

Strategy Scenario

Strategy: Multipurpose (Note taking)

Content: any social or applied science class

Title: “Getting It Down”

Time Required: 50+ minutes

Target Audience: middle school, high school, college freshmen

Goal of Activity: to select and record the most important information from a textbook

Purpose of Script: to demonstrate the best strategy for taking notes from a textbook

Learning Outcome(s), Gagne’s Taxonomy: (Intellectual Skills) defined concepts

Learning Outcome(s) HEO Taxonomy: Cognitive Domain (analysis)

Learner Characteristics: any average to above average student from sixth grade on up

Entry Skills: general reading comprehension near grade level

Setting: classroom

Media: textbook, handout, chalkboard

- Process:***
1. After lecturing for twenty minutes, instructor stops lecturing on subject matter and asks students to examine their notes
 2. Instructor announces an open note, pop quiz
 3. Instructor asks ten specific questions from the lecture, students jot down answers on a sheet of paper while using their notes
 4. Instructor calls out answers and asks students if they did well
 5. Instructor asks students to examine their notes and to speculate why they may not have written down the notes from the lecture
 6. Instructor asks students how many take notes in sentence form? In paragraph form? In outline form? The instructor circulates among the students and looks for student notes taken in an outline form
 7. Instructor discusses with students why the outline is the best method for taking notes; the students respond, ask questions, then turn to the handout
 8. Handout contains notes taken from a textbook using the outline method
 9. Instructor reviews handout with student; tells students what to look for in a lecture (words written on the chalkboard, when instructor refers to notes, etc.) and what to look for in a textbook (headings, topic sentences, boldface type, definitions, italicized words, etc.)
 10. Instructor assigns reading for the next class and requires students to take notes

on the assignment; allows students to begin reading/note taking and circulates among students offering assistance when needed.

Strategy Assessment: Instructor circulates and observes; checks students' notes several days later

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References: West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.