

Changes in Student's Reflections on their Learning Activity due to Note-taking Skill Instructions given during a Blended Learning Course

The effectiveness of lecturer's instructions on note-taking activities was examined during a bachelor level blended learning course, using question surveys which measured student's reflections. The emotional aspects of learning may support sustainable learning behaviour, and this point is an additional benefit for note-taking activities. In order to examine the emotional changes of participants, the metrics of self efficacy and self assessment of learning activity were surveyed. Surveys were conducted during a Bachelor level course, which was taught as a blended learning course. Participants were surveyed twice during the course using the metrics mentioned above, and their emotional and cognitive changes were evaluated. The number of valid participants was 54. Scores of metrics were compared between the two surveys. First, the effectiveness of note-taking instructions was examined, as all three factor scores of note-taking skills increased significantly. Second, though most scores for self-efficacy and self assessment decreased, they suggest that participants recognised their actual learning situation well. The relationships between scores for self-efficacy and self evaluation in the two surveys were analysed and compared. These results show that note-taking activities significantly stimulated the level of self-efficacy and self-assessment when the lecturer's instructions were able to improve note-taking skills factor scores during the course.