

# C044722 : MAJOR EDUCATIONAL PSYCHOLOGY

KEY WORD : LECTURE LEARNING/NOTE-TAKING/CUED RECALL/COMPREHENSION

ANCHALEE YENCHITSOMANUS : THE EFFECT OF LECTURE LEARNING AND NOTE-TAKING TECHNIQUES ON CUED RECALL AND COMPREHENSION OF UNDERGRADUATE STUDENTS. THESIS ADVISOR : ASSO.PROF. CHUMPORN YONGKITTIKUL, Ph.D., KAKANANG MANEESRI, Ph.D., 126 PP. ISBN 974-581-610-8.

The purpose of this research was to study the effect of lecture learning and note-taking techniques on cued recall and comprehension by comparing three types of lecture learning :- take notes/no review, take notes/review notes, and absent self from lecture/review borrowed notes; and comparing two note-taking techniques :- conventional and linear. Subjects were 210 undergraduate students enrolled in a Psychology for Teacher course, second semester 1991, at Faculty of Education, Chulalongkorn University. Subjects were randomly assigned into 6 groups, 35 each. Three-way Analysis of Variance with repeated measures on one factor and Tukey's HSD test were used for data analysis.

Results showed that:

1. The take notes/review notes group had higher cued recall score than the take notes/no review group and the absent self form lecture/review borrowed notes group.
2. The take notes/no review group had higher cued recall score than the absent self from lecture/review borrowed notes group.
3. The take notes/no review group had higher comprehension score than the take notes/review notes group and the absent self form lecture/review borrowed notes group.
4. The group using linear technique had higher cued recall score than the group using conventional technique.
5. The group using linear and conventional techniques have no difference on cued recall and comprehension scores.
6. There was no interaction between lecture learning and note-taking techniques.