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Note Taking: Teaching Students Strategies for Success

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Note Taking: Teaching Students Strategies for Success

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Research Question

How does note taking support students' learning?

Literature Review

⌘ According to Arslan (2006), fifth grade students who used concept maps and traditional notes scored higher on assessment.

⌘ Providing instruction on traditional note-taking provides students with the skills they need to be successful note-takers (Nakayama, Mutsuura, & Yamamoto, 2013).

Methodology

⌘ Study included thirty 4th grade students in a small, rural school.

⌘ Note taking methods examined included graphic notes, traditional notes, and T-Charts.

⌘ Data sources used include student work, field notes, lesson plans, and photographs.

⌘ Data was collected in a two-week Social Studies and Language arts unit about Amelia Earhart and Eleanor Roosevelt.

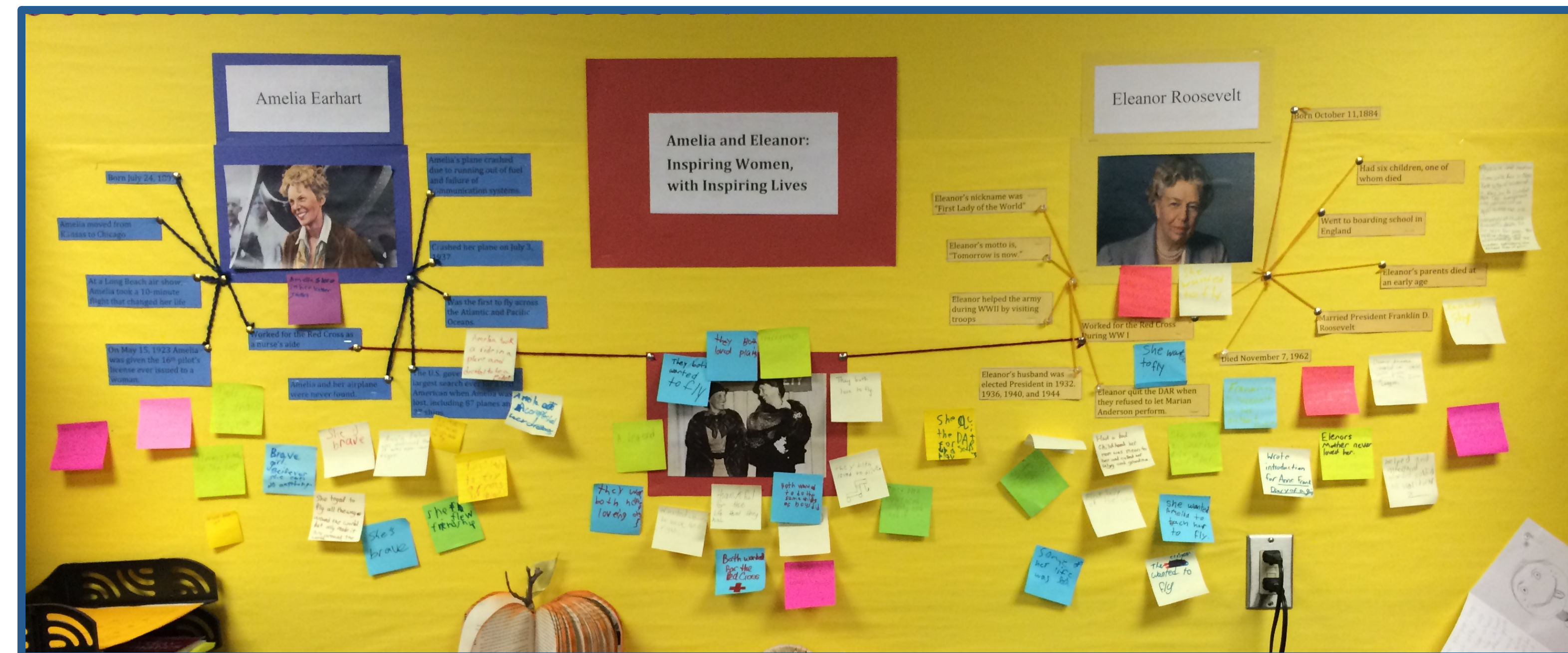


Figure 1. The collaborative mind map created by students comparing and contrasting Amelia Earhart and Eleanor Roosevelt.

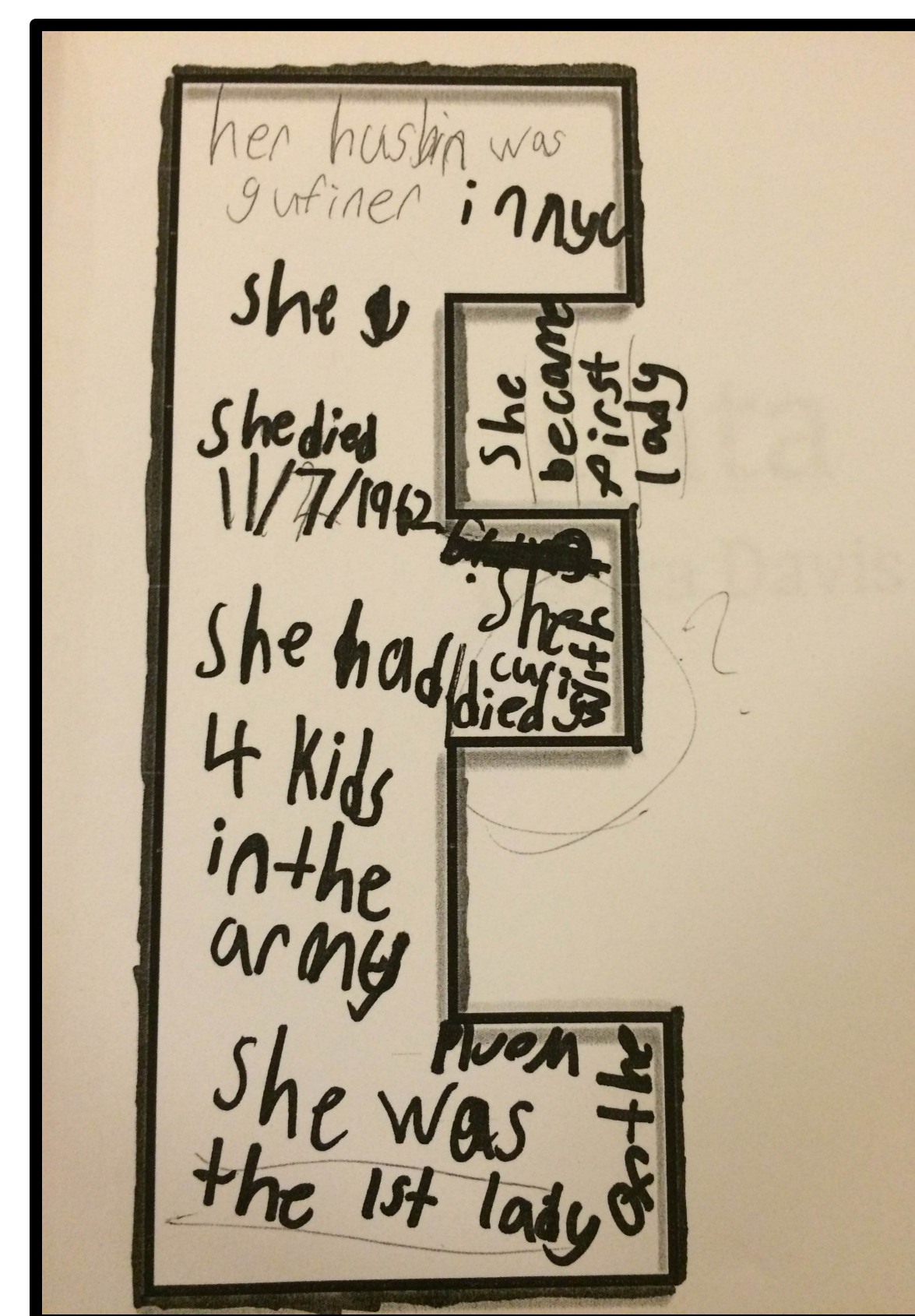


Figure 2. Student work displaying organizational difficulties on self-created notes.

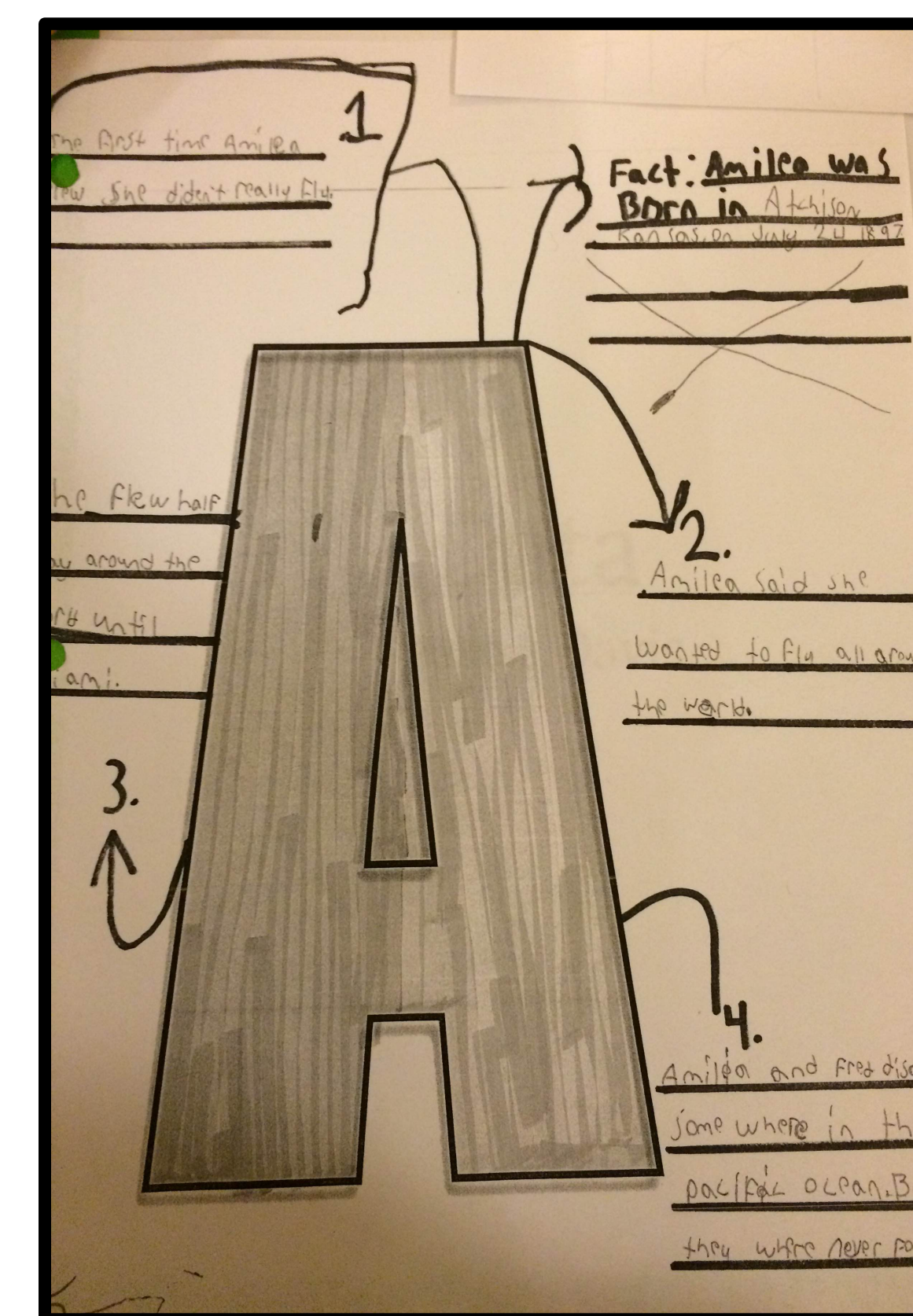


Figure 3. Student work employing an organizational strategy on self-created notes.

Results and Data Analysis

Graphic

⌘ Mind mapping (Figure 1) increased student engagement.

⌘ Self-created note taking resulted in organizational problems. See figures 2 and 3.

⌘ Venn-Diagram was an effective planning tool for 95% of students.

Traditional

⌘ Instruction is critical for student success. After changing instruction strategies inclusion of non-factual information went from 27% to 0% and inclusion of long direct quotes went from 23% to 0%.

T-Chart

⌘ 99% of students used T-Chart as an effective tool for linking character traits and evidence.

Conclusion

⌘ Different forms of note taking help students succeed on different tasks. Instruction is key for student success.

⌘ Future research could examine how students perceive note-taking forms and which are most effective as study tools.