



2015-2016 NOII Case Study

School: Nakusp Secondary School

District: #10 Arrow Lakes

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Our focus for this year: Through note taking we want to promote self-regulated learning and the ability of students to reflect on their understanding of the material by summarizing.

Scanning: Students are struggling to understand the material. We have used a traditional lecture style of delivery and it is time to bring this senior course more in line with what we are accomplishing at junior grade levels. Our learners come from diverse backgrounds and ability levels. Many are not owning their learning or do not know how to own their learning. They just copy the notes down.

Focus: Biology 12 is a course accessible to all learners. The ideas are complex and build upon each other. This group of students had a very difficult time retaining the information and applying it. We wanted to improve students' academic skill sets by using a variety of delivery, note taking and revision strategies to help students identify their learning needs, set their learning goals, and then reflect on their progress in a meaningful way.

Hunch: These students have not taken Biology 11. Biology is a content and vocabulary heavy course that builds upon itself as the year progresses. Students began the year with a flipped classroom, where they received the notes at home and were expected to do the readings on their own time so class could be devoted to questions, assignments and labs. We found that students were not owning their learning this way.

New professional learning: We learned about and incorporated a variety of delivery, note taking, and revision strategies. We broke down the curriculum into layers of ideas. We intentionally pointed out what we were doing and why we were doing it during lessons, for example during visual note taking or using the Cornell method.

Taking action: We introduced six different learning or note taking methods, to expose students to alternatives and hopefully have them identify for themselves a learning method that worked best. We spent a week using and demonstrating each method. We reviewed the learning process outlined by Course Hero.

Checking: We scanned the room to identify students using methods. The students still did not see the value of note taking. The most common method used in school is title and heading. Students really like the fill in the blank notes. They believe a range of methods would be useful in post-secondary. Students think the Cornell and title heading method is the most useful for learning. The strategy that the students liked best was the flipped classroom; however, they were not willing to take the initiative to read the notes or text at home, so class was spent reviewing the material and not working on assignments. They admitted in the survey that they were unmotivated to bother taking notes, or would prefer to listen.

Reflections/Advice: We believe the results would have been different with most other groups of students. This class was a unique cohort. Next year we plan to teach a variety of note taking methods again and seriously pursue the flipped classroom concept. We would like students to become proficient in a note taking method that they can transfer to other courses or situations.