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Note taking during lecture, which involves listening, comprehending, and writing, is a cognitively demanding activity which may impact students' understanding of the lecture and the quality of the notes. This study explored student perceptions regarding the role of partial notes as an instructional tool in a large-group calculus lecture. Partial notes consist of explanatory text, unsolved problems, and blank places for students to make annotations and solve problems. During lecture, the instructor adds to the notes using the "digital ink" capacity of the TabletPC. The use of partial notes is an attempt to address the issue of limited "real-time" processing of lecture content. A 21-item survey (19 Likert-type items, 2 open-ended response statements) was administered to a large-group Calculus class (n=93). Students' perceptions were that partial notes were useful for completing homework and studying for exams and helped them pay more attention, focus on the mathematical ideas, and understand the mathematical content discussed in lecture. We examine the role of partial notes within the context of human memory, and hypothesize how they may affect students' working memory processes (i.e., phonological loop and central executive), as well as overall cognitive load during lecture. (Received September 20, 2007)