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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.

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.