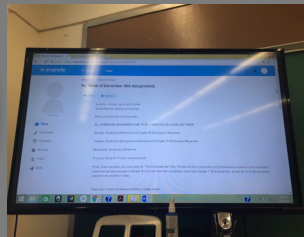


### Educator Spotlights:

Shout out to Ms. McCoy!  
She sends weekly Engrade  
blasts to parents with the  
hw assignments for the  
week!



Shout out to Mr. Campbell  
and Ms. Enrenfeld for the  
fantastic impromptu  
concerts during lunch!

### Upcoming Events

- 1/08- Varsity Basketball game at 4:30
- 1/08- MS Extended Day Term 2
- 1/09- KAVI MS at 3:00
- 1/09- Varsity Basketball game at 5:00
- 1/10- Turner Construction at 2:30
- 1/10- JV Basketball at Westinghouse at 4:30
- 1/11- Dental Truck at Eagle
- 1/11- Eagle PD
- 1/11- JV and Varsity Basketball game at home
- 1/12- KAVI HS @ 10:00

## Hot Topics in Education

### Excerpt from *Note-Taking 101*

In this article in *Edutopia*, John Rich (Delaware State University) says that when students take notes and study them in specific ways, they think about class content at a more conceptual, metacognitive level and retention improves. He suggests six strategies for taking notes and making the best use of them after class:

- **Organize the blank page.** Students should draw a vertical line about a third of the way across each sheet and take notes in the wider column, leaving the narrower one blank. After class, they use the left-hand column to create questions to quiz themselves on the class notes. Questions shouldn't be merely factual but apply the content or link it to other resources.
- **Pen beats laptop.** Research has shown that taking notes in longhand involves deeper processing than computer note-taking. "Typing on a device tends to be mere transcription," says Rich, "while longhand involves summarizing and interpreting."
- **Use abbreviations for speed.** Shortcuts for frequently used words – b/c for because and chem for chemistry – save writing time and allow students to capture more of the content as it's delivered.
- **Make use of the margins.** If students have comments or questions during instruction, they should jot them on the edges of their note-taking pages so they can save working memory for what's being said in class, and then come back to their queries later.

- **Link class content to the textbook and outside reading.** The more connections students make between what's presented and discussed in class and material they're reading outside class, the better their recall and understanding will be.
- **Put in the time.** There's a big payoff in reviewing notes after class and answering the questions in the left-hand column.

In an aside, Rich describes a study by William Balch in which students in two sections of the same college course were given different messages about an upcoming exam. One section was told that the exam would be all multiple-choice, the other that it would consist of short-answer and essay questions. In the end, both sections were given a multiple-choice exam, but students who thought they were going to have to write out their answers outperformed those who prepared for a multiple-choice test. Students preparing for a multiple-choice test worked on memorizing facts and terms, while those preparing for written answers studied to understand and process content at a higher, more conceptual level. Intriguingly, those who studied for a higher purpose were able to do better on a less cognitively demanding test.

"6 Strategies for Taking High-Quality Notes" by John Rich in *Edutopia*, October 2, 2017,  
<https://www.edutopia.org/article/6-strategies-taking-high-quality-notes>.

## Some Pics from the Holiday Party

