

Strategy Scenario
By Jane Wimberg

STRATEGY: General Purpose Study Strategies/Metacognition

CONTENT: Note taking skills

TITLE: *Why should I bother taking notes?*

TIME REQUIRED: 50 minutes NUMBER OF PARTICIPANTS: 20

TARGET AUDIENCE: High school seniors

GOAL OF ACTIVITY: To allow students to use the process of note taking and identify its value for college courses.

PURPOSE OF SCRIPT: To demonstrate the use of note taking as an important metacognitive skill.

LEARNING OUTCOME(S), Gagne's Taxonomy: Cognitive strategies

LEARNING OUTCOME(S), HEO Taxonomy: Application; Evaluation

LEARNER CHARACTERISTICS: High school seniors approaching graduation

ENTRY SKILLS: None.

SETTING: High school classroom

MEDIA: Video of lecture, VCR, notebook paper, and pens

PROCESS:

1. The teacher will gain interest in the lesson by asking the class who is getting excited to leave for college next year. The teacher will suggest the importance of note taking and identifying efficient note taking.
2. Students will be broken into three equal groups and asked to watch and listen to a five minute video lecture introducing Western Civilization.

3. Groups A and B will be instructed to take notes and Group C will be instructed to simply listen.
4. Group A will then be instructed to review the notes for five minutes. Group B will be instructed to put away the notes and sit quietly with Group C.
5. The students will then be given an essay test to retrieve and analyze information about the five minute lecture.
6. The teacher will then have each group discuss for five minutes how difficult it was to recall the information for the test and why.
7. The groups will each share what they found about the importance of note taking, how they take notes and how they use those notes afterwards.
8. Finally, the class will be asked in which group they wished to belong for taking the test. In application, the teacher will reinforce the importance of note taking strategies for successful comprehension of material in college courses.

STRATEGY ASSESSMENT:

1. Does the process require the students to learn metacognitive skills?
2. Can this strategy provide a useful tool for the students?
3. Is a note taking exercise the best strategy for this lesson?

REFERENCES

West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional Design: Implications from Cognitive Science, Boston: Allyn and Bacon.