

## The effectiveness of Cornell's strategy in teaching construction the basic pattern of women's jacket

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### **Abstract:**

University education is the engine of the future, and university students are society's hope for development and progress. The university stage is a different stage of study from all previous stages in terms of its environment, requirements, and academic system. Therefore, preparing and preparing the university student is considered a matter of utmost importance, as he is provided with information, knowledge, and skills. Which enables him to perform the academic requirements to the fullest extent, so that he is able to learn and succeed. However, this preparation is not an easy matter, because it is not only related to theoretical information that is presented to the university student, but rather depends on providing the student with many of the necessary skills and attitudes that enable him to learn. Permanent understanding and understanding, as he is prepared to practice the profession of the future. The Cornell method relies on taking notes during the lecture as a systematic way to master the ideas and facts presented in the lecture, where students are asked to read or hear a text and record notes including the main ideas, re-read these notes to form questions, and then use those notes and questions to write a summary, and it includes a method Cornell divided the page into three different spatial sections: a vertical section for main ideas, another for supporting details, and a horizontal third at the end of the page for the summary. The current research aimed to investigate the effect of using the Cornell note-taking strategy on the achievement of fourth-year female students in the Department of Clothing and Textiles at the Faculty of Home Economics, Al-Azhar University, A.R.E. By developing the skills of understanding and applying the method of constructing the basic pattern of the women's jacket, which is taught in the practical content of the course (Coats "A"), the research sample consisted of (50) female students who were divided into two groups (each group of 25 female students), one of which was a control to teach the course to her in the traditional way. The other group was experimental and taught using the Cornell strategy. The research followed the descriptive and quasi-experimental approach, and to achieve its objectives, measurement tools were designed, namely the cognitive achievement test (pre- and post-test), the skills test, his observation card, and the performance efficiency scale, and they were applied to the two research groups to suit each group. By fulfilling the research hypotheses, the results showed that there are positive trends towards using the Cornell method for taking notes among female students, with a high score on most of the questionnaire items. The study concluded with a set of recommendations, the most prominent of which are: adopting the use of the Cornell method for taking notes in teaching Pattern-learning courses, training female students to use it, as well as conducting research. And studies on teaching strategies that are based on student interaction with the academic material because of its significant impact on maintaining the learning effect.

### **Keywords:**

Cornell's strategy - basic pattern - Women's jacket

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