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Motivating and Teaching Your Students to Take Good Lecture Notes

HOW TODAY'S STUDENTS TAKE NOTES

The average lecture contains 5,000 spoken words. (*GUESS BLANKS*)

The average student writes down 500 of those words in his/her lecture notes.

Which 500? 90 % of chalkboard info

Johnston, A.H. & Su, W.Y. (1994). Lectures—A learning experience? *Education in Chemistry* (May), 70-76.

Average notetakers record 40% of import ideas.

Kiewra, K.A. (2005). *Learn how to succeed and SOAR to success*. Upper Saddle River, NJ: Pearson Prentice Hall.

Best notetakers record < 75% of critical ideas; freshmen only 11%.

Kiewra, K.A. (1985). Providing the instructor's notes: An effective addition to student notetaking. *Educational Psychologist* 20, 33-39.

% students with decent notes: 33

Most freq inaccuracies: **Copying diagr's, eq's, num figures, transp/slide info**

Missing: **Instr's corrections, demo's, application eg's, struct/seq of argum'ts, defs tech terms & syms.**

Johnston & Su (1994)

In Classrm Observs, some Ss appear to be note-taking & aren't.

MOTIVATING STUDENTS TO TAKE GOOD NOTES - BENEFITS

Brainstorm: *Why don't students take good notes, or take notes at all?*

Tell Ss to take notes

45%age-pt diff on tests betw best (elaborate bey lect) & worst (incmpl board info)

Incr attention, focus

Select import. know as it's given (non-verbal cues)

Incr understand'g – devel & struct, esp if notes used later to study, reorg & interel

Imprv memory – short-term & longer w/review, more so than instr's notes.

5% chance of remembering material *not* in notes Kiewra 1985

**Fact tests of lectures: Ss who review only instr's notes score >
Ss who review only their own.**

**Fact tests: Ss who review instr's notes and don't attend lecture score >
Ss who attend & take and review own notes.**

Fact tests: Ss who review = own notes & instr's notes score BEST.

BUT IF YOU GIVE OUT YOUR NOTES, WILL Ss ATTEND CLASS?

Higher-order think tests: Instr's notes NO help.

Kiewra (1985); Johnston & Su (1994); Potts, B. (1993). Improving the quality of student notes.
ERIC Document Reproduction Services: ED366645; Bligh, D.A. (2000). *What's the use of lecture?*
San Francisco: Jossey-Bass.

So instr must help ensure quality S notes

MINI-CASE: A recent transplant from Prepsule University to Squirrel State, psychology professor Joe Winnebago frequently gives interactive lectures to his large classes. He imparts important knowledge beyond what is in the assigned readings and tells his students that they will be held responsible for this additional material on tests. He doesn't rehash the readings in his PowerPoint slides, though he does show drawings and photographs of physiological features of plants, animals, and microbes, which students can download. Shortly before the first exam, a student named Brittany comes to see him for help in identifying the really important lecture material and shows him her notes. He finds them incomprehensible, with little more written than terms, numbers, and scientists' names he put on the board. What can Joe do to help this student *at this point*?

Your Ideas:

Ideas from others:

HELP STUDENTS MAKE GOOD NOTES

One theme/topic w/ 1-3 main points per lecture – **but rel to last lecture, readings**

Skeletal notes for students to download -- **Word, not PP**

Imprv memory (short-term & longer w/review) better than Ss' own notes or instr's notes

Hartley, J. & Davies, I.K. (1986). Note-taking: A critical review. *Programmed Learning and Educational Technology* 15, 207.

Include: freq inaccur info - tech spec, defs, eq's, probs, cases, diagr's & spaces

Teach students taking vs. *making* notes (process)

Focus attention

Listen for meaning, patterns

Select import. knowl

Put in own words

= most knowl in fewest words

2-min break to revise

Carter, J.F. & Van Matre, N.H. (1975, May). Note taking versus note having. *J Educ Psych* 67 (6), 900-904.
Bentley, D.A. & Blount, H.P. (1980). Testing the spaced lecture for the college classroom. Paper presented at the annual meetings of the Georgia Psychology Association, Macon.

Pair review & revision

O'Donnell, A. & Dansereau, D.F. (1993). Learning from lecture: Effects of cooperative review. *J Experimental Education* 61 (2), 116-125.

Kelly, A.E and O'Donnell, A. (1994). Hypertext and the study strategies of preservice teachers: Issues in instructional hypertext design. *J Educ Computing Research* (10) 4, 373-387.

Model & show YOUR notes once or twice

Ask Ss: WHY do you think I wrote ____ down? If you didn't, why not?

Teach students systems

1. Outlining

- I. Main topics at left of paper, near margin.
 - A. Indent statements subordinate to the preceding one.
 1. Minor sub-topic (indented under A)
 2. Minor sub-topic (indented under A)
 - a. Detail (under 2)
 - b. Detail (under 2)
 - c. etc.
 3. etc.
 - B. Major sub-topic
 1. Minor sub-topic (coordinate or equal statements are indented the same distance).
 - a. Detail (under 1)
 - b. etc.
 2. Keep beginnings of all lines belonging to coordinate or equal statements even with the line of indentation
 - C. etc.
- II. Continue in the same way

2. Cornell System w/ 5 R's – handout

3. Concept/Mind Mapping – handout

**Problems: Ss can't anticipate shape, dir. of maps; meaning of lines
Ss would have to fill in blank map**

Good use: reorg'g notes, integrating, review

Teach Ss abbrev's – eg

Yours:

Others:

End class w/ CAT to make Ss review

eg one-min paper, muddiest pt