**OBJECTIVES**

1. Determine the relationship between longhand (LH) notetaking versus laptop (LT) notetaking and pharmacy students’ exam performance.
2. Identify differences in test performance between native English speakers (EPL) and students for whom English is a foreign language (EFL).
3. Describe differences in attitudes and behaviors in notetaking among students enrolled in a pharmacy health systems course.

**METHODS**

- **Longhand vs. shorthand**
  - Students in the intervention (LH) group (n = 11) utilized only paper & pencil to take notes. Student performance on subsequent exams were compared across the two groups (n = 75 LT notetakers) and against performance on the first exam.

- **EPL vs EFL**
  - English primary language students (n= 49) were compared on performance across all three examinations versus those self-designating as EFL (n = 37).

- **Behavioral/Attitudinal Survey**
  - Students completed a self-administered survey of notetaking & studying strategy behaviors after completing the course.

**SUMMARY OF RESULTS**

Subsequent block exam scores favored LH notetakers (p = 0.1) and EPL students (p < 0.01). LH reported taking fewer notes, being less easily distracted, & more likely to begin encoding during class. EFL students were less satisfied with the quality of their notes and reportedly less likely to have students borrow their notes.

**SELECTED QUOTES FROM LH**

“I think my grade improved b/c I learned how to better study.” “Encourage other students to try it. I use different colored pens, and that is very helpful.” “Didn’t have to think about connectivity, malfunctions, or other problems.” “It reduced the total time I needed to study for exams.”

**CONCLUSIONS**

1. Faculty can consider these results in the pedagogical delivery & assessment in a diverse classroom.
2. Faculty should promote varied, effective notetaking strategies.
3. University & college administrators might reconsider student recruitment & also provide adequate support.

**REFERENCES**