Keep (Hand)Writing!

Jason McIntosh

Department of English and Creative Writing

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

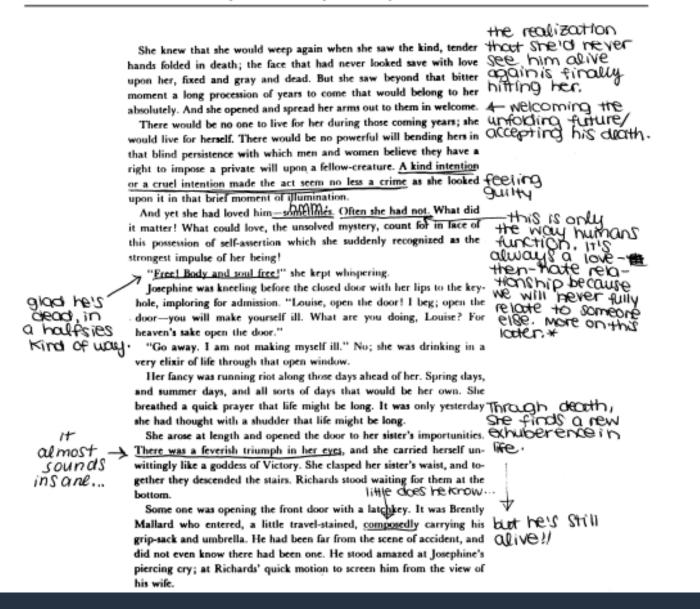
Multitasking: Multitasking on a laptop impairs comprehension during learning activities. Multitasking also impairs comprehension of learners nearby who are *not multitasking* (Cepeda et al).

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. d text



Handwritten Annotations

- Markup
- Marginal Notes
- Upload photos to a dropbox

	"US" ve "thim"	
-	1/15/14 Monsters-Introduction Haunting Boundary	
-	· monsters inspire fear	In Haunting Bandries
1969	· monsters can be	I liked the way monsters
1	lovable to some yet	were represented. Each
1	ferred by others (Shrek,	monster has its qualities
	Dragens, The Count)	that set it apart from
	a monster as created ;	the norms "of humanity.
	through standing	The preconceived idea
	apart from humans	of monsters, is those
1	monsters -> monere->	of sin, difference, but
1	to warn	as the author noted
	good of heart vs evil	some are beloved. Some
L	ofsin	are sacred, revered,
	monsters are created	praised; while others are
84	to warn	feared, avoided Confronted @
	L> beneficial	times) or hated. However
	hybrid creatures	different "They are, the
	sumbolic traits	author states, the similarities
1	which which is apad H	author states, the similarities homans competimes the scariest.
	Othering was evil	This made me think of
		This made me think of
	to cope w/ reality	terrorism. 1 because
		of terronsts being human,
1		yet doing monstrous acts, is why. "Us" fear "them" most.
-		"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).