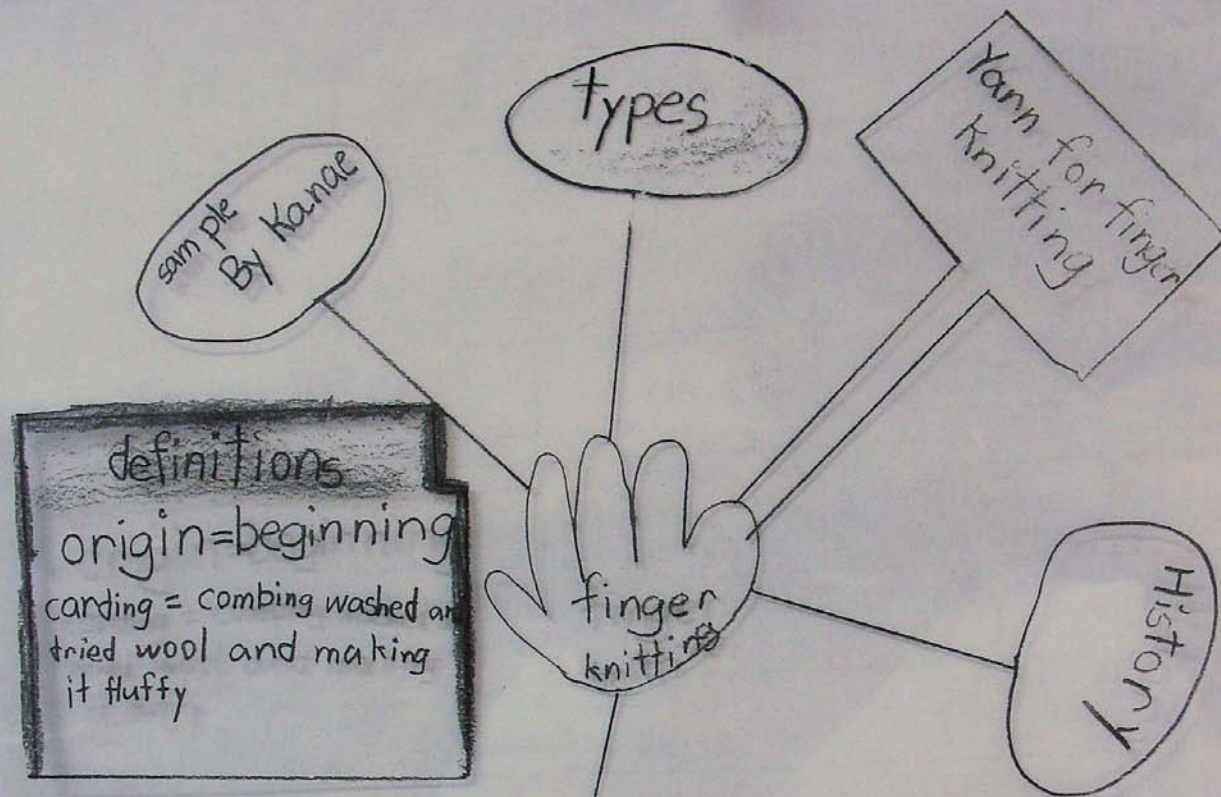
Scumbago's - Injuries



7 fatal wounds

- 2 liver
- 4 stomach
- 1 transverse colon





Knitting's types and tool	
crocheting	crochet Hook
knitting	knitting Needles X
finger knitting	finger Hand
types	tool

shop's
(photo) sample

(Yarn Knitting) History

Teach the legitimate *value* of cut-and-paste

- Keep unique words, compelling logic
 - Apt phrase
 - Eloquent argument
 - Visual explanation
- Dialogue with the author
 - Disagree and offer your idea
 - Agree and elaborate on the author's idea
 - Raise questions or show ambiguity
- Develop your credibility and build your authority
 - Support your idea with an expert
 - Compare ideas from several sources

Always cut-and-paste to...

- Assure accuracy of quotes
- Capture poorly understood material
- When there's no time to **RATE***

*Big Ideas of Notemaking and Notetaking

Source: "Habitat Destruction, Alteration and Fragmentation." [AmphibiaWeb](http://www.amphibiaweb.org/declines/HabFrag.html). 23 Sept. 2003. U of California. 29 Nov. 2006
<<http://www.amphibiaweb.org/declines/HabFrag.html>>.

URL: <http://www.amphibiaweb.org/declines/HabFrag.html>

Pages / ¶:

Quotation:

Model cut-and paste (verbatim) notes

Habitat destruction is defined as the complete elimination of a localized or regional ecosystem leading to the total loss of its former biological function (Dodd and Smith 2003). For example, habitat destruction is most obvious when amphibian habitat is drained, filled or cut and then converted into parking lots, housing developments or agricultural developments etc. A study by Davidson et al. (2002) found that habitat destruction due to urbanization has significantly contributed to the declines of the California red-legged frog (*Rana draytonii*). Although this species is usually found in or near aquatic habitats, adult frogs have been tracked moving up to 3 km over terrestrial habitat with little regard to topography. Encroaching urbanization into upland habitat, as illustrated in the picture below, may have devastating affects on adult movement and survival of this species.

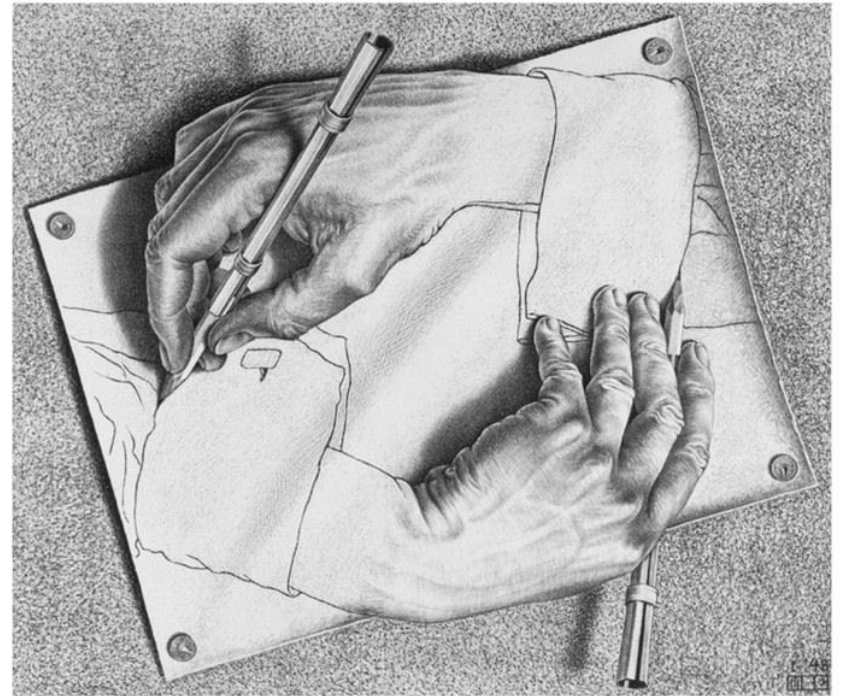


Photo by John Fielder

Clearcutting alters habitats drastically and can have devastating affects on species richness and abundance. Petranka et al (1993) compared species richness and abundance of salamanders on six recent clearcuts with salamander densities in mature forest stands in the Appalachian Mountains. They found that salamander densities in the mature stands were five times higher than those in the recently cut plots. From these surveys, Petranka et al. (1993) estimated that timber harvesting in the Appalachian Mountains resulted in the loss of 14 million salamanders annually.

Interact with cut-and-paste notes

- Write on the original, use post-its or photocopy
 - Notes change from first to second reading
- Specify purpose before interacting
 - Assisting comprehension?
 - Marking leads to other sources?
 - Questioning the author?
 - “Why include...?”
 - “What do you mean...?” (“click & clunk”)
 - Questioning myself?
 - “Do I follow...?” “Where does this fit..?”
- “Click and clunk” strategy*



M.C. Escher, *Drawing Hands*

Thinking stage - not mechanical task

Develop student schema

At the beginning students are introduced to the concept of stages in the search process and become aware of what to expect in the ensuing project. The model of the information search process is used to illustrate the sequence of tasks, thoughts, actions, and feelings that are commonly experienced in each stage of the process. Students may refer to the model from time to time to determine where they are in the process.

PreFocus

After students have selected a topic or area for research, they are carefully guided and coached through the exploration stage. This is frequently the most difficult stage. Uncertainty prevails as students encounter information that is inconsistent and incompatible and does not match what they already know. Reading and reflecting in a receptive mood and in an unhurried environment are conducive to formulating new understandings. Opportunities for discussing newly formulated constructs are offered through one-on-one conferences, small group interaction, and large group discussions. Journals are helpful for recording interesting ideas, connecting themes, and emerging questions developed from a number of sources instead of extensive copious notes from one source. This activity also deters students from the tendency to copy word for word or to plagiarize when presenting. Journals - NOT to copy facts & ideas

Verbatim notes with annotations

Chytrid fungus



Source: Ben-Ari, Elia. "A New Piece in the Puzzle of Global Amphibian Declines." *BioScience* 55.1 (Jan. 2005): 96. *BioOne*. 4 Dec. 2006
<<http://www.bioone.org/perl/servlet/request=get-document&issn=0006-3568&volume=055&issue=01&page=0096>>.

URL:

Pages / ¶:

Quotation:

The results of the first global survey of amphibians, outlined in a paper published online by *Science* on 14 October 2004, were sobering even to those on the front lines of research on amphibian declines. The Global Amphibian Assessment (GAA) project www.globalamphibians.org revealed that amphibians are more threatened and are declining more rapidly than either birds or mammals, with at least 43 percent of all known amphibian species declining in population and 32 percent classified as threatened.

Although habitat loss poses the greatest threat to amphibians, a particularly disturbing finding of the GAA is that many species are declining for reasons that are not fully understood, even in protected habitats. One commonly proposed cause of such enigmatic declines is chytridiomycosis, a fungal skin infection of amphibians that in 1998 was implicated in the catastrophic declines of frog populations in mountain rainforests in Central America and in Queensland, Australia. Researchers identified the infectious agent—a previously unknown chytrid fungus, *Batrachochytrium dendrobatidis*—and showed that it could kill healthy frogs in the laboratory. However, information on how the fungus affects amphibians in the wild remains limited.

Recent findings by Australian researchers provide possible new clues about the interactions between the chytrid fungus and amphibians in the wild. In the November 2004 issue of *PLoS Biology*, Richard Retallick (now a postdoctoral researcher at Arizona State University), Hamish McCallum (University of Queensland), and Rick Speare (James Cook University) report evidence that remnant populations of a rainforest frog species that suffered a severe decline thought to be due to *B. dendrobatidis* now persist in the wild with stable, endemic infections of this fungus.

A “dialogue notebook” to contain the journey

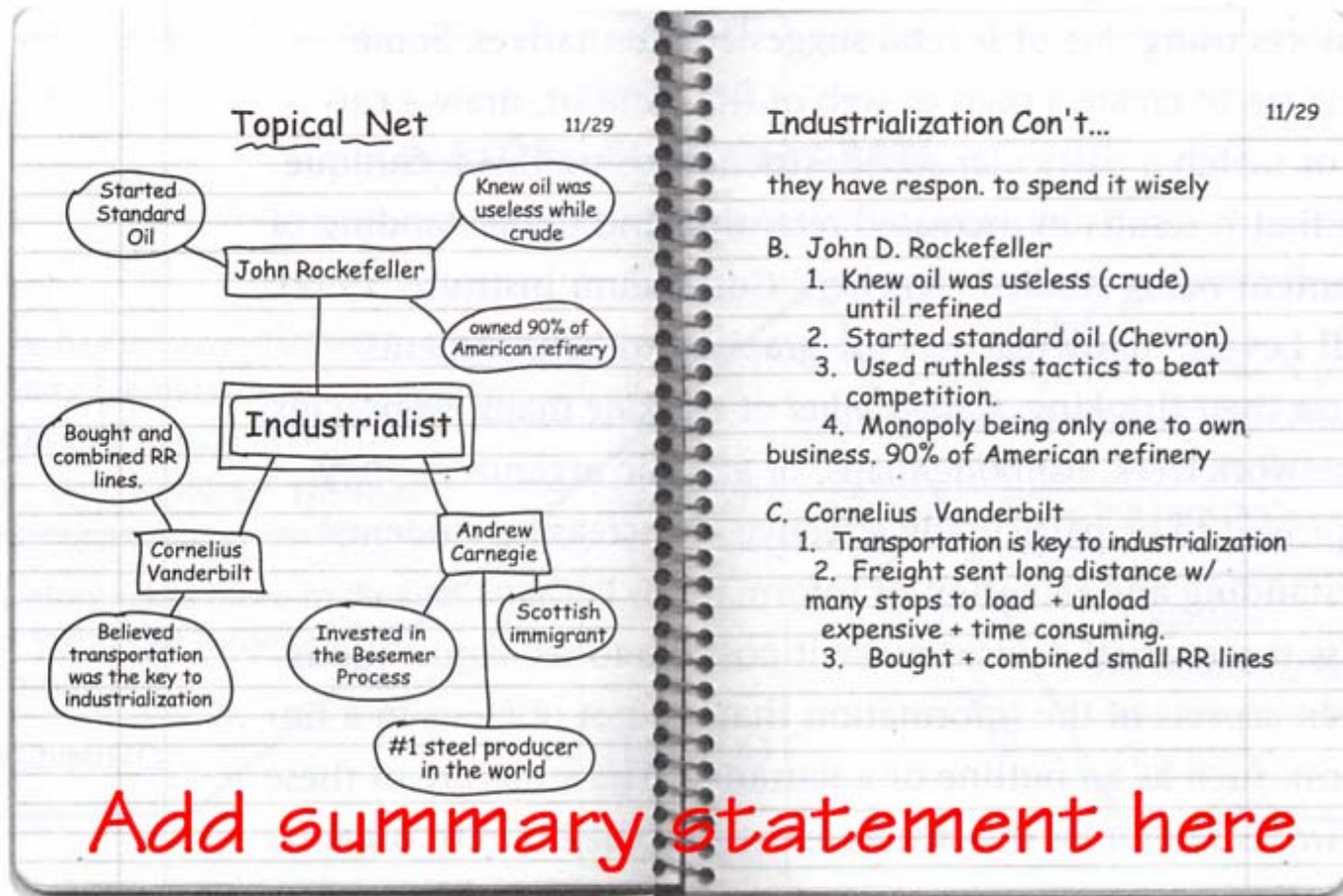
- Extraction of key ideas
 - Right side for author’s words; left side for student
 - Wiki collaborative journal
- Ethical use of information
 - Steps the student back from the author’s words
- Planning
 - What’s next? What still needs investigation?
- Student response = student voice
 - What confuses me...I wonder why...I think...
- Self-assessment

~ Figure 9.3 ~

AN INTERACTIVE NOTEBOOK

Left Side
Student Processing
"Output"

Right Side
Student Processing
"Input"



“Cornell” style notes page

Stopping chytrid fungus **(Main idea)**

<http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Frog%20Chytrid%20fungus> **(Source)**

Camping
Supplies

Interaction

- Only touch frogs when necessary
- Use disposable gloves
- Clean and dry all equipment and muddy footwear - even tires of car
- Never move a frog from one area to another
- Use a disinfectant between sites
Brushes? Water?

original
notes

Procedure to stop the chytrid fungus from spreading. Is a full education program for farmers, hikers and campers needed?

Synopsis,
question

GAM3R 7H30RY / McKenzie Wark / Version 1.1

Welcome

Together with the Institute for the Future of the Book, I created this website as a way to think about games. Games, as in computer games, are the subject of my next book, GAM3R 7H30RY. I am interested in two questions.

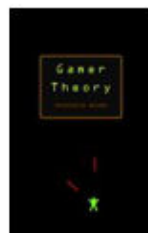
1. can we explore games as allegories for the world we live in?
2. can there be a critical theory of games?

I thought it would be interesting to share the book in its draft state to see if these questions are something other people might have ideas on or might want to pursue. [more ...](#)

—McKenzie Wark

- [About This Project](#)
- [Press](#)
- [Frequently Asked Questions](#)
- [Subscribe to the RSS Feed](#)

[Pre-order the book on Amazon](#)



The next version of Gamer Theory will be published by Harvard University Press in April 2007, and will contain contributions from readers on this site.

Book Chapters

[AGONY](#) on [The Cave](#)™

[ALLEGORY](#) on [The Sims](#)

[AMERICA](#) on [Civilization III](#)

[ANALOG](#) on [Katamari Damacy](#)

[ATOPIA](#) on [Vice City](#)

[BATTLE](#) on [REZ](#)

[BOREDOM](#) on [State of Emergency](#)

[COMPLEX](#) on [Deus Ex](#)

[CONCLUSIONS](#) on [SimEarth](#)

Recent Comments in the Book

- [Max Merenda](#) on [076](#).
I must have rolled too much int. skill in this game for it burdains me to surrounded idiotic fools... (14 years old)
- [Max Merenda](#) on [073](#).
Mckenzie have you read the book evrything bad is good for you? it has a large section on video games.
- [Max Merenda](#) on [059](#).
i concur

[View All Comments](#) →

Recent Comments in the Forum

- [""](#) in [Wolves Evolve](#)
David and I wrote this dialogue some ...
Posted by: Christian McCrea
- ["Wolves Evolve"](#) in [Wolves Evolve](#)
There's an interesting discussion of ...
Posted by: McKenzie Wark
- ["Creative Commons interview with McKenzie"](#) in [Copyright](#)
Originally here. Featured artists...
Posted by: ben vershbow

[Go To Forum](#) →

Brainstorming of notes to add on notes...

- Identify patterns and trends from data
- Determine causes of a complex problem
- Find solutions within causes and effects
- Reordering
 - Ranking the importance
 - Scoring the alternatives
 - Weighing the risks
- Join critical elements
- Cross out redundancy

Guided practice in every assignment

- Chunk mini-lessons over time
- Coach students as they work
- Give class time for processing
- Use formative assessments
- Proactively teach for student misconceptions in advance
- Practice in various disciplines



Delay the write-up of notes

“Expert problem solvers devote more time early in the problem-solving cycle to represent and organize information so that they can spend less time later solving the problem.”*

* Robert Sternberg, *Teaching for Successful Intelligence*, p. 45

Write the abstract first

- Essence in a single paragraph
- Contains the thesis, conclusions
- Checks the progression of ideas
- Offers the teacher a chance to give feedback before the writing “investment”
- Teaches summary writing

Reflection points throughout research

- Model throughout
 - I think...I wonder now...I am learning...This applies...
- During stages of research
 - “What worked best?”
 - “What do I need next?”
- Log at end-of-class
 - “How did I do today?”
 - “What’s the next plan?”
- Source “Do I need one like/unlike this?”
- Self-assess @culmination (product/process)



Reflection increases motivation

Reflection is a form of metacognition

- Thinking about one's own thinking - awareness of:
 - Self as learner
 - Task demands
 - Relationship between text, prior knowledge, reading strategies and reading comprehension
- Controlling one's own learning by regulating:
 - Self knowledge and knowledge of text organization
 - Planning
 - Monitoring knowledge
 - Identifying comprehension failures and using fix-up strategies

Self-assessment checklist

- **D**ocumented all my sources?
- **A**nswered my information needs?
- **S**upported my conclusions?
- What am I **F**orgetting? [**F**ishing question]

What you can assess besides the content?

- Ongoing work - feedback cycle
- Annotations in “Works Cited”
 - Justify why source was essential
 - Identify unique elements that added value
- Types of sources
 - Is this the right balance?
 - Did I make full uses of resources available?
 - Do I need to consider currency?
- Student - self-assess at key places

Assessment

Student
A →

Student
B

[illegible][illegible]

On a rough scale of 1 (least harmful) to 10 (most harmful), would you agree that the harm is significantly greater than the potential environmental benefits in any of the cases of 11 substances under the ban where that harm causes the loss of the substance?

2007年12月 第12期 总第120期

[illegible]

Four characteristics that distinguish private and private equity firms are: (1) they are often smaller than public firms; (2) they are more likely to be family-owned; (3) they are more likely to be privately held; and (4) they are more likely to be privately held. These are also the main reasons why private equity firms are often more successful than public firms.

[illegible]

The next summer (May 18 1937) Kesteven had two **W. G. W.** birds investigating the small **W. G. W.** which were in the grass. **W. G. W.** was **W. G. W.** a small bird with brown and red feathers. The **W. G. W.** was **W. G. W.** in the grass. But that the **W. G. W.** of the large **W. G. W.** birds during the morning session of the day in the grass. It was the **W. G. W.** which was **W. G. W.** through the grass.

Student
C →

Student
D

1. **Introduction**
 The purpose of this study is to investigate the impact of social media on the mental health of young adults. The research is based on a survey of 500 participants aged 18-25, who were asked to complete a questionnaire about their social media usage and mental health status. The data was analyzed using statistical methods to identify correlations between social media use and mental health outcomes.

2. **Methodology**
 The study employed a cross-sectional design, where data was collected at a single point in time. The sample was drawn from a convenience sample of young adults who were recruited through social media platforms. The questionnaire included questions about the frequency of social media use, the types of platforms used, and the presence of symptoms such as anxiety, depression, and stress.

3. **Results**
 The results of the study indicate a significant positive correlation between social media use and mental health issues. Specifically, participants who reported higher levels of social media use also reported higher levels of anxiety and depression. The data suggests that excessive social media use may be a contributing factor to mental health problems in young adults.

4. **Conclusion**
 Based on the findings, it is concluded that social media use has a detrimental effect on the mental health of young adults. The study highlights the need for further research to explore the underlying mechanisms of this relationship and to develop interventions that can help mitigate the negative effects of social media on mental health.

Figure 1

Number of cases by age group and sex.

The figure shows two bar charts side-by-side. The left chart is for males and the right chart is for females. Both charts show the number of cases (Y-axis) across different age groups (X-axis). The age groups are: 0-4, 5-9, 10-14, 15-19, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64, 65-69, 70-74, 75-79, 80-84, 85-89, 90-94, 95-99. The Y-axis ranges from 0 to 100. The bars are colored blue for males and pink for females.

Age Group	Males	Females
0-4	10	10
5-9	15	15
10-14	20	20
15-19	25	25
20-24	30	30
25-29	35	35
30-34	40	40
35-39	45	45
40-44	50	50
45-49	55	55
50-54	60	60
55-59	65	65
60-64	70	70
65-69	75	75
70-74	80	80
75-79	85	85
80-84	90	90
85-89	95	95
90-94	100	100
95-99	100	100

These values of β indicate sufficiency of the soil and water available, and as the value of β is greater than 1, it means that the soil and water are not sufficient and the crop growth will be affected.

<http://www.elsevier.com/locate/jbiotec>

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 103–110

In contrast with the conventionalized and abstract French Romanticism, *Quatre-vingt-trois* is a realistic portrait of a political party divided in a foreign, military, and cultural setting. The French are represented as a nation of men, and the British as a nation of women, leading to an American Civil War. The novel is a study in political fiction, and it is a study in the history of the American Civil War.

Teacher: Furthermore, in a document *on violence*, distributed from January 1998, it is said that in the Americas there have been 100,000 victims and the police are compromised with the interests of a crime, and a network of politicians, the United Fruit Company and banks of capital power.¹¹

The above background information is both new, relevant and non-confidential but a high level which has been submitted to the court under a new Order for disclosure and inspection.

On the left sidebar, under **People**, click on **My People**. Under **My People**, click on **My People**. Under **My People**, click on **My People**.

[View our full range of products](#) [Contact us](#) [Request a quote](#) [Find a dealer](#)

[View from the inside](#) [View from the outside](#) [View from the inside](#) [View from the outside](#) [View from the inside](#) [View from the outside](#)



Big ideas of notes

- Notes are *my* thinking tools, not “doing school” for the teacher
- All researchers have feelings of being overwhelmed during notetaking
- Notes are containers based on the source, purpose/product, and user
- Note taking is a process of understanding, not scribing
- Citations document your authority

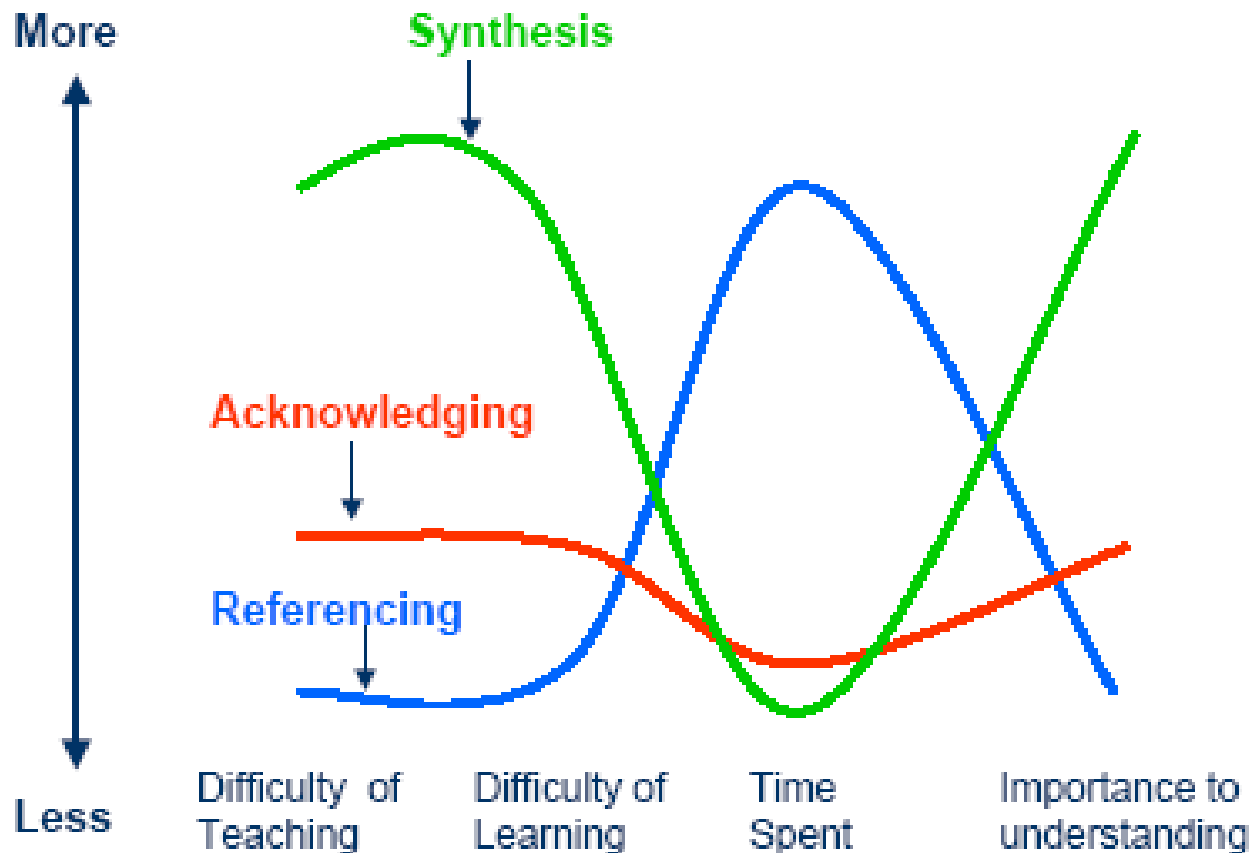
Why writing?

"The style of writing is changing -- it's becoming conditioned by models and forms...you start to lose a lot of artistic and aesthetic quality.“*

- Writing as art
- Writing to think
- Writing to communicate

*Jeffrey R. Young. "Professors Give Mixed Reviews of Internet's Educational Impact."
Chronicle of Higher Education 8/12/05 <http://chronicle.com/free/v51/i49/49a03201.htm>

Turn the tide—change the wave patterns



© Joy McGregor 2004

More?

The Ethical Researcher

<http://www.NoodleTools.com/debbie/ethical>

Beyond Cut-and-Paste:
No More Cat and Mouse, Revisited

Debbie Abilock debbie@abilock.com
Sue Smith SusanS@Harker.org