

Keep (Hand)Writing!

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Handwritten Notebooks

- Writing to learn activities
- Reflection
- Discussion
- Brainstorming
- Research notes

- Collect 2 – 3 times per semester
- Minimal feedback
- Completion grades

I stopped teaching with handwritten notebooks when COVID-19 happened.

- I couldn't collect physical notebooks.
- Designing new online content was time consuming.
- There were so many new things I had to learn about teaching in hybrid modalities.

And yet I "knew" that handwritten assignments were important.

Why?

Notetaking: Students who take handwritten notes perform significantly better on exams than students who take notes on a laptop, especially with the "conceptual application" of material (Mueller and Oppenheimer).

- Computer – non-generative (verbatim) notetaking
- Handwritten – generative (summary and paraphrase) notetaking

Multitasking: Multitasking on a laptop impairs comprehension during learning activities. Multitasking also impairs comprehension of learners nearby who are *not multitasking* (Cepeda et al).

Cognitive costs of writing: Writing by hand demands fewer cognitive resources than writing on a computer. This is important when we consider that more complex forms of writing (e.g. persuasive vs. narrative) and/or writing about new or complex ideas draws on the same "pool of working memory" (Bourdin and Fayol).

Mueller, Pam A. and Daniel M. Oppenheimer. "The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science*, vol. 25, no. 6, 2014, pp. 1159 – 1168. *Academic Search Complete*, doi: 10.1177/0956797614524581. Accessed 15 October 2020.

Cepeda, Nicholas J., Faria Sana, and Tina Weston. "Laptop Multitasking Hinders Classroom Learning for both Users and Nearby Peers." *Computers & Education*, vol. 62, March 2013, pp. 24 – 31. *Academic Search Complete*. Doi: 10.1016/j.compedu.2012.10.003. Accessed 15 October 2020.

Bourdin, Beatrice and Michel Fayol. "Even in Adults, Written Production is Still More Costly than Oral Production," *International Journal of Psychology*, vol. 37, no. 4, 2002, pp. 219 – 227. *Academic Search Complete*, doi: 10.1080/00207590244000070, Accessed 1 November 2020.

FIGURE 2. Annotation of "The Story of an Hour" by Kate Chopin

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome. There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—^{sometimes} ~~often~~ she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door." "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

the realization that she'd never see him alive again is finally hitting her.

← welcoming the unfolding future/ accepting his death.

feeling guilty

this is only the way humans function. it's always a love-hate relationship because we will never fully relate to someone else. more on this later.*

Through death, she finds a new exuberance in life.

↓
but he's still alive!!

glad he's dead, in a half-sies kind of way.

it almost sounds insane...

Handwritten Annotations

- Markup
- Marginal Notes
- Upload photos to a dropbox

1/15/14 Monsters - Introduction Haunting Boundaries

- monsters inspire fear
 - monsters can be lovable to some yet feared by others (Shrek, Dragons, The Count)
 - a monster as created through standing apart from humans.
 - monsters -> monere -> to warn
 - good of heart vs evil of sin
 - monsters are created to warn
↳ beneficial
 - hybrid creatures
 - symbolic traits
 - Othering (who's good vs who's evil) ^{to humans} are sometimes the scariest.
 - some create monsters to cope w/ reality
- In, Haunting Boundaries, I liked the way monsters were represented. Each monster has its qualities that set it apart from the "norms" of humanity. The preconceived idea of monsters is those of sin, difference, but as the author noted some are beloved. Some are sacred, revered, praised; while others are feared, avoided (confronted @ times), or hated. However different "they" are, the author states, the similarities are sometimes the scariest. This made me think of terrorism. // because of terrorists being human, yet doing monstrous acts, is why "us" fear "them" most.

Double-entry / Dialectical Notes

- Left column – Information from the text
- Right column – Questions, connections, reactions, etc.
- Upload photos to a dropbox

Spring 2021 – Return to Handwritten Notebooks

- Face-to-face and livestream meetings.
- Our notebooks facilitate active learning activities during class.
- I don't collect notebooks - acknowledging the nature and purpose of low-stakes writing (e.g. working on our ideas and writing before sharing with others).