

INTRODUCTION

- Guided notes are handouts based on lecture notes and/or readings in which the instructor strategically omits relevant information so that the students fill in the blanks while attending class (Konrad, Joseph, & Eveleigh, 2009; Twyman & Heward, 2018; Williams, Weil, & Porter, 2012)
- Although limited, the empirical support for the use of guide notes is promising (Larwin & Larwin, 2013) because they
 - Contribute to focus and organization of relevant material in studying.
 - Promote engagement
 - Improve note-taking skills
 - Are versatile across disciplines
 - Effectively reach a diverse student population

PURPOSE

- To examine students' perspective on the use of guided notes in undergraduate courses
- To examine different forms of administration of guided notes in undergraduate instruction
- To implement and analyze outcomes from two types of assessments
- To evaluate quiz grade changes as function of the use of guided notes

METHOD

Table 1. Forms of Administration, Course, and Type of Assessment.

Form of Administration	Course Number of Students (n)	Type of Assessment
Consistent throughout the course, in-class (hard copies)	Psychology of Learning (n = 48)	Short survey (rating with Likert scale and open-ended question)
Partial, in-class (hard copies)	Sensation and Perception (n = 24)	Short and long survey, modified Chen et al. (2017)
Voluntary, online	Psychology of Learning (n = 26)	Short survey

RESULTS

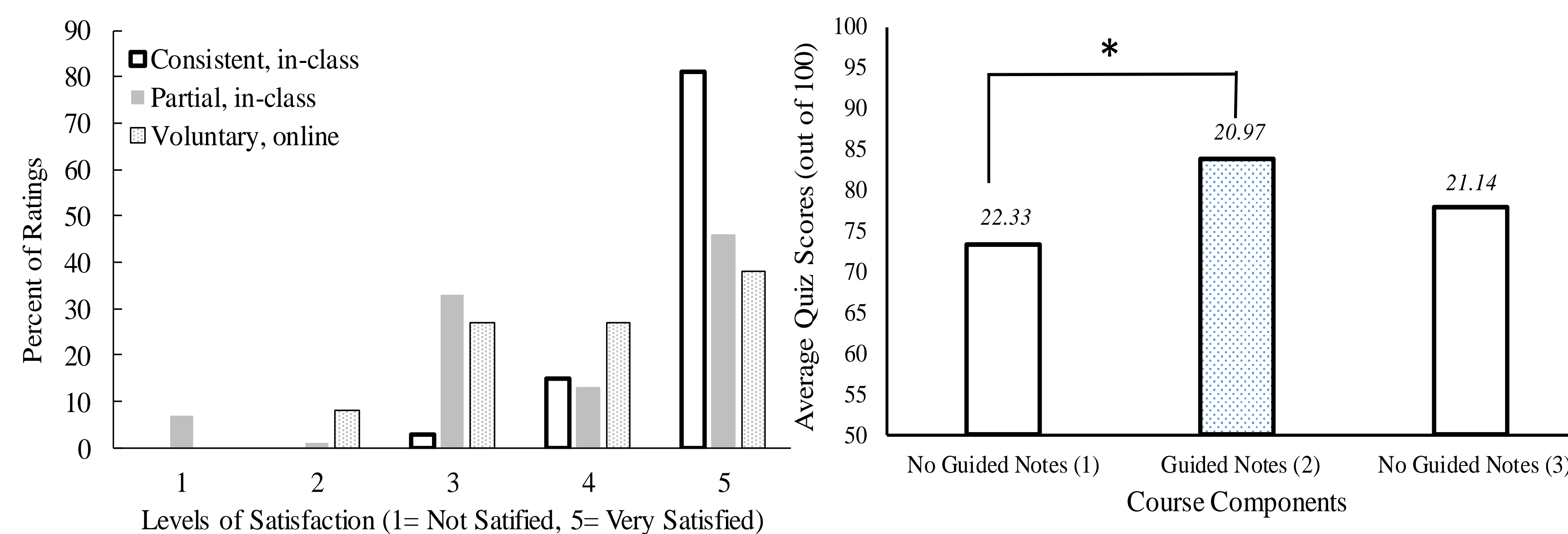


Figure 1. Percent of ratings (y axis) obtained in the short survey for each form of administration across all levels of the Likert-type scale.

Figure 2. Average quiz scores for each course (Sensation and Perception) component. Each bar represents the average between three quizzes in that component. Numbers on top of the bars represent standard deviations. A one-way repeated measures ANOVA yielded a significant difference between component 1 and 2.

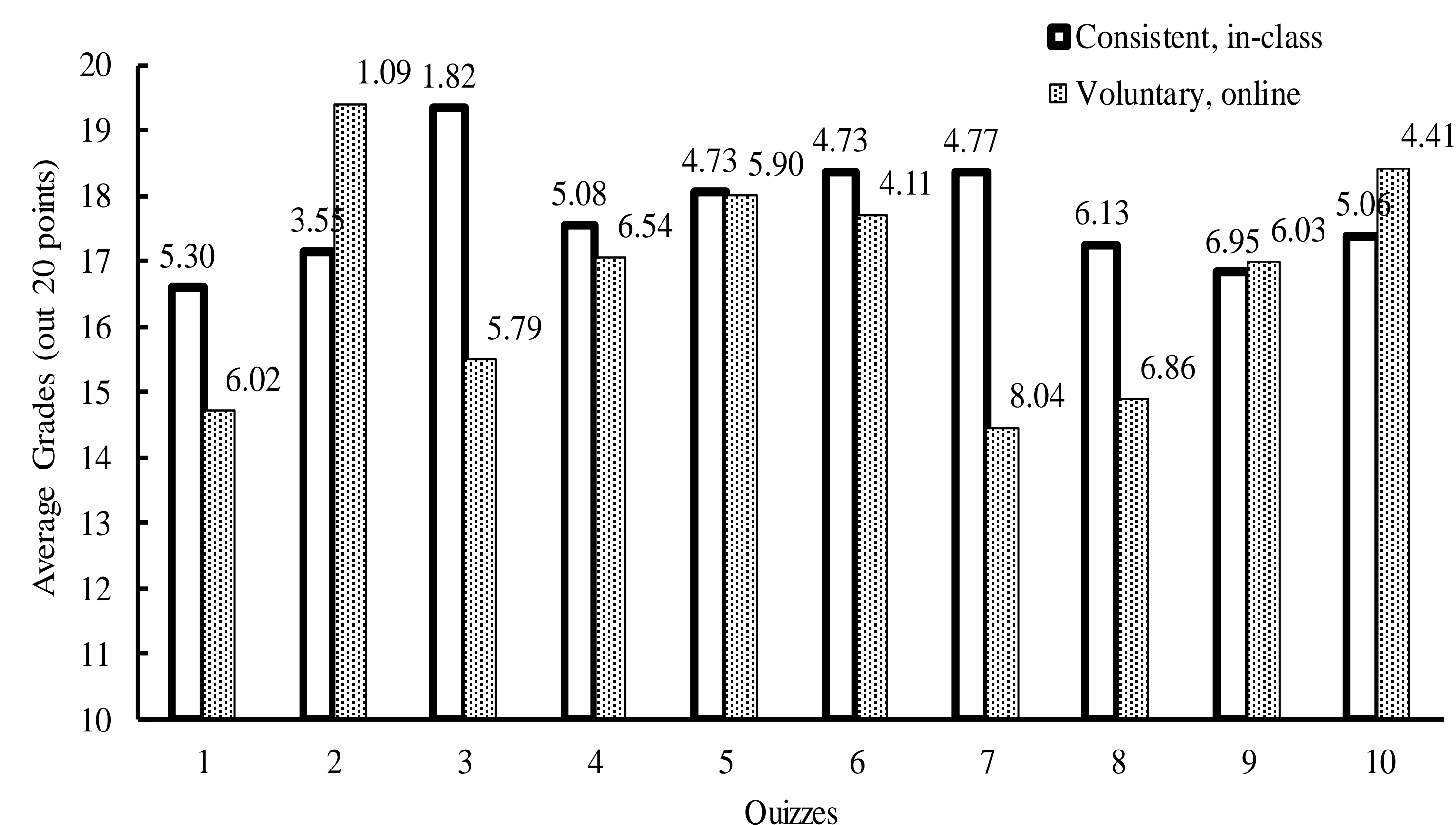


Figure 3. Average (and corresponding standard deviations) quiz grades for students in Psychology of Learning, and two forms of administration of guided notes.

RESULTS

- In a portion of the modified long survey by Chen et al. (2017), 50% of students reported **negative experience with guided notes** on their lecture experience:
 - Less likely to concentrate
 - Less willing to take notes
- The answers to the open-ended question were transcribed, read, and analyzed. Two main themes were identified: helpful, not helpful.
 - Consistent, in-class: 88% helpful
 - Partial, in-class: 25%, helpful
 - Voluntary, online: 77% helpful

DISCUSSION

- Consistent use of guided notes was correlated with higher levels of satisfaction from students
- Students reported positive and negative influences of guided notes on their lecture experience, studying, organization, etc.
- Different histories of note taking, studying strategies, content of courses, and other variables may influence results
- Some advantages of guided notes are their versatility, accessibility, and potential for engagement, facilitation of outside -of-class preparation, and aid in studying
- Some disadvantages are the cost involved in preparation, potential for distraction, and overshadowing relevant content