



Note-taking during and after class: Which strategies for which method?

Salomé Cojean, Manon Grand, Nicolas Martin

► To cite this version:

Salomé Cojean, Manon Grand, Nicolas Martin. Note-taking during and after class: Which strategies for which method?. CogSci, Jul 2023, Sydney, Australia. hal-04390679

HAL Id: hal-04390679

<https://hal.science/hal-04390679>

Submitted on 12 Jan 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Note-taking during and after class: Which strategies for which method?

Salomé Cojean^a, Manon Grand, & Nicolas Martin^b
^aLaRAC, UGA, France – ^bLIG, CNRS, Grenoble INP, UGA, France

96%

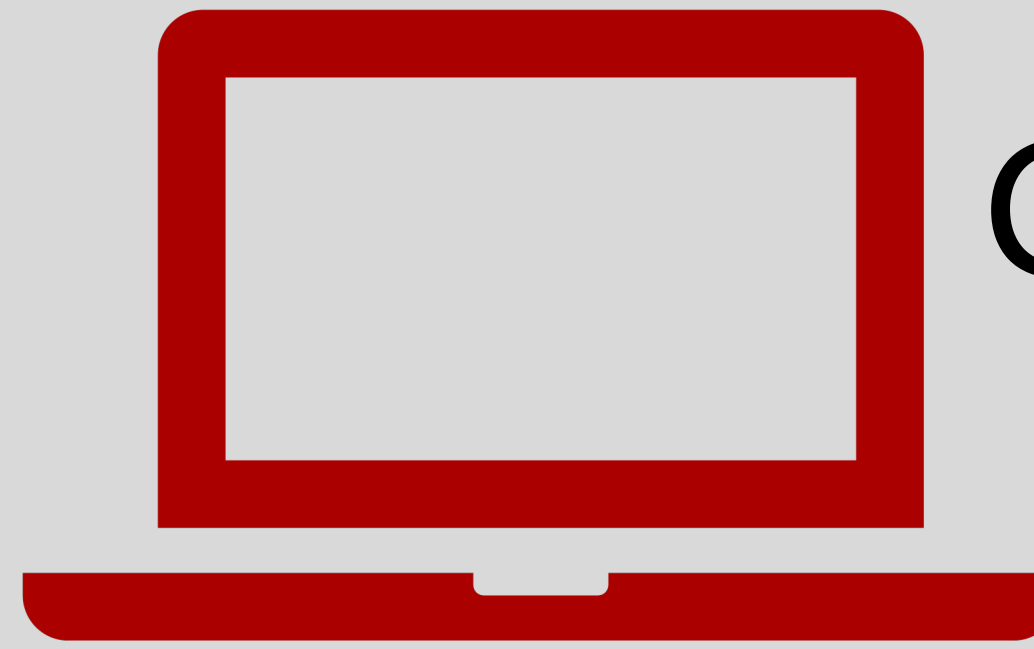
Number of students
who take notes



Reformulations
Positive effect on learning (?)



Encoding
External storage



Greater quantity (verbatim)
More multitasking

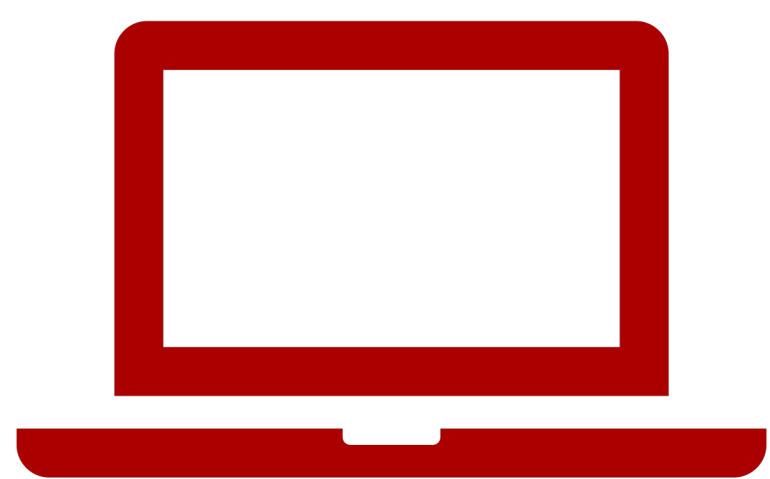
Study

108 univ. students → « Which note-taking method do you usually use? »
→ Strategies during and after class

During class (Encoding)



More
reformulations



More
multitasking

After class (Revision)

Number of students who:

88%



Read over their notes

100%



Rewrite their notes ($p = .023$)

61%



Write review sheets

34%



Write review sheets on paper

67%



53%



73%



88%



During class: better strategies on paper

During revision:

- Opportunity for those on computer to compensate by rewriting their notes
- Review sheets are mainly handwritten

→ Importance of outside-class revision activity (more than 70% of students use computers in class)