

# The Ideal Notecard

Ideal notes will include many ways to remember important details. Ideal notes have the following characteristics:

1. Easy to organize.
2. Quick to review.
3. They speed, not impede learning.
4. Contain text page numbers/lecture dates for main ideas & details.
5. Have multiple details in easier to remember numbered lists.
6. Contain visuals such as charts, sketches, & diagrams to aid recall.
7. Include memory enhancing mnemonics.
8. Promotes self-testing.

One note organization format that meets all 8 of the above criteria is the Notecard Questions and Answer Technique (NQAT). Below are examples of ideal notecards for different college courses. Use these models to set-up notecards properly for self-testing.

## American National Government Notecards

p. 79

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**Definition of federalism?**

**A philosophy that defines allocation of pow. betw. nat. govt. & states.**

p. 79

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**3 major arguments of federalists for federalism?**

1. Prevent tyranny
2. Use states as testing grounds for new policies & programs
3. Provide for increased participation on politics

**3 major arguments of federalists for federalism?**

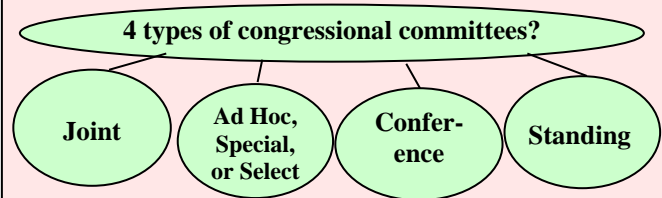
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graph TD
    A[3 major arguments of federalists for federalism?] --- B[Prevent tyranny]
    A --- C[Use states as testing grounds for new policies and programs]
    A --- D[Provide for increased participation on politics.]
  
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### 4 types of congressional committees?

1. **J**oint
2. **A**d hoc, special, or select
3. **C**onference
4. **S**tanding



## Biology Notecards

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### 4 levels of protein structure & 1 characteristic of each?

1. **Primary** – sequence of covalently joined amino acids in a polypeptide.
2. **Secondary** – result of hydrogen bonding of polypep. backbone to form  $\nabla$  helices & pleated sheets
3. **Tertiary** – overall shape or patterns of polypep. reinforced by interactions betw. side chains (R groups) of amino acids.
4. **Quaternary** – assoc. betw. or aggregation of 2 or more polypeps.

**Mary (loves) Dary & Tiary (loves) Nary**

## Chemistry notecards

2/15

### What are the 6 steps for balancing equations?

**Mnemonic - Can Do Intricate Balancing Reactions Very Effectively.**

1. **C**opy down the equation.
2. **D**raw a table for reactants' ions & a table for product's ions. Use individual ions as column headings.
3. **I**nsert number of ions under their respective columns from each side of equation.
4. **B**alance the equation.
5. **R**ewrite the now balanced equation.
6. **V**erify your work by checking for = numbers of each ion on both sides of equation.
7. **E**valuate that your answer is correct.

**Can Do Intricate Balancing Reactions Very Effectively.**

For math, physics, and chemistry, it is a good idea to have problems and solutions set up on notecards so that you can self-test to identify what you have and have not learned before you take a real test. It is

VERY wise to have a notecard for each variation on a problem that could occur on a test and then **practice, practice, practice** solving problems repeatedly to gain an understanding of the logic in solutions and to eliminate careless errors on exams.

Once notecards have been set up properly, a student may then self-test to discover what has been learned and what has not yet been learned when something can still be done about it.

To self-test and speed the learning of information on the notecards, follow the steps below:

- Step 1.** Read a question aloud from or look at a problem from the notecard.
- Step 2.** Then without looking, recite an answer aloud as if lecturing a class. Those who have discovered that writing answers enhances learning and recall are encouraged to do so. If you have problems and solutions on notecards, write out a solution on scrap paper from memory.
- Step 3.** Turn the notecard over and check for completeness and accuracy of your answer or solution.
- Step 4.** If your answer was complete and accurate, place the notecard in the “I know this” pile.
- Step 5.** If your answer or solution was not complete and accurate, read the answer aloud. Then, turn the card over and read the question aloud or view the problem again. Recite aloud or write the answer once more from memory and then turn the card over and check your answer. Keep repeating this step until you get the answer correct and then place that notecard in the “I don’t know this, yet” pile. Then move on to the next notecard.
- Step 6.** Review the “I don’t know this pile” once every 2 to 3 days to promote learning. Review the “I know this” pile once or twice per week to check for and prevent forgetting.

As the number of times increases that you review and recite your notecards, more and more of the cards will transfer to the “I know this” pipe and you will see progress in learning. You are discovering what you have learned and what you have not yet learned before a test when you can still do something about it.

How you review your notecards can make a huge difference in learning and recall at test time. If you follow these steps, you will get the most out of the time that you do spend repeatedly reviewing your notecards.

- Step 1.** Look at the main idea or question or problem.
- Step 2.** As best you can, recite **aloud** the complete details/answer, without looking. If it is a chemistry or math problem, **work out the answer on paper**, step-by-step.
- Step 3.** When finished with your answer, turn the notecard over and **check for completeness and accuracy** by looking at the details/answer.

- Step 4.** If details/answer were correctly recited or written out, place that notecard in a pile of "**learned**" notecards.
- Step 5.** If details/answer were incorrectly recited or written out, read the details/answer aloud. Then with this same notecard, repeat steps 1-4 as many times as it takes to answer correctly without looking. Then, place that notecard in the "**not yet learned**" pile.

**Reciting aloud information to be learned is the MOST IMPORTANT step to prevent forgetting.**