Note-taking, Transcription & Other Cognitive Processes

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Why Study Note-taking?

1. Frequency of Use
2. Perceptions of Importance
3. Evidence on the relationship of notes to test performance
4. Evidence on the cognitive processes related to skill in note-taking

What Processes to Investigate?

Expertise in the execution of basic academic skills:

1. The simultaneous (parallel) execution of higher and lower level processes (e.g., the simple view of reading)
2. The problem of limited capacity (WM)
3. Automaticity/Fluency

Cognitive Processes

1. Transcription Fluency (Berninger's "alphabet" task)
2. Verbal Ability (Nelson Denny; Main Idea Identification task; listening comprehension measure from the WIAT)
3. Working Memory (Daneman & Carpenter listening or reading span task)

Cognitive Processes (cont.)

4. Attention
   a. Executive (Stroop)
   b. Sustained (Lottery subtest of the Test of Everyday Attention)

5. Background Knowledge (history--experimenter constructed measure)

Procedure

1. S's are asked to take notes while listening to a 20 minute lecture (notes scored for quality)
2. Other experimental tasks
3. Review of notes
4. Other experimental tasks
5. Test(s)

Results (Overview)

1. Lecture note-taking w/college students w/out handicapping conditions (4 studies).

   DV=Notes

   - Transcription fluency
   - Verbal ability (w/ the exception of the main idea task)
   - Sustained attention

   DV=Written Recall

   - Notes

Results (Overview)

2. Text note-taking with w/college students w/out handicapping conditions (1)

DV=Notes

- Transcription fluency
- Verbal ability (VA)

DV=Test Performance

1. Written Recall: Notes
2. MC, Memory Items: Notes, VA, Background Knowledge
3. MC, Inference Items: Background Knowledge

Results (Overview)

3. Lecture note-taking w/college students w/without ADHD (1 study).
   a. non ADHD vs. ADHD: transcription fluency, attention, written recall
   b. DV=Notes: Verbal ability, sustained attention
   c. DV=Written Recall: Notes, Verbal Ability, Disability Status

Results (Overview)

4. Lecture note-taking w/high school students w/without ADHD (1 study).

    a. non ADHD vs. ADHD: transcription fluency, VA, notes, MC exam
    b. DV=Notes: ADHD status, VA, sustained attention, transcription fluency
    c. DV=Test Performance
        1. MC, Memory Items: Notes, VA
        2. MC, Inference Items: VA

Results (Overview)

d. DV=Test Performance
    1. MC, Memory Items: Notes, VA
    2. MC, Inference Items: VA

Summary

Skill in note-taking is related to: transcription speed, verbal ability, and sustained attention.

Test Performance? Depends on the test

Question: What skills enable transcription speed?