

The Value of PowerNotes in Reading and Writing Across Disciplines

Students increasingly access their instructional materials in digital environments (Gierdowski, 2019; Seaman & Seaman, 2019; Smale & Regaldo, 2017). Similarly, most of the library resources they find and use for secondary research are also digital (e.g., PDFs and ebooks). Citation management applications like Zotero (free), Mendeley (free), and RefWorks (UArizona's library subscription ended in February 2021) predominantly focus on resource tracking and citation generation. Some provide more robust note taking (like Zotero); however, none of them allow for highlighting and note taking that support students in digitally synthesizing across multiple sources. PowerNotes (<https://powernotes.com/>) allows for users to highlight text and images in digital sources, take notes on those sections, and then organize the notes to generate groupings of themed information and/or detailed outlines. PowerNotes also has a collaboration function that allows students to read and respond to one another's work. Through peer commenting, students are "active agents in learning" who not only receive feedback but participate in knowledge construction (Nicol 502). The core activity in PowerNotes is highlight, tag with a theme/keyword, and take a note. The learning curve for those actions is minimal. In this presentation, we will present data from students on their perceptions of value and experiences implementing PowerNotes. In this session, we will show the data analysis while simultaneously asking the audience to: consider what the results might suggest about the courses that are being assessed; reflect on how that information might be used; consider how online programs might work to support reading, research, and writing; reflect on possible activities they can use to improve the student experience with reading, research and writing; and ask questions. We will provide participants with copies of activity prompts different instructors used with PowerNotes as well as access to presentation materials and a reference list.

Catrina Mitchum

Catrina Mitchum is the Interim Director of Online in the Writing Program, a Career-Track Senior Lecturer in the Department of English, and an Affiliate faculty member of Rhetoric, Composition, and the Teaching of English (RCTE). Her research interests are in retention and online course design and delivery of online writing classes. She has scholarly work published in *Comp Forum*, *Currents in Teaching and Learning*, and various edited collections. She was awarded, with other scholars, the CCCC Research Initiative Grant in 2017-2018, and in 2021 she was awarded the Collaborative Teaching Award. She teaches first-year writing courses as well as upper level undergraduate courses in Professional and Technical Writing, entirely online.



Dr. Arin Haverland

Arin Haverland is an Assistant Professor of Practice in the Department of Environmental Science and holds a PhD in Arid Lands Resource Sciences. Her research focus is climate change and environmental issues linked to climate dynamics, use of climate change data in decision-making, risk assessment and climate adaptation. Dr. Haverland currently teaches ENVS195D Water & Environment, ENVS210 Fundamentals of Environmental Science and Sustainability, and ENVS425/525 Environmental Microbiology.



Kayle Skorupski

Kayle Skorupski is an Associate Professor of Practice in the School of Nutritional Sciences & Wellness at the University of Arizona. She is the Director of Professional Programs in the School, and the Director of the ACEND accredited Future Education Model - Graduate Program. She has worked in health care for 22 years, thirteen as a registered dietitian nutritionist, in settings including acute care, critical care, critical access, skilled nursing, long-term care, outpatient counseling, and community outreach. She holds BS degrees in Animal and Nutritional Sciences from the University of Arizona, a MS degree in Nutrition from the State University of New York at Oneonta and is currently pursuing a doctorate degree in health promotion and wellness through Rocky Mountain University of Health Professions. Kayle holds a certification in nutrition support and was one of the first to be certified as an advanced practitioner in clinical nutrition. In her free time, she enjoys spending time with her dogs Joey, Alfie and Reyna, reading, listening to live music, and attempting to garden in the desert.



Anna Leach

Anna Leach is a PhD Candidate in the School of Information (iSchool). She studies interaction in online learning environments. She is also a graduate teaching associate for the iSchool teaching Collaboration in Online Communities. In addition to her studies, she has 14 years of experience in data analysis and reporting and holds a Master of Learning Technology from the Ohio State University.

