

## **Attaching information to space: the development of a notemaking tool to enable students to reconceptualise ideas anywhere, anyplace, anytime.**

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Seemingly simple study practices like notemaking are under-researched and have been under-theorised. This paper links the development of an innovative technological development notemaking reusable learning object (RLO) to debates about widening participation and the contested nature of study and academic skills. Whilst note making is not value free, we argue that for widening participation students it can be an emancipatory practice, which enables them to develop their own voice within exclusionary higher education discourse

Debates over strategies such as the practice of notemaking tend to centre on **memory**: does notemaking improve the recall of significant information? (Buzan 1989; Buzan 1999) and/or behaviour change: does information in notes appear in assignments and examinations? (Sutherland, Badger and White, 2002). However, this paper explores the practice of notemaking as a socio-political activity set within the wider discourse of higher education (HE); with a special focus on widening participation. To operationalise the potential of pervasive technologies, which students can access anyplace, anytime, anywhere, the Centre for Excellence in teaching and learning for reusable learning objects ([www.RLO-CETL.ac.uk](http://www.RLO-CETL.ac.uk)) together with LearnHigher CETL worked with a range of stakeholders including students, academics and multi-media developers, to develop a prototype to engage students with active note making. This can be viewed at <http://www.learnhigher.ac.uk/learningareas/notemaking/home.htm>.

Early results from its introduction suggest students are moving from passive to active learners through the recontextualising and reorganising of ideas. The notemaker is now at the stage of development where reuse in different contexts is possible, and these will be demonstrated as part of the paper presentation.

### **Presenters:**

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