

Collaborating on Taking Notes

Takeaways from two experiments with collaborative notetaking during a first semester BA course

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What is collaborative notetaking?



Collaborative notetaking (CNT) is “a pedagogical technique that asks students to rotate note-taking responsibilities during class meetings in a shared document” (Harbin, 2020, 214).



It is a rather radical cooperative learning activity that requires active student participation, openness and a willingness to share.



It can be done in many ways and does not necessarily revolve around the same document(s). It can involve different documents and practices for collaboration and active involvement in notetaking.

Why collaborate on taking notes?



Encourages students to view each other as a resource in their learning process (Harbin, 2020).



Can lead to better, more detailed notes, which are helpful for the whole class.



Can limit the individual laptop use of the students.



Helps teachers assess students' comprehension in a time-saving manner (Harbin, 2020, 215).



Can lead to increased collaboration and a higher level of understanding of the content (Costley & Fanguy, 2021).



Can help fostering “a more democratic and inclusive classroom climate” (Harbin 2020).

When to do it?



CNT is suitable for first-year students to familiarise themselves with the academic work culture and be part of an active learning community (Harbin, 2020).



For more experienced students, it might lead to increased collaboration and a higher level of understanding (Costley & Fanguy, 2021).

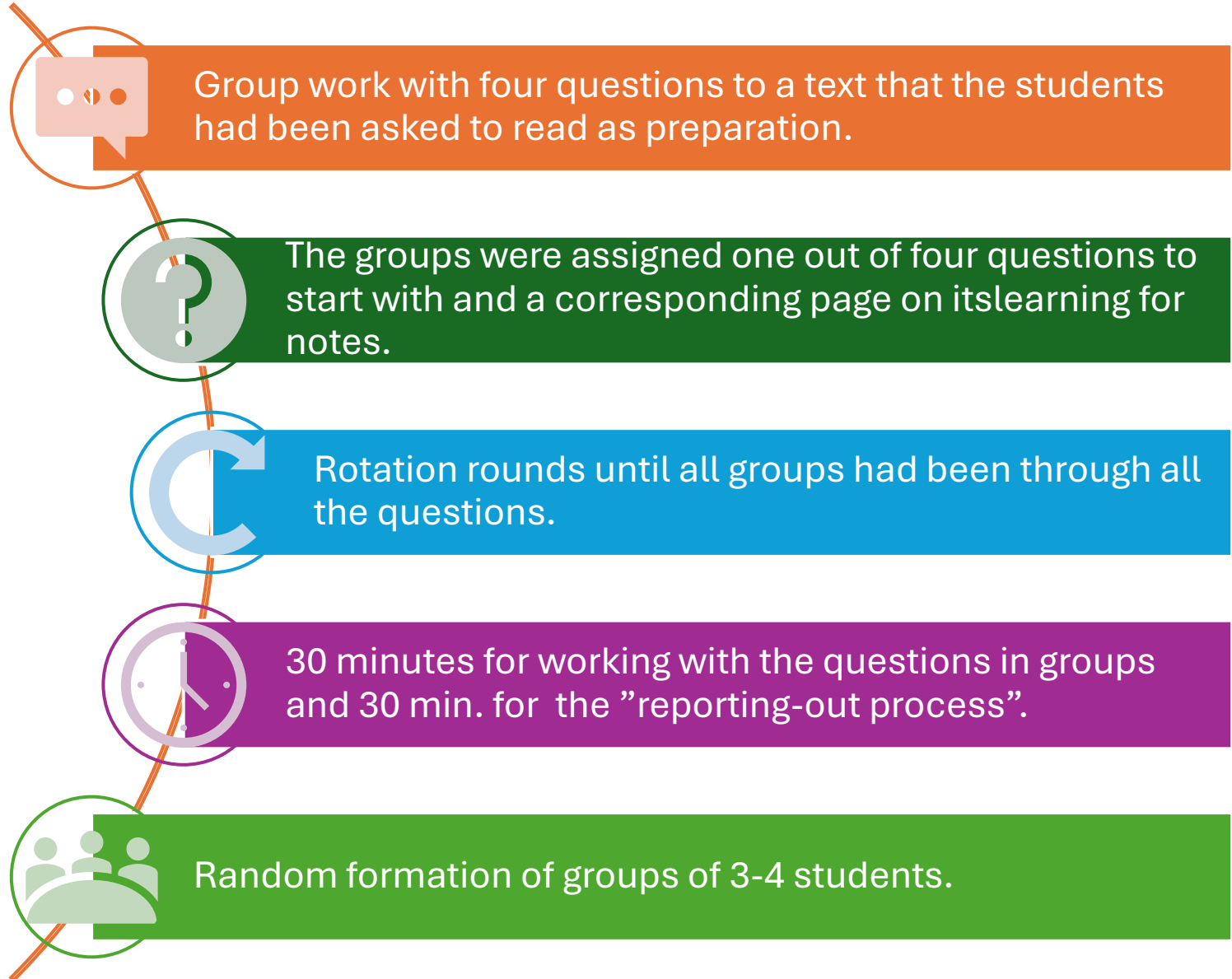
Focus

Background: Two experiments with less radical versions of CNT in two learning activities at a first-semester BA course (approx. 20 students)

In this presentation, I will:

1. Describe the design and facilitation of the activities
2. Reflect on what went wrong and what worked out
3. Touch on (unforeseen) barriers and potential solutions
4. Share ideas for implementation and further experiments

Experiment 1



Spørgsmål 2: List de forskellige professionsforståelser (eller professionsteorier), som beskrives i teksten, og noter, hvad de indebærer og hvem der står bag dem



Professionsforståelser:

- Niklas Luhmann:
 - Socialt system - os vs. dem.
 - Systemets selvforståelse/meningshorisont er selvreferentiel ("*Vil i kommunikation med andre forsøge at referere til den debat og de diskurser som den hidtil har defineret sig ved*" (s. 17)).
 - Interpenetration: omverdenen er forstyrrende for systemet.
 - Systemdifferentiering: Systemet udvikler subsystemer.

Max Weber / Neo-weberianismen (s. 26-)

Talcott Parssons (s. 20-): 5 dikotomier (begrebspar) – udefrakommende

Anthony Giddens : (s. 21-) kritik "ekspertsystemner"

Parsons 5 dikotomier

Identiteter

Grundbegreper



Outcomes and impressions – Experiment 1



Students' perspective: Discomfort and irritation due to uneven preparation levels and random grouping led to a lack of collaboration and incomplete notes. None of the groups finished the questions in time.

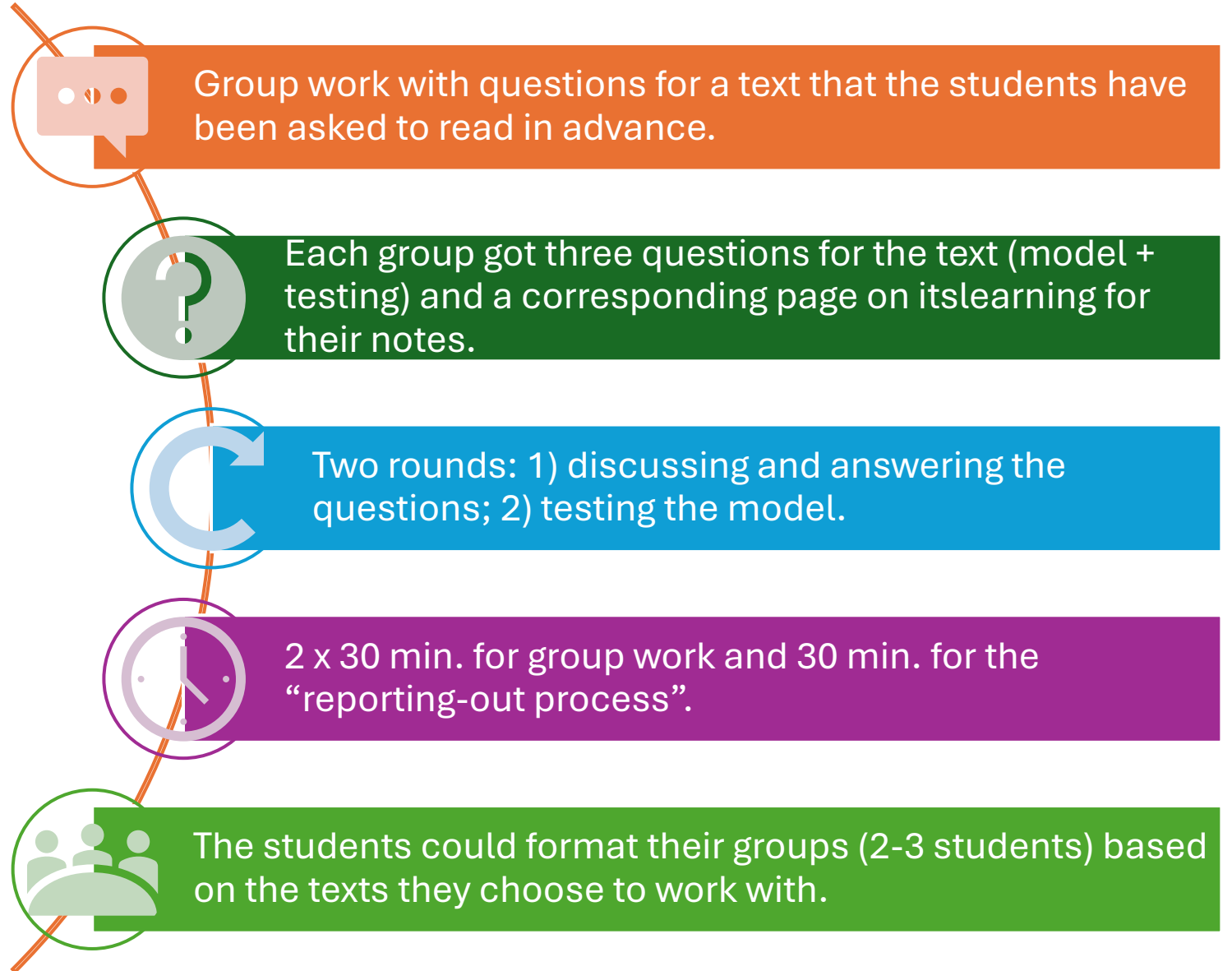


Teacher's perspective: I ended up adding to and partly answering the questions by combining the notes and raising the level of knowledge and understanding.




Overall evaluation: The collaboration around notetaking did not succeed as planned, as the notes were created by one group each. Also, CNT did not function as a motivation by promoting a view amongst the students of each other as resources in their learning processes but stressed the importance of preparation and the level of interdependence among them.


Experiment 2




← Back to Plan

 Lektion 12: Analyse, klassifice...

 Forberedelse til lektion 12

 Fællesnoter til Lektion 12

 Biblioteket som videns- og kul...

⏪ Hide

Fællesnoter til Lektion 12 Change title

 Add content block  Change layout

Noter til Barchas-Lichtenstein et al. (2020)

1. Hvordan definerer Barchas-Lichtenstein et al. (2020) folkebiblioteks arrangementer (*library public programs*)?

A public program is a service or event in a group setting developed to meet the needs or interests of an anticipated target audience. All libraries, regardless of type, have a public—the audiences the library tailors its programs to; the people that the library serves. (s. 573)

2. Hvad er det, de gerne vil undersøge? Og hvordan gør de det?

Deres RQ lyder: How can we characterize

and categorize public programs offered by libraries today? (s. 564). De vil gerne lave et "framework" for at kunne lave sammenlignede studier og fremme professionel teori samt for at forstå forholdet imellem programdeltagelse og samfundsmæssige trends. Ultimativt for at ensrette kategoriserien på et nationalt plan. (s. 564).

Hvordan gør de det: 1) Først laver de litteratur review (s. 564), 2) så laver de panel debatter (s. 565), 3) spørgeskemaer til bibliotikarer (s. 567), 4) interviews på 30 min

3. Beskriver de forskellige dimensioner og sub-dimensioner – og brug gerne eksempler.

Se tabel s. 575 og yderligere uddybender fra s. 570-572

Dimension: Library Profile: Bruger grupper ex. forskningsbibliotek har en særlig brugergruppe, men har også lokale ikke akademiske brugere. Sub-dimension: ex geografi og demografi.

Program characteristics: Dimmension: Emne og outcome: it brings attention to the value that accrues for individuals and communities as a direct result of library programs, and it supports library professionals in more deliberate program development (s. 570). Subdimension: Rent praktik; tid, sted, topic osv.

Program audience: Dimmension: Hvilket publikum henvender vi os til og kommer de, hvem kommer ellers? Sub-dimension: Demografi.

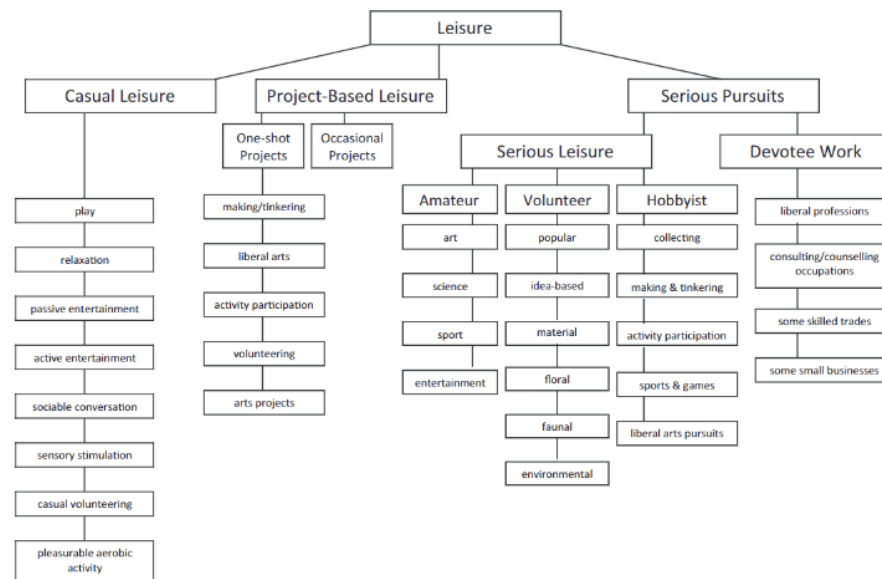
Program administration: Dimmension: Hvem er med til at arrangerer; kun biblioteket, bibliotek og organisationer, er det nationalt eller lokalt.

Sub-dimension: Er arrangementet sponsoreret, egenbetaling, gratis.

Table 2. Final Framework for Categorizing Library Programs

⏪

1. public library programs: begivenheder som bliver afholdt af offentlige biblioteker, deres bibliotekarer og administratorer. (S. 1)
2. SLP: en måde at kategorisere begivenheder på offentlige biblioteker, se hvad de har gjort i forhold til events for at se om de mangler noget i forhold til catering
3. 3 underkategorier af leisure: casual leisure er noget man gør for sjov og for at slappe af, der er både passiv og aktiv (s. 2-3). project based er noget mere seriøst, men stadig noget man gør for underholdning, måske når muligheden lige indfalder. Serious pursuits kan være alt som man gør mere seriøst, som fx hobbyer man virkelig går op i (s.3)



Figur 1, side 3

Outcomes and impressions – Experiment 1



Students' perspective: From the second attempt is that the students enjoyed working in groups more, as they were now equally prepared, resulting in higher concentration and more detailed and complete notes.



Teacher's perspective: This time, my role as a teacher was more in the background, as I did not need to raise the level of the result in the end. Instead, I engaged in the discussions during and after group work.



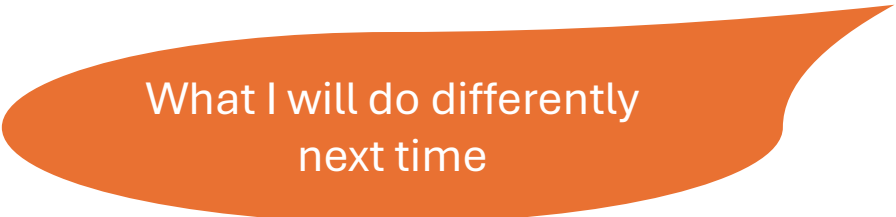
Overall evaluation: Higher levels of concentration and engagement were observed during group work, and the shared notes were more detailed and complete. Also, the engagement was higher in the “reporting-out process” and the following discussion.

Unforeseen barriers and possible solutions

Barrier 1: Lack of preparation in advance

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An orange speech bubble with a tail pointing towards the top right, containing the text "What I will do differently next time".

What I will do differently
next time

Unforeseen barriers and possible solutions

Barrier 1: Lack of preparation in advance

Solutions:

- 1) Structure the preparation to help students find their way through texts.
- 2) Set up a group system where each group has a different focus for preparation and when they come to class.
- 3) Use a jigsaw approach to get them to share their preparation in advance and/or in class.

Unforeseen barriers and possible solutions

Barrier 1: Lack of preparation in advance

Barrier 2: Students' individual laptop use –
also in CNT group work

A) The students are not facing each other when engaged in group work

B) The lack of an overview of the texts and their notes

C) A lot of time is used setting up and inviting each other to share documents for notetaking

Unforeseen barriers and possible solutions

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Solutions:

A+B) Printing texts (excerpts) and questions on handouts. Experimenting with writing notes by hand.

C) Having prepared a format for note sharing (in itslearning, e.g.) in advance and/or setting up a folder (in itslearning or other e-learning platforms) for shared notes.

Unforeseen barriers and possible solutions

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Barrier 3: Working on shared notes in
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Unforeseen barriers and possible solutions

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Barrier 3: Working on shared notes in itslearning is problematic, as there can only be one person writing in it at a time.

Solutions:

A) Using a rotation system for the questions or having separate folders for each text.

B) Notes are written in other programs (Word, PowerPoint, etc.) and subsequently shared.

C) Ask students to write on a whiteboard or a large piece of paper (e.g., in the form of a mind map) and then share a picture of it with their peers.

Potential benefits of CNT and my impressions

Potentials of CNT



CNT encourages students to view each other as a resource in their learning process (Harbin, 2020).



CNT is suitable for first-year students to familiarise themselves with the academic work culture.



For more experienced students, it might lead to increased collaboration and a higher level of understanding (Costley & Fanguy, 2021).



For teachers it is helpful as a means of checking in on students' comprehension in a time-saving manner (Harbin, 2020).

My reflections

- Yes, but also as "obstacles" to their learning. Thus, it teaches the interdependency of each other in an active learning environment.
- Yes – CNT is a great way to introduce and experiment with different notetaking practices. (Which is highly necessary)
- I have experimented with CNT in a 4th-semester class, but I would say it depends on the expectations and needs of the class.
- Yes – It did help me get a sense of their understanding of the texts and central concepts. Also, it is helpful for checking in on students' level of preparation.

Implementation and further experiments

- Implementing and working with CNT from the start to the end of a course/semester
- Experimenting with hand-written notes and note-sharing practices
- Experimenting with visualizations and creative notetaking techniques (Irving-Bell & Hartley, 2022)
- Co-creation of CNT practices
- Experimenting with jigsaw rotation in CNT group work



Thank you!

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