

SDACC Teachers' Convention 2009

(Somewhere in the Gulf of Mexico)



Creating
Interactive Student Notebooks



Definition

An interactive student notebook (ISN) is an instructional learning tool that requires students to revisit, and interact in some way, with concepts presented in class.

History of the ISN

- Idea originated with the publisher Addison Wesley in the 1970s
- Popularized by the Teacher Curriculum Institute (TCI) program *History Alive* in the 1990s

Philosophy Supporting the ISN

- Students must actively do something with information they have received in order to internalize it.
- Students need to revisit newly learned concepts multiple times to understand and retain the information.
- Students process information in a variety of ways.

Advantages of Using an ISN

- Vehicle for differentiation
- Provides accommodation for multiple intelligences and learning style differences
- Provides opportunities for creativity and personal expression
- Note taking becomes a more positive experience
- Students are more actively engaged
- Students are given opportunities to make choices (increases internal locus of control)
- Learner independence is fostered

Disadvantages of Using an ISN

- Additional work for the teacher to initiate program
- May require additional grading time for the teacher
- Students may not see the potential benefit and may perceive the idea as "busy work"

What an ISN Looks Like

- Spiral-bound notebook
- Composition notebook
- 3-ring binder
- Teacher-made and stapled



Basic Format of the ISN

Left Side of Notebook	Right Side of Notebook
input side	output side
<ul style="list-style-type: none"> class notes discussion notes reading notes video notes teacher handouts lab notes information from other sources 	<ul style="list-style-type: none"> students process information demonstrate understanding paraphrase enter drawing, sketch, photo, magazine picture to illustrate concept create a metaphor or simile relate personal experience show relationships with venn diagram etc, etc, etc
L1	R1

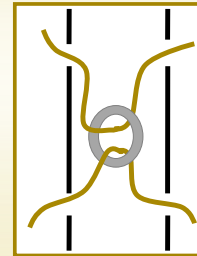
When to Use the ISN

- Prior to note taking
 - A pre-assessment activity
 - A link to personal experiences
 - To activate prior learning
- During note taking
 - Break up the process with student interaction
- Following note taking
 - A processing assignment to internalize and apply learning

Example of When to Use the ISN (Prior to Note Taking)

Topic for Class Notes:
Cause and Effect
(SS, Science, Health)

1. State topic
2. Demonstrate concept
3. Have students sketch internal workings
4. State principle



Example of When to Use the ISN (During Note Taking)

1. Topic: How Rocks Are Formed
2. Teacher presents notes on formation of sedimentary rocks
3. Students write notes on input side of ISN
4. On the output side of ISN the students are asked to create a simile (Ex. "sedimentary rocks are like....a cruise ship, made up of many different parts pressed together")
5. Teacher presents notes on the next type of rock and the process is repeated

Example of When to Use the ISN (Following Note Taking)

1. Topic: Early European Settlement of St. Lawrence Seaway
2. Teacher presents notes
3. Students write notes on input side of ISN
4. On output side of ISN students create an advertisement encouraging European immigration to the region



Components of an ISN

1. Front cover

- Allow the students to begin the process of creativity and choice right here.
- Specify essential information (ex. subject, student name, year)



Components of an ISN

2. Author page

- May include a portrait (or photograph) and personal information
- The rest of the page is filled with drawings, cutouts from magazines, or computer graphics that tell more about the student's family, pet, favourites, etc

Components of an ISN

3. Table of Contents

- Same for all students in the class
- May contain:
 - Date
 - Description of content
 - Page
 - Assessment of some type

Date	Description	Page	Mark	Other

Putting the ISN into Practice

- Guide students in setting up notebook
 - Numbering pages
 - Creating cover, Table of Contents, Author Page, etc
- Establish clear guidelines for its use
 - Teacher expectations
 - Writing date on each page
 - Neatness
 - Left side – input side
 - Highlighting
 - Underlining
 - Right side – output side
 - Required activities
 - Free choice activities
- Grading notebook
 - Provide students with criteria
 - Bonus marks

Assessment of an ISN

- Frequency options
 - Never
 - Daily
 - Periodically – weekly, monthly, end of unit
- By whom
 - Self
 - Peer(s)
 - Teacher
- Use of results of assessment
 - Participation marks
 - Assignment marks
 - Parent-teacher interviews

Assessing the ISN (Self and Teacher)

	Student Evaluation	Teacher Evaluation
1. Quality and Completeness All class notes and left side work are completed and of high quality. All right side work is completed according to instructions and of high quality. Evidence of creativity and critical thinking present.	15 — 20 — 25 — 30 — 35 — 40 Needs Improvement Fair Good Excellent	<input type="checkbox"/> <input type="checkbox"/>
2. Visual Appearance and Organization Left and right side work is organized, neat and easy to understand. Effective highlighting, underlining, and use of color. Handouts and other materials are placed properly in the book. Table of Contents is up to date.	15 — 20 — 25 — 30 — 35 — 40 Needs Improvement Fair Good Excellent	<input type="checkbox"/> <input type="checkbox"/>
3. Extra Credit Additional activities beyond requirements are completed. Extra effort has been made to make the notebook attractive and interesting.	5 — 10 — 15 — 20 Fair Good Excellent	<input type="checkbox"/> <input type="checkbox"/>
Student Comments:	Total:	<input type="checkbox"/> <input type="checkbox"/>
Teacher Comments:		

Assessing the ISN (Peers – Formal Assessment)

1. Provide students with a grading rubric.
2. Place students in groups of 3 or 4.
3. Each student presents that portion of her notebook to be graded to her peers.
4. The student tries to convince her group that her notebook should receive a particular grade.
5. The group decides on a grade.
6. Then the next student presents his ISN.

Assessing the ISN (Peers – Informal Assessment)

A Gallery Walk

1. Students open their notebook on their desk to a specified page or to the page for which they are most proud.
2. A large sticky note or blank piece of paper is placed beside each notebook.
3. Students walk around and look at everyone's notebook.
4. If they wish to, they write a comment on the note.

Assessing the ISN (Teacher)

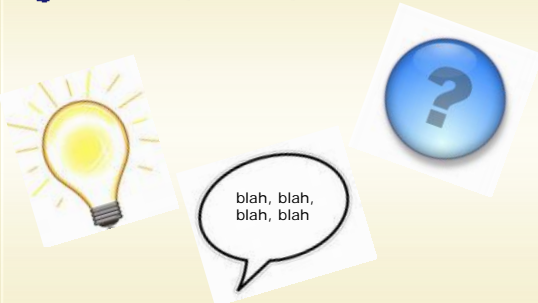
Proficient	Basic	Beginning	Criteria
3	2	1	Left side page <input type="checkbox"/> Notes are written, filled in, or underlined <input type="checkbox"/> All work is clear, correct and complete <input type="checkbox"/> Content vocabulary has been circled and defined <input type="checkbox"/> Appropriate highlighting has been done
6	4	2	Right side page <input type="checkbox"/> Completed according to instructions <input type="checkbox"/> Work is clear, including lots of meaningful detail <input type="checkbox"/> Contains most important information <input type="checkbox"/> Writing is to complete thoughts and in student's own words <input type="checkbox"/> All pictures have been completed, labeled and show a relationship between pictures and text <input type="checkbox"/> Use of color is eye-catching and effective
3	2	1	Organization and neatness <input type="checkbox"/> Pages are attached securely; left side/right side order intact; pages are numbered <input type="checkbox"/> Handwriting is clear and easily read <input type="checkbox"/> The notebook assignment was completed and turned in on time
1			Evidence of additional thinking/effort <input type="checkbox"/> Student put exceptional effort into ISN <input type="checkbox"/> Notebook integrates other sources of information <input type="checkbox"/> Assignment goes beyond the requirements

A: 20 - 15, B: 11 - 9, C: 7 - 6, D: 5 - 4
 E: 3 - 2, F: 1

Assessing the ISN (Teacher)

Grading Criteria	100	85	70	55	40
	<input type="checkbox"/> Assignment is complete and correct. <input type="checkbox"/> Assignment was completed according to instructions. <input type="checkbox"/> Assignment shows a thorough understanding of content. <input type="checkbox"/> Assignment demonstrates originality and creativity. <input type="checkbox"/> Assignment is neat and completed with care.	Meets 5 criteria	Meets 4 criteria	Meets 3 criteria	Meets 2 criteria

Questions, Ideas, or Comments



References

1. General Guidelines and Specific Subject Areas
<http://interactive-notebooks.wikispaces.com/>
2. General Guidelines
http://www.members.tripod.com/cynthiasparks/interactive_notebook.htm
http://pages.prodigy.net/wtrucillo/interactive_notebook.htm
<http://upstagerreview.org/ClassroomArticles/interactive%20notebook.pdf>
3. Activities
<http://www.mrsfarnum.com/farnumsguidetolan.pdf>