

On all slides: Up arrow takes you back. ? is for help. X only works when in quiz/practice and want to clear answers. Right arrow takes student to next screen only when appropriate (see below for details).

Have this area clickable to pop out to the right with selections of area to go. See below for menu plan.

M E N U

**Welcome to the
Cornell Method of Note Taking**
Staring the cast from
It's Always Sunny In Philadelphia
Enter site here

Have whole slide fade in with music from It's Always Sunny in Philadelphia playing after slide totally appears.

Have this area clickable to pop up with selections down of music. See below for details.

SOUND

Have this area clickable to go to next intro slide.

Notes:

Menu structure:

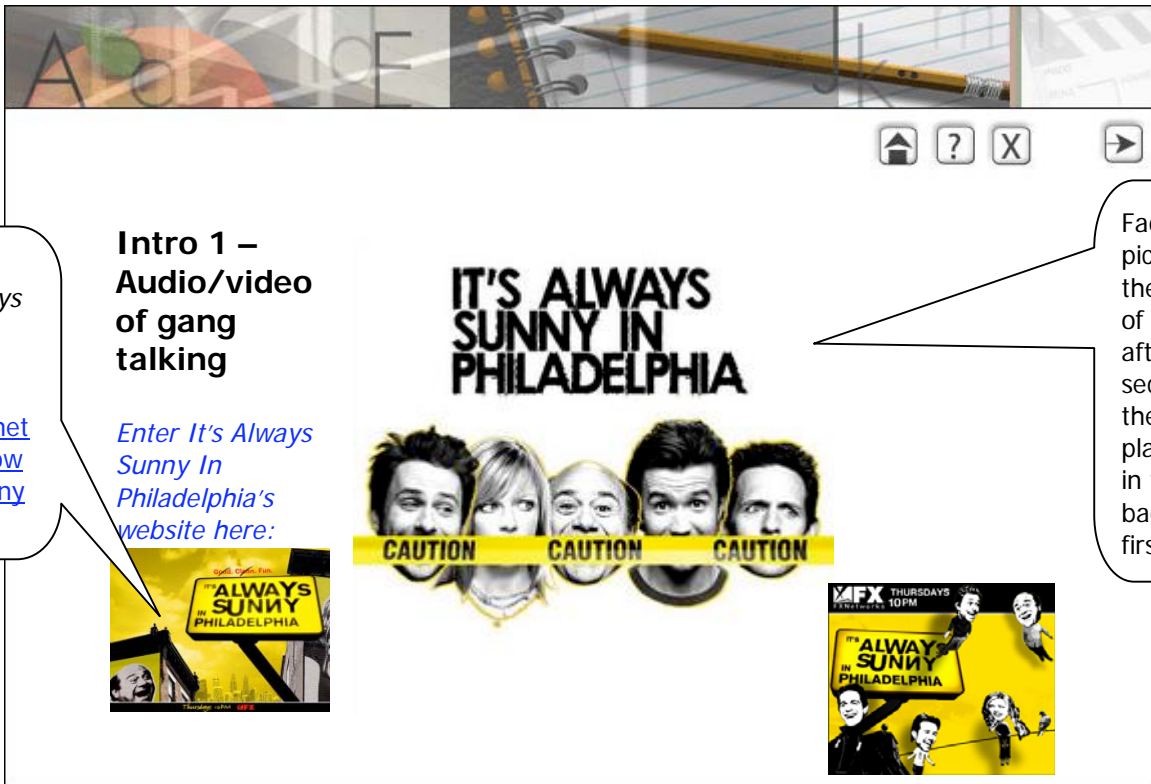
- Go to show's web site (link to <http://www.fxnetworks.com/shows/originals/sunny/>)
- Watch shorts from the show
- Go to Fox Network
- Skip to Introduction

Sound menu structure:

- Theme music (play the shows music).
- Indie (choose from a list of various indie rock artists).
- Alternative (choose from a list of various alternative artists).
- Rock (choose from a list of various rock artists).
- Instrumental (choose from a list of various instrumental artists).
- Turn music off

Project Structure

The structure for this project will be to have an instructional sequence that is lesson controlled. They will have to go through a step-by-step process without the ability to jump past any lessons. This is because learning the Cornell Method is sequential and certain steps should be learned before others.



Click here to enter *It's Always Sunny In Philadelphia* website at <http://www.fxnetworks.com/shows/originals/sunny/>

Intro 1 – Audio/video of gang talking

Enter *It's Always Sunny In Philadelphia's* website here:

Fade in this picture and then play video of the gang after a few seconds. Have theme music playing lightly in the background for first 3 seconds.

Notes: Could have cartoon video as above right with the gang talking or could have real video of gang (preferred). Need to fade out caution tape picture with title and fade in video of gang (make larger and center both). Script (should be humorous) follows below:

Video/Audio script of the gang from Always Sunny taking turns talking:

Mac: Hey guys, what's up?

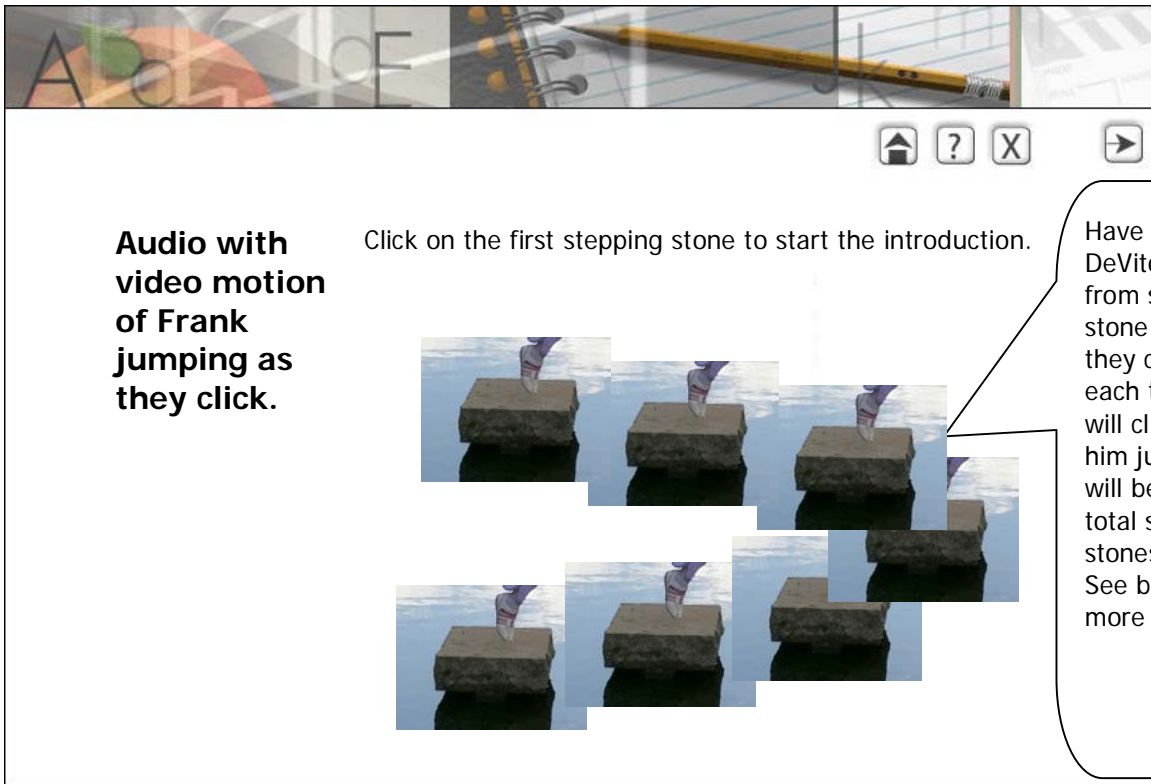
Sweet Dee: It's us, the gang from *It's Always Sunny In Philadelphia*.

Charlie: Yea, yea, we're here to help you get smarter!

Frank: Yea, that'd be unlike you Charlie.

Dennis: Now Frank, you know that's true! So you guys, check this out. Click on the first stone Frank's on to get started. The gang's here to try to make it more fun for you. If you haven't seen our show, click on the link up there on the left to get to know us better.

Charlie: Yea, let's go Cornell Method all over everybody's asses!



The screenshot shows a web browser window with a header image of a pencil and notebook. The main content area features a game with seven stepping stones of decreasing size. A speech bubble on the right contains instructions for the game. The browser's address bar and navigation buttons are visible at the top.

Audio with video motion of Frank jumping as they click.


Click on the first stepping stone to start the introduction.

Have Danny DeVito jumping from stepping stone to stone as they complete each task (they will click to make him jump). There will be 7 tasks total so have 7 stones pictured. See below for more specifics.


Notes: Make stepping-stones bigger to smaller (as they go through each step stone becomes smaller to emphasize completion and next in line flashes before and after he jumps to it). Try to copy the yellow, black and red theme of It's Always Sunny In Philadelphia (IASIP). See web site for ideas.

Etched on stones in sequential order (only allow the intro to be clicked on first [can't proceed until done with the former one, but can go back]) are as follows:

1. Introduction
2. Reasons
3. Drawing
4. Clues
5. 6 R's
6. Abbreviations
7. Grill Drill



**Introduction:
Audio and
Video of
Sweet Dee**



Have video/
audio of Dee.
See below.

Home ? X Play

Notes: Video of Dee will fade in and start immediately after entering slide. See script below.

Audio/Video script for Sweet Dee: Hi. I'm Sweet Dee. As you may know I dropped out of college when I was younger and then eventually went back. This was not only because I wasn't popular, but because I got bad grades and never could quite get ahead like the smarties did. Were they really that smart, though? Or...did they have the techniques I never learned, like how to take notes the proper way? I bet you want to know so you could be popular like I am now *and* get good grades too. Come with me and my friends on this really cool journey to find out exactly how I made it through my second time and how you too can do this.



**Video motion
of Frank
jumping as
they click.**

Click on the next stepping stone to continue.



Stones appear again here with Frank jumping from Intro to Reasons.

Notes: This will be Frank's second step of the stone jumping from Introduction to Reasons.

Video of Frank with video panel

Video of Frank fades in after screen appears.

Notes: Have a video fade in of Frank talking in the bar.

Video/Audio of Frank: So, now we are going to learn the reasons why we want to take notes. There are seven of 'em and your gunna wanna remember 'em. They are:

1. Cornell note taking stimulates critical thinking skills.
2. Note taking helps students remember what is said in class.
3. A good set of notes can help students work on assignments and prepare for tests outside of the classroom.
4. Good notes allow students to help each other problem solve.
5. Good Notes help students organize and process data and information.
6. Helps student recall by getting them to process their notes 3 times.
7. Writing is a great tool for learning!

Apple

Home ? X ▶

Video of Dee with video panel

Video of Dee fades in after screen appears.



Notes: Have a video fade in of Dee talking in the bar. Next screen automatically fades in after this one is done (fade from one to the next automatically).

Video/Audio of Dee: Okay, whose baby is this and why is it pulling my hair. (baby releases hair and camera closes in on Dee).

Oh thank God!


So, now that we know the reasons *why* to use the Cornell method, one of the first things we want to do is learn how to prepare the note page. Start by using a large loose-leaf notebook so you will have plenty of room to take notes. We then want to draw two lines. The first one is going to be 2.5 inches over from the left and drawn from top to bottom or vertically. This is known as the Recall Column. All of your note taking will go on the right side and key words or phrases will be written in the Recall Column to the left. The second line is drawn 2 inches from the bottom horizontally or from left to right. This is where you write any questions you might have for your instructor and/or any possible test questions.



Home ? X Play

Video of Dee with video panel

Video of Dee fading in after screen appears. See notes for specifics.



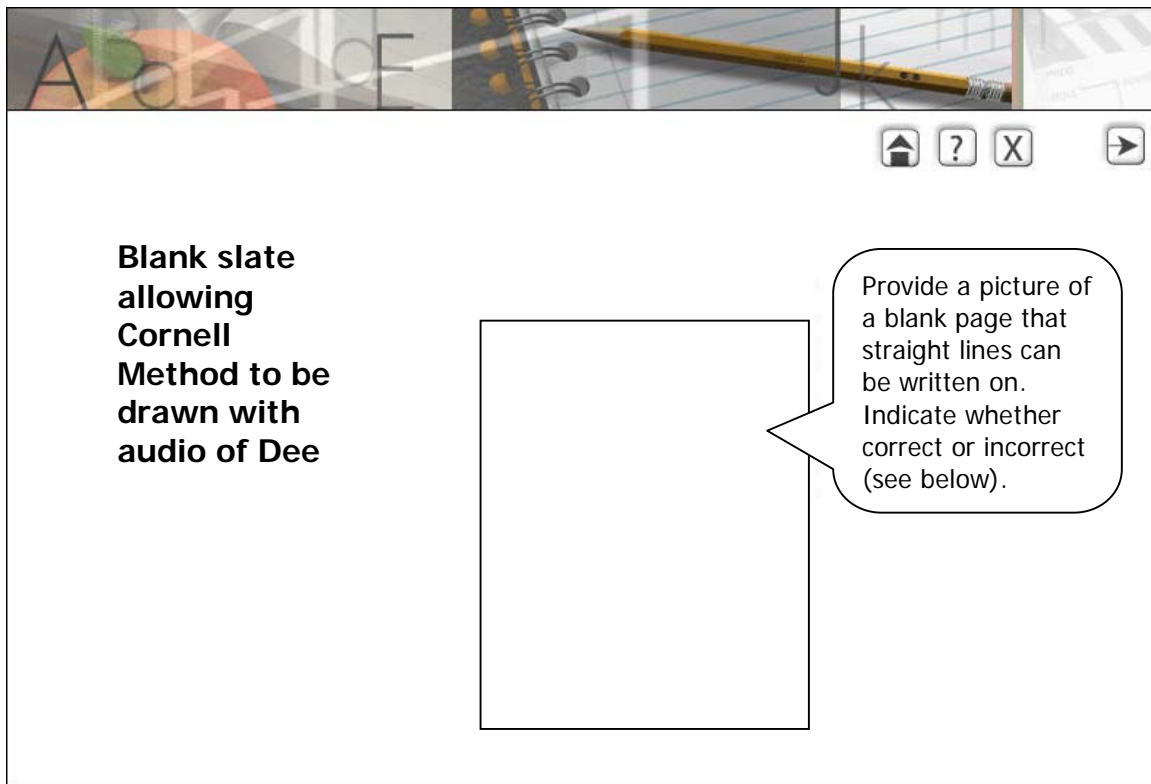
Notes: Have a video fade in of Dee talking in the bar. She will be preparing/drawing a Cornell method note page.

Video/Audio of Dee: Let's practice by drawing one. I am going to draw one first and then you will get a turn.

Okay, here is the first line separating the notes section on the right from the recall column on the left. This line is drawn vertically 2.5 inches from the left.

The second line goes 2 inches up from the bottom and is drawn horizontally, like this.

Now you give it a try.



Notes: Have a blank page that will right in blue when it is written correctly (within 1/16 of an inch works fine). Allow this to be done as many times as possible with the X above to clear it and start again.

Audio of Dee: Go ahead and give it a whirl. I'll let you know if you got it right or not.

Audio stating whether they are right or wrong with a nice sounding chime when correct and a different sound when wrong before audio:

Incorrect responses: Oops, too far to the left. Try again.

Darn, too far to the right. We are aiming for perfection here.


Ah, just a bit too high from the bottom.

Shoot, too low from the bottom. Give it another shot.

Correct responses: Vertical line: All right, good job.

Horizontal line: Yea, that's it. You got it!

When finished: You did so well! Now let's move on to a little quiz to make sure you know how to do it. Click on the X above to clear the screen practice more if you want. Click the right arrow to move on to the quiz whenever you feel you're ready.



Home ? X >

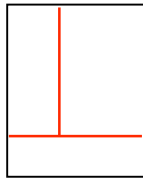
**Audio Panel
of Dee
talking with
blank page
attached**

Okay, now you will do it without any help from me. In the drawing box provided, draw the lines used to divide the paper properly when using the Cornell method. You can go ahead and move on when you do it correctly, which shouldn't be a problem.

Provide a picture of a blank page that straight lines can be written on. See below for specifics.

Notes: Only allow the student to move ahead when they correctly draw the two lines. The only indication of them getting it correct is if the line sticks (if drawn within $1/16^{\text{th}}$ of actual area). Vertical line is 2.5 inches from left; horizontal line is 2 inches from bottom.

Answers:



Objective: From memory and using the drawing box provided, learners will be able to draw the layout used for the Cornell method including all 3 areas mentioned in training and with 100% accuracy.



**Video motion
of Frank
jumping as
they click.**

Click on the next stepping stone to continue.



Stones appear again here with Frank jumping from Drawing to Clues.

Notes: This will be Frank's fourth step of the stone jumping from Drawing to Clues.

Apple

Home ? X ▶

Video of Charlie and Dee

Video of Dee and Charlie.



Notes: Have a video fade in of Dee and Charlie talking in the bar.

Audio of Charlie: Okay, my name is Charlie. If you are going to take advice from anyone, take it from me because I should know, as you can tell on our show. I pretty much know everything.

Audio of Sweet Dee: Oh my gosh, Charlie. Shut up and get on with it already!

Video and pop-ups with small video attached

Video of Charlie in bar fades in after screen appears and then he starts.

Click on the player to watch and listen to the instructor.

Note: Have Pop-ups appear at bold sections of audio and then when appropriate in smaller videos. Have a player to play each of the videos. Have the smaller video pop up when appropriate (after Charlie finishes).

Video/audio script of Charlie:
 Okay, so when you're listening to an instructor and taking notes the Cornell way, **make sure you watch for important clues**. There are four that are pretty easy to detect. The first one is that the **instructor will review previously gone over information at the very beginning of class**. These are significant to note because the instructor is clueing you in on their importance merely by restating the facts.

Pop-ups:

Watch for important clues

Instructor reviews previous information

Video of instructor giving clues with pop-ups appearing appropriately.

Check it out for yourself. This is cool. Click on the video to hear the opening of the lecture and the important points being reintroduced.

Video and pop-ups with small video attached

Video of Frank in bar fades in after screen appears.

Click on the player to watch and listen to the instructor.

Note: Have Pop-ups appear at bold sections of audio and then when appropriate in smaller videos. Have a player to play each of the videos. Have the smaller video pop up when appropriate (after Frank finishes).

Video/Audio script of Frank: All right num-nut, now it's my turn. Even though you are correct, it's time they heard from the real pro, me.

Pop-up: Instructor writes important information on the board.

The second clue that's important to watch for is **the instructor writing information down on the board**. Besides what Charlie said, this is another indication that the instructor wants you guys to know the information is important and should be taken seriously. Make sure to write this information down in the correct area of the Cornell sheet.

Video of instructor writing on board with pop-ups appearing appropriately.

Click on the video to check out this process.

The screenshot shows a video player window with a header banner containing the text 'A Tale of' and images of a pencil and a notebook. The player area contains two video thumbnails. The top thumbnail shows a man in a light blue shirt, and the bottom thumbnail shows a woman in a green shirt in a classroom setting. A callout box on the left points to the top thumbnail, and a callout box on the right points to the bottom thumbnail. The player interface includes standard navigation icons (home, help, close, play) in the top right corner.

Video and pop-ups with small video attached

Video of Dennis fades in after screen appears.

Click on the player to watch and listen to the instructor.

Note: Have Pop-ups appear at bold sections of audio and then when appropriate in smaller videos. Have a player to play each of the videos. Have the smaller video pop up when appropriate (after Dennis finishes).

Video/Audio script of Dennis: A third important sign is the instructor **repeatedly emphasizing information**. Sometimes the teacher will make a remark, pause, and then repeat the same information. When this happens it is a sure clue that the information is important to write down.

Pop-up: Instructor repeatedly emphasizes information.

Video of instructor emphasizing information.

Click on the video to see what I mean here.

Video and pop-ups with small video attached

Click on the player to watch and listen to the instructor.

Video of Mac fades in after screen appears.

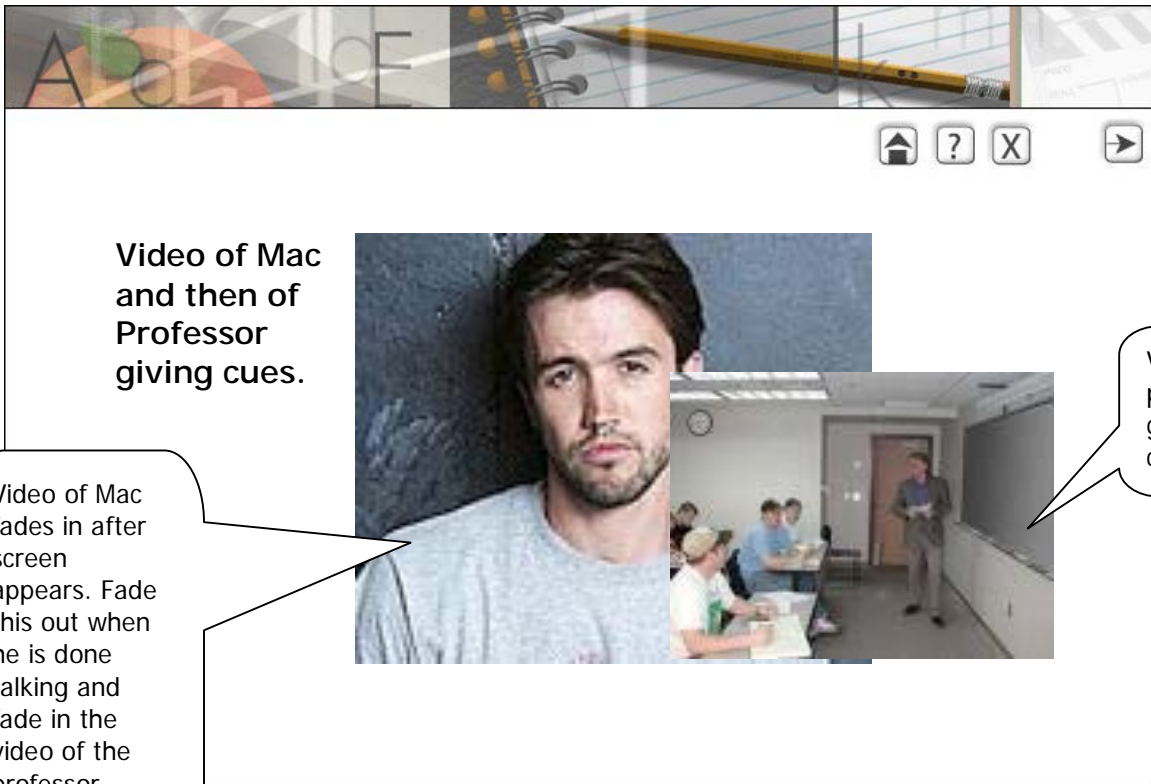
Note: Have Pop-ups appear at bold sections of audio and then when appropriate in smaller videos. Have a player to play each of the videos. Have the smaller video pop up when appropriate (after Mac finishes).

Video/Audio script of Mac: The fourth major clue to watch for is at the end of the lecture when **the instructor summarizes the information**. When this happens you can write this in the summary section at the bottom of the Cornell sheet.

Pop-ups: A summary is given at the end of the lecture.

Video of instructor summarizing.

Click on the video to watch the instructor summarizing the lecture.



Video of Mac and then of Professor giving cues.

Video of Mac fades in after screen appears. Fade this out when he is done talking and fade in the video of the professor giving all four cues.

Video of professor giving all four cues.

Note: Show only Mac at first start up. After Mac says "So now let's give it a practice run," have him fade out and the other video of the professor giving four clues fade in (large and centered). Give the students a pausing mechanism for them to be able to pause when the important cues come on. See below for proper feedback remarks and next slide for control bar.

Video/Audio script of Mac: So now let's give it a practice run. Click on the video to pause when you hear the four cues from the instructor. I'll let you know when you are right or wrong.

Audio stating whether they are right or wrong with a nice sounding chime when correct and a different sound when wrong before audio:

Incorrect responses: Ah darn. Try again.

Nope, missed one.

Oh man, you went too far.

Correct responses: 1. All right, good job.

2. Yea, that's it. You got it!

3. Right on

4. Most excellent!

When finished: You did so well! Now let's move on and learn some more about the Cornell Method of note taking.

The image shows a video player window with a header banner featuring a pencil and the letters 'A', 'B', 'C', 'D', 'E'. The video content shows a professor in a classroom giving cues to students. The player interface includes a 'PAUSE VIDEO' button and a scroll bar. Callouts provide the following information:

- Top Left:** (Continued from above) Video Professor giving cues.
- Top Right:** Video of professor giving all four cues.
- Left Side:** Pause allows student to pause video anywhere when clicked on. Proper feedback will be given accordingly.
- Right Side:** Scroll bar allows student to scroll back or forward.

Note: See below for proper feedback remarks.

Audio stating whether they are right or wrong with a nice sounding chime when correct and a different sound when wrong before audio:

Incorrect responses: Ah darn. Try again.

Nope, missed one.

Oh man, you went too far.

Correct responses: Vertical line: Yes! Excellent.

Horizontal line: Yea, man. Right on!

When finished: Yes, you did it. Next we'll test you on it. Click on the X above to clear the screen and practice as much as you want before taking the quiz. Click the arrow to move to the next slide whenever you think you're ready.

**(Continued from above)
Video
Professor
giving cues.**

Pause allows student to pause video anywhere when clicked on. Proper feedback will be given accordingly.

Video of professor giving all four cues.

Scroll bar allows student to scroll back or forward.

PAUSE VIDEO

The image shows a video player window with a header banner featuring a pencil and notebook. The video content shows a professor in a classroom. Below the video is a control bar with a 'PAUSE VIDEO' button and a scroll bar. Callout boxes provide instructions for using these controls.

Note: See below for proper feedback remarks.

Correct Answers:

1. The instructor will review previously gone over information at the very beginning of class. He says: ["Let me review. Last week we went over what the hippocampus does."](#)
2. The instructor writes information down on the board. He writes: ["Amygdala: Emotional memories."](#)
3. The instructor repeatedly emphasizes information. He says: ["It's important to remember where Implicit Memory comes from. It comes from the Cerebellum. I can't emphasize enough how important the Cerebellum is in regards to Implicit Memory."](#)
4. The instructor summarizes the information. He says: ["Now to summarize, we talked about the Amygdala encoding emotional memories, that priming is important, and that Implicit Memory comes from the Cerebellum."](#)

**Audio Panel
of Mac
talking with
video
attached**

WRITES

REPEATS

SUMMARIZES

REVIEWS

Click on the player to watch and listen to the instructor.

Note: *Correct Answers Audio from Mac:* Yep, you got it.
Incorrect Answers Audio from Mac: Oops, give it another try.

Audio Script for Mac: Now, watch the video of an instructor giving important clues during a lesson and indicate 4 important clues by pausing the video and clicking on the correct response given below.

Answers:

The instructor reviews previous material at the beginning of the class. He says (what he says or does is typed in blue):

Okay, we left off last week talking about cognitive approaches or how the memory works. Remember that Recall means need to know without any cues, Recognition is like multiple choice questions and Preparedness means predisposed to remember some stimuli more than others. "Reviews"

He writes down the three levels of memory on the board. They are as follows:

Depth perception Minocular Binocular
"Writes"

Objective: Given a video of an instructor, learners will correctly identify when the instructor is given clues. In addition the learner will identify the type of clue given with 100% accuracy.

Audio Panel of Mac talking with video attached

WRITES

REPEATS

SUMMARIZES

REVIEWS

Click on the player to watch and listen to the instructor.

Note: This is continued from above and will be on the previous screen.

Correct Answers Audio from Mac: Yep, you got it.

Incorrect Answers Audio from Mac: Oops, give it another try.

Audio Script for Mac: Now, watch the video of an instructor giving important clues during a lesson and indicate 4 important clues by pausing the video and clicking on the correct response given below.

Answers:

The instructor *repeatedly emphasizes*: **“Ebbinghaus’ Memory,” which is a person who studied memory, explains how it works and what it is.**

Let’s not forget that “Ebbinghaus’ Memory” explains how it works and what it is. “Repeats”

The instructor summarizes at the end of the session Ebbinghaus’ finds. **“So, to summarize, Ebbinghaus studied two things – Frequency where when one studies frequently they will tend to remember more and Distributed practice where it is not just the frequency that enhances learning but also the distribution.” “Summarizes”**

Objective: Same as above. Given a video of an instructor, learners will correctly identify when the instructor is given clues. In addition the learner will identify the type of clue given with 100% accuracy.

