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Research has indicated that students' note taking tends to be incomplete and, thus, students have difficulty making sense of classroom lectures at a later time. In order to address this concern, partial notes were developed and used in a large-group Calculus class as an approach to help students better understand the content in lecture and provide a reliable source for review of the material. Partial notes are web-based lecture notes which are aligned with each Calculus lecture and include blank spaces for annotations. Students are expected to bring these partial notes to each class. During lecture, the instructor uses the digital ink capability of the Tablet PC to highlight important information in the notes and to solve problems by annotating the blank spaces in the notes. It was hypothesized that the use of partial notes would remove the burden of copying notes and thus free students to better understand the material being taught in class. In this session, we will share the results of a survey which examined students' perceptions about the use of partial notes as a means to pay closer attention to the mathematical ideas discussed in class, and the use of the notes as a reliable source for review and homework problems. (Received September 25, 2006)