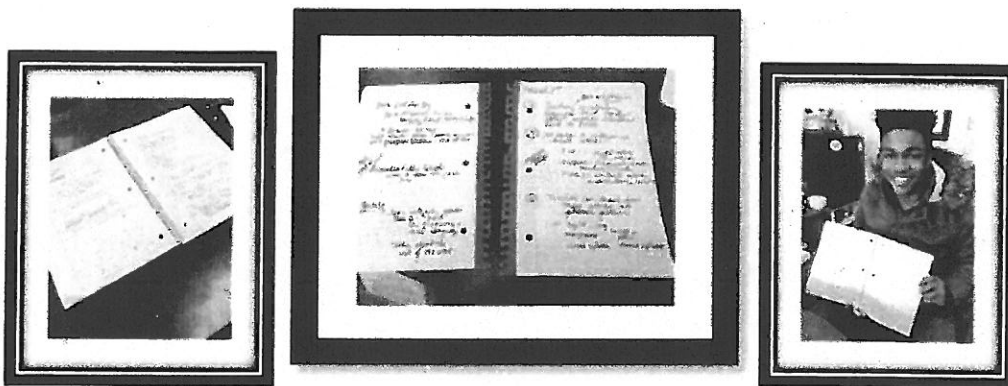


Code RED

Using Documents to Identify Confidence Levels of Understanding, and this leads to:
Seeking Additional Information to Rehearse Information, and this leads to:
Improved Confidence with a Topic, and this leads to:
Academic Engagement and Success.



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Code RED: Using Strategic Codes to Track and Assess Learners' Knowledge, Skills, and Dispositions in relation to Course Content.

Overview:

While working with a group or individuals, we generally ask questions to ascertain understanding. We use questions as assessment measures, and with answers, we, as instructors, gauge learners' levels of mastery. Yet, during instruction, we rarely seek learners' levels of confidence as a means of adjusting instruction. Lectures can assess understanding, but they should also help students rehearse information in a cycle of engagement (Reframe, Evaluate, Document) to allow learners to track their knowledge, skills, and dispositions using codes. As learners use codes, they acknowledge levels of their competence and confidence, and then set a plan for reframing, evaluating, and documenting new information into their schema to expand their understanding. This metacognitive process expands learners' perceptions of their understanding while providing the instructor with evidence to adjust instruction.

Objectives:

- Based on the cycle of engagement (**Reframe, Evaluate and Document**), students use four codes (+, -, ?, x) during instruction/lecture note taking to indicate content knowledge and critical thinking.

- **+ Plus Sign:** students record a plus sign in the margin of their notes to indicate that they understand (have confidence in their understanding), specifically that they can apply the concept or provide additional details.
- **- Minus Sign:** students record a minus sign in the margin of their notes to indicate that they do not understand the topic, specifically that they are not able to apply the information.
- **? Question Mark:** students record a ? in the margin of their notes to indicate a question they would like to ask regarding the topic.
- **X:** students record an X in a space in their notes when they miss information that is shared, including placing an X when they zone-out in class.
- In a notebook, students **use the right side of the page to record class lecture notes**, and leave the left side of the page blank for documentation.
 - Students **record codes** on the right side of their notebook next to class lecture notes.
 - At the end of class or during studying, students identify all notes with a – Minus Sign that require the student to **seek additional information to summarize that topic/concept**, including reading course materials and adding those details to the left side of their notebook.
 - *PURPOSE: Typically, students use their notes to study for exams, and rarely refer to course readings to expand their notes or understanding. Recording information from course resources (textbooks and required reading) on the left side of the page further expands information from a lecture in relation to that topic, and allows all pertinent information to be combined in one place, thereby improving the likelihood of students studying complete information and not fragmented notes.*
 - At the end of class, during studying or during office hours, students share notes marked as ? with the faculty member and record answers on the left side of the page to combine all pertinent information.
- Using metacognitive strategies for engagement, **students evaluate their levels of confidence using codes during instruction and this provides students with data for reframing and rehearing information.** This puts ownership of concepts in the students' realm of engagement, specifically rehearsing information outside of class in a purposeful way.
- Using an instructional template (codes) for note taking allows professors to observe students' notes and ask, **"Where in your notes is there a minus sign?"** instead of asking, **"Does anyone have any questions?"** When faculty ask students to share codes from their notes to indicate areas of understanding, students demonstrate that their notes have a purpose in showcasing their understanding. This is a form of assessment from both the student's lens and the faculty member's instruction.

Key Researchers influencing this topic and its outcomes:

Albert Bandura

Carol Dweck

Nancy Frey and Doug Fisher

Jean Piaget