

Importance of note taking in colleges education essay

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Introduction

Note-taking is a really of import larning tool in college schoolroom. Boyd (2004) found that pupils who take notes perform better on tests than pupils who merely highlight text. Most teachers besides wonder whether supplying press releases to pupils is truly utile for pupils or non. A study by Isaacs in 1994 shows that 43 % ofacademicstaff frequently or ever use press releases in the schoolroom, and they feel that press releases help pupils to take notes and let them to listen and take part more in talk. The issue of note taking makes college professors use presentation package, such as Microsoft PowerPoint and its related press releases. Although Microsoft PowerPoint is more popular in colleges, it besides has negative impact on instruction and acquisition. For case, Tufte (2003) argues that PowerPoint and other presentation package have reduced the quality of presentations and represent hapless teaching method.

This paper presents two surveies which determine if supplementing Microsoft PowerPoint lectures with press releases of the slides improve test-taking public presentation in an undergraduate homo development class. In the first survey, it was expected that pupils who received the press releases would execute significantly better on tests than pupils who did non. Students were surveyed about their usage of the PowerPoint press releases and perceptual experiences of the grade to which the notes helped with exam public presentation. The 2nd survey assessed the acquisition manners of pupils in order to find whether the acquisition manners with PowerPoint presentation

press releases may impact pupil learning results. It looked at the three acquisition manners: lingual, visual-spatial, and bodily-kinesthetic.

Method

For the first survey in the autumn semester, pupils in two subdivisions of an upper degree Human

Development class at a little Midwestern university participated in the current survey.

Each subdivision had 50 pupils who were demographically similar across subdivisions. In the autumn semester, the class was divided into tierces, with an test given at the terminal of each 3rd. Students were required to take one of the first two noncumulative tests, but the lower class of the two was non computed into the concluding class. The concluding cumulative test was required of all pupils. At the beginning of category, Section 1 pupils were given hard-copy press releases to attach to the Power Point lectures for the 2nd test and the concluding ; they were instructed non to demo these press releases to pupils from Section 2. Section 2 pupils were given the press releases for the concluding tierce of the semester merely. In the spring survey, the process of the survey was similar to the autumn semester. However, pupils in both subdivisions were asked to look into as many points in the checklist of Multiple Intelligences Inventory for grownups (Harper, 2005 ; Lazear, 1991) , which characterized the ways they learned stuff.

Consequences

For both surveys, there were no important differences between the two subdivisions on the trial scores with the usage of the PowerPoint press releases. As clearly seen, the average test mark of the pupils given PowerPoint press releases is rather similar to the average test mark of the pupils without PowerPoint press releases.

Survey Results and Qualitative Analyses

Responses to the study show most pupils (79 %) used the notes for analyzing for the concluding, 21 % were really attentive to the PowerPoint projections along with the notes, 25 % indicated that they had paid a batch of attending to the talk along with the press releases, and 39 % often wrote extra notes on the press releases. Similar to the autumn semester survey, the spring semester pupils were for the most portion rather positive about having the press releases, as 75 % indicated that the press releases were by and large helpful, 75 % felt that they were utile in fixing for trials, and 50 % indicated that the press releases improved their hearing to the talks.

Discussion

Some findings show that the function of presentation press releases is truly utile for pupils to heighten the trial public presentation, but some do non. Although the findings seem to be strong, many factors to measure the usage of this instruction technique. One factor is class content which may act upon the acquisition results in categories utilizing PowerPoint. Another is that the consequence that PowerPoint slides has on larning results is non matched by students' intuitive beliefs. Finally, the format of press releases does

non supply complete sets of notes for pupils. Future research should analyze such teacher effects in the usage of PowerPoint press releases, every bit good as whether PowerPoint slides may be more effectual for certain class content and non others. In some respects, the usage of presentation package in the college schoolroom is one of those old contentions encased in new technological wrapper. Yet, it forces those of us who are actively involved in bettering instruction and acquisition in higher instruction to joint our premises and beliefs about what happens in and out of the schoolroom. To that terminal, there decidedly is something to be gained in the continued usage of the package and empirical geographic expedition of its effects.

Mentions

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Consequences

For both surveies, there were no important differences on the trial scores with the usage of the PowerPoint press releases. Table 1 shows the average test tonss for two subdivisions of the class. As clearly seen, the average test mark of the pupils given PowerPoint press releases is rather similar to the average test mark of the pupils without PowerPoint press releases.

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