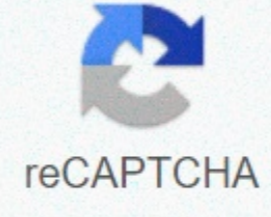




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## The truth project study guide

It's a question versatile for everyone who has ever shared an apartment: how do I get my roommate to admit they ate leftover pizza I had to save in the refrigerator? A new study suggests that there is, in fact, a way to reduce the chances of someone lying. Researchers from the University of Tampere conducted a study on the effects of direct eye contact on lying, and found that there might be some truth to a typical human instinct. How can you make someone tell the truth? Just look them in the eye, a study suggests. A Finnish study published in the journal *Consciousness and Cognition* examined the effects of eye contact on lying through two-player computer games. 51 participants aged between 19 and 37 took part in the game and were directly told that they were allowed to sleep during the match. They sat opposite a staged opponent they considered to be a fellow participant, separated by a smart glass window that could change opacity. Smart glass window became transparent before the participant made the move, allowing them to see their opponent. On the side of the trial, the opponent looked directly at the participant's eyes; on the other hand, they looked down at their computer screen. Conclusions? Participants in direct eye contact with their opponents were less likely to be in future movements. This was the first study to demonstrate the effect of using actual eye contact with another person and measuring not only any form of dishonesty, but lying, said study author Jonne Hietanen, a PhD student at Tampere University. Hietanen cautioned against extrapolating too wildly from the results, however, explaining: Since the results were obtained in an experimental situation, one must be careful not to draw too far-reaching conclusions. It's quite common to assume that making direct eye contact with someone can allow you to determine if they're located. Psychology Today explains that most people think the frown of dislike signals deception – after all, embarrassment and shame can lead people to escape eye contact. But here's the snag: people who lie (who are all of us, at some point) are also aware of the relationship between eye contact and telling the truth. As a result, liars tend to make eye contact with the aim of their lie to appear believable. A more effective way to determine if someone is there? Appreciate it for micro-expression, fraud checker Pamela Meyer explained in the 2011 TED Talk. These may include fidgeting, making too much eye contact, freezing their upper body, or showing a false smile. However, the study by the University of Tampere is sound, as it goes beyond the discovery of a simple mela; rather, it suggests that the intended purpose of a lie can actually affect whether someone tells the truth or not. Maybe, then, there is no need to evaluate your flatmate micro-expressions, but deny taking this pizza. Instead, a hefty dose of eye contact before asking them for the 80th time could do the trick. Last change on November 27, 2020, Note-taking is one of those skills that rarely gets taught. Almost everyone assumes either that having good notes comes naturally, or that someone else has already been taught how to make notes. Then we sit around and complain that our colleagues don't know how to take notes effectively. I figure it's about time to do something about it. Whether you're a student or a mid-level professional, the ability to make effective, meaningful notes is a crucial skill. Not only do good notes help us remember facts and ideas, we may have forgotten the act of writing things down helps many of us remember them better in the first place. One of the reasons people have problems taking effective notes is that they're not really sure what the comments are about. I think many people, students and professionals alike, attempt to capture a complete entry for a lecture, book or meeting in their notes – to create, in fact, minutes. This is a recipe for failure. Trying to get every last fact and figure down like that doesn't leave a place to think about what you're writing and how it fits together. If you have a personal assistant, by all means, ask him or her to write minutes; If you're on your own though, your notes have a different purpose to fulfill. The purpose of taking notes is simple: to help you work better and faster. This means that your notes do not have to include everything, they must be the most important things. And if you focus on capturing everything, you won't have to spare mental cycles to recognize what is truly important. What means that later, when you're studying for a great test or preparing a term paper, you have to wade through all that extra garbage to reveal some nuggets of important information? What to write Down your attention while taking notes should be doubled. First of all, what's new to you? There is no point in writing down the facts you already know. If you already know the Declaration of Independence was written and signed in 1776, there is no reason to write that down. Anything you know, you know, you can leave out your notes. Secondly, what is important? What information is likely to come from its use later, either in the test, in the essay, or in the completion of the project? Focus on points that directly relate to or illustrate your reading (which means you have to actually do reading...). Special attention should be paid to the following types of information: 1. Date dates of events allow you to create chronology, organize things according to when they happened, and understand the context of the event. For example, knowing Isaac Newton was born in 1643 allows you to find his job in connection with other physicists who came before and after as well as in connection with other trends in the 17th century. 2. Words People's ability to associate words with key ideas also helps to remember ideas better and when words come up again, recognize the links between different ideas, or suggested by the same person or people associated in some way. 3. Theories or systems Any statement of theory or system should be recorded – these are the main points most of the time. 4. Definitions like theories, these are key points, and unless you are positive, you already know the definition of the term should be written off. Keep in mind that many fields use everyday words in ways we don't know. 5. Arguments and debate Any list of pros and cons, any criticism of the main idea, both sides in any debate or your reading should be recorded. This is the stuff that evolution in each discipline stems from, and will help you understand both how ideas have changed (and why), but also the process of thought and development of the issue on the topic. 6. Pictures Whenever an image is used to illustrate a paragraph, some words are in order to record the experience. Apparently it's overkill to describe every detail, but a brief description of the painting or a brief statement of what classes, sessions or meetings were supposed to be enough to remind you and help reconstruct the experience. 7. Other Stuff Just about something the professor writes on the board would probably be written off unless it's either self-explanatory or something you already know. The titles of books, films, series and other media are usually useful, although they may not be on the subject. I usually put this kind of stuff by a margin to look up later (it's often useful for research papers, for example). Pay attention to other comments, too – try to capture at least the gist comments that add to your understanding. 8. Your Own Questions Make sure to record your questions about the material as they happen to you. This will help you remember to ask the professor whether to look for something later, and will invite you to think through your understanding of the imperfections. 3 Powerful Note-Taking Techniques you don't have to be super-fancy in your note taking to be effective, but there are some techniques that seem to work best for most people. 1. Outlining Whether you're using Roman numerals or bullet points, structuring is an effective way to capture the hierarchical relationship between ideas and data. For example, in a history class, you can write an important leader's name, and below it the main events in which he or she was involved. Below each of them, a brief description. And so on. Structuring is a great way to take notes from books, because the author has usually organized the material quite effectively, and you can go from start to finish chapter and simply reproduce this structure in your notes. For however, there are limitations in the structure. Relationships between ideas are not always hierarchical, and the instructor can jump around a lot. A point later in the lecture might relate better to information earlier in the lecture, leaving you to either flip back and forth to find where the information goes best (and hope there's still room to write it), or risk losing the relationship between what the professor just said and what she said before. 2. Mind-Mapping For lectures, a mind map might be a more appropriate way to follow the relationship between ideas. Now I'm not the biggest fan of mind mapping, but it might just fit the bill. Here's the idea: In the center of a blank sheet of paper, you write a lecture on the main topic. As new subnets are introduced (the kind of thing you want to create a new headline outline), you draw a branch outward from the center and write a sub theme along the branch. Then each point under this title gets its own, smaller branch at the main. When another new sub theme is mentioned, you draw a new main node from the center. And so on. The thing is, if the point were to go under the first headline, but you're on the fourth position, you can easily just draw it to the first affiliate. Also, if the point connects with two different ideas, it can be connected with two different branches. If you want to neaten things up later, you can re-draw the card or type it using a program like FreeMind, a free mind mapping program (some wikis even plug-ins on FreeMind mind maps if you use a wiki to track your notes). You can learn more about mind mapping here: How to Mind Map: Visualize your cluttered thoughts in 3 Simple Steps 3. Cornell system Cornell system is a simple but powerful system to increase your recall and usefulness of your notes. Draw a line across the width of the page from the bottom of the sheet of paper. Draw another line from this line up, about 2 inches (5 cm) from the right edge of the sheet. You've divided your page into three sections. In most sections, you use notes as usual — you can sketch or map your mind or something else. After the lecture, write a series of nuances on the skinny column to the right, questions about the material, which has just been taken notes. This will help you process information from lecture or reading, as well as providing a handy study tool when exams come together: simply cover the main section and try to answer questions. In the lower section, you write a short, 2-3 line summary of your words about the material to which you are covered. Again, it helps you process the information by forcing you to use it in a new way; it also provides a useful reference if you later try to find something in your notes. Instructions and templates can be downloaded from Digest, although the beauty of the system is you can dash off the template on the fly. I'm sure I'm just scratching the surface of the different methods and strategies people have come up with to make good notes. Some people use markers or colored pens; other baroque

system post-it notes. I've tried to keep it simple and general, but the bottom line is that your system should be reflected as you think. The problem is, most are not given much thought as they think, leaving them scattered and loose ends – and their remarks reflect this. More Note-Taking TipsFeatured photo credit: Kaleidico via unsplash.com unsplash.com

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