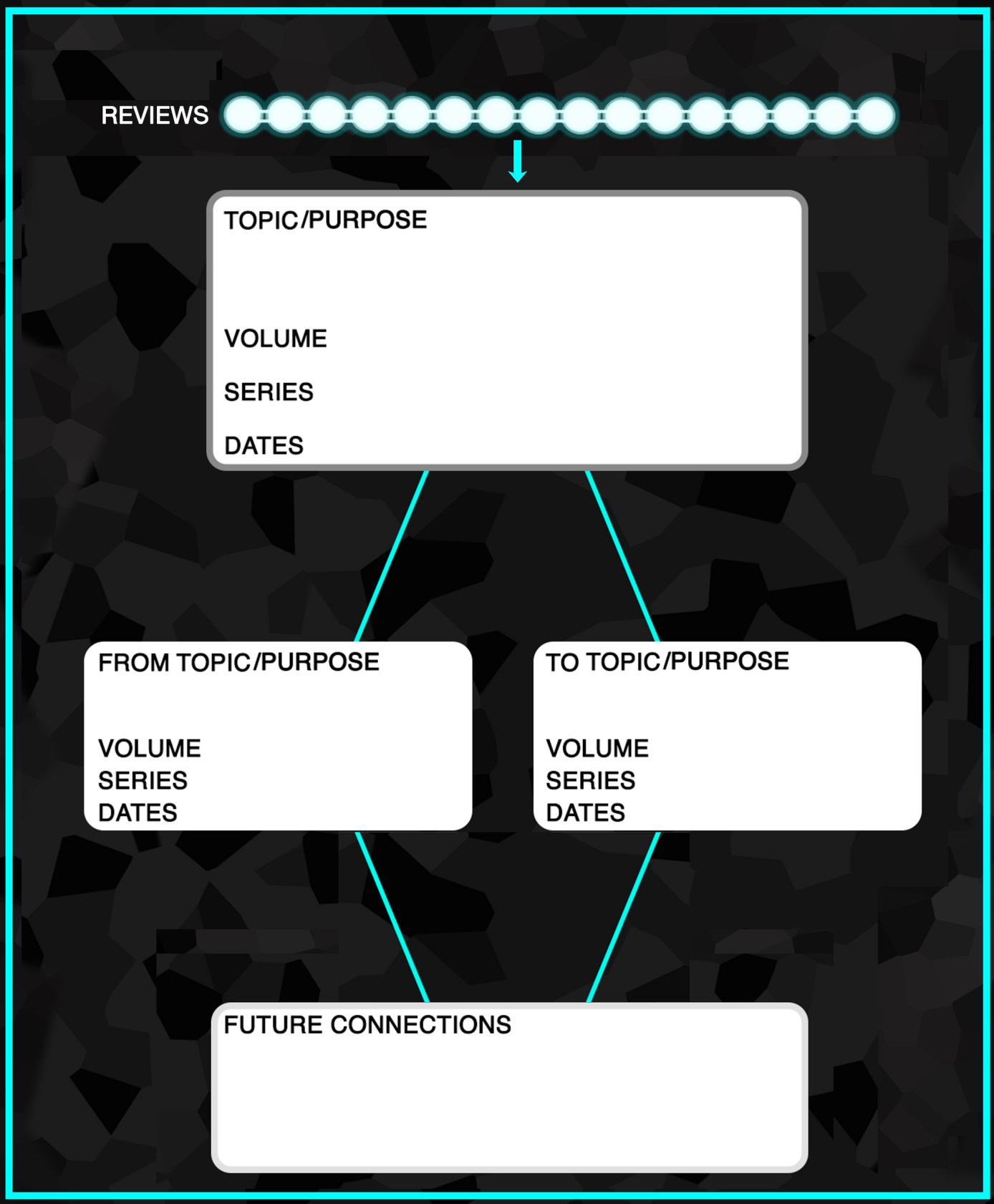
FrameNotes

A MACHINE FOR YOUR LEARNING.



NAME & INFO

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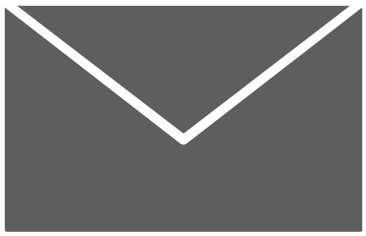


THANK YOU!

Dear Writer,

I'm a PhD student researching Human Computer Interactions – an area between cognitive science and artificial intelligence. A portion of my research looks at how people use computer systems to learn. I used components of this research to create a method for writing – and how we *think with writing*.

Artificial intelligence and cognitive studies by scientists are interested in how we learn using *frames*. Frames are the parameters that separate a set of signals from noise so that we can organize, perceive, and engage information. There are more than a hundred citations which I will explain in a future book, but in the next few pages, I'll explain the main framing method I developed. The method is based on work by esteemed scholars, such as Nobel Prize winner Herbert Simon (1974), on how our brain structures information into units and makes decisions. A good structure will help you remember and refer to a subject comfortably (Piaget; 1964; Novak, 1990). On the other hand, my research shows that a *weak* structure can misinform students (Novin & Meyers, 2017). Therefore, the framing method includes structural elements that both help comprehension and reduces inaccuracies (Novin, 2013). Doing so can help you infer new ideas from a frame.

Unfortunately, the biggest disadvantage of this method is that it's heavy on structure. On the flip side, the framing method doesn't just add structure based on science, it also removes structures you may have been taught that are unsupported by science (saving you some time). I've piloted the method with students, lawyers, journalists, and creative writers and most say it eventually helps. Ultimately, I want to improve how people frame information, so I'm sharing this notebook with you for free to download for whichever note taking apps you use or to even print if you prefer paper. All I ask is that you try it for a month to get over the learning curve and gain a habit for using its features. Because the framing method is concerned with how you *review* notes, you will most likely experience the results only after you review what you wrote down. As with other notetaking systems, a month is how long it takes to forget a good portion of notes – so that is a good time to test if it helps your review. Then, if you wish, you can let me know what parts worked or did not. Or we can exchange the research behind what works best.

Lastly, I also created a physical notebook that is both higher in quality and lower in cost than what most printers offer. I based as much as I could on scientific research from the number of pages to even the color of the paper. While the notebook is high-quality, the cost is reduced to half the price of a professional notebook so that it's affordable for everyone. The notebook is environmentally sustainable: The material comes from a certified sustainable forest and is also mixed with 30% re-used and recycled material.

By working together, we can build an optimized frame system.

Thank you for joining me,

A. Novin

IF YOU HAVE TROUBLE REMEMBERING INFORMATION YOU LEARNED TWO WEEKS AGO, BOOKS FROM TWO MONTHS AGO, OR CLASS MATERIAL FROM TWO YEARS AGO, FRAMING HELPS.

Everyone can see there are many trees on Earth and stars in the sky. If you were told the number of trees before you might have forgotten it because it came across as a trivial fact. It might even be less interesting than a trivial fact about the number of stars in the galaxy (if you even remember that). However, what if you think about these two isolated facts about trees and stars in relation to each other? Then it might be meaningful to think about how there are more trees on the planet Earth than stars in the galaxy. Maybe now the fact that there are more than a trillion trees on Earth and only billions of stars feels a bit less trivial. The relationship might now even become difficult to forget.

This method of relating data requires what scientists in cognitive science and artificial intelligence refer to as a *frame*. As you will see, using a frame doesn't change your favourite way of writing information. You continue taking notes the way you normally do, such as writing, sketching, color-coding. You even continue using your favourite writing tools, such as Word, GoogleDocs, or any apps. The method I lay out here is concerned with *the frame structuring the data within your notes.*

HOW DO WE USE FRAMES?

You may be familiar with the term 'computer mainframe' or the Internet as "the web." A frame is the structure enabling a web of relationships. For example, a spider uses walls as frames to structure its web. It will also use the outside of the web as a sub-frame to build an inner web by structuring frames-within-frames. Frames are important in Artificial Intelligence and cognitive science, where there are different schools of thought (e.g., Yale, Berkeley, MIT, and now UBC) on how frames work. I draw from these schools of thought to demonstrate how frames are used.

Scholars know that learning doesn't just require memorizing facts. Learning requires noticing *relevant information* and then *engaging* with that information in new frames. For example, suppose you wanted to build an A.I robot that sits in a class and writes notes from a teacher's lecture. While it might seem hard to program a robot to pick up a pen and write the words it hears on lined paper, the real complexity comes from the fact that there are multiple teachers, classmates, pens, and notebooks that all need to be adapted to. There are also many possibilities for errors, such as what if the pen leaks onto a page or a student beside you speaks louder than the teacher? A human naturally knows how to frame the importance of many of these environmental variables. Even within an unfamiliar environment, humans can decide which variables to include and exclude and adjust accordingly to errors.

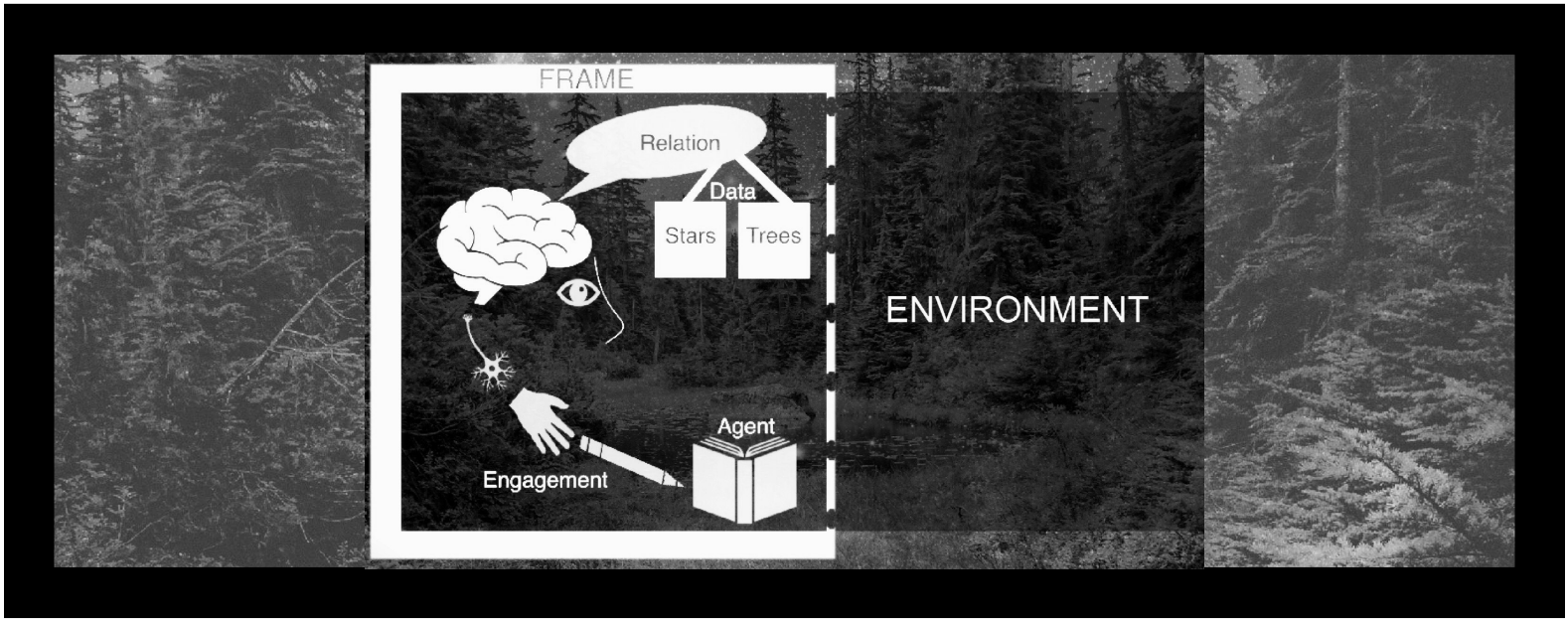
While humans are better adapted for notetaking than the robot, we still have limitations. Knowing the frame structure means knowing both our cognitive limitations, but also how we can relate concepts around those limitations.

One of the most important aspects of framing that students learn far too late: "Taking notes" doesn't mean transcribing what a teacher says verbatim. At least when people review their notes, they want to 1) break up information to conceptualize the ideas, 2) bring out relevant information, and then 3) reframe them into a network the human can claim to understand (Jean Piaget called this a mental "schema").

How we frame data is not just about organizing data, it's also about *engaging* data. In fact, a frame should enable multiple ways of engaging data. For example, when people learn new words (data), they recall it better if they both say the word (aural learning) and write the word (visual learning) (Nelson et al., 2005). This method of multiple senses learning relationships in data is called *cross-modal plasticity* by neurologists (Parise, 2015) and we'll be working with this concept.

SO HOW DO WE USE FRAMES WHEN MAKING NOTES?

There are frames for more comprehensive types of thinking required in sociology (Tannen, 1995), artificial intelligence (Minsky, 1975) and for solving computer science problems known as *computational thinking* (See my supervisor's introduction: Meyers, 2019). What if we apply these comprehensive frame structures to how we notice, note, and then learn? This system is based on my experiments on how people learn using software online (Novin, 2013; Novin & Meyers, 2017), but now I apply it to the way they learn with hardware offline. It's a technique I taught my students and use myself as a PhD student.

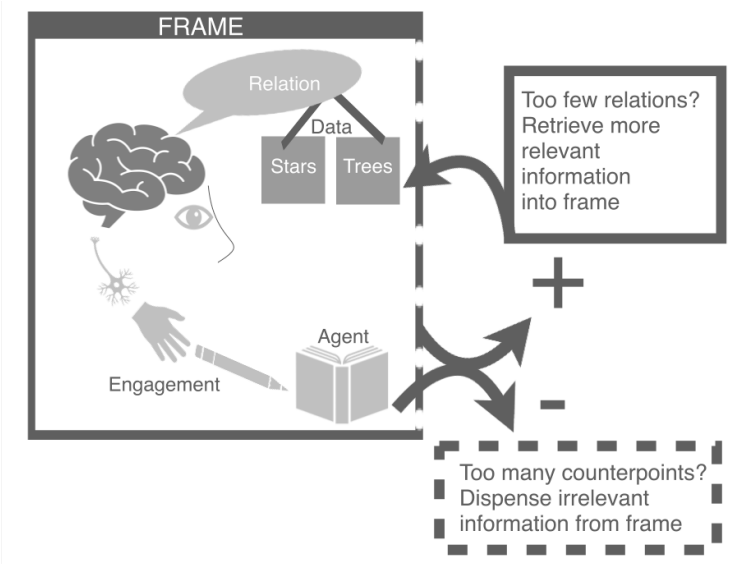


Three Embedded Frames: 1. Our senses frame environmental data. 2. Cognition frames data into relationships. 3. Engagement frames relations into an agent. When the user re-engages with the agent, new data relationships execute.

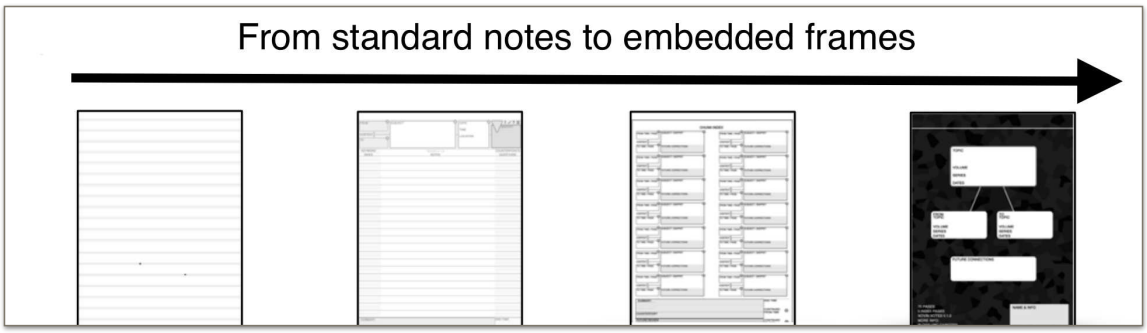
In my example of a person relating trees to stars, a person goes through these three embedded frames: 1. A person sees trees & stars in one frame, 2. Relates their numbers, 3. Frames the new relationship. Now, upon their next review more relations execute with other data. It may seem odd at first to treat a writing system as an *agent* because people often associate agents with an A.I. neural network or digital information. However, analog computers existed before pre-Babylonian writing systems, algorithms were created by AlGorithmi in 800 A.D., and analog computers were programmable since AlJazari's inventions in 1206 A.D. (See "The Book of Knowledge of Ingenious Mechanical Devices" for how ancient robots ran on hydraulics). Even digital machines don't need to resemble modern computers, Alan Turing's 1936 machine doesn't use electricity and Joseph Weizenbaum's 1976 computer program used only toilet paper and stones. So while some claim we're living in a "digital age," remember that analog equipment can create frames of reference for new measurements. For our purposes, we're interested in framing notes in a way that allows for computational thinking.

Almost all animals and some plants use a frame of reference to make calculations about information they find in their environment (van Holst, 1950). As will be demonstrated, frames enable new information to execute using a *feedback loop*. In fact, much of our environment can be described as a series of feedback loops. Feedback loops can scale as large as the circle of life on the Serengeti (Carrol, 2015) or scale as small as chemical reactions in cells. For example, when you're

sick your body uses a feedback loop to let you know if medicine is working: Too little or too much medicine might make you feel worse, but the right amount makes you feel better. For notetaking, the agent's actions function as a *feedback loop* where you don't want your frame to have "too much information" (i.e., information overload), nor carry so little information that you cut off relevant information. In other words, you want to 1) *engage* with old frames to break up information, 2) *reframe* it and 2) *use* the new frame to highlight new relationships and limit meaningless relationships. We'll look at how to do so more specifically in a moment.

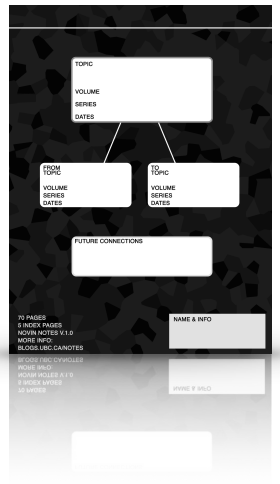


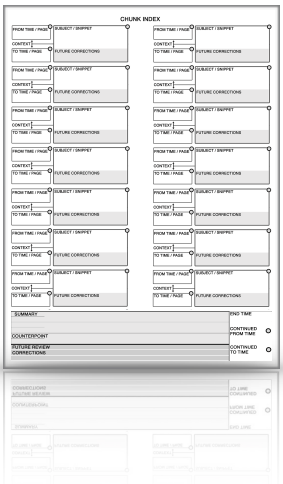
So far I referred to frames in a theoretical sense, the diagram below shows visual frames structured around notes. As you take your notes (using your preferred method), there are three proceeding phases of framing. This may seem very structured at first, but remember that we are *restructuring* because all information systems have a pre-existing frame. However, when we don't recognize pre-existing frames, we're vulnerable to a cognitive bias known as a "framing effect" (Novin & Meyers, 2017). We want to break up the prior frame, engage with the information, and then restructure it into a new modular frame.



You begin with a standard note template (left image). In three phases (from left to right), this notebook will embed them within intersected frames.

The method I lay out here is concerned with *the frame structuring the data within your notes (internal and external frames)*. Below I describe how we can use the advances we've made in cognition and computers to structure our own notes in 10 Steps. For convenience, I refer to this method as FrameNotes.





What?

This notebook's structure emerged from scientific research on learning and cognition. It's designed so that you can connect all the different ways you take notes. You can download it for free as many times as needed to mark up in any tablet app. You can also print it for offline. If you prefer a professional notebook quality you can purchase them at FrameNotes.com for a fraction of the cost of other professional notebooks. The reason it's available in many form factors is so that you can easily move between paper notes to tablet or even between different apps and have all your notebooks connected. As I'll show, you can even connect different pages within different notebooks or to external notes. FrameNotes is designed to network all your notes.

Who?

This notebook is designed for people who want to:

1. Remember past notes.
2. Structure present notes.
3. Connect future notes.

How?

All three of the above can be facilitated by the following frames:

1. Frame Synthesis: Information is broken into and related into units (Frege, 1879; Simon, 1973).
2. Frame Network: The units are related together into a network (Piaget, 1964).
3. Reframe: The network is reviewed for errors and future connections. You are not just reviewing by re-reading notes, but engaging with them (Novin, 2013).

There are three additional benefits to this structure

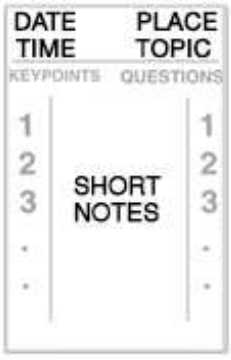
1. CONNECTING MULTIPLE NOTEBOOKS

Connecting ideas into a networked map helps people understand a topic more accurately and comprehensively (Novin, 2013). The cover of this notebook is designed so that you can connect multiple notebooks into an ordered relationship of ideas. Notice that the cover includes a box for Topic/Purpose. The reason is because it's important to not only realize what you're writing (i.e., topic) but ***why*** (i.e., purpose). For example, if the topic of your notes are about a book, movie, or restaurant, then the purpose could be a review. However, the purpose doesn't have to be that specific either. The purpose can be broader than the topics, such as "A place to write down future inventions." That way your mind networks the notes by purposes-related-to-topics instead of notebooks being places to offload information about a topic. This organization method is based on a popular concept in the computer and cognitive sciences known as *object orientation* (Lee & Dalgarno, 2008).

2. CONNECTING PAGES WITHIN NOTEBOOKS

This notebook uses timestamps as an effective way of time-tracking your progress. With computers, timestamps are often used as effective tools for organizing information (Chou & Kim, 1988). Timestamps are even used in blockchain technology to chain the information into a vast network (Hofman & Novin, 2018). Every timestamp is unique (there is only one January 1st, 2011 at 1:11 AM) so when you connect information to timestamps they can't be misplaced and remain in a sequential order. This is beneficial for situations where you have two similar notes in different notebooks and require the most updated version.

MINIMAL FRAME



INITIAL FRAME

SUBSTANTIAL FRAME

3. CONNECTING TO EXTERNAL NOTES

There will be times when you're not using FrameNotes and writing on the back of a napkin or the margins of a book. You can keep these notes networked too. If you jot down ideas on a small page, include the timestamp and then refer to that timestamp in your notebook. You won't have space for a notebook name or volume number, but you can use the location (e.g., coffee shop or class seat) and subject as meta data for future navigation. For a medium sized page, you can also draw sections for keypoints and questions. For larger notes, we use FrameNotes to transform some of the keypoints into relations and some questions into counterpoints. Including relations and counterpoints increases the accuracy of summaries (Novin, 2013).

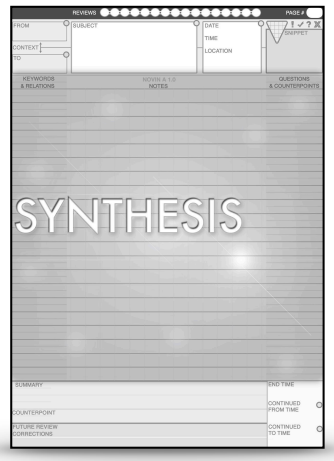
FrameNotes

OVERVIEW

This notebook facilitates three main framing actions (Synthesis, Network, Reframe) in 10 steps.

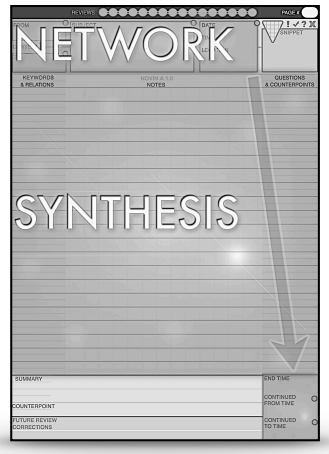
FRAME SYNTHESIS

1. **Take notes using what works best for you**
2. **Identify Keywords to Relate**
3. **Ask Question to Counter**
4. **Synthesize Step 2 & 3**



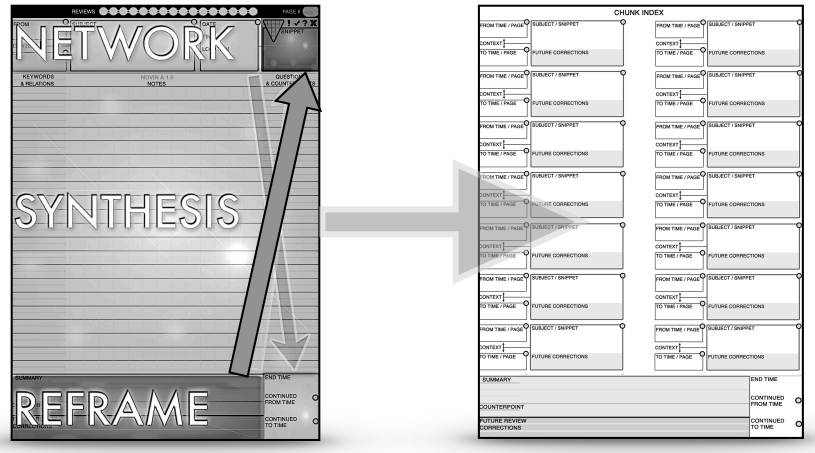
FRAME NETWORK

5. **Timestamp**
6. **Contextualize**
7. **Network Step 5 & 6**



REFRAME

8. **Review by Engagement**
9. **Snippet for Recall**
10. **Reframe Step 8 & 9**

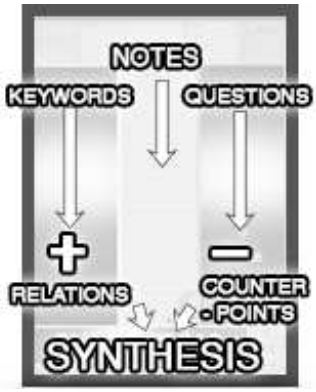


THREE FRAMES (SYNTHESIS, NETWORK, REFRAME) IN TEN STEPS

To help you follow along you can download or print a notebook at FrameNotes.com

Steps: 1,2,3,4

Creates this flow:



FRAME SYNTHESIS

Step 1: Take notes as you normally would. Don't abandon your old note-taking skills (e.g., color coding, sketching, bullets, and mapping). This notebook works with that structure by using frames. The frame begins a flow of information you will use in your future reviews.

Step 2 (Identify keywords to relate): Outlines help memory and comprehension (Bellinger, 2016). While notetaking, you'll identify keywords and add them to the left column of FrameNotes. Don't worry if you can't come up with keywords immediately. You will add more when you review the notes. By starting the process early you build an outline for a network. You'll want to find *relationships* between the keywords too.
For example, don't just write down facts like the number of trees and stars, but relate them (e.g., "there are more trees than stars"). The same applies to learning dates and relating them to when they happened (e.g., the extinction of wooly mammoths ~2000 BC happened centuries after the Great Pyramids began ~2630BC). Relationships also include categorizing concepts or defining words, adding tangential ideas, and creating analogies. **Remember**: These additional relationships will come to you when you *review* notes later.

Step 3 (Ask questions to counter): While noting add questions to the right. Similar to Step 2, these questions will accumulate when you review them. Again this creates a flow of information where your skeptical questions might become counterpoints. You are still building your network of ideas, but now leaving room for future connections (with questions) and future corrections (with counterpoints). Including counterpoints in an outline increases its accuracy (Novin, 2013). A strong frame makes room for multiple perspectives.

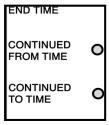
Step 4 (Synthesize Steps 2 & 3): Below the notes section FrameNotes has a box to add a summary. Try to also add a major counterpoint to the summary. Even if you disagree with the counterpoint, give the "other side of the story." By considering both the summary and the counterpoint your notes are synthesized into a hierarchical network. Otherwise, if you don't actively seek counterpoints, you risk not accounting for them (Novin & Meyers, 2017).

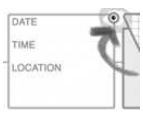
FRAME NETWORK

Here we build on the hierarchical network by adding meta-data to the network in steps 5,6, and 7.

Remember: Many of the steps are designed to help you STRUCTURE notes and reveal patterns. So they will appear redundant until used on your second or even third review. Redundancy is not always bad. The brain's information processing relies on redundancy and redundancy even improves artificial intelligence (Meddler & Dawson, 1994).

Step 5 (Timestamp): At the bottom right, add timestamps for future organizations (these become important at the end). You only need to timestamp when you start or end note-taking. However, you can also use the time to track your progress.

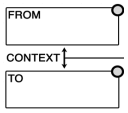




When writing several pages don't waste time re-writing this meta-data. Otherwise FrameNotes might become more tedious than helpful. Instead you can use the remaining boxes on FrameNotes have circles or "eyes" in the corner. Quickly dot your "eyes" to indicate you're continuing from the last page. The next time you review your notes, you'll know how many pages were written within a period of time.

Step 6 (Contextualize): At the top of FrameNotes add the subject or purpose. For example the subject can be a book and the purpose can a book review. Then add the date, time, and location. The location can be specific, such as the class seat or coffee shop you made your notes. The reason the location is noted is because it builds a physical relationship to your timestamp that will help your memory. Relating the location to information helps memory recall (Lea, 1985). Again, you only need to do this once per note-taking period and can dot the circle after.

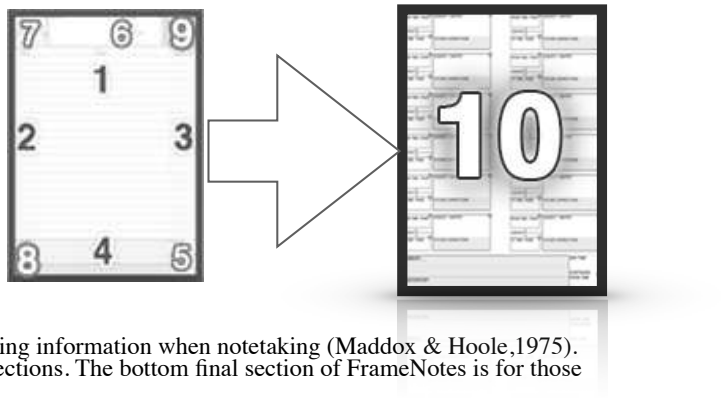
Step 7 (Network Steps 5 & 6): Many people neglect including important context in their notes (Kiewra et al., 1987). The "From" and "To" context boxes are for placing your subject within a general theoretical framework. If it's hard to contextualize the topic immediately, then add them later during your review period. As a simple example, if your topic is a tree's lifecycles, you can generally situate it "From the Context" of a forest cycle. Later you can use these notes as a general framework "To a Context," such as the lifecycle of leaves.



REFRAME

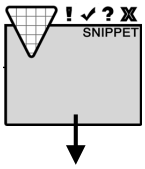
Many studies find that the more you review notes, the more you learn (Vesta & Francis, 1972). Steps 8 and 9 are not meant to be filled immediately, but to assist your future reviews.

Spacing the time in between reviews helps long-term recall (Smith & Scarf, 2017). A good rule of thumb is to review your notes after 24 hours from writing them, then a few days later, and then a few weeks later. FrameNotes is designed to help with this spacing of time. This becomes more apparent in Step 10, which places all the previous steps into a separate index page.



Step 8 (Review by engagement): People frequently make mistakes recording information when notetaking (Maddox & Hoole,1975). When reviewing your notes you should be skeptical and look to make corrections. The bottom final section of FrameNotes is for those corrections. This begins your process of engagement.

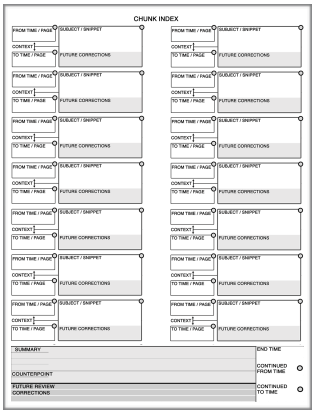
Step 9 (Snippet for Recall): FrameNotes provides a place to shorten notes into a "snippet" for quick concept recall (similar to cue cards). Review the page by associating it with brief keywords or a key phrase. This is a unit of information to place in the snippet box:



Research suggests your memory depends on how information affected your emotion (Rinck et al., 1992). The symbols above indicate your confidence about this page: Important **!** Good **✔** Questionable **?** or Weak **X**. Circle the appropriate symbol. Most of the time you will circle Good, but be honest with yourself because this will become useful during the review period. If you circle Questionable or Weak, then it will remind you to be skeptical in future reviews. Another reason there are boxes to write questions and counterpoints (Step 3) is to highlight potential errors.

Abstract visualizations can help your memory (Tattler, 2003). The upside down triangle in the FrameNotes snippet becomes useful when you begin relating multiple pages. Its purpose is to indicate the level of depth this page has compared to others. Returning to the earlier example of taking notes on the topic of leaves, trees, and forests. You would mark the topic of leaves as a narrow subject with a line through the bottom of the narrow portion of the pyramid. On a page about trees that line appears in the middle. For a page on forests, that line appears at the top. Now you won't miss the forest from the trees. When skimming through notes you'll see how notes relate from broad topics to more narrow ones. Use can also use color highlights to add dimension.

Step 10 (Reframe Steps 8 & 9): Your brain naturally turns your experience into more abstract memories (Schlichting & Preston, 2015). A carefully created index is key to organizing information well (Weinberg, 2000). Use the snippets to fill in the 5 index pages in the front. It is designed into 5 pages because research shows that we generally work efficiently within that many units of information (Miller, 1956). There are 70 pages in this notebook and each page can be further indexed in the front (if you need more pages, connect multiple notebooks by timestamps). The purpose of this index is to view all your pages close to one another so that you can continue to draw connecting relationships with them.



And you're done! The only thing left to do is tick off every time you review to keep track of your progress. You can insert timestamps to mark the amount of time you spent reviewing the page. You can also use the symbols from Step 9 (**Important ! Good ✔ Questionable ? or Weak X**). I actually recommend using a mix of symbols and timestamps. As mentioned, many studies agree that it's not until you review and engage with notes that it begins to transfer to mind and this bar will help you keep track of your progress.

FrameNotes

FrameNotes is designed to be used on any device. You can download unlimited FREE copies of the notebook for tablets, PDF-readers, or iBooks at FrameNotes.com

Please print them for offline use but if it costs you more than 7 cents per page it may be cheaper to purchase professional physical copies of the notebook at: FrameNotes.com

- **Physical copies of books bound by gloss cover**
- **Same volume as digital books with 15 extra pages**
- **Cream-tint paper reduces distracting glare and increases accessibility (Meyer & Bagwell, 2012)**
- **Professional printing with acid-free paper and chlorine-free ink**
- **8.5" x 11" (About the size of the large iPad Pro)**
- **Paper sourced from sustainable forest certified by the Forest Stewardship Council to protect the forest ecology and water-systems in collaboration with indigenous groups**
- **Made from 30% re-used and recycled material**
- **Less than half the cost of a professional notebook**
- **Designed in Canada**


FrameNotes

FRAME STRUCTURE INDEX

FROM TIME / PAGE
CONTEXT
TO TIME / PAGE
SUBJECT / SNIPPET
FUTURE CORRECTIONS

FROM TIME / PAGE
CONTEXT
TO TIME / PAGE
SUBJECT / SNIPPET
FUTURE CORRECTIONS

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YOU ARE 90%
THROUGH THIS
NOTEBOOK.

PREPARE TO TRANSITION TO A
SECOND NOTEBOOK.

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We forget thoughts wrote down,
but remember thoughts framed up.

FINAL NOTES

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