**Using Psychology to help us become better Psychologists: Part 1**

The goal of this Tutorial task is to examine how we should approach learning in Psychology.

One of the most important learning experiences students need to reflect on is what they do during lectures. What to do in lectures might seem obvious, but is it? Everyone might have different opinions on how people should learn, but Psychology is about producing empirical evidence to support certain claims.

Let’s focus on a specific example – how should students make notes in lectures? Specifically, should they use laptops or make

Please read the following from this article:

<https://journals.sagepub.com/doi/abs/10.1177/0956797614524581>

***Study 1***

***Participants***

***Participants were 67 students (33 male, 33 female, 1 unknown) from the Princeton University subject pool. Two participants were excluded, 1 because he had seen the lecture serving as the stimulus prior to participation, and 1 because of a data-recording error.***

***Materials***

***We selected five TED Talks (***[***https://www.ted.com/talks***](https://www.ted.com/talks)***) for length (slightly over 15 min) and to cover topics that would be interesting but not common knowledge.***[***2***](https://journals.sagepub.com/doi/full/10.1177/0956797614524581#fn2-0956797614524581)***Laptops had full-size (11-in. × 4-in.) keyboards and were disconnected from the Internet.***

***Procedure***

***Students generally participated 2 at a time, though some completed the study alone. The room was preset with either laptops or notebooks, according to condition. Lectures were projected onto a screen at the front of the room. Participants were instructed to use their normal classroom note-taking strategy, because experimenters were interested in how information was actually recorded in class lectures. The experimenter left the room while the lecture played.***

***Next, participants were taken to a lab; they completed two 5-min distractor tasks and engaged in a taxing working memory task (viz., a reading span task;***[***Unsworth, Heitz, Schrock, & Engle, 2005***](https://journals.sagepub.com/doi/full/10.1177/0956797614524581#bibr38-0956797614524581)***). At this point, approximately 30 min had elapsed since the end of the lecture. Finally, participants responded to both factual-recall questions (e.g., “Approximately how many years ago did the Indus civilization exist?”) and conceptual-application questions (e.g., “How do Japan and Sweden differ in their approaches to equality within their societies?”) about the lecture and completed demographic measures.***[***3***](https://journals.sagepub.com/doi/full/10.1177/0956797614524581#fn3-0956797614524581)

***The first author scored all responses blind to condition. An independent rater, blind to the purpose of the study and condition, also scored all open-ended questions. Initial interrater reliability was good (α = .89); score disputes between raters were resolved by discussion. Longhand notes were transcribed into text files.***

TASK: Try to summarise the study in around 150 words:

ChatGTP prompt: “Please summarise what the following study did:

Output: The study aimed to examine how students record and retain lecture information using different note-taking methods. It involved 67 students from Princeton University, with two being excluded due to prior exposure to the lecture or data errors. The participants watched one of five 15-minute TED Talks and were assigned either laptops or notebooks for note-taking. They were instructed to use their regular classroom note-taking strategies while watching the lecture.

Afterward, participants completed a series of tasks: two 5-minute distractor tasks and a demanding working memory task. About 30 minutes after the lecture, participants were tested on both factual recall (e.g., recalling specific details) and conceptual application (e.g., comparing societal approaches) questions related to the lecture content. They also provided demographic information. Notes taken by participants were analyzed, and open-ended questions were scored by two independent raters to ensure consistency, with a high level of agreement between them.

\*\*\*\*\*Curious about what did they found\*\*\*\*\*

They found that students who notes by hand, compared to with laptops, had superior recollection of conceptual information. In contrast, no such difference was observed for factual information.

**Your Task going forward:**

In your forthcoming lectures, try having one lecture where you make notes with your laptop and one where you make notes by on a physical notepad.

Did you notice a difference in your experience of the lecture?

Did you notice a difference in retention?