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Occupational Therapy Students' Perceptions of their own Notetaking

Marie-Christine Potvin

Thomas Jefferson University, marie-christine.potvin@jefferson.edu

Monique C. Chabot

Widener University, mcchabot@widener.edu

Kathleen Carr

Thomas Jefferson University, kathleen.carr@students.jefferson.edu

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Abstract

Purpose: Notetaking is a critical skill for higher-level thinking and information integration in graduate students, including occupational therapy students. Though there is a growing body of literature about notetaking modalities, strategies utilized, and self-perceptions of skills in college students, studies about occupational therapy (OT) students' notetaking preferences have been absent from the literature. This study examines how OT students take notes and their perceptions of their notes. **Method:** This descriptive study of students in a Master of Occupational Therapy program (n=57) completed the Notetaking Abilities and Strategies of University Students (NASUS) questionnaire which captures the constructs of notetaking methods, reasons for taking notes, students' opinions of their notes, satisfaction with notetaking and usefulness of notes, students' desires to change their notetaking methods, and organization and review of notes after class. **Results:** Study found that students utilized both handwritten and digital forms of notetaking, as expected, and took notes in class primarily as a resource to study for assessments and complete assignments as well as to remember information. Overall, students had a moderate degree of confidence and satisfaction with the usefulness of their notes and expressed a desire to improve their notetaking. **Conclusions:** Understanding the notetaking preferences of OT students can facilitate OT programs' ability to support these students' learning.

Author Bio(s)

Marie-Christine Potvin, PhD, OTR/L, is a Professor of Occupational Therapy and pediatric occupational therapist with 25 years of clinical. She is committed to supporting occupational therapy (OT) students is developing into competence entry-level practitioners. To that effect, she is engaging in a number of lines of research related to the scholarship of teaching and learning with OT students.

Monique Chabot, OTD, OTR/L, SCEM is an Associate Professor of Occupational Therapy with scholarship in the areas of aging in place, design and evidence-based teaching.

Kathleen Carr, OTD is a recent occupational therapy graduate who served as research assistant on this project.

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Marie-Christine Potvin¹

Monique C. Chabot²

Kathleen Carr¹

1. Thomas Jefferson University

2. Widener University

United States

ABSTRACT

Purpose: Notetaking is a critical skill for higher-level thinking and information integration in graduate students, including occupational therapy students. Though there is a growing body of literature about notetaking modalities, strategies utilized, and self-perceptions of skills in college students, studies about occupational therapy (OT) students' notetaking preferences have been absent from the literature. This study examines how OT students take notes and their perceptions of their notes. **Method:** This descriptive study of students in a Master of Occupational Therapy program (n=57) completed the Notetaking Abilities and Strategies of University Students (NASUS) questionnaire which captures the constructs of notetaking methods, reasons for taking notes, students' opinions of their notes, satisfaction with notetaking and usefulness of notes, students' desires to change their notetaking methods, and organization and review of notes after class. **Results:** Study found that students utilized both handwritten and digital forms of notetaking, as expected, and took notes in class primarily as a resource to study for assessments and complete assignments as well as to remember information. Overall, students had a moderate degree of confidence and satisfaction with the usefulness of their notes and expressed a desire to improve their notetaking. **Conclusions:** Understanding the notetaking preferences of OT students can facilitate OT programs' ability to support these students' learning.

Keywords: notetaking, occupational therapy, graduate education, learning

INTRODUCTION

Notetaking, in the broadest sense, involves the recording of condensed information from source material, whether from simultaneous listening (e.g., class) or observing (e.g., a live simulated treatment session), or asynchronous summarizing (e.g., assigned readings).¹ It is well established that notetaking is a critical skill for academic success, as quality notes are linked to higher student academic performance.^{2,3,4,5} This is exemplified by a few studies conducted within healthcare education. Nursing students (n=118), for example, randomly assigned to a notetaking group performed significantly better on knowledge-based tests.⁴ A moderate correlation ($r = 0.663$) was found between motivation to learn and notetaking skills in nursing students (n=22) and providing notetaking skills training resulted in a significant increase in students' motivation (n=110).^{6,7} Providing lecture handouts improve performance on tests in physical therapy students (n=66).⁸ The importance of notetaking for learning is clear; whether all notetaking modalities foster similar results is still in dispute.

For decades, the primary modality of notetaking was handwritten notes; however, this began to change in the late 1990s with the advent of portable computers.^{9,10} Since then, technology options such as laptops, tablets, and smartphones have allowed students to take notes digitally.¹¹ Students are able to capture more information shared in a lecture when typing than when handwriting their notes.⁵ However, students who typed notes performed worse on conceptual exam questions than students who took handwritten notes.¹² It was hypothesized that this occurs because digital notetakers often transcribe lectures instead of processing and summarizing information in their own words.^{13,14} In line with this hypothesis, a study found that graduate healthcare students experienced a 3% increase in their average grades when computer access was prohibited in the classroom.¹⁵ Of course, prohibiting the use of computers changed more than the students' notetaking modality. It also changed the potential digital distraction (e.g., use of email, browsing of website) for these students. It is thus unclear whether the change in modality or some confounding factor resulted in their increase in grades. Others have found that handwritten and typed notes each have their own advantages and disadvantages.¹⁶ Specifically, a study found that college students who typed their notes performed significantly better ($p < .05$) on tasks that require recognizing words and writing sentences, but those using handwritten notes performed significantly better ($p < .05$) on free recall tasks.¹⁶ In addition, Morehead et al found that handwritten notes did not significantly improve test performance.¹⁷ Some university programs, including occupational therapy programs, have banned students from using laptops or tablets in the classroom.¹⁸ This decision seems to be based on the assumption that handwritten notes are better for learning, even though the field is equivocal on this topic.^{12,19}

Further complicating the debate over notetaking modality is the role of confidence and skills regardless of types of notes taken. Students' confidence in their own notetaking ability is correlated with grades: poorer confidence, lower grades.¹⁹ Nearly 60% of students reported that they wished they had better notetaking habits.¹² Notetaking skills training has been found to be beneficial.⁶

Notetaking is a critical skill for the academic success of any college student, including occupational therapy students. Understanding the value of different notetaking modalities is critical in determining how students learn, and for educators to know how to support students in notetaking strategies that promote their learning.^{12,13} There is a small but growing body of literature about the modality of notetaking (e.g., handwritten vs. typed on a computer) and the self-perception of notetaking abilities in college students, but there have been no studies about the notetaking strategies of OT students.^{12,13} Understanding the notetaking preferences of occupational therapy students is a steppingstone to developing resources to better support these students' learning by facilitating efficacious notetaking. To begin to fill the gaps in knowledge, a descriptive study was undertaken. The research question was, What are the notetaking practices (i.e., modalities, strategies, engagement, and confidence) of graduate OT students?

METHODS

Sample and Recruitment Procedure

A convenience sample of students was recruited in 2018 and 2019 for participation in this study during the first semester of a Master of Occupational Therapy program at a small private non-profit university in the northeast United States. The informed consent process occurred in class, with instructors' permission, during the first two weeks of the semester from two different first year cohorts. All students enrolled in the Master of Occupational Therapy program were eligible to participate. Of the 57 potential participants, all signed the informed consent form. The study obtained approval from the university's institutional review board.

Data Collection Procedure

The data collection occurred in class and consisted of paper questionnaires which took approximately 20 minutes to complete. Two questionnaires were used -- the Sociodemographic Questionnaire (SDQ) and the Notetaking Abilities and Strategies of University Students (NASUS). The SDQ was created by the research team to collect background information regarding participants' age, ethnicity, socio-economic background, educational profile including those of parents, standardized test tests taken, any previous diagnosis that could impact learning, hours of study and work, and major of study. The NASUS was also developed by

the research team since no questionnaire of modern multi-modal notetaking modalities, strategies, and student confidence existed. It was intended for use in any course where notetaking would support student learning, regardless of mode of instruction (e.g. lecture, lab, or workshop). The content validity, test-retest reliability, construct validity, and concurrent validity of the NASUS were established.²⁰ The NASUS comprises 44 items clustered into five domains: notetaking modalities, perceived notetaking ability, usefulness of the notes, satisfaction with current notetaking abilities and techniques, and reasons for wanting to improve quality of notes. Response formats varied from question to question and included yes/no, percent of time, and Likert scales ranging from agree to disagree.

Data Analysis

Descriptive statistics were used to analyze the survey data to answer the research question about what notetaking strategies are utilized by graduate occupational therapy students by summarizing the characteristics of a sample through percentage values, measures of central tendency (e.g. mean), and measures of variability (e.g. standard deviation).²¹ Tests for descriptive statistics were completed using Microsoft Excel software to determine notetaking preferences and habits, usefulness of quality of notes, satisfaction with current taking methods, and reasons for wanting to improve notetaking techniques.

RESULTS

Demographics

On average, the participants were 24 years old with most participants identifying as female (98%) and white (88%). Table 1 describes the sample demographics in more detail.

Table 1: Sociodemographic Characteristics of Participants (n=57)

Characteristics		Count	Percentage
Age	Mean = 24.23(5.83)		
Gender	Female	56	98.25
	Male	1	1.75
	Non-binary	0	0
	Other/Prefer not to say	0	0
Student Status	Full Time	55	96.50
	Part Time	1	1.75
	Not a current student	1	1.75
Race	Asian	4	7.02
	Black or African American	2	3.51
	Hispanic or Latino	1	1.75
	Native American, Pacific Islander, or Native Hawaiian	0	0
	White	50	87.72
SAT Scores	Mean = 1561.11 (319.52)		
ACT Scores	Mean = 28.71 (3.40)		
Most Recent GPA	Mean = 3.70 (0.21)		
Diagnosis	ADHD and ADD	5	8.77
	Anxiety	12	21.05
	Blind or Visually Impaired	2	3.51
	Depression	1	1.75
	Obsessive Compulsive Disorder	1	1.75
	Not applicable	34	59.65
	No response	2	3.51

Notetaking Methods

Participants reported the frequency of use different notetaking methods with most using a variety of methods. Of the participants, 25.11% indicated never taking handwritten notes. In contrast, 37.01% of responses indicated that participants handwrote their notes between 1-50% of the time, and 37.88% of responses indicated that participants handwrote their notes between 51-100% of the time.

Participants were asked how frequently they typed their notes and whether they did this using word processing software (e.g. Microsoft Word™, Google Docs™) or Microsoft PowerPoint™ slides. Of the responses, 30.70% indicate never typing notes, 32.46% indicate typing notes 1-50% of the time, and 36.84% indicate typing notes 51-100% of the time.

Participants also had access to a free license of Sonocent specialized notetaking software. All participants except one reported never using this software. Participants also had access, at no cost, to Microsoft OneNote™ software, which 91.198% did not use. Participants were asked about alternative methods of notetaking (e.g., audio recording lectures, taking pictures of the notes written on the board, using a peer's notes). The majority of participants reported never or almost never using most of these methods except for taking pictures. Only one participant reported rarely taking notes in class. Participant utilization of notetaking methods is reflected in Table 2.

Table 2: Occupational Therapy Students' Self-Report of Notetaking Methods

	Percentage (and Count) of Participant who reported Using Each Notetaking Methods (n=57)		
	Never	1-50% of the time	51-100% of the time
Q1. Handwriting notes on printed PowerPoint™ slides	22.81% (13)	52.63% (30)	24.56% (14)
Q2. Handwriting notes on a handout provided by the instructor	10.53% (6)	40.35% (23)	49.12% (28)
Q3. Handwriting on my own notebook paper	3.51% (2)	35.09% (20)	61.40% (35)
Q4. Handwriting on a table PC or iPad	63.16% (36)	19.30% (11)	15.79% (9)
Q5. Typing notes in Microsoft Word™, Google Documents, or other word processing software	26.32% (15)	29.83% (17)	43.86% (25)
Q6. Typing notes on PowerPoint™ slides	35.09% (20)	35.09% (20)	29.83% (17)
Q7. Audio or video recording lectures	83.33% (47)	14.91% (8)	0.88% (1)
Q8. Taking pictures of notes written on the board	7.02% (4)	66.67% (38)	26.32% (15)
Q9. Copying someone else's notes	38.60% (22)	59.65% (34)	1.75% (1)
Q10. Having another person who takes notes for them	98.25% (56)	1.75% (1)	0%
Q11. Using another notetaking technique	95.92% (47)	0%	4.08% (2)
Q12. Not taking notes during class	82.46% (47)	15.79% (9)	1.75% (1)

Note: Likert Scale where 1= Never and 5=76-100% of the time. Q4 (n=56), Q7 (n=56), and Q11 (n=49). Count of responses in parentheses.

Reasons for Taking Notes

Participants were asked to report on their reasons for taking notes in class. Most participants reported that they take notes as a resource to study for quizzes and exams (98.246%), help them remember information shared in class (96.491%), and complete course assignments (87.719%). Interestingly, 82.456% reported taking notes to help them understand the information shared in class, and 77.193% of participants reported taking notes to help them pay attention in class.

Students' Self-Perception of Their Notes

Participants were also surveyed about their opinions on the usefulness of their notes. Percentages were calculated to determine the percentage of participants that responded with each answer. Means and standard deviations of participants' opinions were calculated to give an overview of participants' general opinions on their notetaking skills. In general, participants have positive opinions of their notetaking skills but find the task difficult to complete while listening in class. Responses are reflected in Table 3.

Satisfaction with Notetaking and Usefulness of Notes

Participants also rated their degree of satisfaction with their current notetaking approach. Most participants were moderately satisfied with their notetaking approach. The percentage of participants who rated each degree of satisfaction is shown in Table 4.

Students' Desire to Change Notetaking Method

The Notetaking Abilities and Strategies of University Students questionnaire also assessed participants' desire to change their notetaking method. Only 3.51% of participants stated that they would not like to improve their notes. The majority of participants (73.68%) reported that they would like to make their notetaking more time efficient. Many participants (54.39%) would like to make their notes more organized, and an equal number (54.39%) reported that they would like to make their notes more concise. Additionally, 47.37% of participants selected that they would like to make their notes more helpful, 44.44% indicated that they wanted to make their notes more complete, and 43.86% of participants selected that they wanted to make their notes clearer. Some participants indicated that they wanted to make their notes more legible (29.82%) or accurate (28.07%). A few participants (5.26%) indicated that they would like to improve their notes in another way, which was not specified.

Table 3: Students' Opinions of their Own Notetaking Skills

Statements	Percentage of Participants with that Impression (n=57)						Mean Score	SD
	1 Strongly Disagree	2	3	4	5	6 Strongly Agree		
Q1. I am confident in my notetaking abilities.	0%	1.75% (1)	8.77% (5)	38.60% (22)	47.37% (27)	3.51% (2)	4.46	0.78
Q2. I feel I am writing or typing everything I need during class.	1.75% (1)	5.26% (3)	12.28% (7)	33.33% (19)	42.11% (24)	5.26% (3)	4.28	1.04
Q3. I am able to write or type all the important information shared in class.	1.75% (1)	1.75% (1)	19.30% (11)	33.33% (19)	36.84% (21)	7.02% (4)	3.81	1.02
Q4. I know what to include and exclude from my notes.	0%	10.53% (6)	29.83% (17)	31.58% (18)	24.56% (14)	3.51% (2)	3.81	1.04
Q5. My notes are well organized.	0%	0%	22.81% (13)	31.58% (18)	24.56% (14)	21.05% (12)	4.44	1.07
Q6. My notes are detailed.	0%	1.75% (1)	14.04% (8)	36.84% (21)	33.33% (19)	14.04% (8)	4.44	0.96
Q7. My notes are accurate.	0%	0%	3.51% (2)	28.07% (16)	50.88% (29)	17.54% (10)	4.83	0.76
Q8. I am competent at listening to lectures and taking notes at the same time.	0%	7.02% (4)	15.79% (9)	31.58% (18)	28.07% (16)	17.54% (10)	4.33	1.16
Q9. I summarize key points from lectures in my notes.	0%	8.77% (5)	17.54% (10)	22.81% (13)	35.09% (20)	15.79% (9)	4.32	1.20
Q10. My notes are useful when I study for quizzes or exams.	0%	0%	5.26% (3)	17.54% (10)	45.61% (31)	31.58% (18)	5.04	0.84
Q11. My notes are useful when I complete assignments.	0%	0%	3.51% (2)	21.05% (12)	47.37% (27)	28.07% (16)	5	0.80
Q12. I feel that taking notes takes my attention away from class.	26.32% (15)	28.07% (16)	14.04% (8)	10.53% (6)	14.04% (8)	7.02% (4)	2.79	1.62
Q13. I cannot read my handwritten notes.	43.86% (25)	36.84% (21)	12.28% (7)	5.26% (3)	1.75% (1)	0%	1.84	0.96
Q14. I find that taking notes is difficult.	33.33% (19)	28.07% (16)	17.54% (10)	15.79% (9)	5.26% (3)	0%	2.32	1.24

Note: Count of responses in parentheses.

Table 4: Students' Degree of Satisfaction with Their Notetaking Approach.

Statements	Percentage of Participants who Rated Degree of Satisfaction (n=57)						Mean Score	SD
	1 Strongly Disagree	2	3	4	5	6 Strongly Agree		
1. I am satisfied with the way(s) I currently take notes in class.	0	7.02% (4)	10.53% (6)	35.09% (20)	38.60% (22)	8.77% (5)	4.32	1.02
2. I am satisfied with the quality of notes I am taking in class.	0	3.51% (2)	14.04% (8)	33.33% (19)	40.35% (23)	8.77% (5)	4.37	0.96
3. I want to change the way I take notes in class.	1.75% (1)	31.58% (18)	26.32% (15)	22.81% (13)	10.53% (6)	7.02% (4)	3.30	1.27

Note: Count of responses in parentheses.

Post Class Organization and Review of Notes

When asked how much time on average after each class they spent organizing or reviewing their notes, 19.30% of participants reported spending no time reviewing their notes. The highest percentage of participants (31.58%) reported that they spend 1 hour after each class organizing or reviewing their notes, closely followed by 29.82% of participants who indicated that they spend 2 hours after class reviewing their notes. An additional 15.79% of participants reported spending between 3-5 hours after class organizing and reviewing their notes.

There are many strategies used by participants to organize and review their notes. Drawing and labeling diagrams and models was the most common method utilized by the participants, with 78.18% of participants reporting that they use this strategy. Creating flash cards is also a prominently used method, with 76.36% of participants indicating that they use this strategy to review their notes. Additionally, 65.45% of participants reported that they create mnemonic devices, sayings, songs, or games to review their notes. Many participants (60.0%) indicated that they explain the information in their notes out loud, and others (54.55%) reported that they wrote connections in their notes using textbooks, other readings and materials, classroom discussions, and problem sets. Some participants (38.18%) indicated that they write all of the information they can recall on a blank piece of paper to assess their learning. Less popular methods of reviewing notes were creating test questions to assess learning (16.36%), using another organizing or reviewing strategy (9.09%), or reviewing notes with a tutor (7.27%). No participants reported that they did not use any organizing or reviewing strategies with their notes.

DISCUSSION

Notetaking Methods

There are many different methods of notetaking including using an outline, taking notes during the lecture, creating a bulleted list, writing down everything said by the instructor, and using lecture slides, among other methods.²² Studies have investigated various notetaking modalities (e.g., handwritten, typed) and forms (e.g., summarized, verbatim).^{4,9,14,23} In this study, participants' preferred method of notetaking varied and participants reported both typing and handwriting their notes. This could be because prior research has reported that participants' notetaking strategies depend on how material is presented in class.¹² Over one fourth of participants acknowledged that they never handwrote their notes while less than one third of participants never typed their notes. There is some evidence that suggests students who self-elect to use the computer for notetaking may naturally have characteristics that lead them to poorer academic performance, such as being more distractable.²⁴ However, there is not enough evidence to support this as a definitive outcome of computer use, and ultimately, it is the quality of the notes taken that matters.^{24,25} Though some graduate programs have banned the use of devices in the classroom, it is worth noting that computers are becoming more important in modern classrooms for in class support and for virtual learning²⁵. In this study, a device ban would negatively impact over one fourth of occupational therapy student participants who consistently use this method of notetaking.^{15,18}

Reasons for Taking Notes

Though participants reported a variety of reasons for taking notes in class, participants' primary reason for notetaking was to retain information for quizzes and exams. Each of the reasons for taking notes was reported by over 75% of participants, indicating a range of reasons for participant notetaking of material presented in classes. Ultimately, these reasons can be synthesized to

deduce that participants took notes due to a desire to recall information, and previous research has demonstrated that recall of knowledge was improved when participants took notes.⁵

Students' Opinions of Their Notes

Occupational therapy student participants reported challenges with notetaking. While most participants felt confident in their notetaking abilities, participants were less confident in knowing what to include and exclude from their notes. Most participants felt that their notes were detailed and accurate, but some reported that they did not feel competent at listening to lectures and taking notes at the same time. This is consistent with the hypothesis of Mueller and Oppenheimer that notetakers often try to transcribe lectures instead of processing information.¹⁴ Students with higher self-regulated learning skills, which require metacognition and the ability to evaluate their own actions, performance, and response to academic outcomes, are able to accurately reflect on their actions, such as notetaking, to achieve higher levels of self-confidence in their academic progression.^{26, 27} Self-confidence in academic abilities has a correlation with higher levels of academic achievement, which may highlight a potential variable to examine related to students' performance and notetaking skills.²⁷ Bui et al suggests that students who have working memory challenges can still take effective notes if they use a strategy such as transcribing on a computer, and this may "level the playing field for students of diverse cognitive abilities."⁵

Satisfaction with Notetaking and Usefulness of Notes & Students' Desire to Change Notetaking Method

Most participants were relatively satisfied with the method and quality of their notetaking, but few were strongly satisfied with the way they took notes and the quality of their notetaking. Of participants surveyed, only one strongly disagreed with wanting to change the way they took their notes. Overall, participants reported a desire to improve their notetaking. According to questionnaire responses, few participants stated that they would not like to improve their notes, while the majority of participants indicated that they would like to make their notetaking more efficient. This is consistent with the findings of Morehead et al. in which 60% of undergraduate students reported that they wished they had better notetaking habits.¹²

Post Class Organization and Review of Notes

While most participants felt confident in their notetaking abilities, participants were less confident in knowing what to include and exclude from their notes. Most participants felt that their notes were detailed and accurate, but some reported that they did not feel competent at listening to lectures and taking notes at the same time.

The majority of occupational therapy student participants reported spending time after each class organizing and reviewing their notes (80.70%). All participants reported using some strategy to review their notes. Though many strategies exist, over 75% of participants reported drawing and labeling diagrams and creating flash cards, and over 50% of participants reported creating mnemonic devices, sayings, songs, or games, explaining the information in their notes out loud, or writing connections in their notes using textbooks, other readings and materials, classroom discussions, and problem sets to review their notes. This reinforces the findings of Tran and Lawson that most students review strategies involve repetition, but contrasts the finding that processes which involve linking information between lectures or between new material and students' existing knowledge were less commonly used by students.²⁸ Active post-class notetaking organization and review combined with frequent note review spanning days, including the night before an exam, are the most effective ways to maximize long-term retention of course materials for optimal academic performance.²⁹

Implications for Occupational Therapy Education

Overall, occupational therapy education programs should support students' notetaking preferences to promote their success. This study demonstrates that OT students take notes to support information recall for quizzes, tests, and assignments. Previous research has demonstrated that recall of knowledge was improved when students took notes. Not only can taking notes on information presented in OT courses be useful for school assessments, but it can also help students recall this information when they become entry level practitioners and serve as a resource for them beyond OT school.⁵

This study also demonstrates that students take digital and handwritten notes, and occupational therapy courses should be conducive to both methods of notetaking. Student preference for one method of notetaking over another was not found to have a significant impact on academic performance and GPA in the literature.^{25,30} Rather, it is the personal characteristics of students who tend to self-elect for one method over another that dictates academic success, meaning that attention should be paid to pedagogical strategies to support all students in the classroom.²⁵ Considering the findings of Luo et al that notetaking strategies should adapt over time to meet the needs of different courses, students may need additional support in this area as they progress through an occupational therapy curriculum.⁹

Consistent with the findings of Chen et al, occupational therapy educators should provide information about methods to take effective notes to all students, including those who prefer taking digital notes, to facilitate effective study habits.³ Included in this should be opportunities to build self-regulated learning skills and self-confidence. With higher self-confidence also comes higher levels of academic achievement, which makes confidence building an important part of occupational therapy education.^{26, 27} Occupational therapy practice involves providing client-centered interventions, so it is critical that OT education programs consider the perceptions of students.³¹

Limitations

Limitations of this study include the convenient sampling of student participants from two cohorts of one hybrid occupational therapy program. The sample size of surveyed participants was also relatively small (n=57). The Notetaking Abilities and Strategies of University Students questionnaire demonstrates reliability and validity for postsecondary students in its first validation study, but further psychometric studies of this measure are needed to strengthen support for its use.²⁰ This study also utilized a descriptive design to describe occupational therapy students' perceptions of notetaking but neglected to investigate the reasoning behind these perceptions.³²

Recommendations for Future Research

So little is known about notetaking preferences of graduate OT students that the field is open for future studies. Replicating this study with a large sample size and the addition of quantitative measures of the quality of notes taken and grades would be useful as previous studies also have similar smaller sized samples.^{4,6-8} Relationships between the different notetaking methods and behaviors with different academic outcomes and student learning would be beneficial to explore specific to occupational therapy education. Qualitative studies to further examine notetaking perception and student reasoning for notetaking method choices during their occupational therapy education could also inform teaching styles and academic advising supports. Few studies exist that track changes in perception of notetaking abilities over time, especially as students get closer to graduation, which could also reveal pertinent information as academic demands increase. Studies exploring whether providing notetaking skills training to graduate students and the efficacy of notetaking strategy integration into occupational therapy curriculum to support their academic success would also be beneficial.

CONCLUSION

There is a growing body of literature about the notetaking modalities and self-perceptions of notetaking skills in college students, but there have been no studies about the notetaking habits of OT students.^{12,13} This study examined the notetaking practices (including modalities, strategies, engagement, and confidence) of occupational therapy graduate students. Occupational therapy students utilize both handwritten and digital notetaking methods as a resource for assignments and assessments, to understand material, and to retain information. Although OT students are accomplished, a large percentage still report challenges with taking notes during class and a desire to improve aspects of their notetaking. Ultimately, understanding the notetaking preferences of occupational therapy students can enable OT programs to support students in effective notetaking to promote their learning and growth into competent OT practitioners.

DECLARATION OF INTEREST

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