Research: The Taking Notes Together Program

Overview
The Taking Notes Together Program is used to teach students how to take notes as well as help their partners take notes. The research was conducted in 20 fourth- and fifth-grade general education classes. These intact classes were randomly assigned to the experimental or comparison condition. A total of 379 students participated, with 190 in the experimental classes and 189 in the comparison classes. The 10 teachers of the experimental classes taught their students using the Taking Notes Together Program. The 10 comparison teachers did not use this program; they provided regularly scheduled instruction.

Results
Observational data were gathered on the fidelity of the experimental teachers’ implementation of the instruction. They presented a mean of 88% of the information in the Note Taking Together instructor’s manual.

All students in experimental and comparison classes completed a written test of their knowledge about taking notes at pretest and posttest. The ANCOVAs revealed significant differences between the posttest scores of experimental and comparison students with exceptionalities, F (1, 17) = 68.32, p < .001, η² = .80, and students without exceptionalities, F (1, 17) = 86.91, p < .000, η² = .84. (These are very large effect sizes.) For students with and without exceptionalities, the mean scores for the experimental group were significantly larger than the mean scores for the comparison group. (See Figure 1 for mean scores.)
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Figure 1: Mean Percentage of Answers Correct on the Student Knowledge Test

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental w/ E</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>Comparison w/ E</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Experimental w/o E</td>
<td>11</td>
<td>67</td>
</tr>
<tr>
<td>Comparison w/o E</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Students w/ Exceptionalities | Students w/o Exceptionalities
Data were also gathered on the students’ performance as they took notes independently from a reading passage. The ANCOVAs revealed significant differences between the posttest scores of experimental and comparison students with exceptionalities, $F(1, 17) = 74.21$, $p < 0.00$, $\eta^2 = .81$, and students without exceptionalities, $F(1, 17) = 109.62$, $p < .001$, $\eta^2 = .87$. (These are very large effect sizes.) For students with and without exceptionalities, the mean scores for the experimental group were significantly larger than the mean scores for the comparison group. (See Figure 2 for mean scores.)

**Figure 2: Mean Percentage of Points Earned when Taking Notes from a Reading Passage**
Additionally, data were gathered on the students’ performance as they took notes independently while watching a videotaped lecture. The ANCOVAs revealed significant differences between the posttest scores of experimental and comparison students with exceptionailities, $F (1, 17) = 62.04, p < 0.00, \eta^2 = .79$, and students without exceptionailities, $F (1, 17) = 124.33, p < .001, \eta^2 = .88$. (These are very large effect sizes.) For students with and without exceptionailities, the mean scores for the experimental group were significantly larger than the mean scores for the comparison group. (See Figure 3 for mean scores.)

**Figure 3: Mean Percentage of Points Earned when Taking Notes from a Videotaped Lecture**
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Experimental teachers and students used a 7-point Likert-type scale to rate items regarding their satisfaction with the program ("7" indicating extremely satisfied; "1" indicating extremely dissatisfied) at the end of the year. Teachers endorsed the program, and their ratings indicated satisfaction with each aspect of the program. For example, teachers’ average satisfaction rating for the instructor’s manual was 6.8, for the student materials was 6.9, the ease of use of the program was 6.7, and their overall satisfaction with the program was 6.9. Students also indicated that they were satisfied with the program. Ninety percent of the students recommended that all third-, fourth-, and fifth-grade students receive this instruction.

Reference