

Developing language learner autonomy with Cornell notes

Project Rationale

One of the goals of public education is to **build learner autonomy**. Due to rich curriculum, some educators **abandon** giving the student the chance to take their own notes and downplay its benefit. Teachers will **not be present or available** to guide them coping in their notes as they progress into higher education. For example, in university or college where they will encounter large lecture halls of fifty or one hundred classmates. **Most students don't take notes in class, or they don't know even where or how to begin**. They might simply focus on completing the exercises a new reading in their workbooks that follow. One of crucial skills of ideal learner characteristic is note taking.



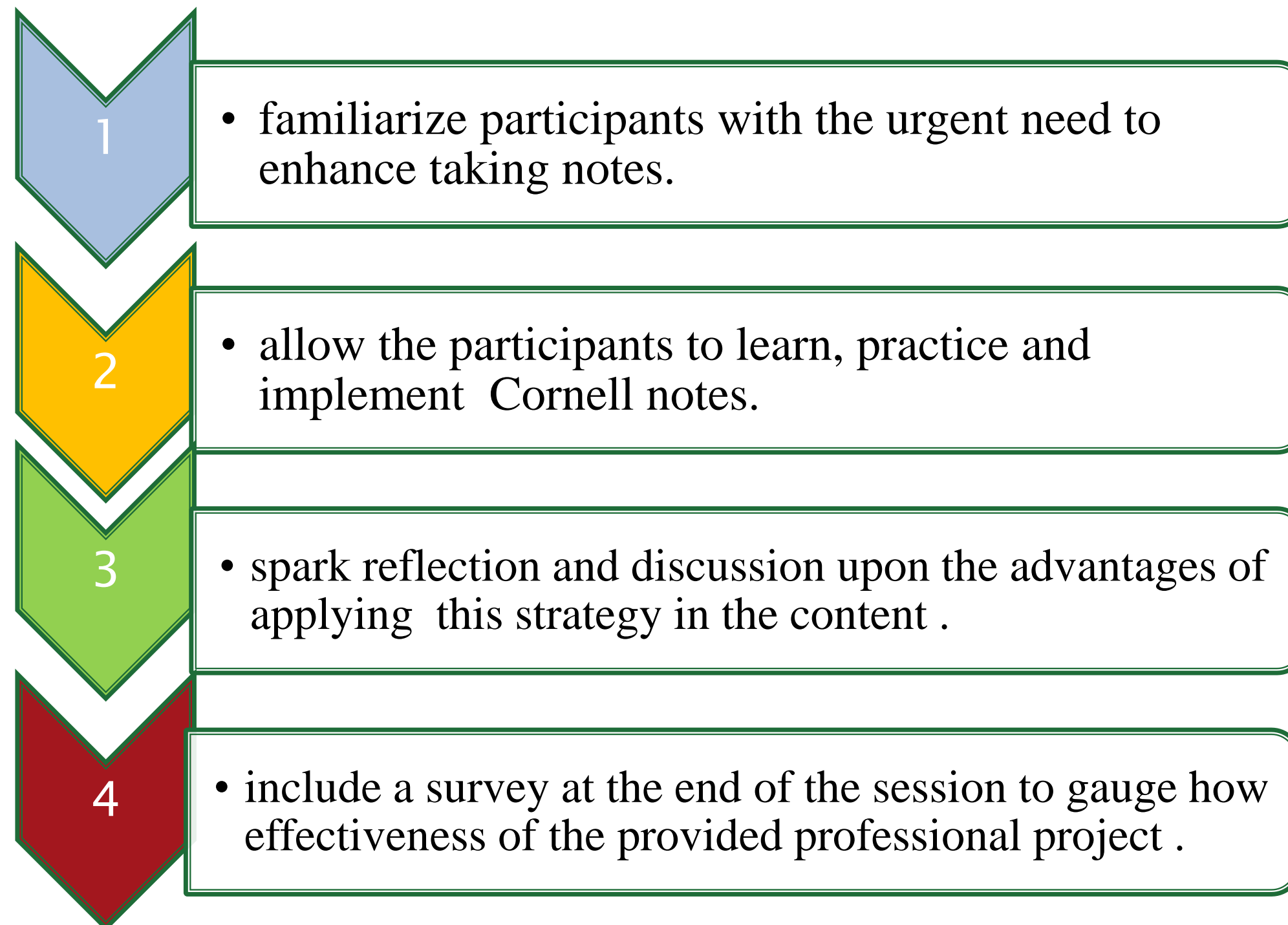
Literature Review

- ❖ Cornell Notes was the invention of a Cornell University professor **Walter Pauk** in the 1940s. More than 60 years later, Cornell Notes is a common strategy across the United States with institutions referencing it as a way for **processing and organizing new information**.
- ❖ Cornell Notes prompt students to be **critical readers**, thus they read critically, synthesize, summarize, and even compose questions about what they read (Pauk and Owens, 2014, p262).
- ❖ In TESOL, Cornell Notes are somewhat under-explored, in schools leveraging dynamic systems of teaching and learning **focused on learner autonomy** such as "AVID"—Cornell Notes are **central features of instruction** (Matthews, 2015).
- ❖ A study conducted by Donohoo **showed a rise in student outcomes** after implanting CN a 10%-12% growth in individual scores from the former semester.
- ❖ **40%** of new information whether heard or read tend to be lost but with note taking **100%** of them can be retrieved if the note was taken properly.

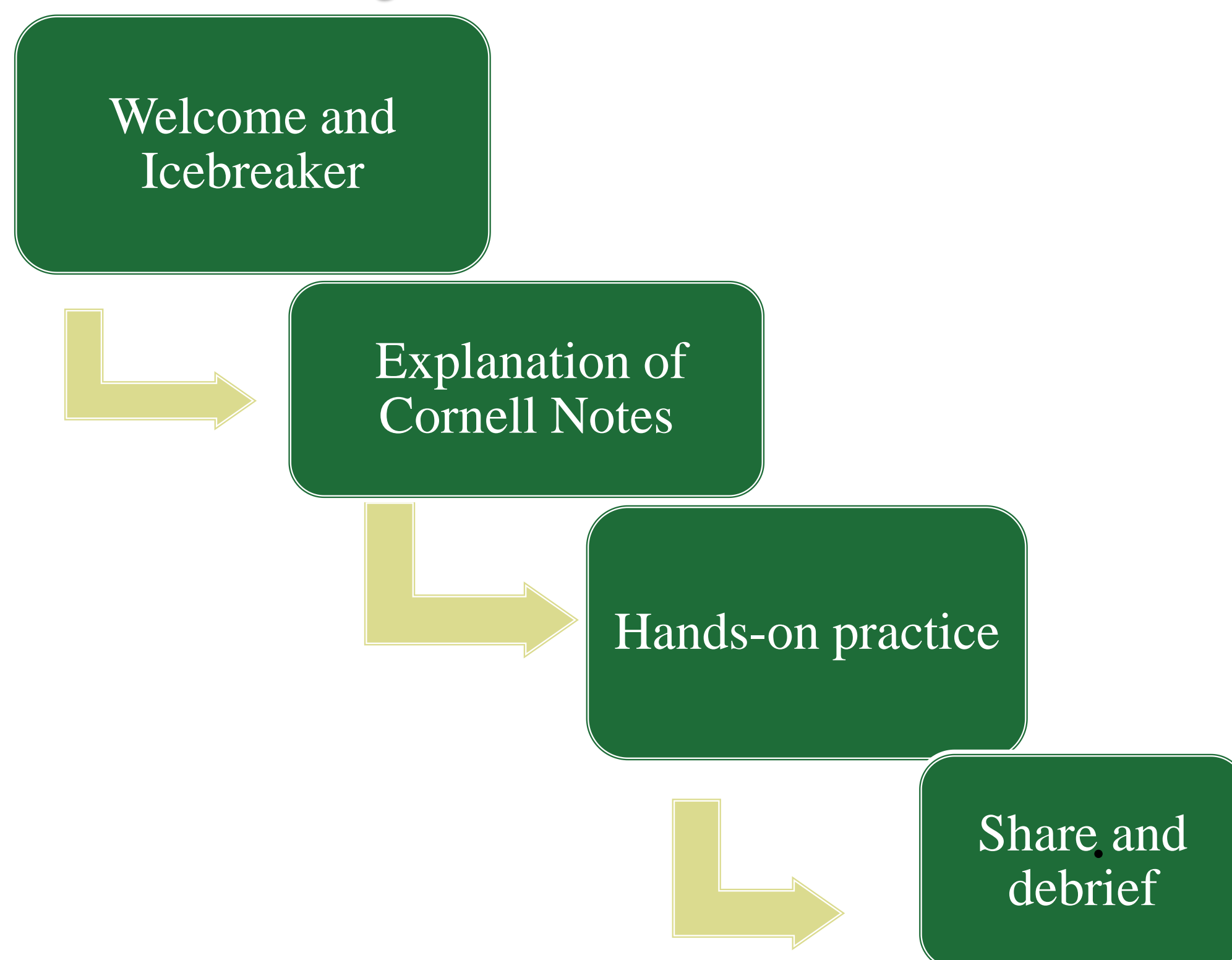


Project Objectives and Planned Activities

A 60 minutes session will be offered to different teachers in all contents fields that will:



Project Procedures

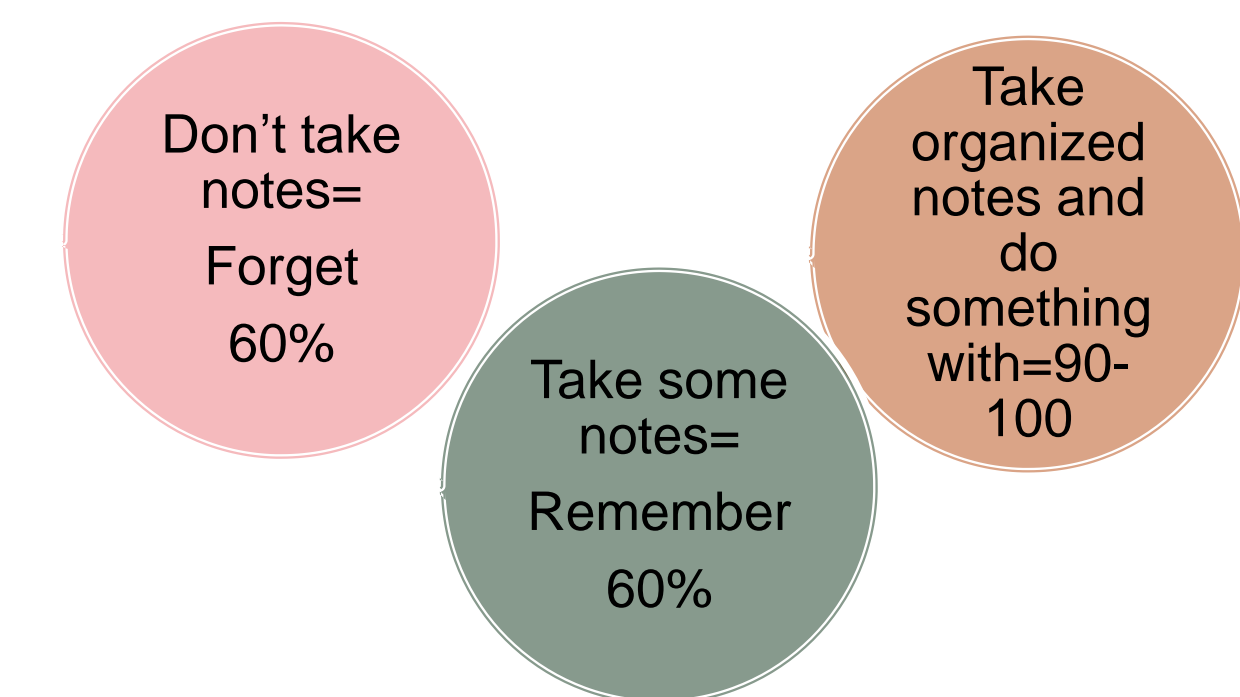


Author: Fatimah Alshahrani

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Evaluation

- **Upon completion of the 45-minute workshop**
 - ❑ participants will be encouraged to complete a survey evaluation asking them to respond to the workshop, how they experienced the pre-writing scaffolds, and how they might apply it in their classrooms.
- **Post workshop evaluation**
 - ❑ a virtual follow up meeting will include what the participants have done with the students, share their students work, and how the impact of this workshop was after the participants have practiced on their students? Discuss if there were any difficulties they faced.



References

- Broe, D. (2013). The effects of teaching Cornell Notes on student achievement. *Research Paper. Minot State University*.
- Donohoo, J. (2010). Real-time teaching. *Journal of Adolescent & Adult Literacy*, 54(3), 224-227. doi: 10.1598/JAAL.54.3.9
- Pauk, W. and Owens, R.J.Q. (2014). *How to Study in College* (11th ed.). Boston, MA: Wadsworth.