



MARGINNOTE

Library

MarginNote X

Books Notebooks Notes & Tags 10

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Search books

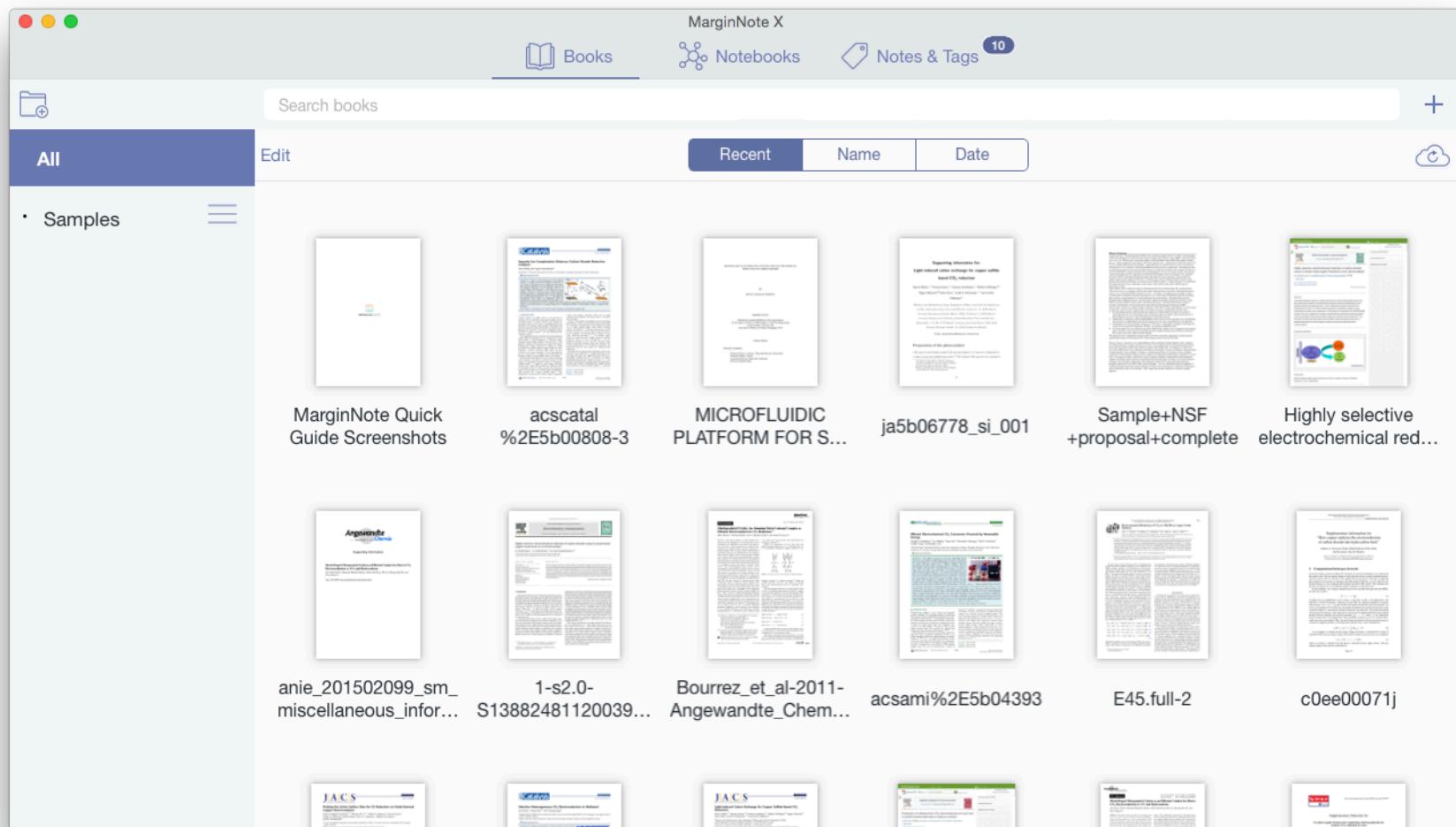
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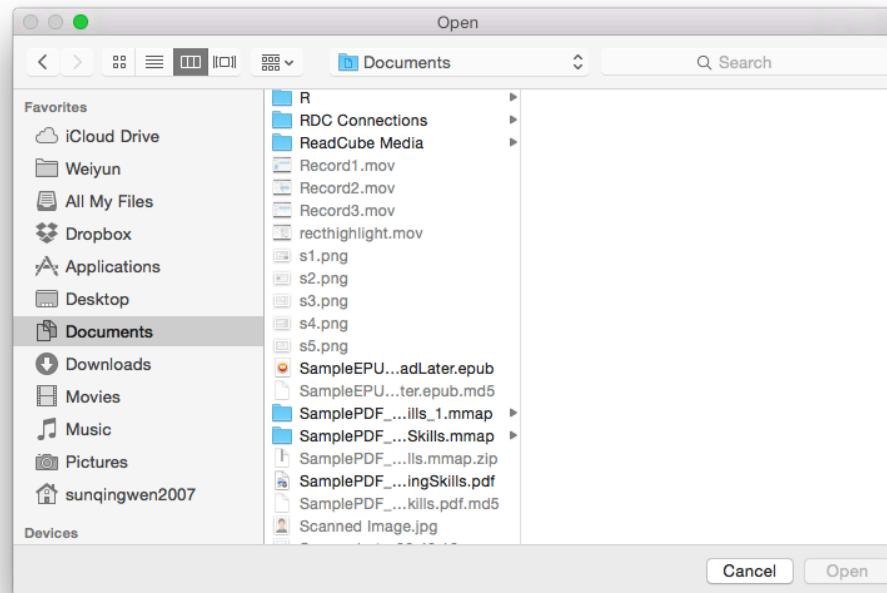
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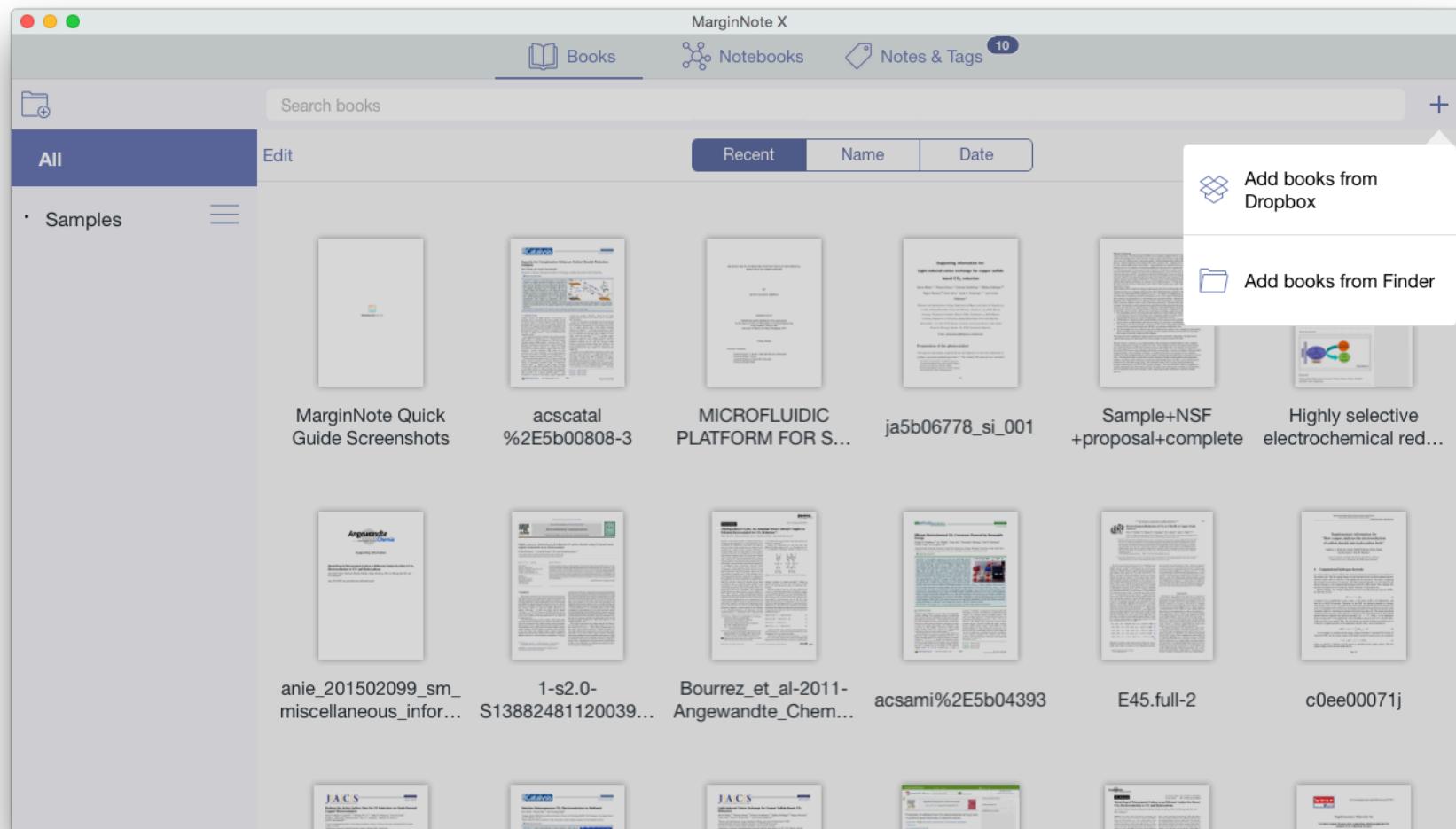
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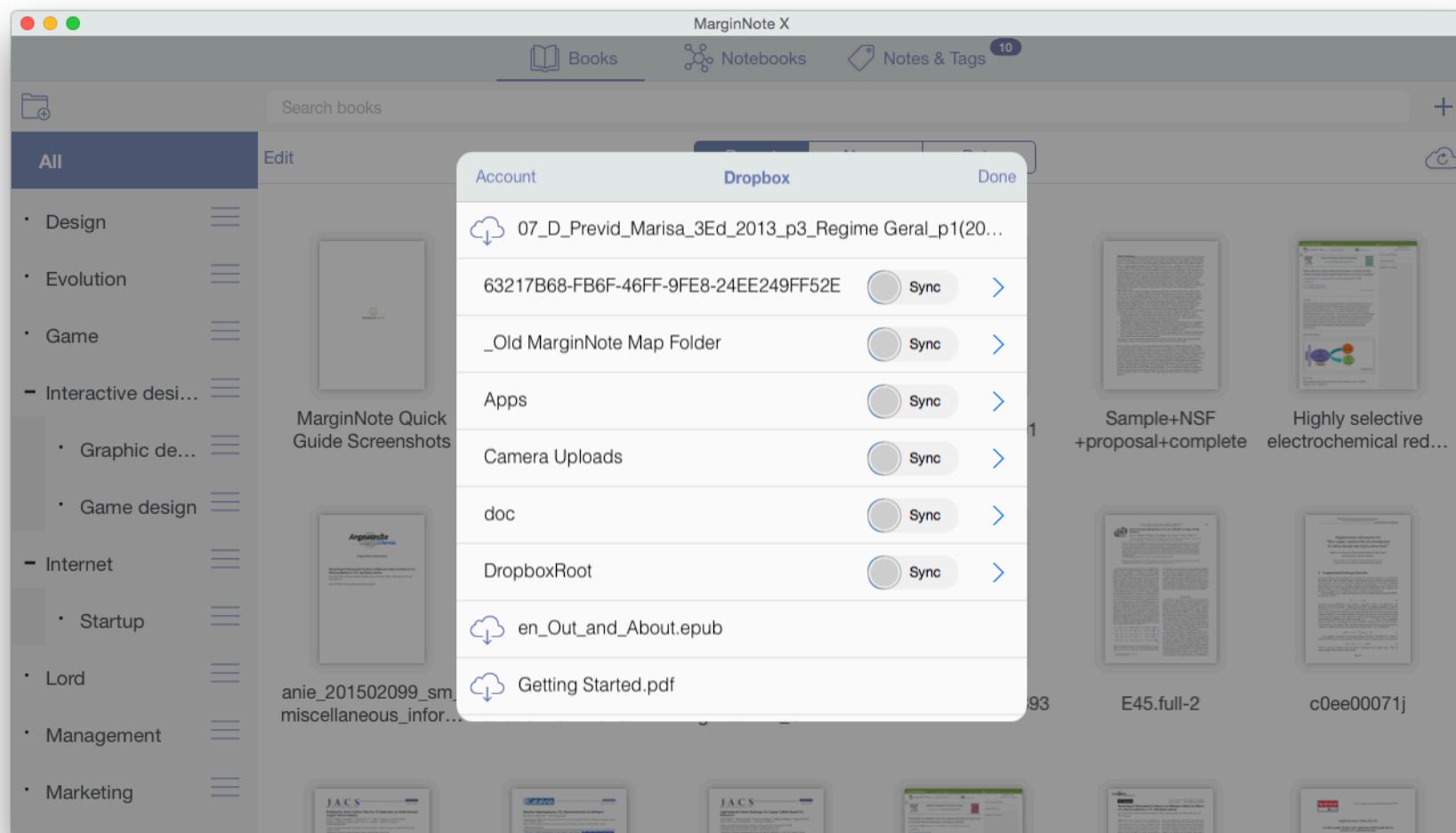
How to import books (1)



How to import books (2)



How to import books (3)



How to use selection tool (1)

MarginNote X - AIC 1

Search note cards

Outline Mind Map

2.1.2 Discovery of Subatomic Particles and the Bohr Atom

EACH ELEMENT EMITS LIGHT OF ?
- ENERGIES WHEN EXCITED BY AN ? OR ?

discoveries in atomic spectra showed that each element emits light of specific energies when excited by an electric discharge or heat

BALMER SHOWED THAT THE ENERGIES OF VISIBLE LIGHT EMITTED...

$$E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$$

WHAT IS RH IN BALMERS'S EQUATION?

RH= Rydberg constant for hydrogen
 $= 1.097 * 107 \text{ m}^{-1} = 2.179 * 10^{-18} \text{ J} = 13.61 \text{ eV}$

H—C=C—H N=N

FIGURE 1.2 Examples of Bonding Interactions.

Sigma Pi Delta

to carbon, as in CH₄), numerous inorganic compounds have central atoms with coordination numbers of five, six, seven, and higher; the most common coordination geometry for transition metals is an octahedral arrangement around a central atom, as shown for [TiF₆]³⁻ (Figure 1.5). Furthermore, inorganic compounds present coordination geometries that are not found in organic molecules. For example, when carbon is nearly coordinate covalent with a metal atom, and many other atoms are bonded to the metal with anions or neutral molecules (ligands) bonded to them (frequently through N, O, or S), these are called coordination complexes; when carbon is the element directly bonded to metal atoms or ions, they are also classified as organometallic complexes.

FIGURE 1.3 Example of Fivefold Bonding.

FIGURE 1.4 Examples of Inorganic Compounds Containing Terminal and Bridging Hydrogens and Alkyl Groups.

Each CH₃ bridges a face of the Li₄ tetrahedron.

How to use selection tool (2)

MarginNote X - AIC 1

Outline Mind Map

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H—C≡C—H N=N

Cl—Os≡O—Cl Cl—Re≡Re—Cl

I—Cr=C—CH₃

Sigma Pi Delta

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FIGURE 1.2 Examples of Bonding Interactions.

Copy

FIGURE 1.3 Example of Fivefold Bonding.

FIGURE 1.4 Examples of Inorganic Compounds Containing Terminal and Bridging Hydrogens and Alkyl Groups.

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How to use selection tool (3)

MarginNote X File Study Reader Edit Window Help MarginNote X - AIC 1 11 59% 59% 59% Sat 8:43 AM SUN MIN Search note cards Outline Mind Map (t) 26

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H—C=C—H N=N

Cl₂O₂Os=OsCl₂Cl₂ I—Cr=C—CH₃
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Cl₂Cl₂
Sigma
Pi
Delta
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MarginNote X A 4 2 11 59% 59% 59% Sat 8:43 AM SUN MIN

How to use selection tool (4)

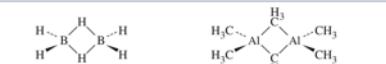
MarginNote X - AIC 1

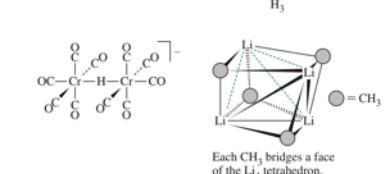
Search note cards

Outline Mind Map

energies when excited by an electric discharge or heat

(t) 17





Each CH_3 bridges a face of the Li_4 tetrahedron.

BALMER SHOWED THAT THE ENERGIES OF VISIBLE LIGHT EMITTE...

(t) 26

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(t) 26

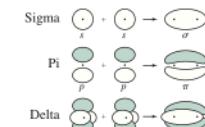


FIGURE 1.2 Examples of Bonding Interactions.

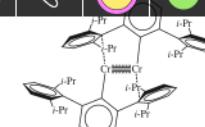
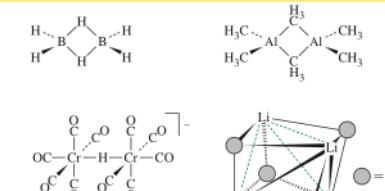
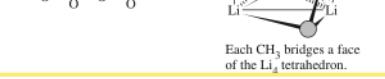


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H—C≡C—H Inorganic Chemistry Teddy

Cl Cl Cl Cl Re≡Re Cl Cl

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How to add highlights directly (1)

MarginNote X - TestSample

Search note cards

SamplePDF_NoteTakingSkills

Department of Lifelong Learning: Study Skills Series

Note taking skills - from lectures and readings

Introduction

When you are at university, the sheer amount of information that is delivered to you can be daunting and confusing. You may even think that you have to copy down *everything* you hear or read. When you are at a face-to-face lecture it is sometimes difficult to tell what is important and what is not. Distance learning students might feel the need to copy out fact after fact from readings and textbooks. When preparing for an exam or assignment, it is tempting to produce extensive notes on page after page of A4 paper. These methods of note taking are generally time consuming and ineffective and there is an easier way!



Effective note taking should have a purpose, should be well organised, and can be a time saving skill. This information sheet outlines the basic lecture and written source note taking skills. Firstly, we will try to understand why notes are an important part of studying. Then we will learn how to take, organise and store notes. At the end of this information sheet you will find an activity that can be used to test yourself. Your tutor or the Student Support Officer can provide feedback on this activity.

When you've finished this study skills package, you should be able to:

Left arrow, Right arrow, Hand icon, A icon, Document icon, Up arrow, Down arrow, Globe icon, Left arrow, Right arrow, Chat icon

How to add highlights directly (2)

The screenshot shows the MarginNote X application interface on a Mac OS X desktop. The window title is "MarginNote X - TestSample". The menu bar includes File, Study, Reader, Edit, Window, and Help. The toolbar at the top has icons for search, notes, and file operations. The main content area displays a note card with the following text:

When you've finished this study skills package, you should be able to:

- List the reasons why students should take notes
- Evaluate which information is useful and important and which is not
- Organise lecture or reading notes using a mind-mapping tool
- Demonstrate good note taking practice in the context of your subject area
- Understand how to effectively store and review your notes

Notes as a study tool

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.*

The following list provides a few reasons why note taking is an important activity:

- Taking notes will help you to extend your attention span (Rowntree, 1976: 112). When reading or listening, your mind may tend to wander off. You might be inclined to think about work, money, or relationships. It is quite easy for other aspects of your life to pop into your head while you are listening to a lecture or while you are reading. Taking notes helps keep you focussed on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982: 2).

The bottom of the screen shows the Mac OS X Dock with various application icons.

How to add highlights directly (3)

The screenshot shows the MarginNote X application window on a Mac OS X desktop. The title bar reads "MarginNote X - TestSample". The main content area displays a note titled "Notes as a study tool". A paragraph of text is highlighted with a green background and white text. Below the paragraph, a bulleted list provides reasons for note-taking, with the first item in the list also highlighted with a yellow box.

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.*

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At the bottom of the window, there is a toolbar with various icons for file operations, search, and navigation, along with a dock containing icons for other applications like Mail, Calendar, and Safari.

How to add highlights directly (4)

The screenshot shows a window titled "MarginNote X - TestSample". The main content area displays a note card with the title "Notes as a study tool". Below the title is a paragraph of text. A portion of the text is highlighted with a green background. Below the paragraph is a list of reasons why note-taking is important, enclosed in a blue callout box. The callout box has a blue border and a blue arrow pointing towards the list. The software interface includes a toolbar at the top with various icons for search, file operations, and note-taking tools. At the bottom, there is a navigation bar with arrows and other controls.

MarginNote X - TestSample

Search note cards

Demonstrate good note taking practices in the context of your subject area

Understand how to effectively store and review your notes

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- Note taking helps you to organise the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-6). Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced. This is important if you're using your notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976: 112).

It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies

Done

How to add highlights directly (6)

The screenshot shows the MarginNote X application interface. The main window title is "MarginNote X - TestSample". The top menu bar includes standard Mac OS icons (red, yellow, green) and a search bar labeled "Search note cards". Below the menu is a toolbar with icons for Outline (selected), Mind Map, and other functions. The left sidebar has tabs for "Outline" and "Mind Map".

The main content area displays a list of bullet points:

- While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute
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On the right side, there is a sidebar with a list of reasons why students should take notes:

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- Organise lecture or reading notes using a mind-mapping tool
- Demonstrate good note taking practice in the context of your subject area
- Understand how to effectively store and review your notes

A section titled "Notes as a study tool" contains a detailed paragraph about the importance of note-taking:

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At the bottom, there is a toolbar with various icons for navigation and editing, and a status bar with page number "1".

How to add highlights across pages (1)

MarginNote X - TestSample

Search note cards

Outline Mind Map

Theme

Default Sepia Night

Book page mode

Flip Vertical Scroll

1

important and sometimes assessable issues. The lecture will be over with no chance to revisit the material, or the reading may have to be re-read, which is time consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

* Please note: Students with dyslexia and other learning disabilities may find the use of a tape recorder beneficial to learning. However, please contact the Student Support Officer for advice on how to best use a tape recorder in addition to note-taking.

Taking notes

Now that you understand the reason for taking notes, let's learn how your note taking can become effective. This section will be broken into three parts; the first section will cover a range of general note taking tips, the next will deal with taking effective notes from reading material, and the last will deal with taking effective notes from lectures.

Edit

← → + ↑ ↓

World ← → Chat



How to add highlights across pages (2)

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How to add highlights across pages (3)

MarginNote X - TestSample

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- Taking notes will help you to remember what you have heard or read (Kesselman-Turkel and Peterson, 1982: 3). We learn more effectively when we use multiple senses and multiple activities. When note-taking we are using listening and writing skills and we are using our brain and muscles. Also, by writing down notes, you are paraphrasing the lecture or reading material into your own words and into a format that you are more likely to understand when you review the notes. And as an adult learner you are more likely to remember what you have heard or read if you take an active part in your learning. Rather than being a passive listener or reader, note taking makes you an active learner. The notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivational factor for your study!
- Note taking helps you to organise the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-6). Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced. This is important if you're using your notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976: 112).

It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the

important and sometimes assessable issues. The lecture will be over with no chance to revisit the material, or the reading may have to be re-read, which is time consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

* Please note: Students with dyslexia and other learning disabilities may find the use of a tape recorder beneficial to learning. However, please contact the Student Support Officer for advice on how to best use a tape recorder in addition to note-taking.

How to take notes on highlight (1)

The screenshot shows a window titled "MarginNote X - TestSample" displaying a note card from "SamplePDF_NoteTakingSkills". The note card contains the following text:

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your own notes and writing is a substitute.*

The following list provides a few reasons why note taking is an important activity:

- Taking notes will help you to extend your attention span (Rowntree, 1976: 112). When reading or listening, your mind may tend to wander off. You might be inclined to think about work, money, or relationships. It is quite easy for other aspects of your life to pop into your head while you are listening to a lecture or while you are reading. Taking notes helps keep you focussed on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982: 2).
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It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the

1

Search note cards

MarginNote X - TestSample

SamplePDF_NoteTakingSkills

Cloud Tt

Search icon

Icon bar: speech bubble, pencil, yellow circle, green circle, blue circle, red circle, grey circle, white circle, pie chart, tag, car, trash.

Navigation icons: back, forward, search, refresh, etc.

How to take notes on highlight (2)

The screenshot shows the MarginNote X application interface. At the top, there's a toolbar with icons for search, file operations, and cloud sync. Below the toolbar, the main area displays a note card titled "MarginNote X - TestSample" under the folder "SamplePDF_NoteTakingSkills". The note card contains the following text:

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.*

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At the bottom of the note card, there is a note: "It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the".

To the right of the note card, there is a sidebar titled "TEST TITLE" with a red header. The sidebar contains the text "Test comments" and a text input field. At the bottom of the sidebar, there are icons for microphone, globe, and navigation arrows, along with a "Done" button.

How to take notes on highlight (3)

The screenshot shows a window titled "MarginNote X - TestSample". At the top, there's a toolbar with icons for search, file operations, and cloud sync. Below the toolbar, a header bar displays the title "Notes as a study tool" and a subtitle "Understand how to effectively store and review your notes". A sidebar on the right is titled "TEST TITLE" and contains a section for "Test comments".

Notes as a study tool

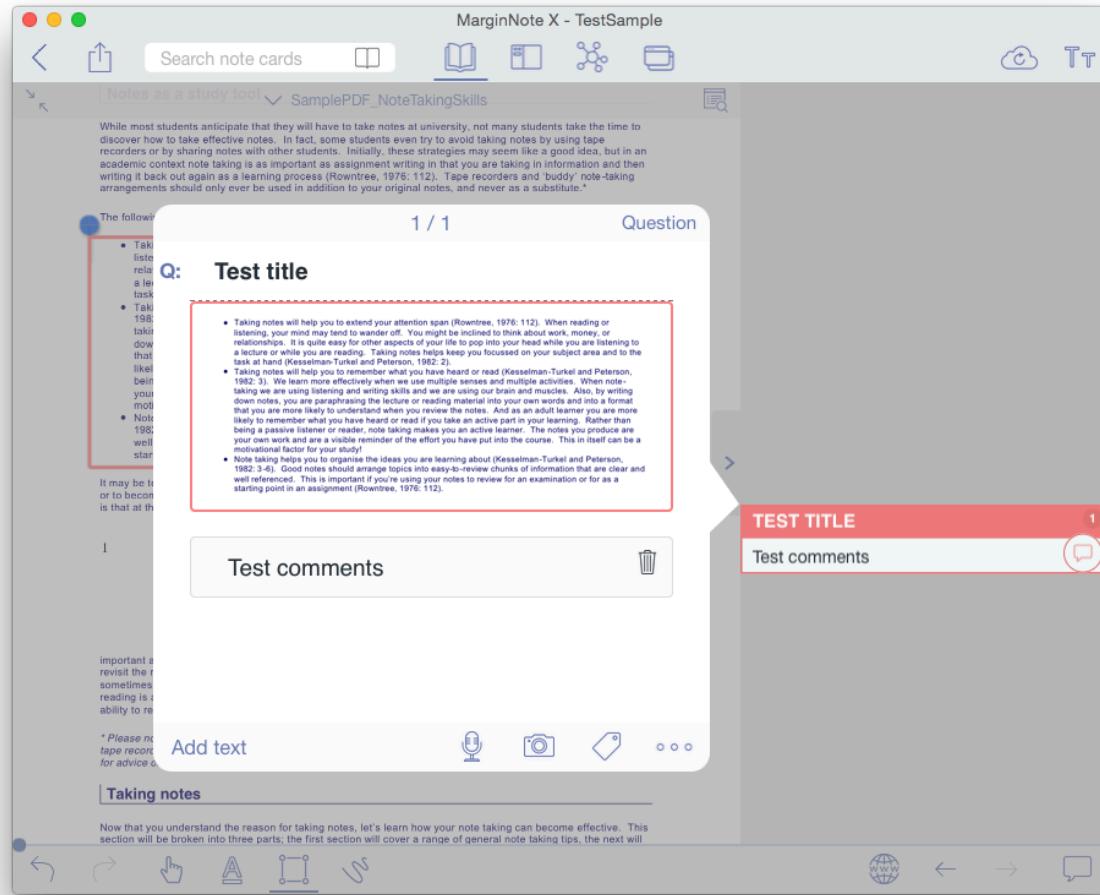
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How to take notes on highlight (4)



How to take notes on highlight (5)

The screenshot shows the MarginNote X application interface. At the top, there's a toolbar with icons for file operations like back, forward, search, and a cloud sync icon. The main window displays a note card titled "MarginNote X - TestSample". The note card content is as follows:

All paper... These methods of note taking can be used in any situation where you need to record information. There are many ways to take notes, and there is an easier way!

Effective note taking should have a purpose, should be well organised, and can be a time saving skill. This information sheet outlines the basic lecture and written source note taking skills. Firstly, we will try to understand why notes are an important part of studying. Then we will learn how to take, organise and store notes. At the end of this information sheet you will find an activity that can be used to test yourself. Your tutor or the Student Support Officer can provide feedback on this activity.

When you're taking notes, you should:

- Listen
- Evaluate
- Organise
- Decide
- Understand

Q: Test title

Notes

While most people discover how to take notes by trial and error, there are some simple steps that can help you to become an effective note taker. The following tips may help you to improve your note taking skills.

- Taking notes will help you to extend your attention span (Rowntree, 1976: 112). When reading or listening, your mind may tend to wander off. You might be inclined to think about work, money, or relationships. It is quite easy for other aspects of your life to pop into your head when you are listening to a lecture or while you are reading. Taking notes helps keep you focused on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982: 2).
- Taking notes will help you to remember what you have heard or read (Kesselman-Turkel and Peterson, 1982: 3). We learn more effectively when we use our senses and multiple activities. When notes-taking is a passive listening or reader, note-taking makes you an active learner. The notes you produce are your own words and serve as a reminder of the effort you have put into the course. This in itself can be a motivational factor for your studies.
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Test comments

00:00 / 00:05

TuanZi.jpg

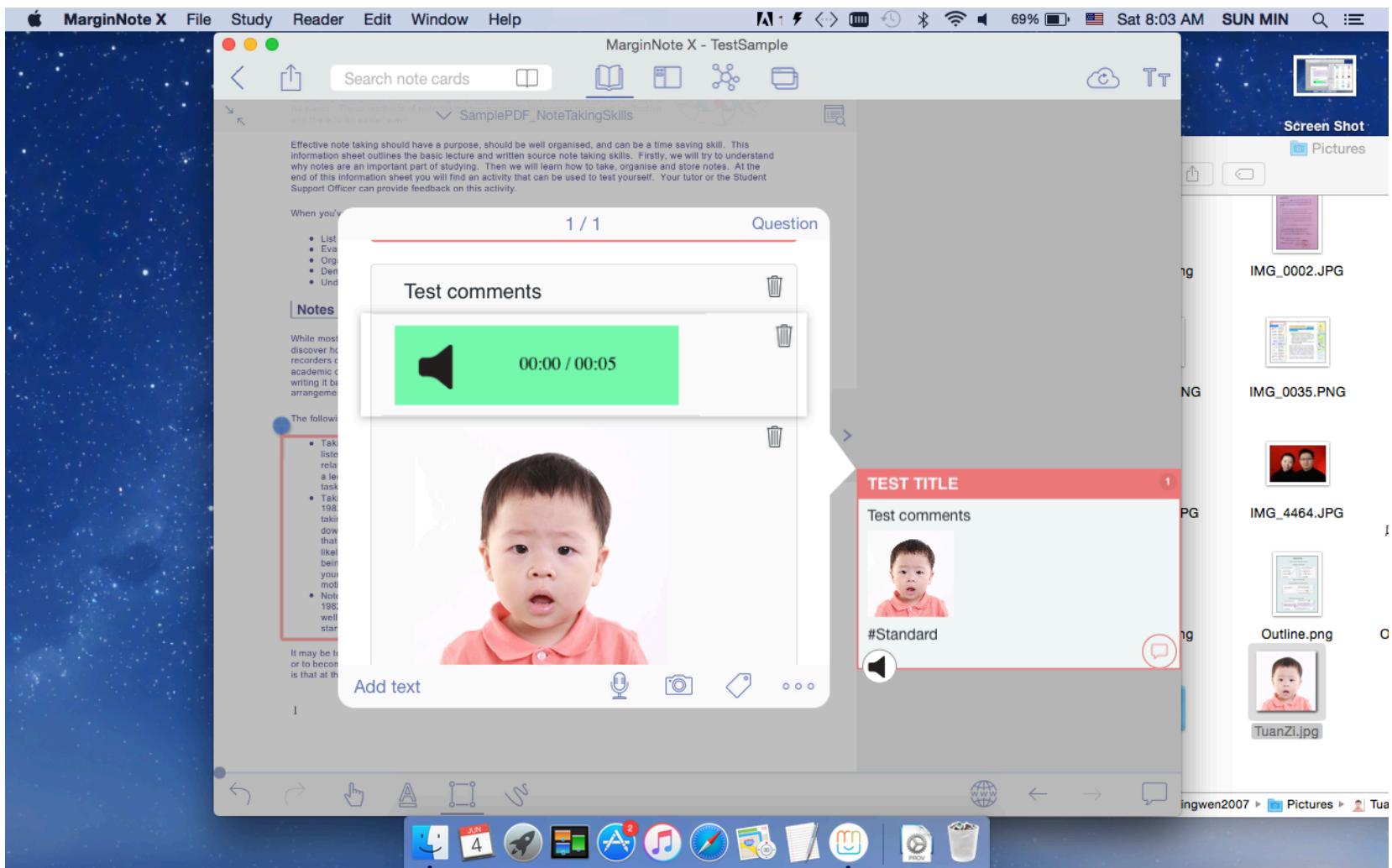
Add text

TEST TITLE

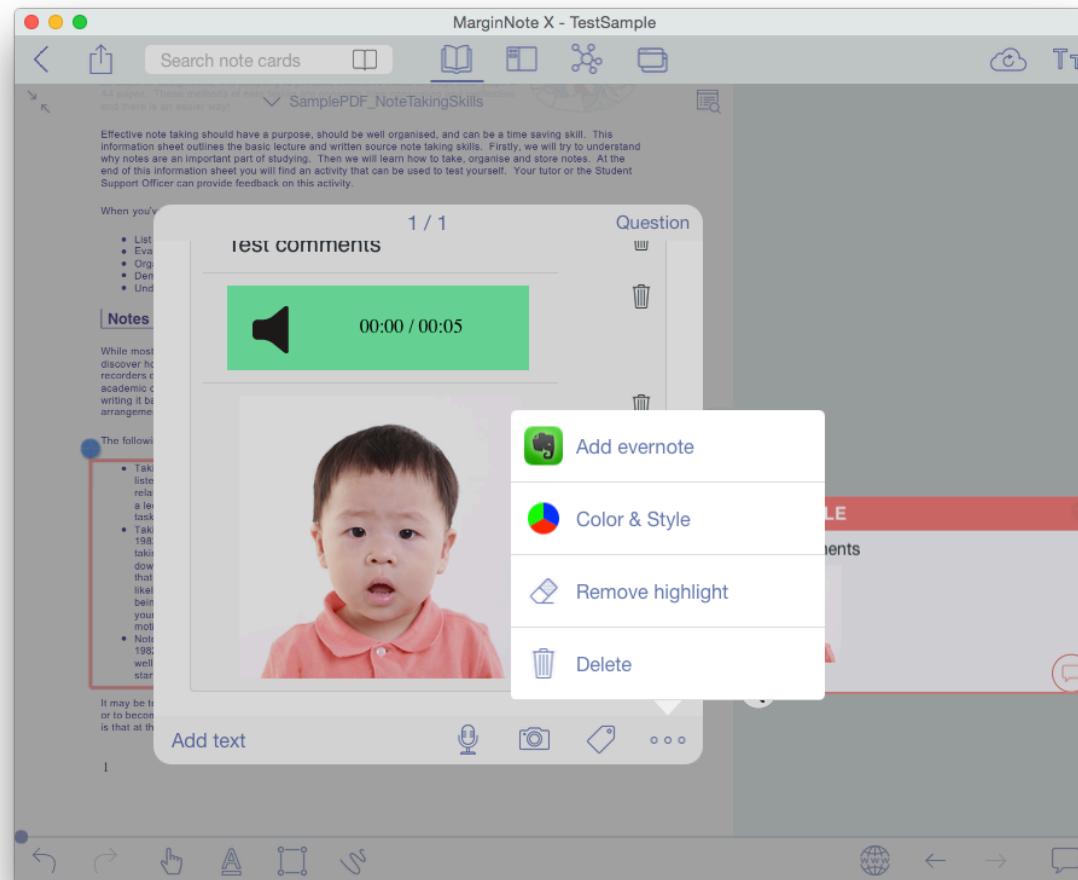
Test comments

The right side of the interface shows a preview of a "TEST TITLE" card with a red header, containing the text "Test comments" and a small video thumbnail. Below it is a "www" icon and navigation arrows.

How to take notes on highlight (6)



How to take notes on highlight (7)



How to organize notes by Outline & MindMap (1)

MarginNote X - StudyboardSample1

Search note cards

Outline Mind Map

NEED EASY WAY TO TAKE NOTE

- PURPOSE

THE REASONS WHY STUDENTS SHOULD TAKE NOTE

- EXTEND YOUR ATTENTION SPAN
- STIMULATES YOUR ABILITY TO RECALL
- ORGANISE THE IDEAS

TIPS

GENERAL TIPS

- ASK QUESTIONS
- DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES

Note taking skills - from lectures and readings

Introduction

When you are at university, the sheer amount of information that is delivered to you can be daunting and confusing. You may even think that you have to copy down everything you hear or read. When you are at a face-to-face lecture it is sometimes difficult to tell what is important and what is not. Distance learning students might feel the need to copy out fact after fact from readings and textbooks. When preparing for an exam or assignment, it is tempting to produce extensive notes on page after page of A4 paper. These methods of note taking are generally time consuming and ineffective, and there is an easier way!



Effective note taking should have a purpose, should be well organised, and can be a time saving skill. This information sheet outlines the basic lecture and written source note taking skills. Firstly, we will try to understand why notes are an important part of studying. Then we will learn how to take, organise and store notes. At the end of this information sheet you will find an activity that can be used to test yourself. Your tutor or the Student Support Officer can provide feedback on this activity.

When you've finished this study skills package, you should be able to:

- List the reasons why students should take notes
- Evaluate which information is useful and important and which is not
- Organise lecture or reading notes using a mind-mapping tool
- Demonstrate good note-taking practice in the context of your subject area
- Understand how to effectively store and review your notes

Notes as a study tool

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.

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Edit

How to organize notes by Outline & MindMap (2)

The screenshot shows a digital note-taking application window titled "MarginNote X - StudyboardSample1". The interface has a top bar with standard OS X-style icons (red, yellow, green) and a search bar labeled "Search note cards". Below the search bar are two tabs: "Outline" (which is selected and highlighted in blue) and "Mind Map".

The main content area displays a hierarchical outline of study skills:

- NEED EASY WAY TO TAKE NOTE
 - PURPOSE
- THE REASONS WHY STUDENTS SHOULD TAKE NOTE
 - EXTEND YOUR ATTENTION SPAN
 - STIMULATES YOUR ABILITY TO RECALL
- ORGANISE THE IDEAS
 - TIPS
 - GENERAL TIPS
 - ASK QUESTIONS
 - DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES

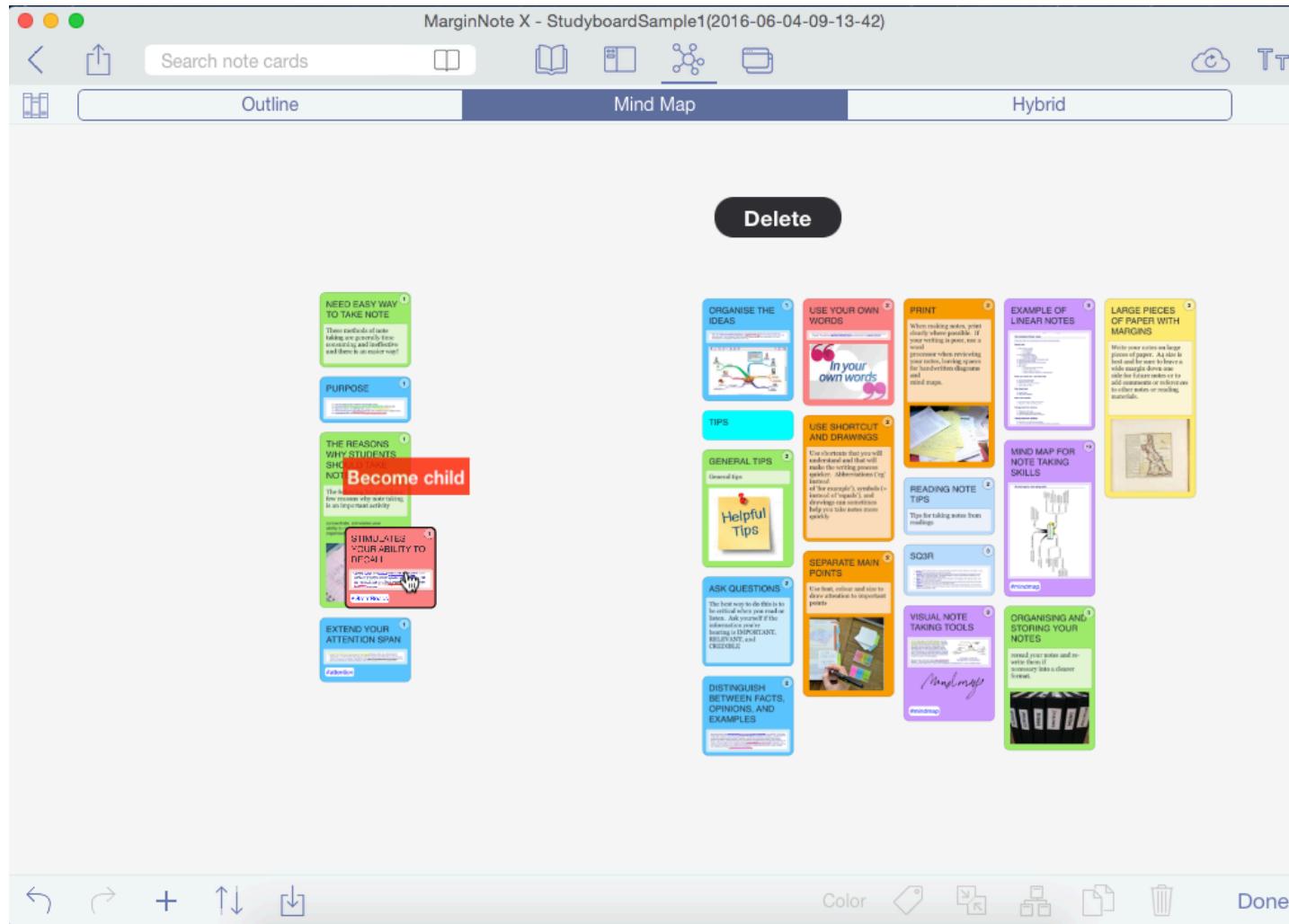
Each note item has a small circular icon to its right, indicating its level of nesting (e.g., a green circle with '1' for top-level notes, a red circle with '2' for second-level notes). The "Outline" tab is active, while the "Mind Map" tab is inactive.

To the right of the outline, there is a preview pane containing text about note-taking purposes and tips, with several sections highlighted in different colors (blue, green, pink) and some text underlined. A large blue callout box highlights a section about note-taking helping to extend attention span. A pink callout box highlights another section about note-taking aiding memory. A green callout box highlights a section about note-taking being an active learning process. A red circle highlights the word "review" in a sentence about organizing ideas.

At the bottom of the preview pane, there is a note: "It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the important and sometimes assessable issues. The lecture will be over with no chance to..."

The bottom of the application window features a toolbar with various icons for navigation, editing, and sharing.

How to organize notes by Outline & MindMap (3)



How to organize notes by Outline & MindMap (4)

MarginNote X - StudyboardSample1(2016-06-04-09-13-42)

The screenshot shows the MarginNote X application interface. At the top, there's a toolbar with icons for search, export, and file operations. Below the toolbar, there are three tabs: 'Outline' (selected), 'Mind Map' (disabled), and 'Hybrid'. The main area displays a mind map structure with several note cards. One card under 'THE REASONS WHY STUDENTS SHOULD TAKE NOTE.' has a red arrow pointing to it from the 'Arrange Mindmap' menu. The 'Arrange Mindmap' menu is open on the left side of the screen, containing the following options:

- Inserted after the selected item
- Expand all
- Collapse all
- Empty
- View question only (Mindmap)

At the bottom of the interface, there are navigation keys (back, forward, search, etc.) and a toolbar with icons for color, orientation, and file operations.

How to organize notes by Outline & MindMap (5)

MarginNote X - StudyboardSample1(2016-06-04-09-13-42)

Search note cards

Outline Mind Map Hybrid

Arrange

NEED EASY WAY TO TAKE NOTE
These methods of note taking are simple, effective, interesting and indicative and there is an easier way!

PURPOSE

EXTEND YOUR ATTENTION SPAN

Retention

THE REASONS WHY STUDENTS SHOULD TAKE NOTE
The following list provides a few reasons why note taking is an important activity.

STIMULATES YOUR ABILITY TO RECALL

#CrossNeeds

Organise the Ideas

Use your own words

Print

Example of Linear Notes

LARGE PIECES OF PAPER WITH MARGINS

USE SHORTCUT AND DRAWINGS

GENERAL TIPS

Helpful Tips

READING NOTE TIPS

MIND MAP FOR NOTE TAKING SKILLS

SEPARATE MAIN POINTS

ASK QUESTIONS

DISTINGUISH BETWEEN FACTS, OPINIONS AND EXAMPLES

VISUAL NOTE TAKING TOOLS

ORGANISING AND STORING YOUR NOTES

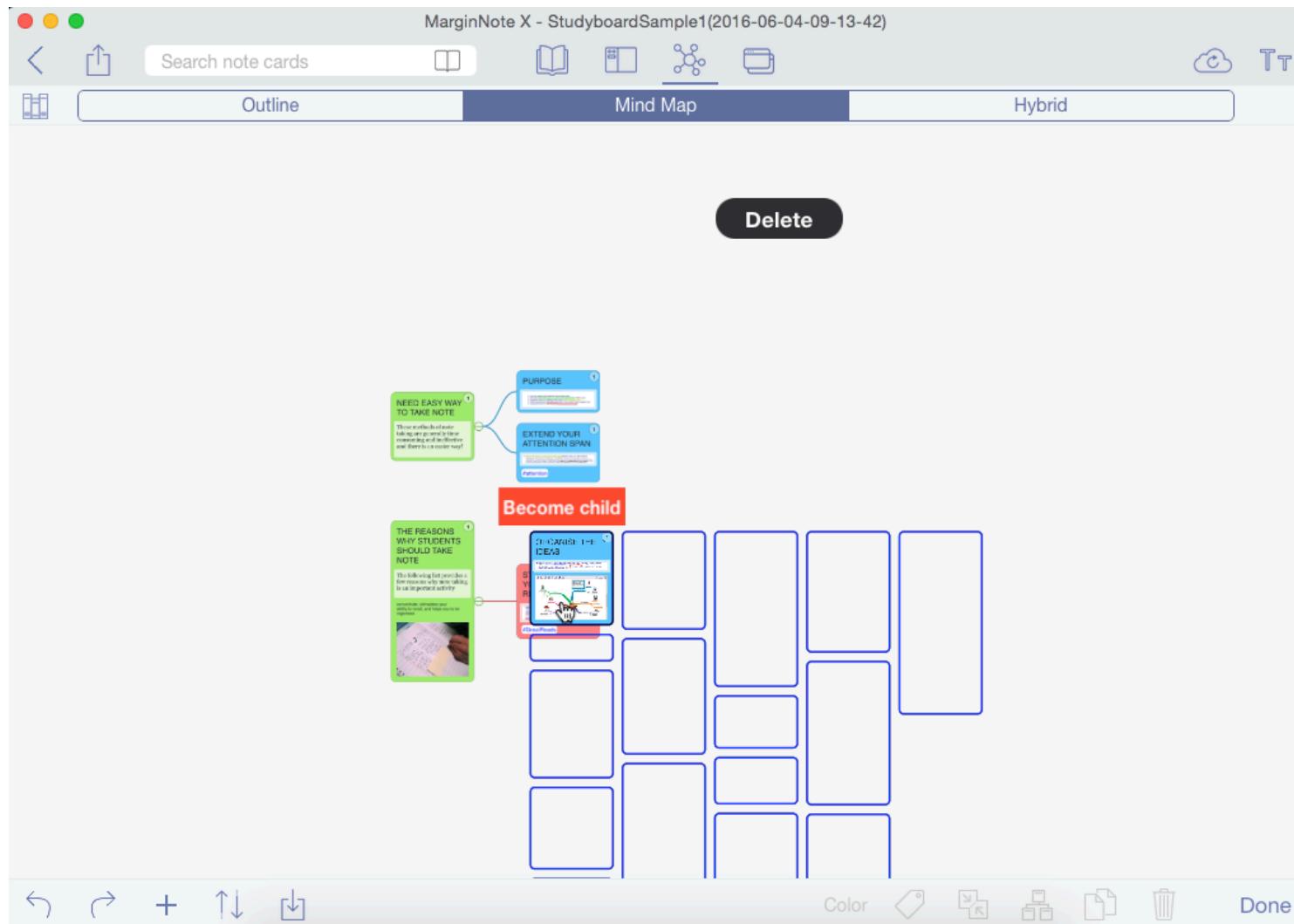
Empty

Dragging rect

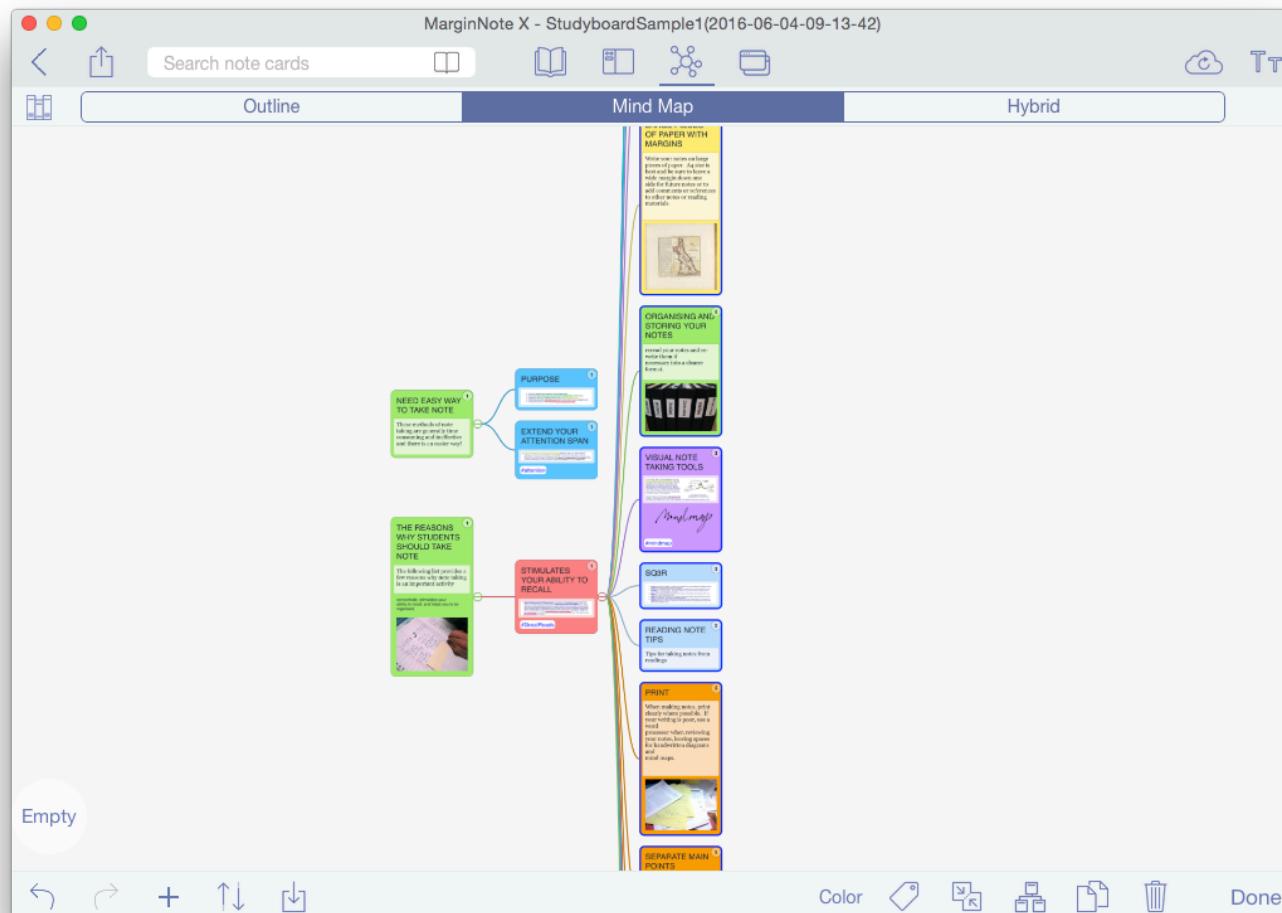
Color

Done

How to organize notes by Outline & MindMap (6)



How to organize notes by Outline & MindMap (7)



How to organize notes by Outline & MindMap (8)

MarginNote X - StudyboardSample1(2016-06-04-09-13-42)

Outline Mind Map Hybrid

NEED EASY WAY TO TAKE NOTE

PURPOSE

- Sort top level by page order
- Sort top level by create date
- Arrange Mindmap
- Inserted after the selected item
- Expand all
- Collapse all
- View question only (Outline)
- View question only (Mindmap)

D TAKE NOTE

CALL

SKILLS

MARGINS

Empty

Hybrid

write your notes on large pieces of paper. As size it out, leave a wide margin down one side of the page to add comments or references to other notes or reading materials.

ORGANISING AND STORING YOUR NOTES

recall your notes and re-write them if necessary into a clearer format.

VISUAL NOTE TAKING TOOLS

Mindmaps

SOSR

READING NOTE TIPS

PRINT

How to multi-select and edit notes in Outline & MindMap (1)

The screenshot displays the MarginNote X application window titled "MarginNote X - StudyboardSample1". The interface is divided into several sections:

- Top Bar:** Includes standard Mac OS X window controls (red, yellow, green), a search bar labeled "Search note cards", and icons for opening, saving, and sharing.
- Header:** Features three tabs: "Outline" (selected), "Mind Map" (highlighted in blue), and "Hybrid".
- Left Sidebar:** Contains a hierarchical list of notes:
 - NEED EASY WAY TO TAKE NOTE
 - . PURPOSE
 - THE REASONS WHY STUDENTS SHOULD TAKE NOTE
 - . EXTEND YOUR ATTENTION SPAN
 - . STIMULATES YOUR ABILITY TO RECALL
 - . ORGANISE THE IDEAS
 - TIPS
 - GENERAL TIPS
 - . ASK QUESTIONS
 - . DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES
- Toolbar:** Located below the sidebar, it includes icons for edit, color palette, drawing tools, and file operations (New, Open, Save, Print, Find, Delete, Title).
- Middle Section:** A vertical timeline or list of items, each preceded by a numbered circle (1 or 2).
 - Circle 1: NEED EASY WAY TO TAKE NOTE
 - Circle 1: THE REASONS WHY STUDENTS SHOULD TAKE NOTE
 - 1: EXTEND YOUR ATTENTION SPAN
 - 1: STIMULATES YOUR ABILITY TO RECALL
 - 1: ORGANISE THE IDEAS
 - Circle 2: TIPS
 - 2: GENERAL TIPS
 - 2: ASK QUESTIONS
 - 2: DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES
- Right Side:** A "TIPS" section containing a mind map diagram. The central node is "THE REASONS WHY STUDENTS SHOULD TAKE NOTE". It branches into three tips:
 - EXTEND YOUR ATTENTION SPAN (blue box)
 - STIMULATES YOUR ABILITY TO RECALL (pink box)
 - ORGANISE THE IDEAS (blue box)Each tip node has a small image and a "#GreatReads" tag.
- Bottom:** A set of navigation icons for navigating through the notes.

How to multi-select and edit notes in Outline & MindMap (2)

MarginNote X - StudyboardSample1

Outline Mind Map Hybrid

PURPOSE

THE REASONS WHY STUDENTS SHOULD TAKE NOTE

- EXTEND YOUR ATTENTION SPAN
- STIMULATES YOUR ABILITY TO RECALL
- ORGANISE THE IDEAS

TIPS

GENERAL TIPS

- ASK QUESTIONS
- DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES
- USE YOUR OWN WORDS

NEED EASY WAY TO TAKE NOTE

THE REASONS WHY STUDENTS SHOULD TAKE NOTE

EXTEND YOUR ATTENTION SPAN

STIMULATES YOUR ABILITY TO RECALL

ORGANISE THE IDEAS

GENERAL TIPS

USE SHORTCUT AND MARKERS

SEPARATE MAIN POINTS

PRINT

READING NOTE

SOOR

EXAMPLE OF LINEAR NOTES

VISUAL NOTE TAKING TOOLS

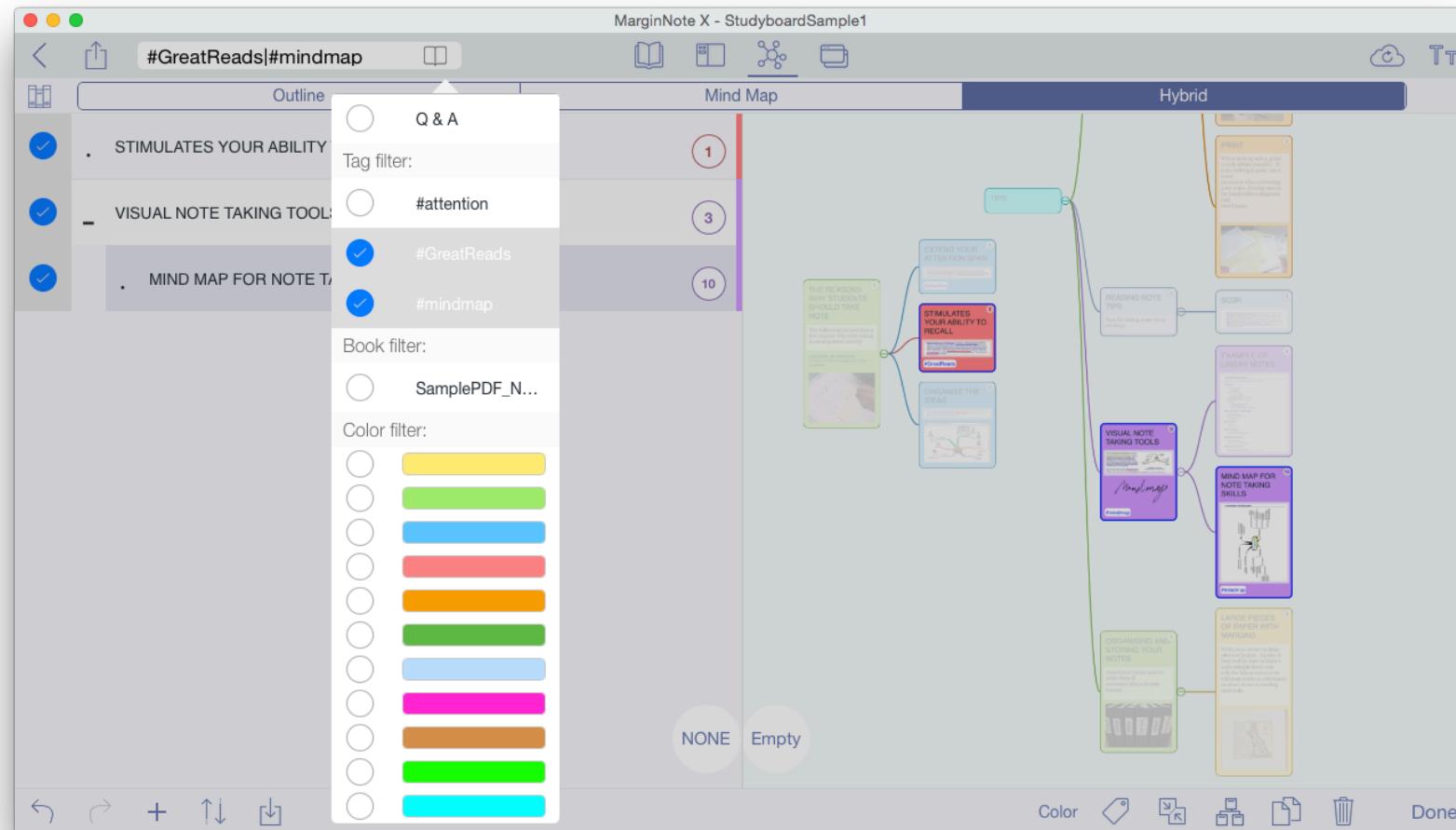
MIND MAP FOR NOTE TAKING SKILLS

LARGE PIECES OF PAPER WITH MARGINS

Color Done

```
graph TD; NoteTaking[Note Taking] --> GeneralTips[General Tips]; NoteTaking --> ExtendAttention[Extend Your Attention Span]; NoteTaking --> StimulateRecall[Stimulates Your Ability to Recall]; NoteTaking --> OrganizeIdeas[Organise The Ideas]; GeneralTips --> UseShortcuts[Use Shortcuts and Markers]; GeneralTips --> SeparateMainPoints[Separate Main Points]; GeneralTips --> Print[Print]; GeneralTips --> ReadingNote[Reading Note]; GeneralTips --> SOOR[SOOR]; GeneralTips --> Examples[Example of Linear Notes]; GeneralTips --> VisualTools[Visual Note Taking Tools]; GeneralTips --> MindMapSkills[Mind Map for Note Taking Skills]; GeneralTips --> LargePapers[Large Pieces of Paper with Margins];
```

How to multi-select and edit notes in Outline & MindMap (3)



How to edit & review flashcards (1)

The screenshot shows the MarginNote X application interface. The main window displays a note card titled "MarginNote X - TestSample" under "SamplePDF_NoteTakingSkills". The note contains text about note-taking tips and the SQ3R method, followed by a numbered list of steps. A green callout box highlights this list. Below the list is a section titled "Tips for taking notes from lectures" with a paragraph of text. The bottom of the main window has a toolbar with various icons. To the right, a sidebar titled "What's SQ3R" is open, showing a single message icon with a '1' notification. The sidebar has a "Done" button at the bottom right.

If you understand the premise, don't read the examples given to support it. Never include examples in your notes. Only include the facts, avoid experiences and anecdotes where possible.

Rowntree (1976: 40-64) outlines what he calls the 'SQ3R' approach to reading and note taking from text. He suggests that students should use the following activities in order to get the most from a reading in the most efficient way.

1. Survey – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.
2. Question – Ask questions about the way the reading is structured and think about the questions you will need to keep in mind while reading. Think about whether or not you think the book is relevant or if it's current and if it suits the purpose of your study.
3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.
4. Recall – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.
5. Review – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

Tips for taking notes from lectures

It is important that you understand why you are attending the lecture. Prepare for a lecture and think about what you are hoping to achieve. Think about the lecture topic in relation to your other methods of study and information input and think about what you would like to learn or have explained more clearly.

Remember that you cannot revisit lecture material, so you might consider using a tape recorder or buddy system to supplement your own notes. Always revisit your notes as soon as possible after taking them and never rely solely on someone else's notes.

The lecturer should summarise his or her main points at regular points during the lecture. Look out for help

How to edit & review flashcards (2)

If you understand the premise, don't read the examples given to support it. Notes. Only include the facts, avoid experiences and anecdotes where possible.

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2. Question – Ask questions about the way the reading is structured and need to keep in mind while reading. Think about whether or not you think current and if it suits the purpose of your study.
3. Read – read actively but quickly, looking for the main points of the reading. You might want to read through twice quickly.
4. Recall – Write down the main points of the reading and any really important support the main points. Also record the bibliographic details.
5. Review – repeat the first three steps over and make sure you haven't missed anything. You might like to finalise your notes and reread your notes or write down how relates to your question or task.

Tips for taking notes from lectures

It is important that you understand why you are attending the lecture. Prepare you are hoping to achieve. Think about the lecture topic in relation to your other information input and think about what you would like to learn or have explained.

Remember that you cannot revisit lecture material, so you might consider using to supplement your own notes. Always revisit your notes as soon as possible solely on someone else's notes.

The lecturer should summarise his or her main points at regular points during

Flashcards (Q&A)

Q & A

Tag filter:

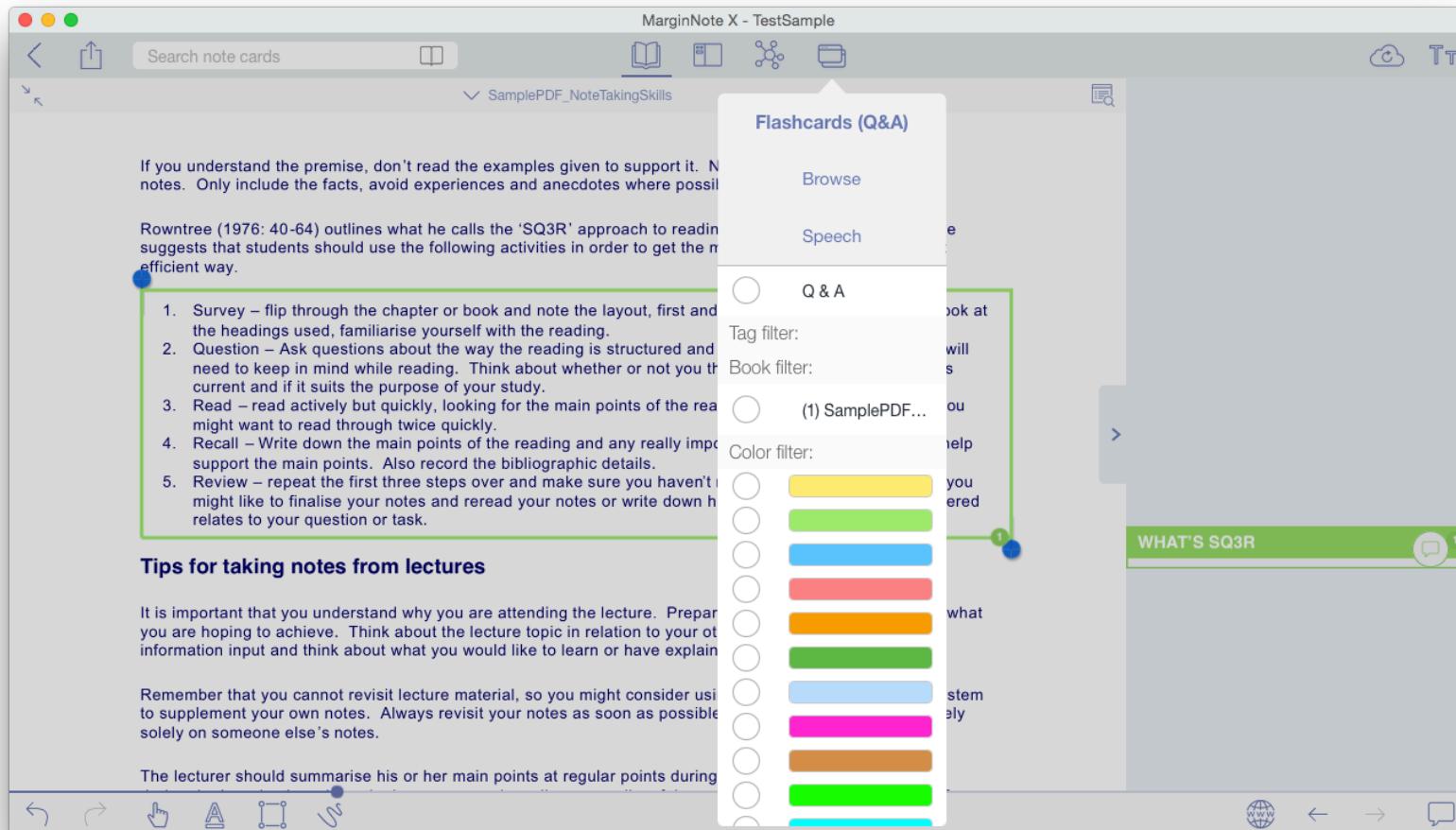
Book filter:

(1) SamplePDF...

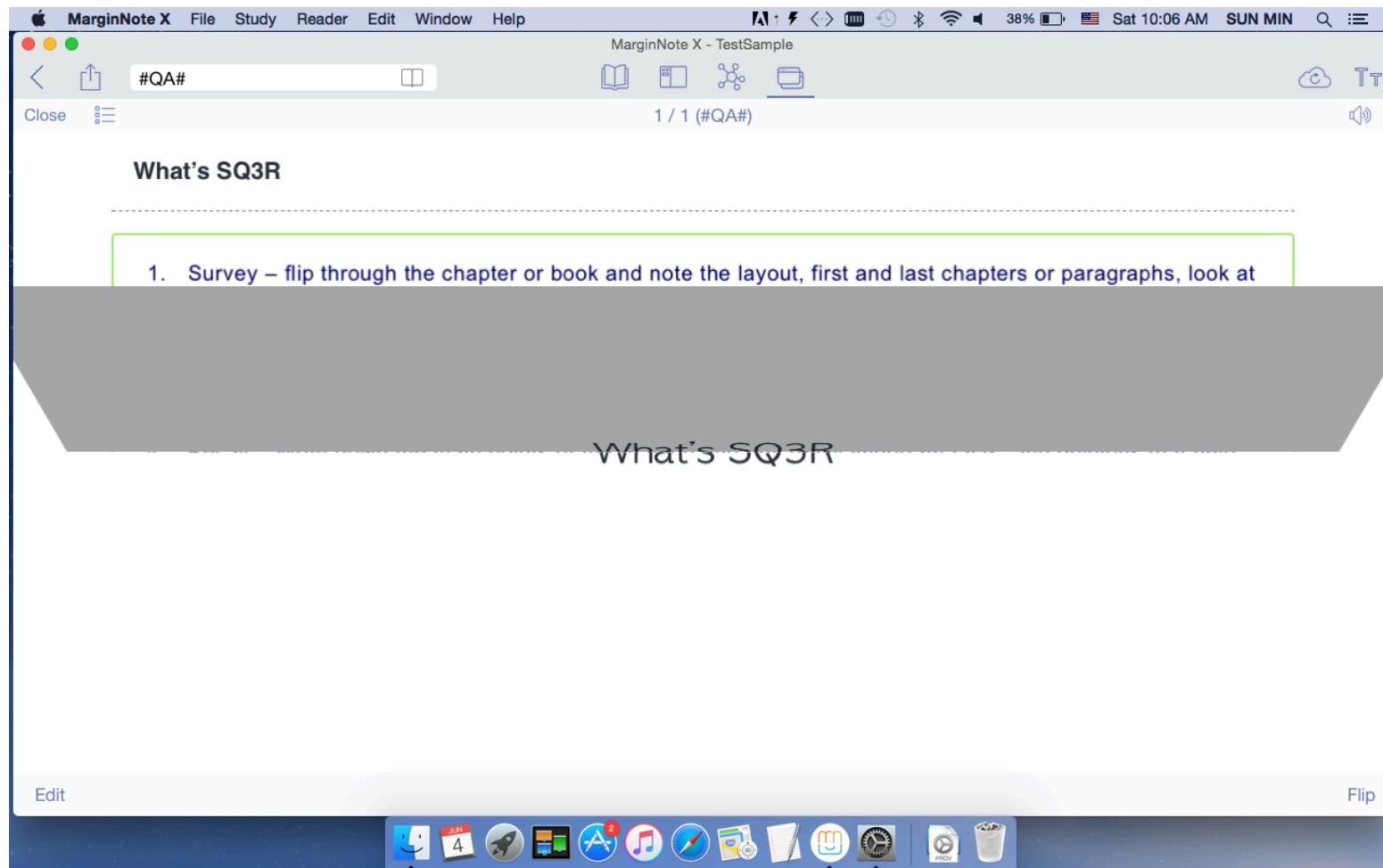
Color filter:

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WHAT'S SQ3R



How to edit & review flashcards (3)



How to edit & review flashcards (4)

The screenshot shows a window titled "MarginNote X - TestSample". The window contains a question "Q: What's SQ3R" followed by a list of five steps. At the bottom, there are buttons for "Edit", "Hard", "Good", "Easy", and "Flip".

Q: What's SQ3R

1. Survey – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.
2. Question – Ask questions about the way the reading is structured and think about the questions you will need to keep in mind while reading. Think about whether or not you think the book is relevant or if it's current and if it suits the purpose of your study.
3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.
4. Recall – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.
5. Review – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

Edit Hard Good Easy Flip

How to edit & review flashcards (5)

MarginNote X - TestSample

Outline

Search note cards

Question

Cloud Tt

1. [redacted] – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.

2. [redacted] – Ask questions about the way the reading is structured and think about the questions you will need to keep in mind while reading. Think about whether or not you think the book is relevant or if it's current and if it suits the purpose of your study.

3. [redacted] – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.

4. [redacted] – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.

5. [redacted] – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

• Taking notes will help you to... listening, your mind may tend to... relationships. It is quite easy for a lecture or while you are reading task at hand /Kesselman-Turke

WHAT'S SQ3R

1. Survey – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.

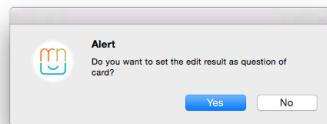
2. Question – Ask questions about the way the reading is structured and think about the questions you will need to keep in mind while reading. Think about whether or not you think the book is relevant or if it's current and if it suits the purpose of your study.

3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.

4. Recall – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.

5. Review – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

Microphone Camera Pen More



How to edit & review flashcards (6)

The screenshot shows a Mac OS X desktop with the MarginNote X application open. The window title is "MarginNote X - TestSample". The main content area displays the following text:

What's SQ3R

1. Survey – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.

1. _____ – flip through the chapter or book and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.
2. _____ – Ask questions about the way the reading is structured and think about the questions you will need to keep in mind while reading. Think about whether or not you think the book is relevant or if it's current and if it suits the purpose of your study.
3. _____ – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.
4. _____ – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.
5. _____ – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

At the bottom of the window, there are "Edit" and "Flip" buttons, and a toolbar with various icons.

How to export notebook & books and share with others (1)

The screenshot shows the MarginNote X application window. On the left, a sidebar displays various export options:

- Send to iPhone/iPad/Mac**
 - Export for Open in...
 - Export flashcards to Anki (apkg)
 - Export outline to OmniOutliner
 - Export mindmap to MindManger & iThoughts
 - Export mindmap + outline + books to Evernote
 - Export for Backup/Restore
 - Export backup of notebook to Mail / AirDrop / Apps
 - Export for Print
 - Export book with margin notes to PDF

The main content area shows a periodic table titled "Inorganic Chemistry Teddy". Below it, a section titled "2.1 Historical Development of Atomic Theory | 11" contains text and equations related to the Bohr atom and hydrogen energy levels.

Equation for Hydrogen Energy Levels:

$$E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$$

where n_h = integer, with $n_h > 2$

R_H = Rydberg constant for hydrogen

$$= 1.097 \times 10^7 \text{ m}^{-1} = 2.179 \times 10^{-18} \text{ J} = 13.61 \text{ eV}$$

How to sync notes with Dropbox (1)

The screenshot shows the MarginNote X application interface on a Mac OS X desktop. The main window displays a note card titled "2.1.2 Discovery of Subatomic Particles and the Bohr Atom". The note contains several bullet points and a red-bordered box containing the Balmer equation:

$$E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$$

Below the equation, another note asks "WHAT IS RH IN BALMERS'S EQUATION?" with the answer "RH= Rydberg constant for hydrogen" and its value "= 1.097 * 10⁷ m⁻¹ = 2.179 * 10⁻¹⁸ J = 13.61 eV".

To the right of the notes is a sidebar titled "MarginNote X - AIC 1" which includes a periodic table, a "Save current books to:" section (Local checked), and a "Sync Notes to cloud" section (Dropbox checked). The status bar at the bottom shows the date and time as "Sat 10:13 AM SUN MIN".

How to sync notes with Dropbox (2)

The image displays three overlapping windows:

- Left Window (Note-taking App):** Shows a hierarchical outline. A section titled "2.1.2 Discovery of Subatomic Particles and the Bohr Atom" is highlighted with a yellow border. Below it, a list item "EACH ELEMENT EMITS LIGHT OF ? ENERGIES WHEN EXCITED BY AN ? OR ?" has a red box around its text and a callout box containing the text "discoveries in atomic spectra showed that each element emits light of specific energies when excited by an electric discharge or heat". Another list item "BALMER SHOWED THAT THE ENERGIES OF VISIBLE LIGHT EMITTE..." has a red box around its text. A mathematical equation $E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$ is displayed in a red-bordered box. A question "WHAT IS RH IN BALMERS'S EQUATION?" is followed by the formula $RH = \text{Rydberg constant for hydrogen}$ and the calculation $= 1.097 * 10^7 \text{ m}^{-1} = 2.179 * 10^{-18} \text{ J} = 13.61 \text{ eV}$. A green circle with "(1) 26" is visible.
- Middle Window (Dropbox Sign-in):** A "Sign in to Dropbox to link with MarginNote Reader" dialog. It features a blue Dropbox logo, fields for "Email" and "Password", a "Sign In" button, and links for "Forgot your password?" and "Cancel".
- Right Window (Digital Textbook):** A page from "Inorganic Chemistry" by Theodore Brown. The page number is 11. It contains a periodic table section with the heading "Inorganic Chemistry Teddy". The table includes columns for Element Name, Atomic Number, Group, Period, and Block. A note at the bottom left discusses the discovery of subatomic particles and the Bohr atom, mentioning Balmer's work and the Rydberg constant equation. A note at the bottom right provides the value $R_H = 1.097 \times 10^7 \text{ m}^{-1} = 2.179 \times 10^{-18} \text{ J} = 13.61 \text{ eV}$.

How to sync notes with Dropbox (3)

MarginNote X - AIC 1

Search note cards

Outline Mind Map

2.1.2 Discovery of Subatomic Particles and the Bohr Atom

EACH ELEMENT EMITS LIGHT OF ? ENERGIES WHEN EXCITED BY AN ? OR ?

discoveries in atomic spectra showed that each element emits light of specific energies when excited by an electric discharge or heat

BALMER SHOWED THAT THE ENERGIES OF VISIBLE LIGHT EMITTED...

$$E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$$

WHAT IS RH IN BALMERS'S EQUATION?

RH= Rydberg constant for hydrogen
 $= 1.097 * 10^7 \text{ m}^{-1} = 2.179 * 10^{-18} \text{ J} = 13.61 \text{ eV}$

2.1.2 Discovery of Subatomic Particles and the Bohr Atom

During the 50 years after the periodic tables of Mendeleev and Meyer, experimental advances came rapidly. Some of these discoveries are listed below.

Parallel discoveries in atomic spectra showed that each element emits light of specific energies when excited by an electric discharge or heat. In 1885, Balmer calculated the energies of visible light emitted by the hydrogen atom are given by the equation

$$E = R_H \left(\frac{1}{2^2} - \frac{1}{n_h^2} \right)$$

where n_h = integer, with $n_h > 2$

R_H = Rydberg constant for hydrogen

$$= 1.097 \times 10^7 \text{ m}^{-1} = 2.179 \times 10^{-18} \text{ J}^{-1}$$

and the energy of the light emitted is related to the wavelength, frequency, or wavenumber of the light, as given by the equation

$$E = h\nu = \frac{hc}{\lambda} = hc\bar{\nu}$$

where*

h = Planck constant = $6.626 \times 10^{-34} \text{ J s}$

ν = frequency of the light, in s^{-1}

c = speed of light = $2.998 \times 10^8 \text{ m s}^{-1}$

λ = wavelength of the light, frequently in nm

$\bar{\nu}$ = wavenumber of the light, usually in cm^{-1}

In addition to emission of visible light, as described by the Balmer equation, infrared and ultraviolet emissions were also discovered in the spectrum of the hydrogen atom. The energies of these emissions could be described by replacing 2^2 by integers n_l^2 in Balmer's original equation, with the condition that $n_l < n_h$ (l for lower level, h for higher level). These quantities, n , are called quantum numbers. (These are the principal quantum numbers; other quantum numbers are discussed in Section 2.2.2.) The origin of this energy was unknown until Niels Bohr's quantum theory of the atom,⁸ first published in 1913 and refined over the following decade. This theory assumed that negatively charged electrons in

Save current books to:

Local

iCloud

Save current Notebook to:

Local

Dropbox

Evernote

Syncing Notes... Uploading/Downloading...

Settings

Edit

Save

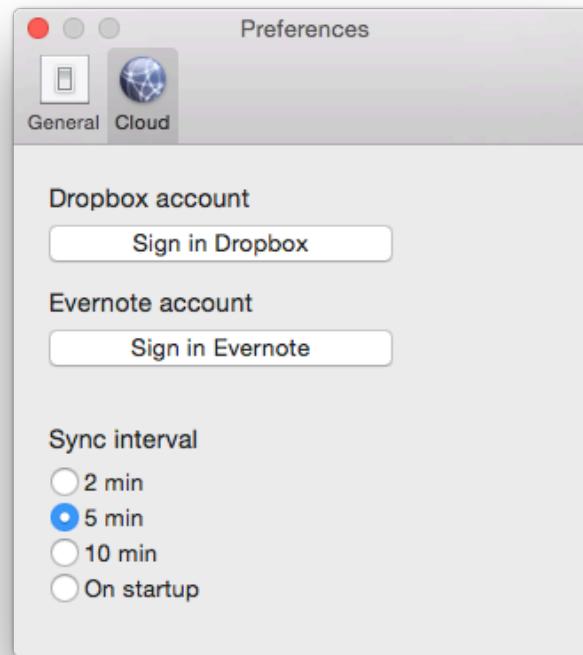
Search

Back

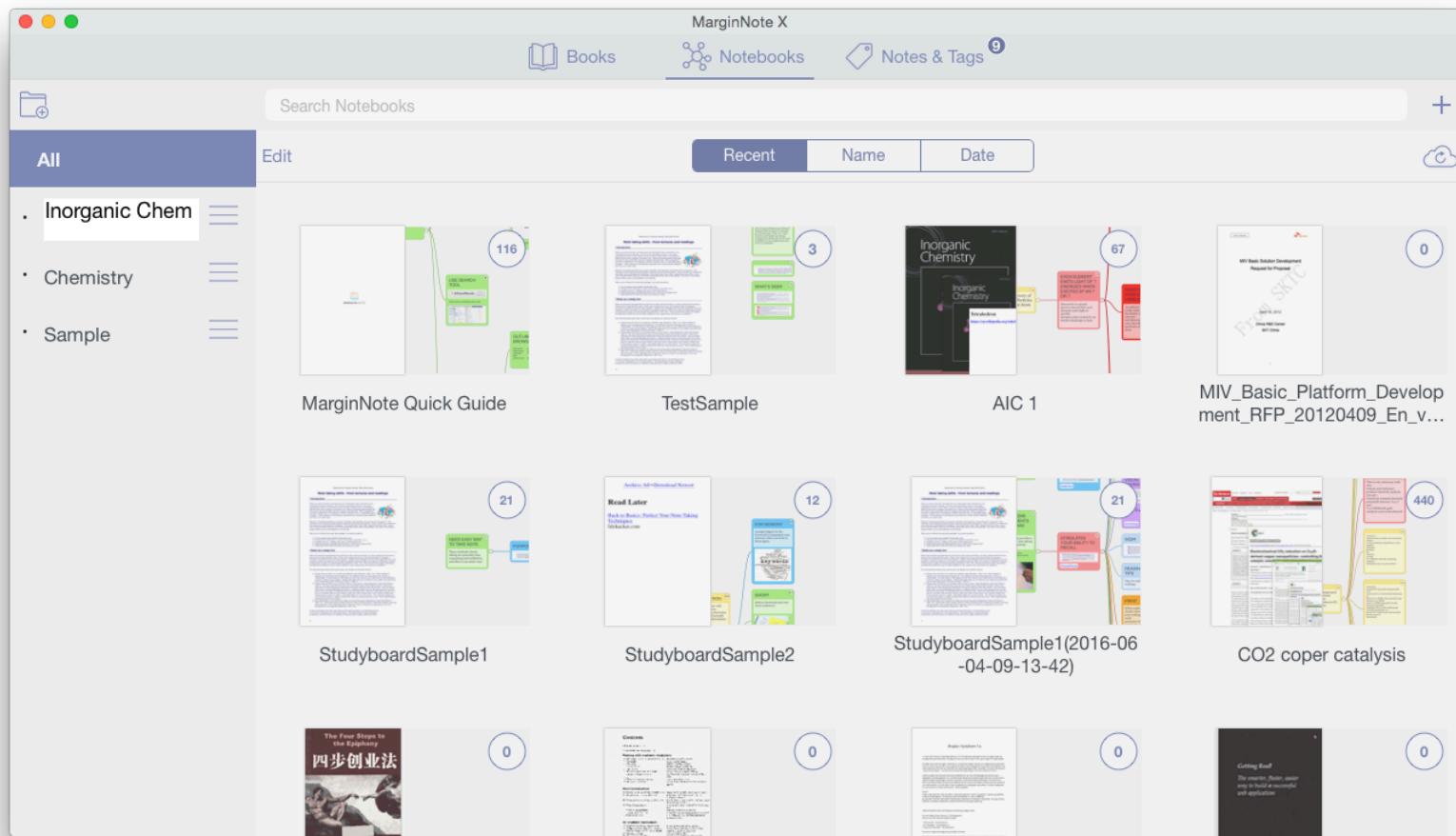
Forward

Comment

How to sync notes with Dropbox (4)



How to use category to manage books & notebooks (1)



How to use category to manage books & notebooks (2)

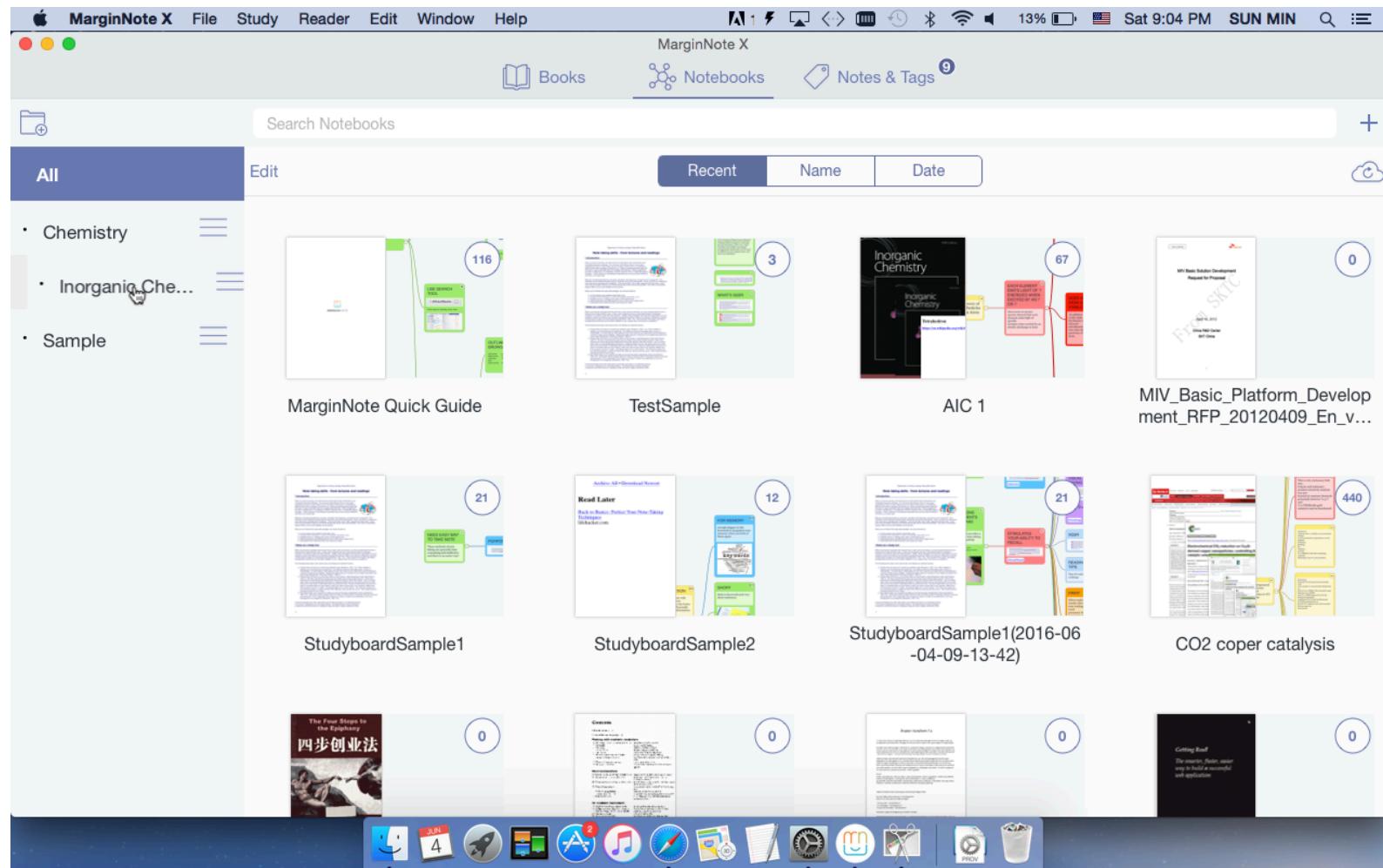
The screenshot shows the MarginNote X application interface on a Mac OS X desktop. The window title is "MarginNote X". The menu bar includes File, Study, Reader, Edit, Window, Help, and a system status bar showing battery level (13%), date (Sat 9:03 PM), and time zone (SUN MIN). The top navigation bar has tabs for Books, Notebooks (selected), and Notes & Tags, with a notification count of 9.

The left sidebar displays categories: All, Chemistry, Inorganic Che..., and Sample. The main content area shows a grid of notebooks:

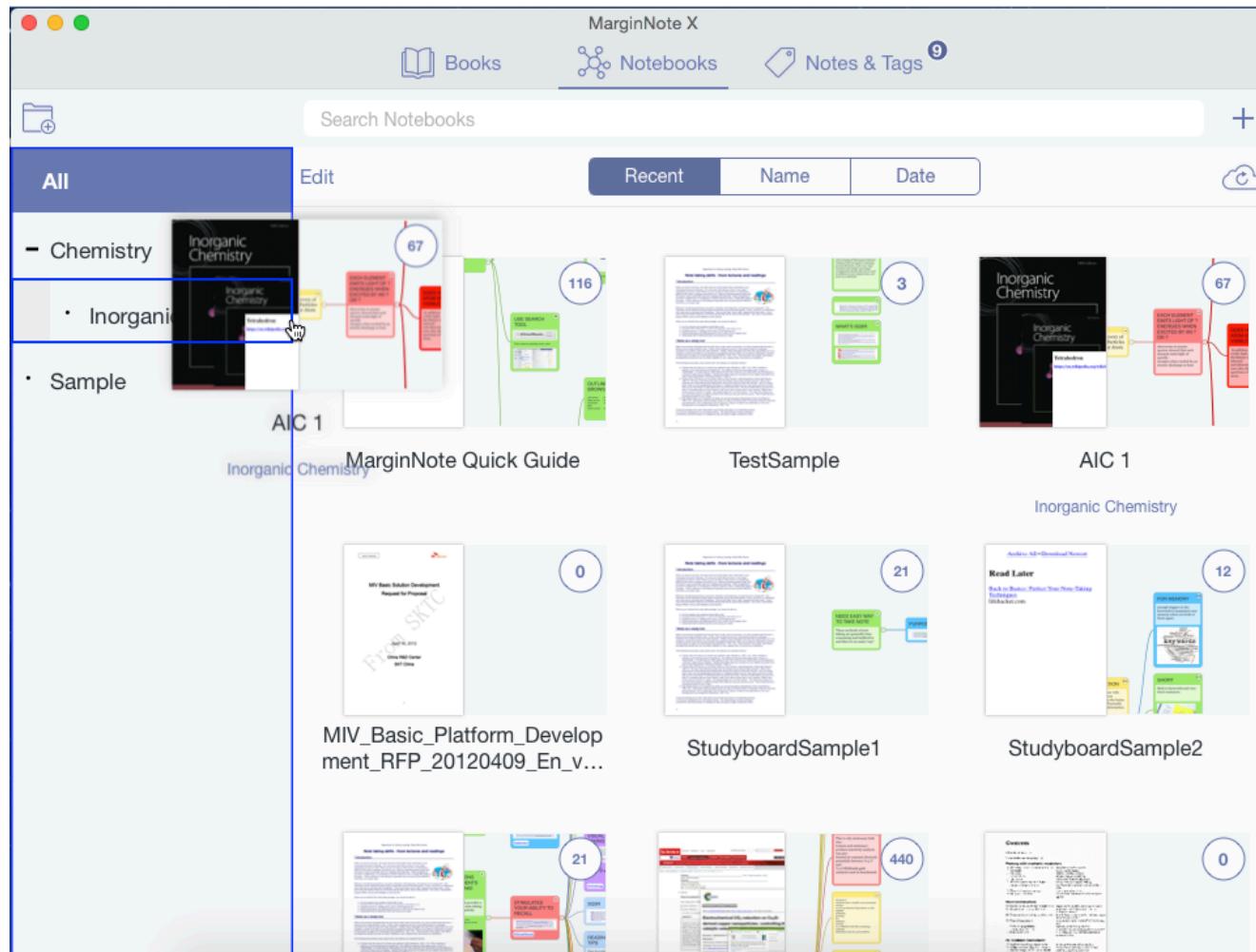
- MarginNote Quick Guide (Recent, 116 notes)
- TestSample (Recent, 3 notes)
- AIC 1 (Recent, 67 notes)
- MIV_Basic_Platform_Development_RFP_20120409_En_v... (Recent, 0 notes)
- StudyboardSample1 (Recent, 21 notes)
- StudyboardSample2 (Recent, 12 notes)
- StudyboardSample1(2016-06-04-09-13-42) (Recent, 21 notes)
- CO2 coper catalysis (Recent, 440 notes)
- The Four Steps to the Epiphany (Recent, 0 notes)
- Others (Recent, 0 notes)
- Publin System Fa (Recent, 0 notes)
- Getting Real (Recent, 0 notes)

The bottom dock contains various Mac OS X icons: Finder (with a red badge of 2), Calendar (Jun 4), App Store, iTunes, Safari, Mail, iBooks, System Preferences, and Trash.

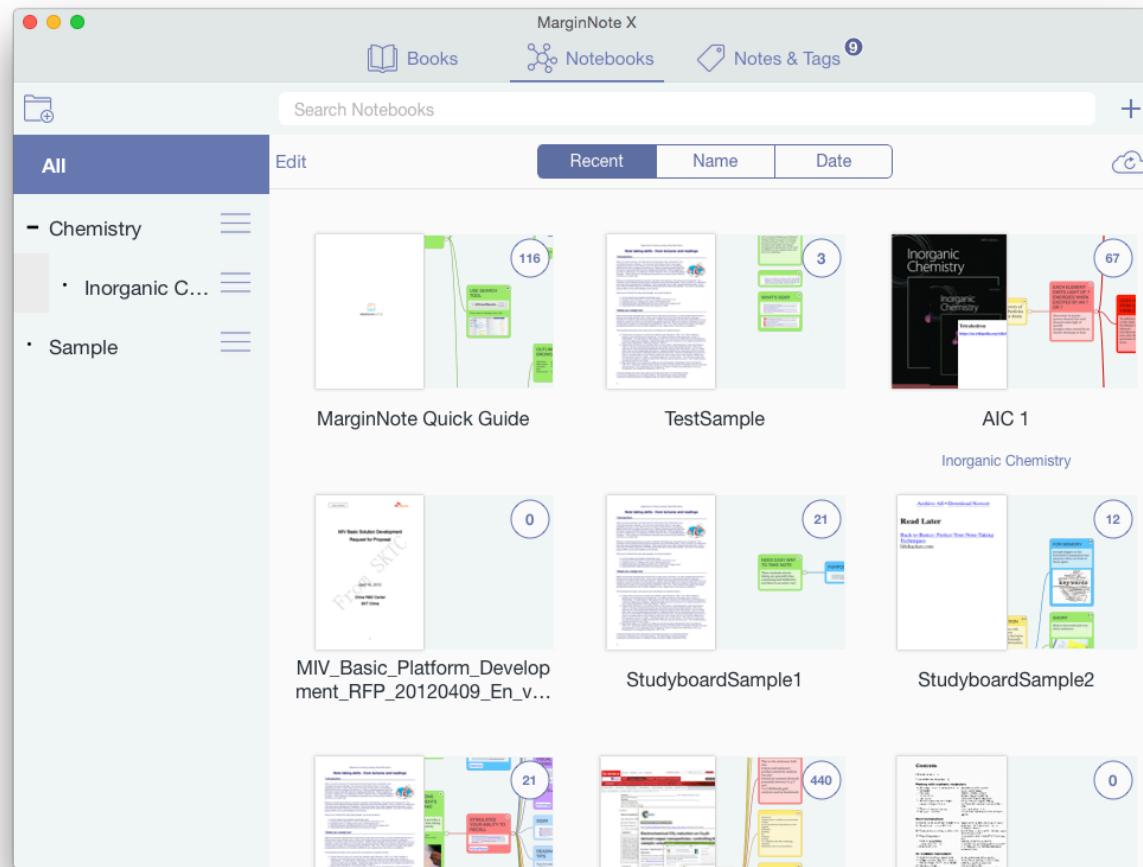
How to use category to manage books & notebooks (3)



How to use category to manage books & notebooks (4)



How to use category to manage books & notebooks (5)



How to add books to the notebook (1)

MarginNote X - StudyboardSample1

Search note cards

Outline Mind Map

Notebook: (StudyboardSample1)

Books in Notebook

SamplePDF_NoteTakingSkills

THE REASONS WHY STUDENTS SHOULD TAKE NOTES

- EXTEND YOUR ATTENTION SPAN
- STIMULATES YOUR ABILITY TO RECALL
- ORGANISE THE IDEAS

TIPS

- GENERAL TIPS
- ASK QUESTIONS
- DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES

Manage 4) outlines what he calls the 'SQ3R' approach to reading and note taking from text. He should use the following activities in order to get the most from a reading in the most

21 ✓

through the chapter or book and note the layout, first and last chapters or paragraphs, look at sed, familiarise yourself with the reading.

questions about the way the reading is structured and think about the questions you will mind while reading. Think about whether or not you think the book is relevant or if it's suite the purpose of your study.

3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.

4. Recall – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.

5. Review – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

Tips for taking notes from lectures

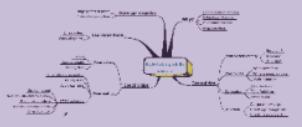
It is important that you understand why you are attending the lecture. Prepare for a lecture and think about what you are hoping to achieve. Think about the lecture topic in relation to your other methods of study and information input and think about what you would like to learn or have explained more clearly.

Remember that you cannot revisit lecture material, so you might consider using a tape recorder or buddy system to supplement your own notes. Always revisit your notes as soon as possible after taking them and never rely solely on someone else's notes.

The lecturer should summarise his or her main points at regular points during the lecture. Look out for help during the introduction where the lecturer may give a linear-type list of the topics to be covered. Also listen for breaks between topics where the lecturer might summarise the most important points they have just covered. At the end of the lecture, another summary should be provided that may help you review your notes and determine if you have missed any important information. If this is the case, be sure to approach the lecturer for clarification on any points that you did not fully understand or to help you complete your notes.

Using visual note taking tools

At the 'review' stage of the SQ3R approach, you may find mind mapping to be a useful technique. Also, this technique may be useful when taking notes in lectures. Essentially, you are creating a visual diagram that represents all of the ideas from a reading or lecture. Most importantly, you are showing how the ideas are interrelated and you are creating accessible, interesting notes. This technique is particularly useful for students with dyslexia, as it allows you to avoid re-reading notes through the creation of visual diagrams.



Edit

← → + ↑ ↓

How to add books to the notebook (2)

MarginNote X - StudyboardSample1

Search note cards

Outline Mind Map

Notebook: (StudyboardSample1)

Books in Notebook

SamplePDF_NoteTakingSkills

Add books to Notebook Search books

MarginNote Quick Guide Screenshots

SampleEPUB_Instapaper-ReadLater

Tetrahedron

ascscatal%2E5b00808-3

MICROFLUIDIC PLATFORM FOR STUDYING THE ELECTROCHEMICAL REDUCTION OF CARBON DIOXIDE

ja5b06778_si_001

Sample+NSF+proposal+complete

Highly selective electrochemical reduction of carbon dioxide using Cu based metal organic framework

anie_201502099_sm_miscellaneous_information

If you understand the premise, don't read the examples given to support it. Never include examples in your notes.. Only include the facts, avoid experiences and anecdotes where possible.

Done 4) outlines what he calls the 'SQ3R' approach to reading and note taking from text. He should use the following activities in order to get the most from a reading in the most

rough the chapter or book and note the layout, first and last chapters or paragraphs, look at sed, familiarise yourself with the reading.

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aise your notes and reread your notes or write down how the material you've just covered question or task.

otes from lectures

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ote taking tools

If the SQ3R approach, you may do a useful technique. Also, this ful when taking notes in lectures. eatin a visual diagram that eas from a reading or lecture. are showing how the ideas are re creating accessible, interesting Is particularly useful for students lows you to avoid re-reading notes f visual diagrams.

How to add books to the notebook (3)

MarginNote X - StudyboardSample1

Search note cards Archive All • Download SampleEPUB_Instapaper-ReadLater

Outline Mind Map

Notebook: (StudyboardSample1) Manage

Books in Notebook

SamplePDF_NoteTakingSkills 21

(1) SampleEPUB_Instapaper-ReadLater

EXTEND YOUR ATTENTION SPAN

- 1

STIMULATES YOUR ABILITY TO RECALL

- 1

ORGANISE THE IDEAS

- 1

TIPS

GENERAL TIPS

- 2

ASK QUESTIONS

- 2

DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES

- 2

While we might associate note-taking with school, it's something most of us continue doing for the bulk of our lives. If your techniques are feeling a bit crowded recently, it's time to get back to the basics and reboot your notes. Here are a few of the best practices.

Taking notes serves one simple purpose: to help you remember

www ← → ↻

How to drag contents from inner web browser (1)

MarginNote X - StudyboardSample1

Search note cards

Outline Mind Map

Tips for taking notes from readings

SQ3R

3

1. Go through the chapter or book and underline the topics, first and last chapters or paragraphs, look at the headings. Ask questions about the way the reading is structured and think about the questions you will answer. 2. Skim through the chapter again and underline the main points of the reading. 3. Read the chapter again and underline the main points of the reading and any really important facts, and opinions that help you remember the chapter. 4. Write down the main points of the reading and any really important facts, and opinions that help you remember the chapter. At this point you have taken notes on the reading and can now go back to your questions to take notes.

VISUAL NOTE TAKING TOOLS

3

At the review stage of the SQ3R approach, you may want to use visual note-taking tools. These tools may be useful when taking notes in lectures. They allow you to draw diagrams, mind maps, and other representations of the ideas from a reading or lecture. This makes it easier to remember the information you have learned and you are creating accessible, interesting content that is easy to remember. You can also use them with dynamics, as it allows you to avoid re-reading notes from the beginning.

#mindmap

EXAMPLE OF LINEAR NOTES

9

An example of linear notes

General tips

These linear notes are a simplified version of the study skills section.

Not filtered by license

Labeled for reuse with modification

http://www.google.com/search?q=note taking tool

All Images Videos News Shopping Maps Books

About 42,600,000 results

Any size

Large Medium Icon

Any color

Full color Black and white Transparent

Any type

Face Photo Clip art Line drawing Animated

Any time

Past 24 hours Past week

Not filtered by license

Labeled for reuse with modification

notesplusapp.com It gives many benefits: 1378 x 1032 - 962k - png

blueblots.com note taking tool which 450 x 300 - 58k - jpg

easybib.com 4) Other note-taking tools 468 x 298 - 51k - jpg

lifehacker.com note-taking tools, 636 x 278 - 261k - png

sigaloni.soup.io note-taking application. 450 x 208 - 22k - jpg

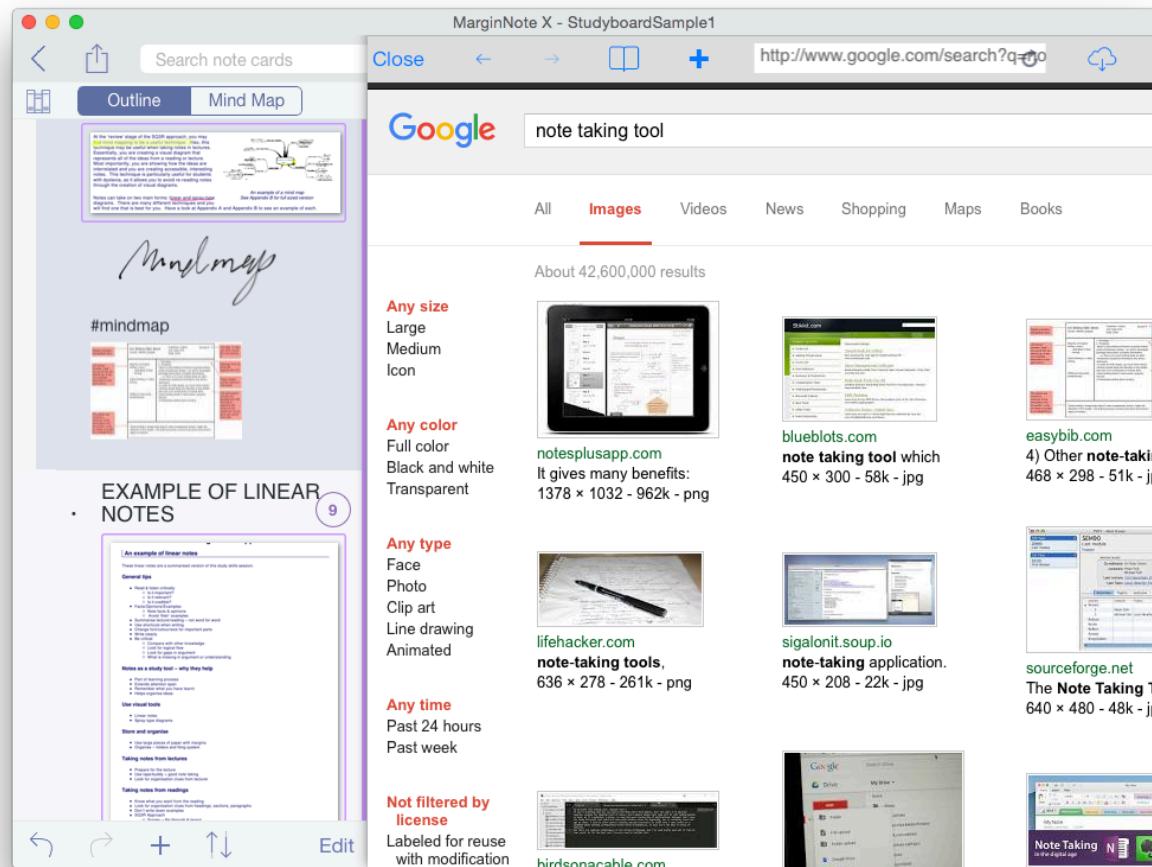
sourceforge.net The Note Taking Toolkit 640 x 480 - 48k - jpg

hirdsonacable.com

Google Drive My Drive

My Note Taking Notes

How to drag contents from inner web browser (2)



How to write efficiently with keyboard shortcuts (1)

Carrier

5:32 PM

100%

Search note cards

Important and sometimes assessable SamplePDF_NoteTakingSkills since to take notes during a lecture can be time-consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

* Please note: Students with dyslexia and other learning disabilities may find the use of a tape recorder beneficial to learning. However, please contact the Student Support Officer for advice on how to best use a tape recorder in addition to note-taking.

Taking notes

Now that you understand the reason for taking notes, let's learn how your note taking can become effective. This section will be broken into three parts; the first section will cover a range of general note taking tips, the next will deal with taking effective notes from reading material, and the last will deal with taking effective notes from lectures.

General tips

It is important to determine which pieces of information in a lecture or reading are important and which pieces are not. The best way to do this is to be critical when you read or listen. Ask yourself if the information you're hearing is **IMPORTANT**, **RELEVANT**, and **CREDIBLE**. In other words, does the information demonstrate a major point, does it relate to the subject matter, and is it believable or supported?

When writing down notes, try to distinguish between facts, opinions, and examples. It is important to write down relevant facts. Facts are true statements that should be supported by research or evidence. It is also important to write down important, relevant, educated opinions. For example, if the lecturer is giving a lecture that compares the ideas of different theorists, it would be important to write down a summary of each theorist's opinion in your notes. Lecturers and authors use examples to help explain difficult concepts and to maintain your interest. While you might find the example interesting, it is not important to write down all the examples. You may like to write a reference to an example that was particularly interesting or as a means of reminding you to do more research in a particular area. Rather than relying on the examples that the lecturer or author provides, when reviewing your notes, try to think of your own examples.

When reading or listening, don't write out notes word for word. Notes should not be an exact copy of the lecture or reading. They should be a summary of the main ideas and should be used to help jog your memory.

Use shortcuts that you will understand and that will make the writing process quicker. Abbreviations ('eg' instead of 'for example'), symbols (= instead of 'equals'), and drawings can sometimes help you take notes more quickly.

Use font, colour and size to draw attention to important points. For example, you might like to use a different colour pen to write down facts, opinions, and examples. You might use different writing sizes to indicate main points as being separate from supporting evidence.

When making notes, print clearly where possible. If your writing is poor, use a word processor when reviewing your notes, leaving spaces for handwritten diagrams and mind maps.

Be critical of the material you are listening to or that you are reading. How does the material compare with what you have heard or read previously? Does the argument follow a logical pattern and is it clear of false argument? Do you understand all of the points and if not, where are the gaps? What questions are still unanswered for you? Why weren't these answered in the lecture/reading?

Tips for taking notes from readings

Edit

How to write efficiently with keyboard shortcuts (2)

The screenshot shows a mobile application interface for note-taking. At the top, there's a header bar with icons for carrier signal, time (5:34 PM), battery level (100%), and various document-related icons. Below the header is a navigation bar with a back arrow, forward arrow, and a search bar containing the text "Search note cards".

The main content area displays a note titled "Note taking skills - from lectures and readings". The note is organized into sections:

- Outline**: A sidebar on the left lists sections:
 - WHY TAKING NOTES?
 - Some reasons
- Introduction**: A section with text and a small cartoon illustration of a person sitting at a desk.
- Notes as a study tool**: A section with text and a list of bullet points explaining why note-taking is important.
- Summary**: A section with text and a list of bullet points summarizing the benefits of note-taking.

At the bottom of the screen, there's a footer bar with icons for back, forward, and save, followed by the text "reasons".

How to write efficiently with keyboard shortcuts (3)

Carrier 5:35 PM 100%

Search note cards Outline Mind Map SamplePDF_NoteTakingSkills.es

- WHY TAKING NOTES?

- SOME REASONS

Note taking skills - from lectures and readings

Introduction

When you are at university, the sheer amount of information that is delivered to you can be daunting and confusing. You may even think that you have to copy down everything you hear or read. When you are at a face-to-face lecture it is sometimes difficult to tell what is important and what is not. Distance learning students might feel the need to copy out fact after fact from readings and textbooks. When preparing for an exam or assignment, it is tempting to produce extensive notes on page after page of A4 paper. These methods of note taking are generally time consuming and ineffective and there is an easier way!



Effective note taking should have a purpose, should be well organised, and can be a time saving skill. This information sheet outlines the basic lecture and written source note taking skills. Firstly, we will try to understand why notes are an important part of studying. Then we will learn how to take, organise and store notes. At the end of this information sheet you will find an activity that can be used to test yourself. Your tutor or the Student Support Officer can provide feedback on this activity.

When you've finished this study skills package, you should be able to:

- List the reasons why students should take notes
- Evaluate which information is useful and important and which is not
- Organise lecture or reading notes using a mind-mapping tool
- Demonstrate good note taking practice in the context of your subject area
- Understand how to effectively store and review your notes

Notes as a study tool

While most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or recording lectures on other students. Initially, these methods may seem like a good idea, but in an academic context note taking is an important skill as it involves writing in that you are taking in new information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.*

The following list provides a few reasons why note taking is an important activity:

- Taking notes will help you to extend your attention span (Rowntree, 1976: 112). When reading or listening, you may tend to wander off. You might be inclined to think about work, money, or relationships. It is often easier to break off and then to pop into your head while you are listening to a lecture or while you are reading. Taking notes helps to keep you focussed on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982: 2).
- Taking notes will help you to remember what you have heard or read (Kesselman-Turkel and Peterson, 1982: 3). We learn more effectively when we use multiple senses and multiple activities. When note-taking we are using listening and writing skills and we are using our brain and muscles. By writing down notes, you are physically writing them down, thus forcing material into your own words and into a format that you are more likely to understand when you review the notes. And as an adult learner you are more likely to remember what you have heard or read if you take an active part in your learning. Rather than being a passive listener or reader, note taking makes you an active learner. The notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivator to continue with your studies.
- Note taking helps you to organise the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-6). Good notes should arrange topics into easy-to-review chunks of information that are clear and

Edit

How to write efficiently with keyboard shortcuts (4)

Carrier 5:42 PM 100%

Search note cards Outline Mind Map Department of Lifelong Learning: Study Skills Series

Note taking skills - from lectures and readings

- WHY TAKING NOTES?

- SOME REASONS

Introduction

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Edit

How to write efficiently with keyboard shortcuts (5)

Carrier 5:42 PM 100%

Search note cards Outline Mind Map Department of Lifelong Learning: Study Skills Series

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SOME REASONS

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Academic note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976: 112). Tape recorders and 'buddy' note-taking arrangements should only ever be used in addition to your original notes, and never as a substitute.*

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Edit

How to write efficiently with keyboard shortcuts (6)

The screenshot shows a mobile application interface for note-taking. At the top, there are status icons for signal strength, battery level, and time (5:42 PM). The top right corner shows a 100% battery icon. The main interface has a header with a back arrow, a search bar labeled "Search note cards", and a book icon. Below the header, there are tabs for "Outline" (which is selected) and "Mind Map". On the far right of the header are icons for "Close", "2 / 2", and "Question".

The main content area is divided into two sections:

- Left Section:** A title "WHY TAKING NOTES?" followed by a section titled "SOME REASONS". Below this is a box containing a list of outcomes:
 - When you've finished this study skills package, you should be able to:
 - List the reasons why students should take notes
 - Evaluate which information is useful and important and which is not
 - Organise lecture or reading notes using a mind-mapping tool
 - Develop good note taking practice in the context of your subject area
 - Understand how to effectively store and review your notes
- Right Section:** A question "Q: Some reasons" followed by a box containing a list of outcomes:
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 - Demonstrate good note taking practice in the context of your subject area
 - Understand how to effectively store and review your notes

At the bottom of the screen, there is a toolbar with various icons for text styling (bold, italic, underline, etc.) and navigation (back, forward, search, etc.). The word "Some" is highlighted in the search bar.

How to replace highlight of note (1)

Carrier 4:54 PM 100%

Outline Mind Map

Helpful Tips

ASK QUESTIONS 2

The best way to do this is to be critical when you read or listen. Ask yourself if the information you're hearing is **IMPORTANT**, **RELEVANT**, and **CREDIBLE**

DRAW, JOURNAL, OR OPINION, AND EXAMINE

USE YOUR OWN WORDS 2

In your own words

USE SHORTCUT AND DRAWINGS 2

SamplePDF_NoteTakingSkills

Taking notes helps you remember what you have heard or read (Kesselman-Turkel and Peterson, 1982: 3). We learn more effectively when we use multiple senses and multiple channels. When notes are taken, you are paraphrasing the lecture or reading material into your own words and into a format that you are more likely to understand when you review the notes. And as an adult learner you are more likely to remember what you have learned when you can see it written down than when you hear it. Being a passive listener or reader, **note taking makes you an active learner**. The notes you produce are **visible evidence** and are a visible reminder of the effort you have put into the course. This in itself can be a motivator.

Note taking helps you to organise the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-4). It also helps you to **review** facts of information that are clear and well-rehearsed. This is important if you're using your notes to revise for an examination or for as a starting point in an assignment (Rowntree, 1976: 112).

It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of what was said.

Important and sometimes assessable pieces of information in a lecture will be over-written on chance to revise the lecture, or the reading may have to be re-read which is time consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

* Please note: Students with dyslexia and other learning disabilities may find the use of a tape recorder beneficial to learning. However, please contact the Student Support Officer for advice on how to best use a tape recorder in addition to note-taking.

Taking notes

Note that you understand the reason for taking notes. Let's learn how your note-taking can become effective. This section will be broken into three parts; the first section will cover a range of general note-taking tips, the next will deal with taking effective notes from reading material, and the last will deal with taking effective notes from lectures.

It is important to determine which pieces of information in a lecture or reading are important and which pieces are not. The best way to do this is to ask yourself when you read or listen. Ask yourself if the information you're hearing is **important**, **relevant**, and **credible**. If the information demonstrates a major point, does it relate to the subject matter, and is it believable or supported?

When writing down notes, **differentiate between facts, opinions, and examples**. It is important to write down relevant facts. Facts are **true statements** that should be supported by research or evidence. It is also important to write down important, relevant, educated opinions. For example, if the lecturer is giving a lecture that compares two theories, it is important to write down both theories and the lecturer's opinion on each theory's merit in your notes. Lecturers and authors use examples to help explain difficult concepts and to maintain your interest. While you might find the example interesting, it is **not important** to write down all the examples. You may want to write down the example that you found most interesting or remind yourself to do more research in a particular area. Rather than relying on the examples that the lecturer or author provides, when reviewing your notes, try to think of your own examples.

When reading or listening, don't write out notes word for word. Notes should not be an exact copy of the lecture or reading. They should be **summaries of the main ideas** that should be used to help **you gain memory**.

Use shortcuts that you will understand and that will make the writing process quicker. Abbreviations (**e.g.** instead of **for example**) symbols (= instead of **equals**), and drawings can sometimes help you take notes more quickly.

Use **font, colour and size** to draw attention to important points. For example, you might like to use a different colour pen to write down facts, opinions, and examples. You might use different writing sizes to indicate main points or being separate from supporting evidence.

When making notes, print clearly where possible. If your writing is poor, use a word processor when reviewing your notes, leaving spaces for handwritten diagrams and mind maps.

Be critical of the material you are listening to or that you are reading. How does the material compare with what you have heard or read previously? Does the argument follow a logical sequence? Are there any contradictions? Do you understand all of the points and if not, where are the gaps? What questions are still unanswered for you? Why weren't these answered in the lecture/reading?

Tips for taking notes from readings

Understand what you are looking for in the reading. Are you looking to gain a general understanding or are you searching for specific information or support for an argument?

A well structured reading should begin by outlining the main premise, argument or ideas in the first few sentences, and continue in the first paragraph. Pick out the main premise and write it down (see activity 1). Each paragraph after that should contain evidence that the author uses to support the main premise.

How to replace highlight of note (2)

The note contains the following text:

information you're hearing is **IMPORTANT**, **RELEVANT**, and **CREDIBLE**

DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES 2

When writing down notes, it's important to distinguish between facts, opinions, and examples. It's important to write down relevant facts. Facts are statements that can be proven true or false. Opinions are statements that reflect someone's beliefs or feelings. Examples are specific instances that illustrate a general point. When writing down notes, it's important to distinguish between facts, opinions, and examples. For example, if you are writing about different countries, it would be important to write down a summary of each country's government and economy. If you are writing about different cultures, it would be important to write down the customs and traditions of each culture. When writing down notes, it's important to distinguish between facts, opinions, and examples. You may want to use different colors or styles to highlight the different types of information you've gathered. When writing down notes, it's important to distinguish between facts, opinions, and examples. You may want to use different colors or styles to highlight the different types of information you've gathered.

USE YOUR OWN WORDS 2

When reading or listening, don't just copy the words. Notes should not be an exact copy of the lecture or reading. They should be [notes of your own words](#) that will be used in helping you remember.

In your own words

“ ”

USE SHORTCUT AND DRAWINGS 2

Use shortcuts that you will understand and that will make the writing process quicker. Abbreviations ('eg' instead

Context menu options (from top to bottom):

- Add evernote
- Color & Style
- Share
- Remove highlight
- Delete

Bottom navigation bar icons: back, forward, add, edit, add text, pen, microphone, camera, left arrow, three dots.

How to replace highlight of note (3)

Carrier 4:55 PM 100%

Outline Mind Map

Helpful Tips

- ASK QUESTIONS
- DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES
- USE YOUR OWN WORDS

SamplePDF_NoteTakingSkills

a lecture or while you are reading. Taking notes helps keep you focused on your subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982: 2).

- Taking notes will help you remember what you have heard or read (Kesselman-Turkel and Peterson, 1982: 3). We can more effectively remember multiple sources and different types. When notes are taken using listening and writing skills we will use our brain more intensely. And by writing down notes, you are paraphrasing the lecture or reading material into your own words and into a format that you are more likely to understand when you review the notes. And as an adult learner you are more likely to remember what you have heard or read if you take an active part in your learning. Rather than being a passive listener or reader, note-taking makes you an active learner. The notes you produce are memorable when they are a reminder of the effort you have put into the course. This in itself can be a motivation for your study!
- Note taking helps you to organize the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-4). Good notes should arrange topics in easy-to-review blocks of information that are clear and well referenced. This is important if you're using your notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976: 112).

It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the

important and sometimes assessable issues. The lecture will be over with no chance to revise the material, or the reading may have to be re-read, which is time consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organised.

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General tips

It is important to determine which pieces of information in a lecture or reading are important and which pieces are not. The best way to do this is to be critical when you read or listen. Ask yourself if the information you're hearing is **IMPORTANT**, **RELEVANT**, and **CREDIBLE**. In other words, does the information demonstrate a major **connection** to the subject matter, and is it **believable** or **supported**?

When writing down notes, try to distinguish between **facts**, **opinions**, and **examples**. It is important to write down relevant facts. Facts are **true** statements that should be supported by research or evidence. It is also important to write down important, relevant, educated opinions. For example, if the lecturer is giving a lecture that compares the ideas of different theorists, it would be important to write down a summary of each theorist's opinion in their own words and to compare them. Examples are often used to illustrate and support important information. While you might find an example interesting, it is not important to write down all the examples. You may like to write a reference to an example that was particularly interesting or as a means of reminding you to do more research in a particular area. Rather than relying on the examples that the lecturer or author provides, when reviewing your notes, try to think of your own examples.

When reading or listening, don't write out notes word for word. Notes should not be an exact copy of the lecture or reading. They should be a **summary of the main ideas** and should be used to help **use your memory**.

How to replace highlight of note (4)

Carrier 4:55 PM 100%

Outline Mind Map

Helpful Tips

ASK QUESTIONS

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DISTINGUISH BETWEEN FACTS, OPINIONS, AND EXAMPLES

When writing down notes, try to distinguish between facts, opinions, and examples. It is important to write down relevant, relevant, educated opinions. For example, if the lecturer is giving a lecture that compares the ideas of different theorists, it would be important to write down a summary of each theorist's opinion in your own words and then compare them. This will help you to understand the material better. While you might find the example interesting, it is not important to write down all the examples. You may like to write a reference to an example that was particularly interesting or as a means of reminding you to do more research in a particular area. Rather than relying on the examples that the lecturer or author provides, when reviewing your notes, try to think of your own examples.

USE YOUR OWN WORDS

When reading or listening, don't write out notes word for word. Notes should not be an exact copy of the lecture or reading. They should be a **summary of the main ideas** and should be used to help **recall your memory**.

SamplePDF_NoteTakingSkills

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- Note taking helps you to organize the ideas you are learning about (Kesselman-Turkel and Peterson, 1982: 3-4). Good notes should arrange topics in **easy-to-review chunks** of information that are clear and well referenced. This is important if you're using your notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976: 112).

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How to create new notebook from filtered notes (1)

MarginNote X - AIC 1

Outline Mind Map Hybrid

Q & A Tag filter: #constant Book filter: (1) Inorganic C... Color filter:

WHAT DOES BOHR THEORY ELECTRON MOVE IN STABLE ORBITS?

WHAT DOES BOHR THEORY ELECTRONS ABSORB LIGHT SPECIFIC ENERGIES OR ENERGY LEVELS?

THE ENERGY OF THE LIGHT ABSORBED CAN BE FOUND, THE BOHR MODEL OF THE HYDROGEN ATOM ENERGY LEVELS.

WHY IS CM-1 OFTEN USED AS A UNIT?

WHAT IS THE DISADVANTAGE OF THE BOHR MODEL?

TRANSITIONS OBSERVED FOR THE HYDROGEN ATOM AND THE ENERGY LEVELS.

WHAT DOES U MEAN IN DE BROGLIE'S EQUATION?

WHY DO ELECTRONS HAVE QUANTIZED ENERGY LEVELS?

WHAT IS POTENTIAL ENERGY? IT IS DESIGNATED AS?

AN ELECTRON NEAR THE NUCLEUS IS STRONGLY ATTRACTED TO IT AND HAS A NEGATIVE POTENTIAL ENERGY.

Outline

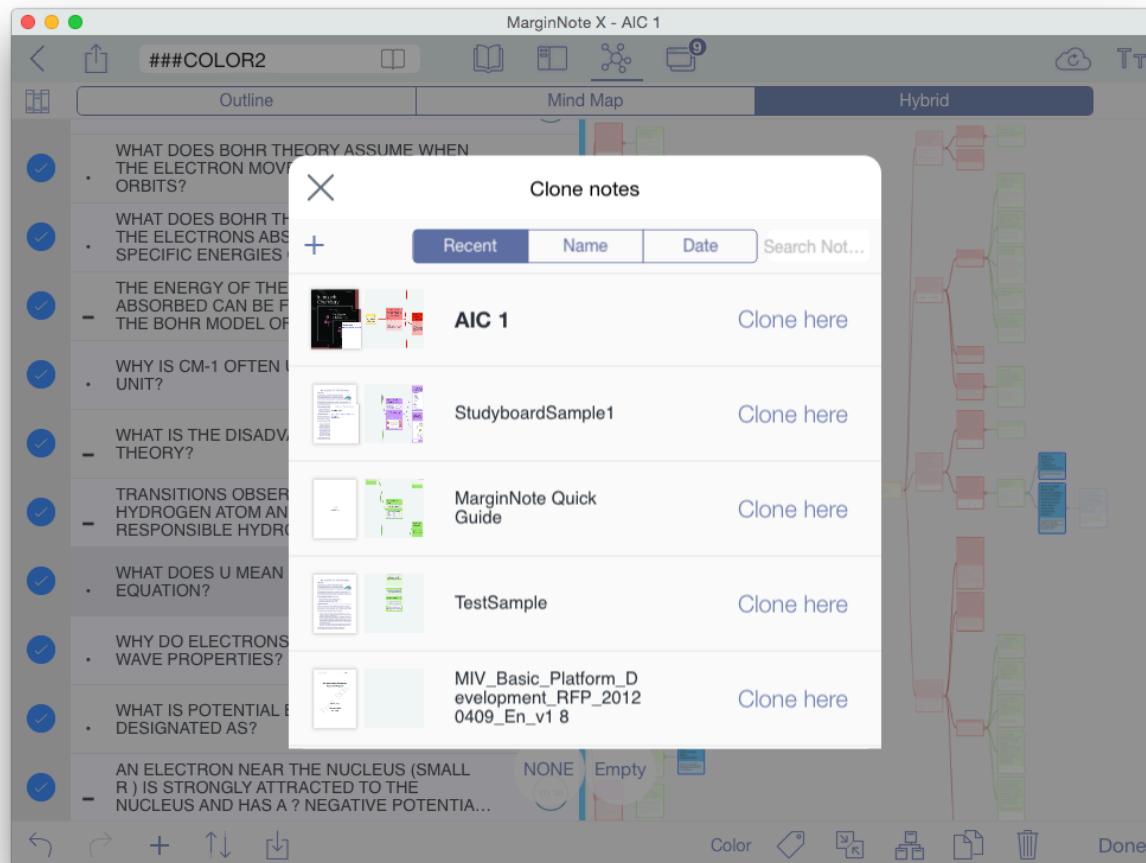
Mind Map

Hybrid

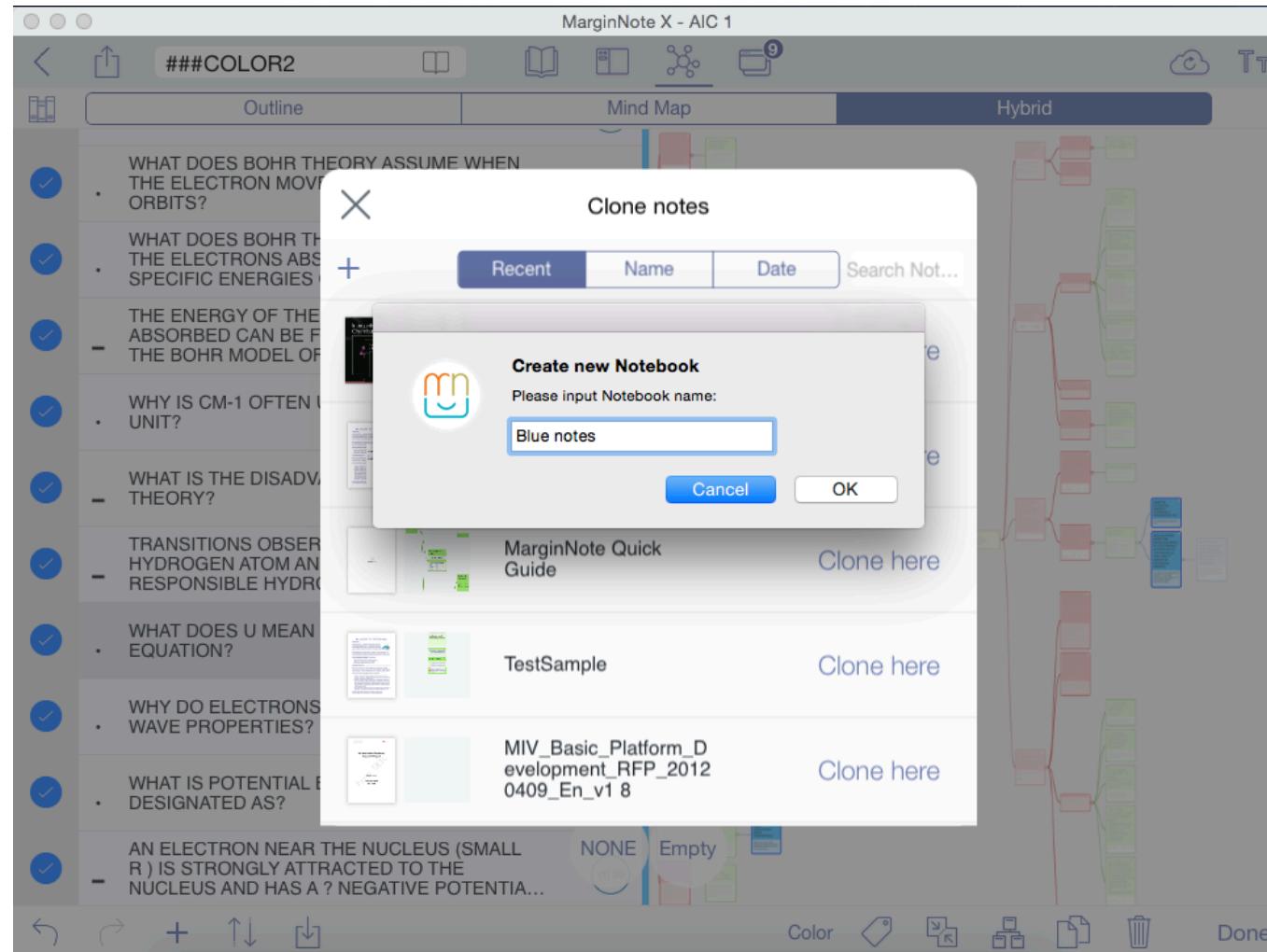
Edit

The screenshot shows a Mac OS X-style window titled "MarginNote X - AIC 1". On the left, there's an "Outline" panel listing several notes. On the right, there's a "Mind Map" view showing a hierarchical structure of the notes. A modal dialog box is open in the center, containing filtering options: "Q & A", "Tag filter: #constant", "Book filter: (1) Inorganic C...", and "Color filter". The "Color filter" section has several colored bars corresponding to the notes in the outline. The notes listed in the outline include: "WHAT DOES BOHR THEORY ELECTRON MOVE IN STABLE ORBITS?", "WHAT DOES BOHR THEORY ELECTRONS ABSORB LIGHT SPECIFIC ENERGIES OR ENERGY LEVELS?", "THE ENERGY OF THE LIGHT ABSORBED CAN BE FOUND, THE BOHR MODEL OF THE HYDROGEN ATOM ENERGY LEVELS.", "WHY IS CM-1 OFTEN USED AS A UNIT?", "WHAT IS THE DISADVANTAGE OF THE BOHR MODEL?", "TRANSITIONS OBSERVED FOR THE HYDROGEN ATOM AND THE ENERGY LEVELS.", "WHAT DOES U MEAN IN DE BROGLIE'S EQUATION?", "WHY DO ELECTRONS HAVE QUANTIZED ENERGY LEVELS?", "WHAT IS POTENTIAL ENERGY? IT IS DESIGNATED AS?", and "AN ELECTRON NEAR THE NUCLEUS IS STRONGLY ATTRACTED TO IT AND HAS A NEGATIVE POTENTIAL ENERGY.". The "Mind Map" view shows how these notes are interconnected.

How to create new notebook from filtered notes (2)



How to create new notebook from filtered notes (3)



How to create new notebook from filtered notes (4)

MarginNote X - Blue notes

Search note cards

Outline Mind Map Hybrid

WHAT IS THE UNIT OF WAVENUMBER OF THE LIGHT?
-v- = wavenumber of the light, usually in cm⁻¹ (1) 26

WHAT DOES N STAND FOR?
These quantities, n, are called quantum numbers. (These are the principal quantum numbers ; other quantum numbers are discussed in Section 2.2.2 .) (1) 26

WHAT DOES BOHR THEORY ASSUME WHEN THE ELECTRON MOVE IN STABLE CIRCUL...
This theory assumed that negatively charged electrons in atoms move in stable circular orbits around the positively charged nucleus with no absorption or emission of energy (1) 26

WHAT DOES BOHR THEORY ASSUME WHEN THE ELECTRONS ABSORB LIGHT OF CER...
However, electrons may absorb light of certain specific energies and be excited to orbits of higher energy; they may also emit light of specific energies and fall to orbits of lower energy (1) 26

Edit

The screenshot displays the MarginNote X application window titled "MarginNote X - Blue notes". The interface includes a top navigation bar with standard OS X-style icons (red, yellow, green circles) and a search bar labeled "Search note cards". Below the search bar are three tabs: "Outline", "Mind Map", and "Hybrid", with "Hybrid" currently selected. The main content area contains four note cards, each with a question and a detailed answer. The first note is about the unit of wavenumber. The second note is about quantum numbers. The third note is about Bohr theory assumptions regarding electron motion. The fourth note is about electron transitions and energy levels. Each note card has a small circular badge with "(1) 26" indicating the number of associated cards. To the right of the notes, there is a vertical sidebar displaying a hierarchical "Mind Map" structure, which is a visual representation of the relationships between the notes. At the bottom of the window, there are several small blue icons for navigating between notes, and a "Edit" button on the far right.

How to create new notebook from filtered notes (5)

MarginNote X

Books Notebooks Notes & Tags

Manage #catalyst

AND OR Modified Title Create

#Anki
#applepencil
#art
#attention
#bookmarks
#calculation
 #catalyst
#constant
#Cu
#currentdensity
#Definition
#device
#electrode

2015 Nov 18

CU NANOPARTICLES (SIZE 50 NM, ALFA AESAR, 99.99% METAL) WAS USED AS CATHODE CATALYST

2015 Nov 17

catalyst remains active after this period of time. Turnover frequency (TOF) is defined as TON per unit time. TOF = TON/TOT = $\frac{N}{t} \cdot \frac{F}{Q}$, where N is the number of molecules converted to product, t is the total time, F is the Faraday efficiency for the desired product, Q is the total charge passed through the catalyst, and E° is the current. E° is the Faradic efficiency for the desired product, N is the number of electrons in the half reaction ($N = 2$ for CO₂ or CO/H₂O conversion), and F is the Faraday constant ($F = 96485$ C/mole electrons). When catalyst decomposition is evident, the TOF is calculated on the basis of the initial catalytic activity. For TON/TOF values based on electroactive catalyst sites

(J/J)		M, pH 7.0 graphitized porous carbon support			1490 mV $E^{\circ} = -0.55$	
20 (69)	poly(ethyleneimine)-coated N-doped carbon nanotubes	HCO ₂ H	24 h	N/A	Ag/KHCO ₃ (0.1) M, pH 6.6; glassy carbon	9.5 2.7 [-1.56 V [960 mV] $E^{\circ} = -0.51$
3 (10)		CO	2.8	200	48	N2O, glassy carbon
9 (10)		CO	22 h	-20	3.3	MeCN/H ₂ O (19.1x dilute)

2015 Nov 6

A DRAMATIC INCREASE IN THE CATALYTIC ACTIVITY AND SELECTIVITY FOR H₂ AND CO WAS OBSERVED WITH DECREASING CU PARTICLE SIZE, IN PARTICULAR, FOR NPS BELOW 5 NM

2015 Nov 5

22,23 HERE WE SHOW THAT THE CO₂REDUCTION PROPERTIES OF CU₂O ELECTRODES RESULTING FROM COPPER OXIDE REDUCTION VARY WIDELY DEPENDING ON THE PROPERTIES OF THE INITIAL OXIDE...

MODIFIED CU ELECTRODES WERE PREPARED BY ANNEALING CU FOIL IN AIR AND ELECTROCHEMICALLY REDUCING THE RESULTING CU₂O LAYERS

Flashcards (Q&A) 9

Browse

Copy to other Notebook

Repetition queue

Export to Anki (apk)

11-18

11-17

11-17

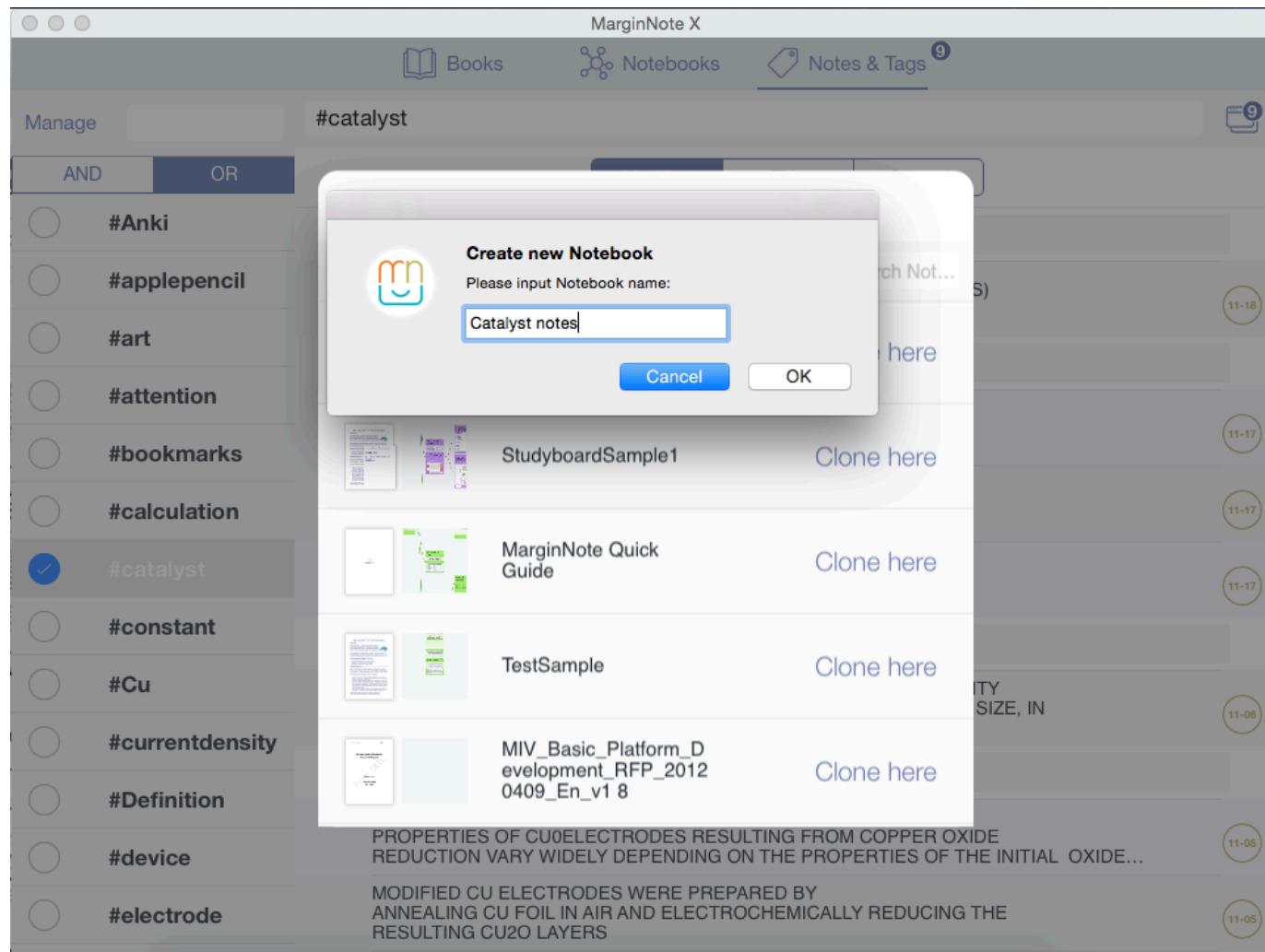
11-17

11-06

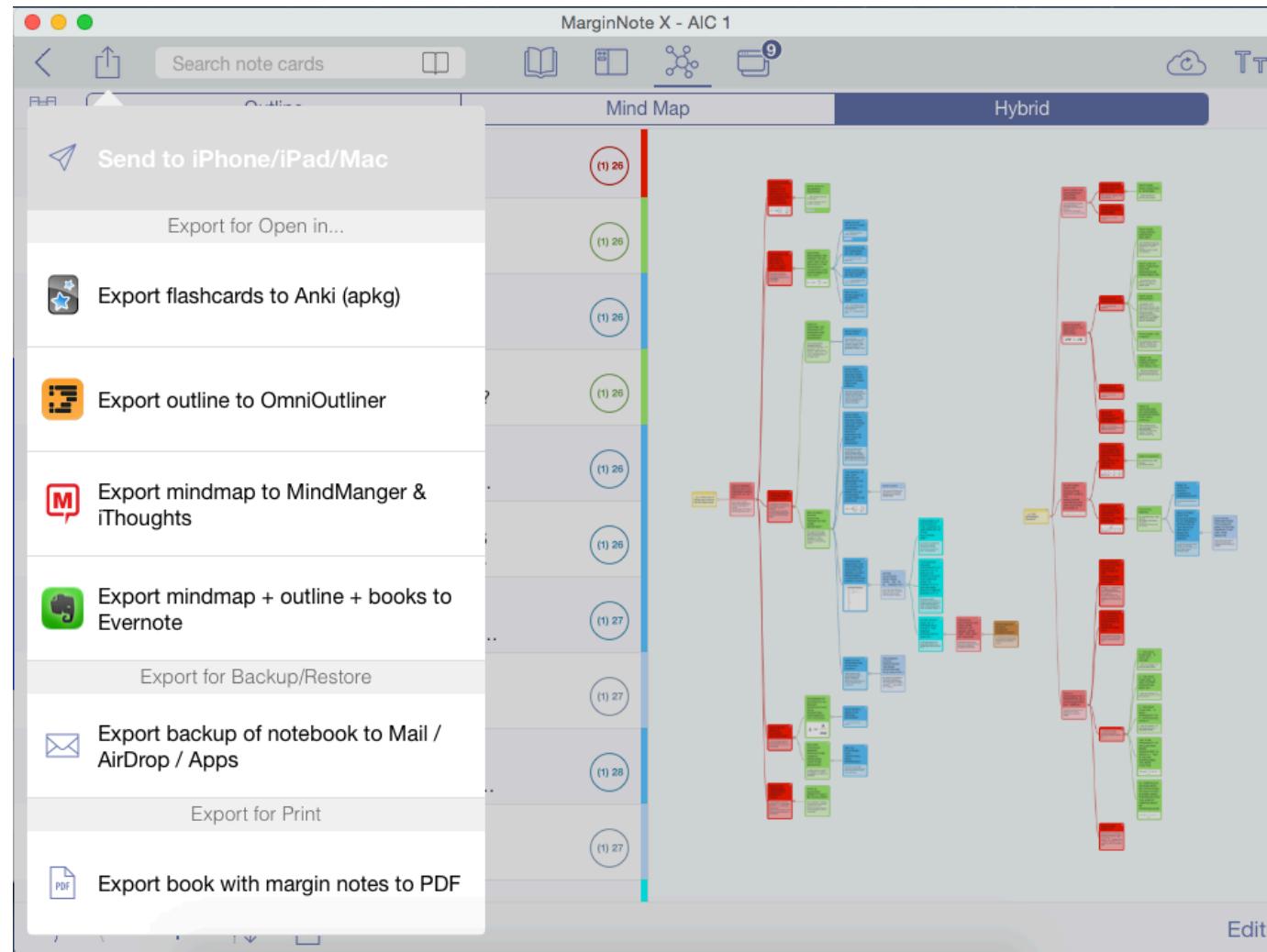
11-05

11-05

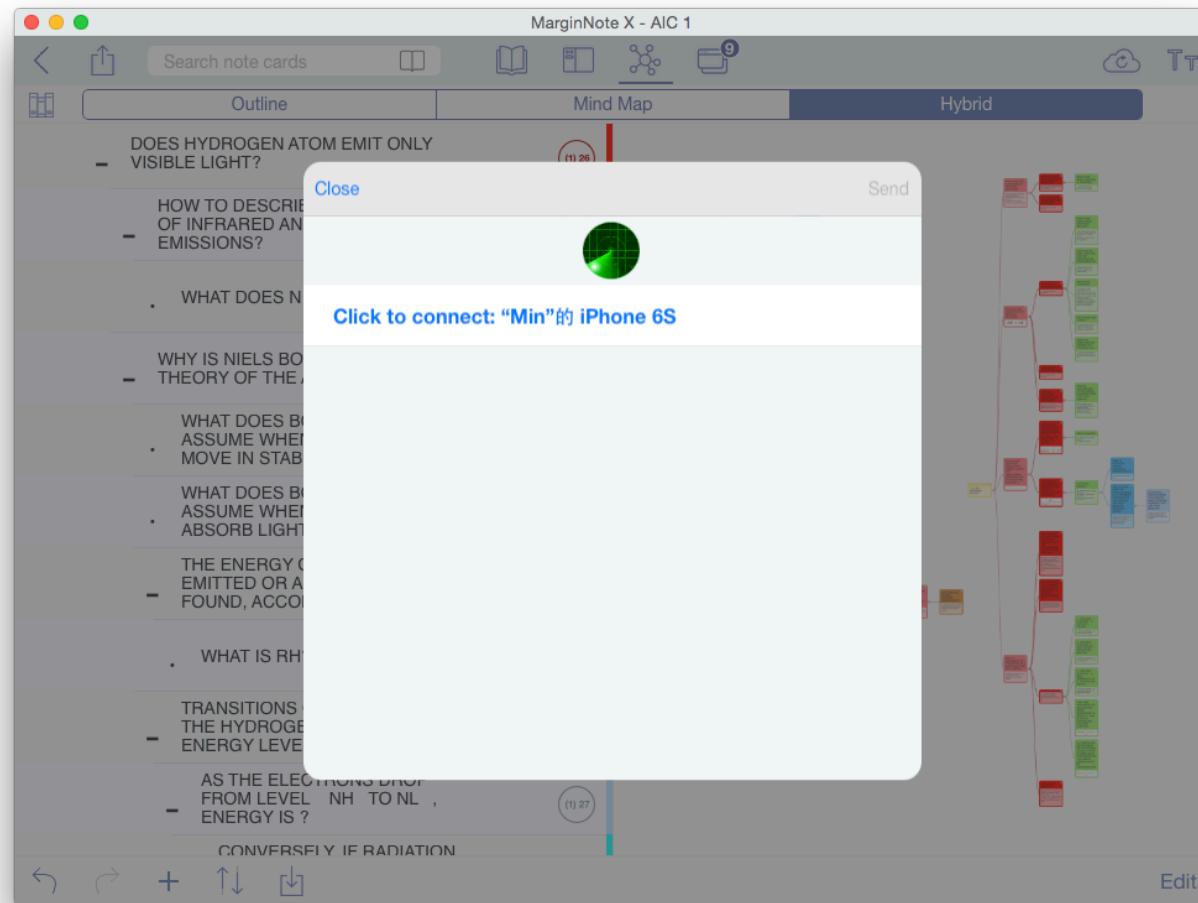
How to create new notebook from filtered notes (6)



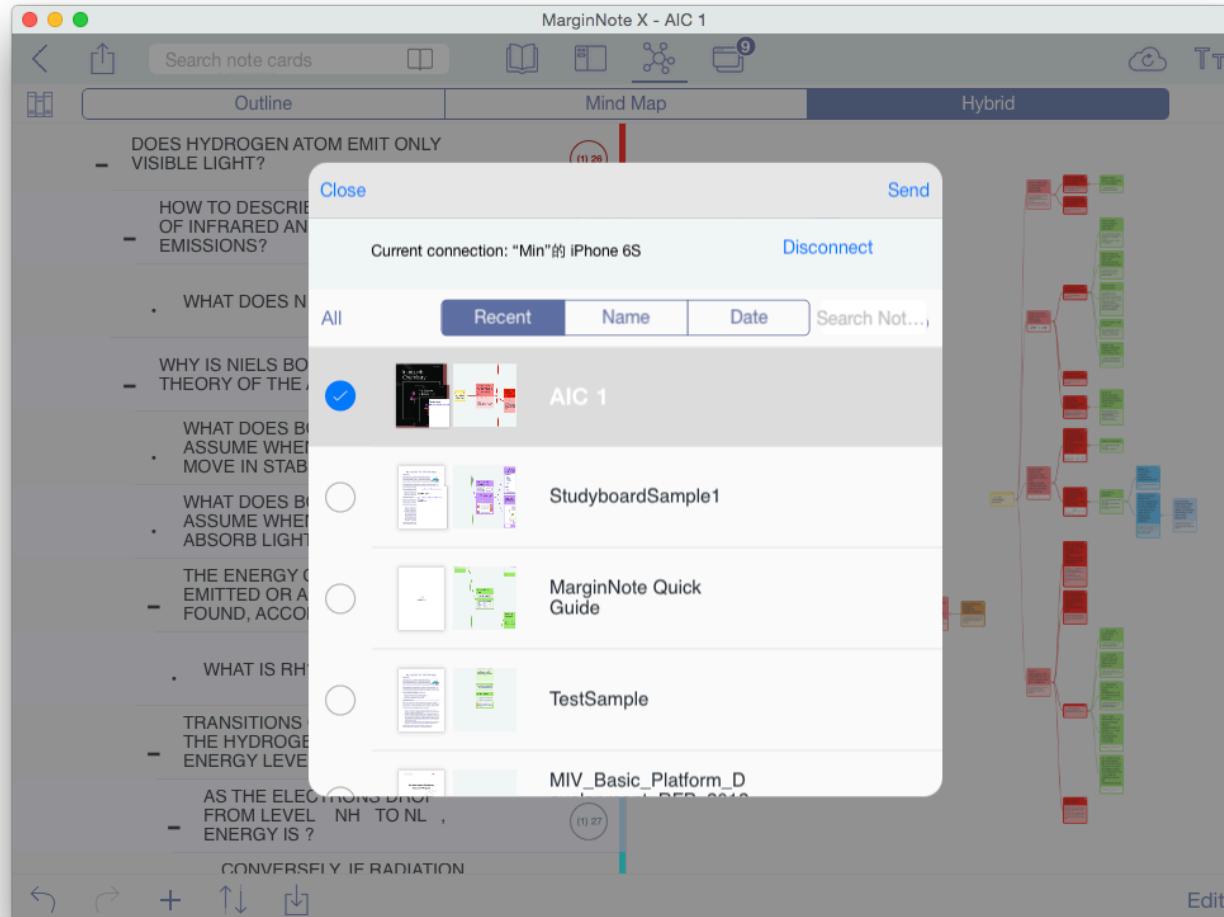
How to send notebooks&books between iPhone&iPad&Mac (1)



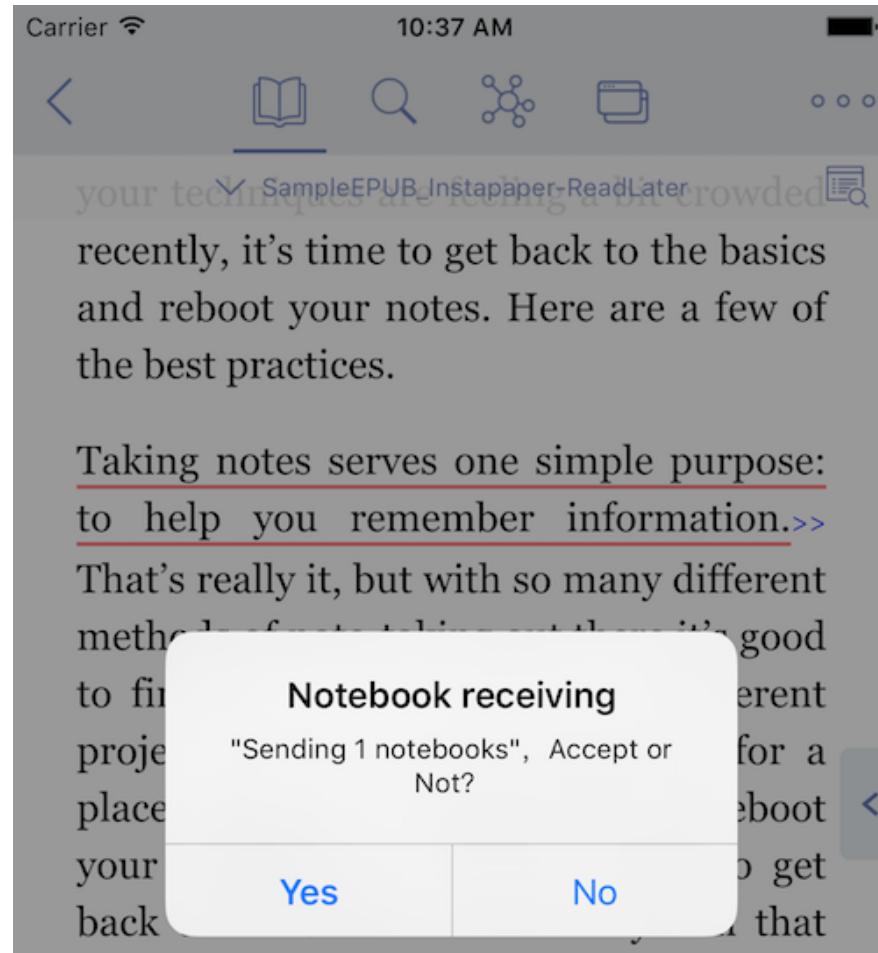
How to send notebooks&books between iPhone&iPad&Mac (2)



How to send notebooks&books between iPhone&iPad&Mac (3)



How to send notebooks&books between iPhone&iPad&Mac (4)



How to use spaced repetition (1)

The screenshot shows the MarginNote X application interface. At the top, there are three colored window control buttons (red, yellow, green). Below them is a navigation bar with tabs: Books, Notebooks, Notes & Tags (which is currently selected), and a tab with a number 12. On the left, there's a sidebar titled "Manage" with a search bar labeled "Search note cards". Underneath, there are two buttons: "AND" and "OR". A list of tags is displayed, each preceded by a circular icon:

- #catalyst
- #Anki
- #applepencil
- #art
- #attention
- #bookmarks
- #calculation
- #constant
- #Cu
- #currentdensity
- #Definition
- #device
- #electrode

The main content area displays a note card with the following text:

2016 Jun 4

VISUAL NOTE TAKING TOOLS

current and if it suits the purpose of your study.

- read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.
- Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.

USE SEARCH TOOL

TAP & EDIT

STIMULATES YOUR ABILITY TO RECALL

NEED EASY WAY TO TAKE NOTE

THE REASONS WHY STUDENTS SHOULD TAKE NOTE

LARGE PIECES OF PAPER WITH MARGINS

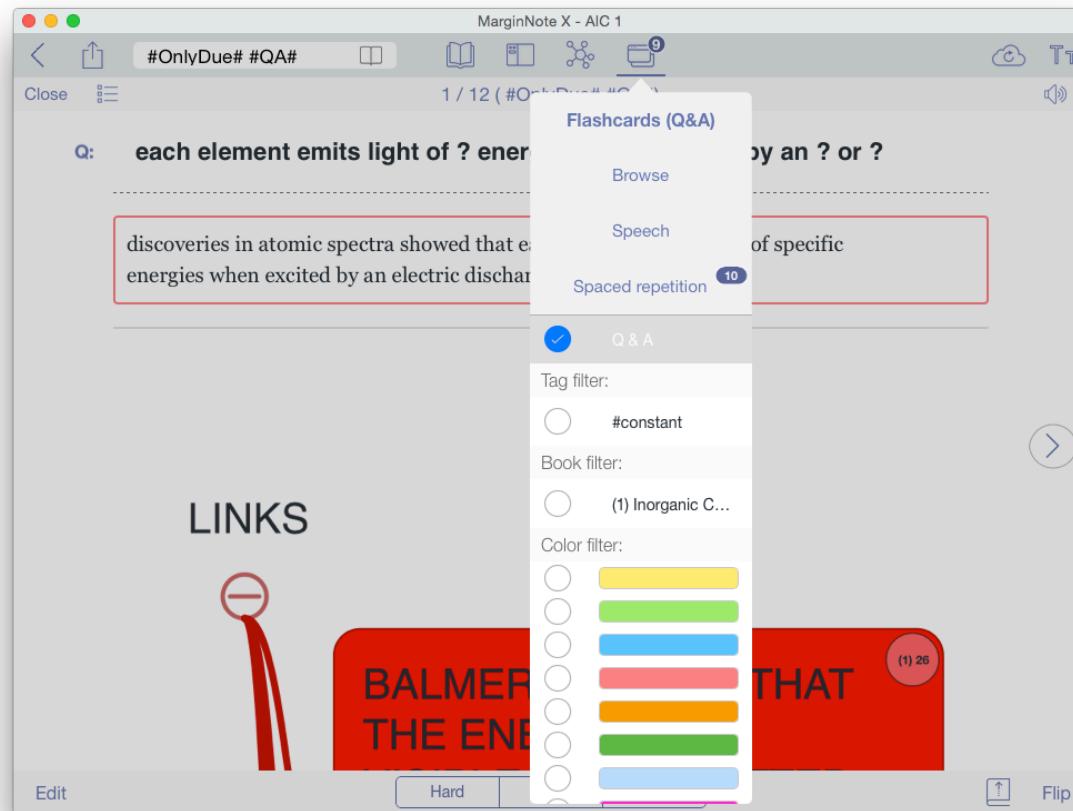
ORGANISING AND STORING YOUR NOTES

A context menu is open on the right side of the screen, titled "Spaced repetition (12)". It contains the following options:

- Flashcards (Q&A)
- Browse
- Copy to other Notebook
- Repetition queue
- Export to Anki (apkg)

Each menu item has a small circular icon next to it, containing the text "06-04".

How to use spaced repetition (2)



How to use spaced repetition (3)

MarginNote X

Books Notebooks Notes & Tags

Manage Search note cards

AND OR Close Due All

#Anki 2016 Jun 10

#applepencil EACH ELEMENT EMITS LIGHT OF ? ENERGIES WHEN EXCITED I

#art 2016 Jun 9

#attention

#bookmarks

#calculation

#catalyst

#constant

#Cu

#currentdensity

#Definition

#device

#electrode

Flashcards (Q&A)

Browse

Copy to other Notebook

Repetition queue

~5 d

~4 d

0 d

0 d

0 d

1 d

1 d

current and if it suits the purpose of your study.

3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.

4. Summarize – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.

2.1.2 DISCOVERY OF SUBATOMIC PARTICLES AND THE BOHR ATOM 2016 Jun 5

DOES HYDROGEN ATOM EMIT ONLY VISIBLE LIGHT?

NEED EASY WAY TO TAKE NOTE

WHY IS CM-1 OFTEN USED AS AN ENERGY UNIT?

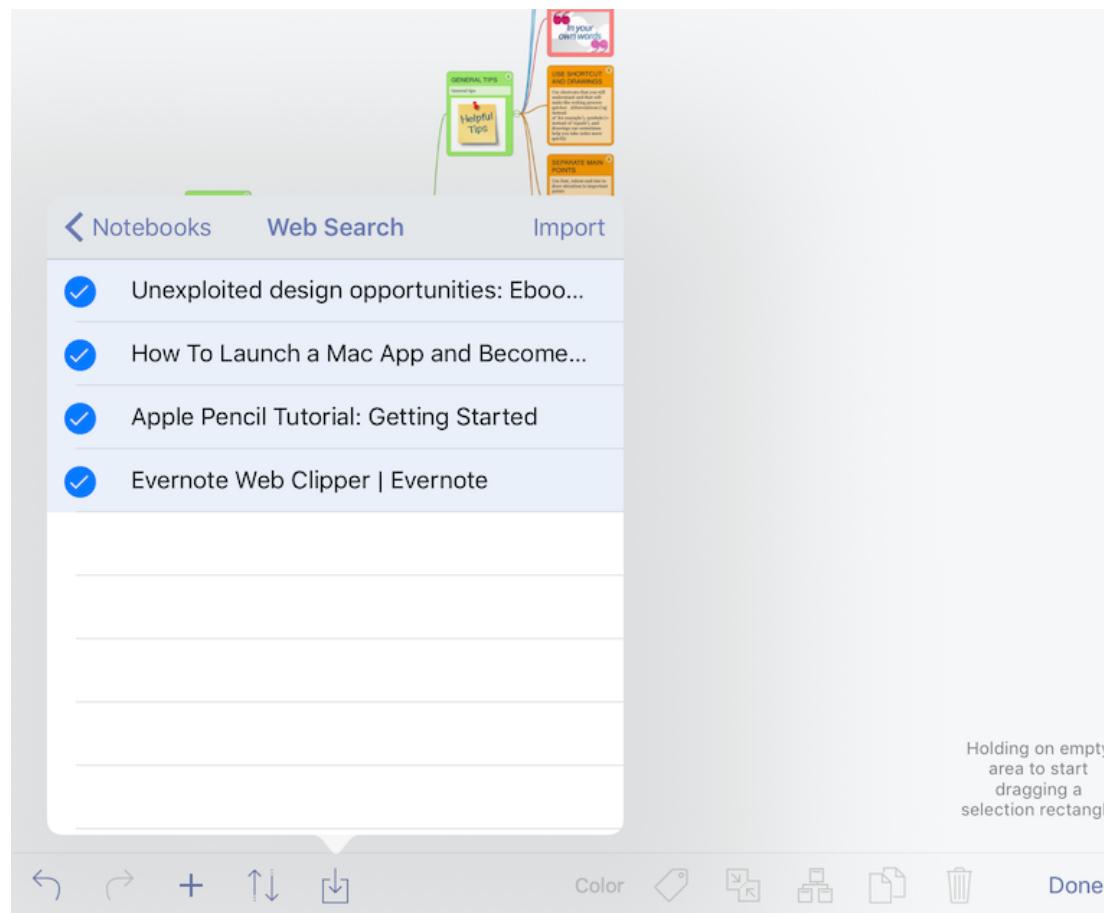
WHAT IS THE UNIT OF WAVENUMBER OF THE LIGHT?

The screenshot shows the MarginNote X application interface. On the left, there's a sidebar with 'Manage' and 'Search note cards' buttons. Below that is a list of notes with tags like '#Anki', '#applepencil', etc., each with a due date. A context menu is open over the second note, listing options: 'Flashcards (Q&A)', 'Browse', 'Copy to other Notebook', and 'Repetition queue'. The 'Repetition queue' option has a checked checkbox. To the right of the menu, there are colored circles indicating repetition intervals: red (~5 d), yellow (~4 d), green (0 d), blue (1 d). At the bottom of the list, there's a section with instructions for reading: 'current and if it suits the purpose of your study.', '3. Read – read actively but quickly, looking for the main points of the reading – don't take any notes – you might want to read through twice quickly.', and '4. Summarize – Write down the main points of the reading and any really important facts, and opinions that help support the main points. Also record the bibliographic details.'

How to import notes from evernote (1)

The image shows two screenshots of the Evernote Premium application. The left screenshot displays a note titled "Apple Pencil Tutorial: Getting Started" by Caroline Beigie. The note contains text about the Apple Pencil and its capabilities. The right screenshot shows a mind map diagram with various nodes connected by lines, including "STIMULATES YOUR ABILITY TO RECALL", "ORGANISE THE IDEAS", "HEADING NOTE TIPS", "EXAMPLE OF LINEAR NOTES", "MIND MAP FOR NOTE TAKING SKILLS", and "Import cards from other notebooks", "Import cards from Evernote", and "Import cards from contents of book: SampleEPUB_Instapaper-ReadLater".

How to import notes from evernote (2)



How to import notes from evernote (3)

