



THE CORRELATION BETWEEN STUDENTS ACCESSING GUIDED NOTES & TOTAL SCORES IN AN AGRICULTURAL COMMUNICATIONS COURSE

Nellie Hill, Texas Tech University

There is a relationship between students accessing guided lecture notes and their total score in the course

Providing guided notes to students is one way instructors can help students achieve higher academic performance

 TEXAS TECH UNIVERSITY
Agricultural Education
& Communications

INTRODUCTION

“Note-taking is perhaps the most crucial skill used to assist students to understand and learn content during lectures”

(Boyle & Rivera, 2012, p. 131).

Guided notes are intentionally incomplete lecture outlines provided to be filled in as information is presented during class

(Stringfellow & Miller, 2005).

Studies regarding guided note-taking have overall positive results, but additional research should be conducted

(Konrad, Joseph, & Eveleigh, 2009).

The purpose of this study was to determine if there is a relationship between students accessing guided lecture notes and their total score in a course.

CONCEPTUAL FRAMEWORK

In alignment with cognitive load theory, working memory resources are limited and should be prioritized to facilitate development of necessary schemas stored in long-term memory (Sweller, 1999).

Guided notes indicate to students when and where to record important information, in theory reducing cognitive load, leaving more space to process information presented in the lecture

(Sweller & Chandler, 1991).

METHODOLOGY

The day before class, statistical tracking was turned on for guided notes at the time they were uploaded to Blackboard, ensuring all student access to the file was recorded. Student access was voluntary.

A Blackboard statistical tracking report recorded each student who accessed the guided notes file the day before or the day of the associated class session.

Percentage of instances a student accessed the guided notes and total class score percentage were used to conduct a bivariate correlation analysis.

RESULTS

Bivariate correlation analysis using Pearson's r revealed a significant, positive relationship between student ($N = 94$) total course score percentage and percentage of guided notes accessed throughout the semester, $r = .221$, $p = 0.032$. Davis (1971) classified this as a low level of correlation.

CONCLUSION

As guided notes access increased so did the student's total course score.

RECOMMENDATIONS

Instructors are encouraged to provide guided notes as a means of lessening the load on students' working memory.

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