



Contribution ID: 31 Type: Practice-focused presentation (25 minutes) 実践報告発表 (25分)

Addressing Information Retention through Note-Taking Techniques

Saturday 3 February 2024 16:00 (25 minutes)

This practice-orientated presentation addresses the problem of poor information retention in the university classroom context. In relation to tertiary education, the Japanese Ministry of Education (MEXT) mandates that each credit acquired by the student requires that s/he complete 45 hours of study, up to 30 hours of which is spent on student-teacher contact time. The imbalance between contact time and independent study presents students with a greater volume of information to process within the academic day. Information may fail to be adequately retained, thus negatively affecting student learning outcomes. To address this issue, it is necessary for educators to exploit note-taking techniques that facilitate knowledge retention. Examples of note-taking methods are the Cornell method, the outline method, and the charting method. The presentation explores the features of each method, their application in the classroom, and the associated benefits and drawbacks regarding suitability.

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