# A STUDY SKILLS PROGRAM

# IS IT A POSSIBLE ANSWER TO THE PROBLEM OF FAILURE AT THE JUNIOR HIGH LEVEL?

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION, ST. MARY'S UNIVERSITY, HALIFAX.

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## ABSTRACT

A STUDY SKILLS PROGRAM: A POSSIBLE ANSWER TO THE PROBLEM OF FAILURE

AT THE JUNIOR HIGH LEVEL

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A STUDY SKILLS PROGRAM: SOLUTION FOR JUNIOR HIGH FAILURES

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I would also like to express my thanks to those educators responsible for the development of the Study Skills Booklet used in this study: John Chisholm, Allan Burke, Given Erving, Merle MacLeod, Mac Taggart, and Dr. Barry Jackson, Dalhousie University.

In the preparation of the Study Skills Booklet, the book "Study: Where? When? and How?, Self Improvement Manual for Students", by Thomas H. Brown, M.ED, Student Counsellor, Memorial University of Newfoundland, served as a valuable resource document.

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# INTRODUCTION

This study had origins in a program initiated at Prince Arthur Junior High School, Dartmouth, Nova Scotia, in 1972. As vice-principal of this school, the researcher was very much aware of the increasing number of students who were experiencing difficulties in coping successfully with their school work. These students were showing up as failures on progress reports, report cards, and other evaluation forms.

It is not the intent of this study to examine causes of failure at the Junior High level and then offer possible solutions for such causes. The intent of the study is to see if a program designed to improve study habits and skills would be useful at the Junior High level, or if similar results might be achieved without such a program.

The concept of developing a study skills program resulted from an in-service program conducted by Dr. Barry Jackson of Dalhousie University in 1972. Following this in-service program, Mr. John Chisholm decided to begin a study skills program at Prince Arthur Junior High, using the study skills booklet he helped to construct along with Allan Burke, Gwen Erving, Merle MacLeod, Mac Taggart and Dr. Barry Jackson. Each student who participated in the program was given a copy of the study skills booklet.

In December of 1972, as an initiation of the study skills program, it was decided to present the program to a group of grade eight students at Prince Arthur. These students, although they had the ability, did not meet a reasonable level of achievement during the first term of the school year. Fifteen students participated in this initial program conducted by Mr. Chisholm during regular school hours.

During the third term of 1972 it was decided to present the same program to a group of students who would be willing to meet outside of the regular school day, and who would be likely to implement many of the ideas and concepts presented during the program. With these guidelines in mind, three grade seven classes were approached about participating in the program. Forty-five grade seven students expressed their willingness to enter the program. In addition to this group were two grade eight students who had expressed an interest in the program.

For the academic year, 1973-74 the study skills program was presented during the first term to the entire grade seven population of the school. The philosophy behind this decision was the strong belief that students often find the transfer from the last year in an elementary school to the first year in a junior high school rather difficult and they could, therefore, benefit from an organized study skills program. It was hoped that the students who participated in the program would, as a result, make better use of their study time and possibly improve upon their performance. This program was conducted during regular school hours and was administered by the grade seven English teachers who incorporated the program into their regular English course.

Due to the concern of some of the English teachers involved as to the actual effectiveness of the program, it was decided to conduct the study skills program once more but to run two other groups, a "supervised study" group and an "interview" group, to determine if the results of the study skills program could be achieved by some other method.

# REVIEW OF RELATED LITERATURE

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As the search of the literature progressed it became quite apparent that a great number of studies have been conducted in the field of study habits and skills. Doris Entwisle (1960) stated that, "There has been an increased tendency in the past ten years for colleges and universities to offer courses in study techniques. The notion that improved study habits, leading in turn to increased academic effectiveness, might result from study skills courses is intuitively appealing". [1]

Topics were researched but the concentration was at the university or college versus school levels, and although the number of studies was quite high, there was a sufficient degree of disagreement on the effects of such courses to warrant further study.

The conflicting conclusions were quite evident in those investigations which dealt with the effectiveness or the predictive validity of a study habits questionnaire at the university level. Although it appeared that questionnaires such as the Survey of Study Habits and attitudes, (SSHA), developed by Holtzman and Brown, could be effective in predicting a student's academic performance at university, there were other studies which proved otherwise. Holtzman and Brown, (1953), stated that the SSHA, "... can contribute appreciably to the prediction of success", [2] at the university level, and their investigation in 1955 further supported their earlier

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[1] Doris R. Entwisle, Evaluations of Study-Skills Courses, Journal of Educational Research, Vol. 53, No. 7, March 1960. P. 243

[2] W.H. Holtzman and W.F. Brown, Study Habits and Attitudes in the Prediction of Academic Success, American Psychologist, 1953, 8, P. 369

conclusion. Michael (1952) and Anderson and Kuntz (1959) also supported the effectiveness of a study habits questionnaire in predicting academic behaviour; "The SSHA could well be used for the early classification of students who are likely to have difficulty in adjusting to college academic life." [3] Chahbazi (1957), however, recommended that there should be further research conducted in this area, while Ahmann, Smith and Glock, (1958), stated that, "It was concluded, therefore, that in this instance, the SSHA did not display predictive validity to any noticeable degree". [4]

Several investigations were conducted in the area of study habits and corrective or remedial reading programs with varying conclusions being reached. Barbe (1952) found that the grade-point-averages of his experimental groups improved significantly, and his conclusions were supported by Kilby (1945), McInnis (1951), Willey and Thompson (1956), MacDonald, (1957) and Smith and Wood (1955); "...significant superiority in academic status, (increasing with time), is demonstrated by experimental subjects over both control and representative freshmen subjects when study and examination skills are emphasized during the training period." [5]

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[3] Robert Anderson and James Kuntz, The Survey of Study Habits and Attitudes" in a College Counseling Center, Personal and Guidance Journal, 1959, 37, P. 367

[4] Stanley Ahmann, William Smith, Marvin Glock, Predicting Academic Success in College by Means of a Study Habits and Attitudes Inventory, Educational Psychological Measurement, 1958, 18, P. 856

[5] D.E.P. Smith and R.L. Wood, Reading Improvement and College Grades: A Follow Up, Journal of Educational Psychology, 1955, 46, P. 158

Mouly (1952) and Robinson (1950), however, did not find that there was any significant improvement in the grade-point-averages of their subjects as a result of their participation in a remedial reading program.

The search of the related literature also revealed studies questioning the wisdom of many how-to-study courses and their manual formats. Maddox (1963), in his study of sixty-four Arts and Science students in Birmingham, England, found that the majority of the students whose academic performance was satisfactory or better actually did not display the characteristics usually recommended in the various how-to-study manuals. Maddox's conclusions were similar to those of Lum, (1960); "Not only were underachievers indistinguishable from overachievers in their reported use of effective study procedures, but the obtained means indicate that even the better students do not use so-called "good" study habits with the consistency that how-to-study manuals would have them". [6] Newman (1957) found that, "Students who use their own study techniques did better on specific learning tasks than students who followed psychologically sound study techniques suggested by the teacher", [7] while Gladstein, (1960) stated that, "a counselor might be most helpful by encouraging the students to use techniques suitable to their personalities rather than attempting to force them into the mold of "good study habits". [8]

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[6] Mabel Lum, A Comparison of Under and Overachieving Female College Students, Journal of Educational Psychology, 1960, 5, P. 112.

[7] S.E. Newman, Student vs Instructor Design of Study Method, Journal of Educational Psychology, 1957, 48, P. 333.

[8] Gerald Gladstein, Study Behaviour of Gifted Stereotype and Non-Stereotype College Students, Personel and Guidance Journal, 1960, Feb., P. 473

Other investigations, although not suggesting the inappropriateness of how-to-study courses, did suggest that many of the courses in how-to—study were placing their emphasis on impertinent factors. These studies suggested that a student's attitude, motivation, interest and other such attributes were being ignored or given insufficient regard in the construction of how-to-study courses and that too much time and effort were being given over to the mechanics and conditions of studying. Lum (1960), stated that, "The results of the study offer support to the hypotheses that the difference between successful and less successful students of similar aptitude is primarily one of attitude and motivation, rather than of reported study habits. Underachievers did not differ from overachievers in their professed study habits. This may suggest to counselors and instructors of classes in"how-to-study" the importance of working on attitudes as well as the mechanics and conditions of studying". [9] Daniel Norton (1959) found that, "while the more mechanical aspects of learning are easiest to note, this does not preclude that they may be more extraneous than basic. Learning may proceed more from the less tangible factors such as attitude and aptitude than is commonly conceded, [10] while Berg and Rentel (1966) concluded that, "Format and content do not seem to be nearly as important as motivation and interest." [11]

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[9] Mabel Lum, op cit, P. 112

[10] Daniel Norton, The Relationship of Study Habits and Other Measures to Achievement in 9th Grade General Science, Journal of Experimental Education, 1959, 27, P. 217.

[11] P. Berg and V. Rentel, Improving Study Skills, Journal of Reading, 1966, 9(5) P. 346.

The diverse findings arising from these studies are typical of the findings connected with study habits investigations. Some studies support the use of study habits, others question the effectiveness of how-to-study courses and still others reserve judgement and recommend further research. One of the more comprehensive studies was the investigation conducted by Doris Entwisle (1960). Entwisle conducted a search of the related literature in the field of study habits and then carried out an evaluation of the studies she found. A total of twenty-two evaluations are contained in her study. Entwisle concluded from her evaluations of these studies involved with the use of study skills courses that, "...some kind of improvement following a study skills course seems to be the rule, although the improvement varies from a very slight amount to a very considerable amount." [12] However, Entwisle does suggest that, "overall judgement of the benefits occuring from these courses needs to be tempered somewhat, in spite of the uniformly positive results, by the awareness that negative results are much less apt to be published than positive results." [13] Entwisle is supported in this conclusion by the results of a study conducted by Cristantielle and Cribbin (1956) which involved a survey of study skills courses. Thirty-nine colleges were asked to report on the results of study skills courses conducted by their faculties. Although the colleges which replied did report varying degrees of improvement in the academic

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[12] Doris Entwisle, op cit, P. 248

[13] Ibid

performance of the students who participated in the study skills courses, "One college respondent volunteered the information that his college had conducted two controlled studies of the how-to-study course and had found it to be ineffective as a means of helping students with their problem." [14]

Jackson and Van Zoost (1972) conducted a study with forty-seven freshmen who viewed a videotaped presentation on study skills which included practice exercises. Although significant increases in study habits were displayed by all participants, "No condition produced a gain in academic performance beyond chance." [15] Jackson and Van Zoost concluded that, "The lack of significant difference in marks found in this study and others (Kuayszyn 1970) leads to the obvious conclusion that there is more to academic output than knowledge about study skills." [16]

James Shaw (1955) concluded that the results of his investigation suggested students who had the benefits of a course in how-to-study improved their academic grades; "The analysis of the experimental and control groups' results indicate the beneficial effects of the study skills program on students' grades. The statistically significant difference of improvement between prior and subsequent grades for the groups makes it highly improbable

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[14] Philip Cristantiello and James Cribbon , The Study Skills Problem, Journal of Higher Education, 1956, 27, P. 36

[15] B. Jackson and B. VanZoost, Changing Study Behaviours Through Reinforcement Contingencies, Journal of Counseling Psychology, 1972, Vol. 19, No. 3, P. 192.

[16] Ibid

that such differences could have arisen by chance." [17] Conclusions supporting Shaw's findings include those resulting from investigations conducted by Ofman (1964), McCausland and Stewart (1974), Haslam and Brown (1968), and to a lesser extent, Dimichael (1943); "One may conclude from the research data that the study skills instruction given to the sample of high school sophomores did increase their knowledge about effective study procedures, did improve their overall study orientation and did improve their subsequent academic achievement." [18]

However, conclusions questioning the effectiveness of a study skills course in increasing academic performance were reached by Hervey (1971) and McCurdy et al, (1954), "When compared to the average marks of students who constituted a control group, the difference in the G.P.A.'s was not statistically significant; "[19] and "The difference in the means of the two groups may, therefore, be a result of chance only". [20]

The overall question of the effectiveness of study skills courses improving academic performance is further clouded by the position held by

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[17] James Shaw, An Evaluation of a Study Skills Course, Personel and Guidance Journal, 1955, 33, P. 468.

[18] Warren Haslam and William Brown, Effectiveness of Study Skills Instruction for High School Sophomores, Journal of Educational Psychology, 1968, Vol. 59, P. 226.

[19] McCurdy et al, Can We teach Them How To Study?, School Review, Vol. 62, (S'54) P. 360.

[20] Ibid. P. 359

Kinzer (1964), " It is generally believed by those in the how-to-study field that the desire to improve is an important ingredient in the development of better study habits and the hoped for consequence, better grades. The desire to improve is a necessary but not a sufficient condition for improvement;" [21] and the conclusions of Chabassol (1959), "The findings suggested that habits of underachievement, once learned, are difficult to break. It is quite possible that those factors which make for underachievement in the child at grade 5 might still operate when the child is in grade 10. It is not certain that the underachiever can easily divest himself of the habits of underachievement." [22]

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[21] John Kinzer, in a Critique in the Journal of Counseling Psychology, Vol II, No. 2, 1964, P. 159

[22] D.J. Chabassol, Correlates of Academic Underachievement in Male Adolescents, Alberta Journal of Educational Research, 1959, June, P. 144

# DESIGN OF THE STUDY

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### LIMITATIONS OF STUDY DESIGN

For the purposes of this report it was decided to conduct the study skills program with a group of grade eight students who were unsuccessful in their first term's work. A questionnaire, Appendix I, page 34 on study skills and habits was administered to seventy-three grade eight students who had failed their previous exams that year. This questionnaire was administered on the third and fourth days of January, 1974. This same questionnaire was given to these students upon the completion of their second term's work on the eleventh of March. The intent of re-administering the questionnaire was to determine if any positive or negative changes occurred in their study habits and skills after participating in the study skills program.

The seventy-three grade eight students who completed the questionnaire did so voluntarily. Having completed the questionnaire, the students were then asked to consider joining one or two study groups. Four options were open to them; they could reject both study group "A" or they could state their preference for study group "B".

Group "A" was set up as a study skills program similar to those conducted earlier at Prince Arthur Junior High; each student received a copy of the Study Skills Booklet (Appendix II) and met twice a week for four weeks under the leadership of Mr. John Chisholm.

The Study Skills Booklet covered a wide range of study habits and skills. Not only did the Booklet contain suggestions for improving the student's study habits and skills, it provided practice exercises and work sheets for the students as well. Examples of this approach can be found on pages eleven to fifteen of the Study Skills Booklet, (Appendix II).

The Study Skills Booklet begins with material on such topics as the study area, study schedule and study plan. The middle sections deal with the problems of motivation, concentration and reading. This section also discusses the well-known SQ3R Method of study. The Booklet concludes with sections on the taking of class notes, writing of essays, and the preparation for and writing of examinations and tests.

The final meeting of group "A" was comprised of a two-part film-strip-record presentation used to reinforce the lessons covered by the students during the previous eight meetings. This presentation, entitled "Developing Your Study Skills", consisted of two filmstrips with accompanying long-play records. The total running time of the presentation was twenty-six minutes and was produced by Guidance Associates of Pleasantville, New York, a subsidiary of Harcourt, Brace, Jovanovich, Inc., 1969.

The following exerpts from the Teacher's Manual which accompanied the filmstrips are presented to give an idea as to the aims and content of the presentation. For most people, studying does not come naturally. Studying is not like breathing - you have to learn how. This program attacks the problem of study skills as a universal problem, recognizing that most students do not do as well as they could because they do not know how to study efficiently. Even for the good student, how to study is the number one problem.

This program attacks the problem in practical terms, letting only the tone convey the message, 'This is a problem you can lick'. Every phase of studying is covered, from the physical environment at home to how to listen in class.

Advice is specific - for example, the section on note-taking

includes what size paper to use as well as how to identify the most important points in a lecture. The material on planning the study day includes actual schedules that include time for after-school jobs, sports, musical practice, etc.

The point is emphasized that acquiring good study habits is of necessity an individual do-it-yourself job. But there are certain techniques experts have evolved over the years, and common sense demands giving them a chance. Techniques are discussed for creating a good atmosphere and orientation for study, establishing work habits, creating one's own study pattern, and organizing total time realistically.

The twelve members of Group "B" met with myself twice a week for five weeks. The last meeting occured the week before their second term examinations. Following consultations with the teachers of these students, a schedule of meeting times and places was arranged. Although some teachers preferred not to have a student excused from class for this purpose, it was possible to set up a schedule whereby a student did not miss out on any one subject more than two periods over the five week span. The location of these meetings was made possible by the movement of classes to special subjects such as Industrial Arts and Home Economics; there were always at least three empty classrooms which we could utilize for our purposes.

The students involved with this group embarked on a study program of their own. The subjects they worked on and the approach to that study were of their own choosing. The only directions they were given by the researcher were that they follow the schedule regarding time and place of

our meetings and that they come prepared to study on their own during those time periods. Group "B" then, can best be described as a "supervised study group".

The third group, "C", also consisted of twelve students. These students were selected from among those who had expressed their willingness to participate in the Study Skills Group and the Supervised Study Group but were not chosen for either of these two groups. The members of Group "C" were seen by me in my office or some other convenient place in the school (empty classroom, Guidance Office, etc.)on the average of three or four times during the second term. During these interviews, the student received what could be described as a "pep-talk". Prior to each interview I checked with his teachers to see how the student was performing. If the student, in the teachers' assessment, had been putting forth an effort and performing at least adequately, that student received praise and encouragement during the interview. If, on the other hand, the teachers felt that the student was exercising minor effort, that student was reprimanded for his lack of effort and instructed to "pull up his socks" and start making better use of his class time as well as of his study time at home.

The final group, "D" consisted of those students, twenty-nine in all, who had stated their willingness to participate in Groups "A" and "B" but were not selected for those groups, nor were they selected for Group "C". These students would act as a control group ; that is the students in grade eight who had failed their first term examinations but were not to be members of a study skills group, a supervised study group, nor a "pep-talk" group, during the second term of the school year.

The members involved in the "A", "B", and "C" groups were chosen at random by Mrs. Eileen Humphrey, secretary at Prince Arthur Junior High. The Intelligence Quotients of the seventy-three students who had expressed a willingness to participate in the groups were recorded and four classifications were arranged:

Section I - Intelligence Quotient range from 70 to 89
Section II - Intelligence Quotient range from 90 to 99
Section III - Intelligence Quotient range from 100 to 109
Section IV - Intelligence Quotient range from 110 and over

The first and fourth sections of the Intelligence Quotient Classifications have a wider spread due to the fact that there were too few students at either end of the scale to permit groupings of a size similar to those of Sections two and three.

The names of the students willing to join Mr. Chisholm's group categorized into four containers corresponding to the four classifications of the students' Intelligence Quotients. Mrs. Humphrey then drew out three names from each container, providing a total of twelve students for that group.

The same method was employed in selecting the twelve students for Group "B", the Supervised study group.

To choose the members of Group "C", the names of the forty-nine students not selected for groups "A" or "B" were placed in four containers corresponding to the classification of Intelligence Quotients used in selecting the members of the earlier groups, and Mrs. Humphrey then drew three names from each container.

Once the names had been selected for Groups "A" and "B" the

students involved were approached to confirm their willingness to participate in the programs. One change was necessary due to the placing of one of the students selected for Group "B" on an indefinite suspension. Mrs. Humphrey selected the name of another student from a similar classification as a replacement.

The members of Group "D" were those students whose names were not selected by Mrs. Humphrey for Group "A", Group "B", or Group "C".

Following the completion of the second term examinations, statistics were compiled, on the basis of standard deviations from class norms on the first and second term examinations. Also considered were student responses on the Questionnaire on Study Habits, and teacher-reports of the student's over-all effort during the second term. Finally, conclusions based on the comparisons of the group statistics were formulated.

# ANALYSIS OF DATA AND CONCLUSIONS

## ANALYSIS OF DATA AND CONCLUSIONS

The purpose of this investigation was to determine if a program designed to improve study habits and skills would be beneficial to students who had experienced failure in their first term examinations at the grade eight level, or if similar results could be achieved without the use of such a program.

Four groups were involved in the investigation: Group "A" consisted of the eleven students who participated in the Study Skills Program; Group "B" included the twelve students who participated in the Supervised Study section; Group "C" consisted of the twelve students who received "pep-talk" interviews during the second term; while Group "D" was comprised of the twenty-nine students who had expressed a willingness to participate in the investigation but were not chosen for Groups "A", "B", or "C". All the students involved with the four groups were grade eight students who had failed their first term examinations.

Statistics were calculated on the first and second term examination results of the grade eight student population at Prince Arthur Junior High. The mean score for the first term was 68.1% for the two-hundred and seventy-two students writing the examinations, while the second term mean score was 64.3% for two-hundred and sixty-nine students. The standard deviations were then calculated, 12.32 for the first term and 13.36 for the second term. Each student's grades were then expressed as the number of standard deviations from the class norms and comparisons were made tetween the first and second term results to determine if any change occurred over the student's

first term performance. The mean change of each group was expressed in the number of standard deviations.

The statistics of Groups "A", "B", "C" and "D" are as follows:

GROUP "A" - STUDY SKILLS GROUP

| [illegible]ent | Class | 1st term grade raw score (%) | 1st term grade expressed as No. of S-D's from class norm | 2nd term grade raw score (%) | 2nd term grade expressed as No. of S-D's from class norm | Change |
|---|---|---|---|---|---|---|
| [illegible]ly | 802 | 46.8 | - 1.73 | 56.4 | - .59 | +1.14 |
| [illegible]n | 802 | 49.2 | - 1.53 | 54.6 | - .73 | + .80 |
| [illegible] | 802 | 54.8 | - 1.08 | 46.2 | - 1.35 | - .27 |
| [illegible]en | 802 | 64.0 | - .33 | 54.8 | - .71 | - .38 |
| [illegible] | 804 | 61.4 | - .54 | 58.2 | - .46 | + .08 |
| [illegible]ie | 805 | 68.2 | + .01 | 74.6 | - .77 | + .76 |
| [illegible]beth | 806 | 41.4 | - 2.17 | 35.0 | - 2.19 | -.02 |
| [illegible] | 806 | 56.4 | - .95 | 49.4 | - 1.12 | - .17 |
| [illegible] | 807 | 54.8 | - 1.08 | 52.2 | - .91 | + .17 |
| [illegible] | 807 | 47.8 | - 1.65 | 46.4 | - 1.34 | + .31 |
| [illegible]ie | 807 | 57.6 | - .85 | 48.6 | - 1.18 | - .33 |
| [illegible] ++ | 804 | 74.6 | + .53 | --- | - --- | --- |

++ Diane did not write her second term examinations due to illness.

Group mean (expressed in 50 units) change = +0.18

Number demonstrating positive change = 54.5% (6 students)

GROUP "B" - SUPERVISED STUDY GROUP

| [illegible]ent | Class | 1st term grade raw score (%) | 1st term grade expressed as No. of S-D's from class norm | 2nd term grade raw score (%) | 2nd term grade expressed as No. of S-D's from class norm | Change |
|---|---|---|---|---|---|---|
| [illegible]l | 801 | 71.6 | + .28 | 82.8 | + 1.38 | + 1.10 |
| [illegible]d | 802 | 64.2 | - .32 | 53.4 | - .82 | - .50 |
| [illegible] | 804 | 60.4 | - .63 | 57.8 | - .49 | + .14 |
| [illegible]nda | 805 | 60.2 | - .64 | 66.8 | + .19 | + .83 |
| [illegible]leen | 806 | 49.2 | - 1.53 | 38.8 | - 1.91 | - .38 |
| [illegible]ard | 806 | 57.2 | - .88 | 41.6 | - 1.70 | - .82 |
| [illegible]is | 806 | 62.0 | - .50 | 50.2 | - 1.06 | - .56 |
| [illegible] | 806 | 55.8 | - 1.00 | 55.0 | - .70 | + .30 |
| [illegible]l | 807 | 45.0 | - 1.88 | 32.2. | - 2.40 | - .52 |
| [illegible]tt | 808 | 58.7 | - .76 | 61.4 | - .22 | + .54 |
| [illegible]e | 808 | 66.2 | - .15 | 60.6 | - .28 | - .13 |
| [illegible] | 809 | 57.8 | - .84 | 54.6 | - .73 | + .11 |

Group mean (expressed in 50 units ) change = +0 .01

Number demonstrating positive change = 50 % (6 students)

GROUP "C" - PEP-TALK GROUP

| [redacted]dent | Class | 1st term grade raw score % | 1st term grade expressed as No. of S-D's from class norm | 2nd term grade raw score % | 2nd term grade expressed as No. of S-D's from class norm | Change |
|---|---|---|---|---|---|---|
| [redacted]ld | 802 | 65.8 | - .19 | 52.4 | - .89 | - .70 |
| [redacted]ther | 802 | 59.2 | - .72 | 57.8 | - .49 | + .23 |
| [redacted]ine | 804 | 68.6 | + .04 | 65.0 | + .05 | + .01 |
| [redacted]vid | 805 | 53.8 | - 1.16 | 62.6 | - .13 | + 1.03 |
| [redacted]bby | 805 | 62.4 | - .46 | 68.2 | + .29 | + .75 |
| [redacted]rge | 805 | 43.8 | - 1.97 | 49.2 | - 1.13 | + .84 |
| [redacted]yne | 805 | 45.8 | - 1.81 | 50.0 | - 1.07 | + .74 |
| [redacted]rry | 806 | 44.0 | - 1.96 | 41.2 | - 1.73 | + .23 |
| [redacted]hard | 806 | 59.0 | - .74 | 42.0 | - 1.67 | - .93 |
| [redacted]nda | 806 | 55.2 | - 1.05 | 52.8 | - .86 | + .19 |
| [redacted]nk | 808 | 58.7 | - .76 | 57.8 | - .49 | + .27 |
| [redacted]ren | 809 | 43.2 | - 2.02 | 36.8 | - 2.06 | - .04 |

Group mean (expressed as 50 units) change = +0.23

Number demonstrating positive change = 75% (9 students)

GROUP "D" - (Those willing to participate but not chosen)

| [illegible]ent | Class | 1st term grade raw score (%) | 1st term grade expressed as No. of S-D's from class norm | 2nd term grade raw score (%) | 2nd term grade expressed as No. of S-D's from class norm | Change |
|---|---|---|---|---|---|---|
| [illegible]ble | 802 | 57.8 | - .84 | 59.0 | - .40 | + .44 |
| [illegible]vid | 802 | 54.4 | - 1.11 | 61.0 | - .25 | + .86 |
| [illegible]son | 803 | 59.8 | - .71 | 38.0 | - 1.97 | - 1.26 |
| [illegible]nna | 804 | 49.0 | - 1.55 | 47.6 | - 1.25 | + .30 |
| [illegible]thy | 805 | 49.6 | - 1.50 | 57.8 | - .49 | + 1.01 |
| [illegible]ard | 805 | 49.6 | - 1.50 | 47.2 | - 1.28 | + .22 |
| [illegible]ard | 805 | 42.2 | - 2.10 | 49.4 | - 1.12 | + .98 |
| [illegible] | 805 | 51.8 | - 1.32 | 55.4 | - .67 | + .65 |
| [illegible]rlene | 805 | 55.2 | - 1.05 | 53.0 | - .85 | + .20 |
| [illegible]stine | 806 | 51.0 | - 1.39 | 54.0 | - .77 | + .62 |
| [illegible]rry | 806 | 53.0 | - 1.23 | 66.6 | + .17 | + 1.40 |
| [illegible] | 806 | 45.2 | - 1.85 | 44.8 | - 1.46 | + .39 |
| [illegible] | 806 | 50.6 | - 1.42 | 41.6 | - 1.70 | - .28 |
| [illegible]rl | 807 | 57.8 | - .84 | 54.6 | - .73 | + .11 |
| [illegible]len | 807 | 42.2 | - 2.10 | 43.6 | - 1.55 | + .55 |
| [illegible] | 807 | 49.6 | - 1.50 | 46.2 | - 1.35 | + .15 |
| [illegible]ll | 807 | 54.4 | - 1.11 | 55.6 | - .65 | + .46 |
| [illegible]ya | 807 | 45.8 | - 1.81 | 52.0 | - .92 | + .89 |
| [illegible]vin | 807 | 43.8 | - 1.97 | 39.0 | - 1.89 | + .08 |
| [illegible]ll | 807 | 50.2 | - 1.45 | 54.8 | - .71 | + .74 |
| [illegible]ther | 808 | 63.2 | - .40 | 62.0 | - .17 | + .23 |
| [illegible]rry | 808 | 61.7 | - .52 | 51.8 | - .94 | - .42 |
| [illegible]tt | 808 | 60.2 | - .64 | 59.2 | - .39 | + .25 |
| [illegible] | 808 | 61.3 | - .55 | 55.4 | - .67 | - .12 |
| [illegible] | 809 | 61.4 | - .54 | 46.6 | - 1.32 | - .78 |
| [illegible]k | 809 | 60.0 | - .66 | 37.8 | - 1.98 | - 1.32 |
| [illegible] | 809 | 34.2 | - 2.75 | 26.8 | - 2.81 | - .06 |
| [illegible]rt | 809 | 52.6 | - 1.26 | 45.8 | - 1.38 | - .12 |
| [illegible]a | 809 | 62.2 | - .48 | 53.0 | - .85 | - .37 |

Group mean (expressed in 50 units) = +0.20

Number demonstrating positive change = 69% (20 students)

Although the mean changes demonstrated by each of the four groups were not significant, they did provide directions to the original question. The statistics of the four groups suggest that a program designed for improving study habits and skills will not necessarily bring about improvement in the performance of students who had experienced failure in their previous term's work.

The students who participated in the Study Skills program, Group "A", did not perform significantly better than their counterparts in the other groups. In fact, the results of the four groups were quite close regarding their mean change. These statistics suggest that students who did not receive any special treatment, be it in the form of a study skills program, a supervised study program, or an interview-oriented approach, will perform as well as those students who did receive such special treatment.

The fact that the students involved in Group "D" compared favourably in their second term results with the students of Group "A", gives support to the contention that a study skills program will not necessarily be an effective method of improving student performance. The statistical information produced by the four groups would not recommend the implementation of a study skills program at the grade eight level.

Investigation was made to determine whether the study skills course altered students study habits or motivation. The results are summarized in the following table.

| Student | Group | Change | Improvement in Study Habits!! | Teacher reports as making an effort during second term re school work ++ |
|---|---|---|---|---|
| Kelly | A | + 1.14 | No | No |
| Glenn | A | + .80 | No | No |
| Pam | A | - .27 | No | No |
| Steven | A | - .38 | No | No |
| Bill | A | + .08 | No | No |
| Carrie | A | + .76 | Yes | Yes |
| Elizabeth | A | - .02 | No | No |
| Ken | A | - .17 | No | No |
| Wanda | A | + .17 | No | Yes |
| Faye | A | + .31 | No | No |
| Carole | A | - .33 | No | No |

!! Based on a positive change on questions 12, 23, 42, 51, 52

++ Based on teacher comments contained on second term evaluation reports.

It can be seen from this chart that although eleven students completed the study skills program, only one student gave evidence of changing her study habits for the better. Ten of the eleven did not, whether it was because of a lack of effort on their part or simply due to the fact that their efforts at change were unproductive can not be determined from their answers on the questionnaire. This statistic does raise the question of whether the level of low improvement by these students negates the use of a study skills program, or whether it was the quality of the students which caused the lack of improvement to a significant extent. Also, the fact that two-thirds of the members of Group "A", who demonstrated a positive change in their second term work, did not, in the judgement of their teachers, try any harder during the second term, suggests that their positive change could very well be incidental to their effort during the second term and to their participation in the study skills program as well.

On the basis of the statistics of the four groups, indications are that a student's participation in the study skills program did not benefit him anymore than had he been a member of a supervised study group or a pep-talk group. It must also be accepted that, in the limits of this investigation, students who had failed their first term examinations but participated in the study skills program, the supervised study group, or the interview-oriented approach.

It is the opinion of the investigator that the statistics of the four groups suggest that the implementation of the specified program designed to improve the study habits and skills of grade eight students

who had failed their previous examinations will not be an effective means of improving the performance of such students. However, it is felt that further study is necessary on the question of study skills and habits at the junior high level, if only to determine whether or not the changes demonstrated by the students are typical of the results which can be expected from such a program at the junior high level. Rather than have students undertake a study skills program similar to the program employed in this study, perhaps it would be more beneficial to work on individual subjects or specific weaknesses.

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# APPENDIX I

## QUESTIONNAIRE ON STUDY HABITS

This questionnaire may be used to diagnose general study habits, or it may be used to check study habits in a particular subject.

Read the questions carefully, and answer them honestly by writing "yes" or "no" in the space at the left. There is no time limit. Please answer all questions.

_____1. Do you have a definite place to study — a desk or table all your own?

_____2. Do you have a definite time for study?

_____3. Do you have a study schedule?

_____4. Is your study schedule in written form?

_____5. If you answered "Yes" to question 3, do you follow your schedule?

_____6. Do you keep your study room cool and well ventilated?

_____7. Do you read and study by indirect (diffused) light?

_____8. Do you read and study under a colored light?

_____9. Are you neat and orderly in your work?

_____10. Do you keep all necessary study materials together?

_____11. Are you neat and orderly in doing your homework?

_____12. Do you study when you are fresh, not tired?

_____13. When you are studying, are you easily distracted by every little noise?

_____14. Do you usually smoke while you study?

_____15. Do you usually eat while you study?

_____16. Do you generally study with the radio turned on?

_____17. Do you generally study with other persons talking in the same room?

_____18. Do you often sit down to study at home and discover that you do not have the exact assignment clearly in mind?

_____19. Do you usually wait for a mood to strike you before you attempt to study?

_____20. Do you tend to daydream when you should be studying?

_____21. Do you study only to get through the next day's lessons or to Pass a test?

_____22. Do you try to study with others whenever possible, rather than alone?

_____23, Do you concentrate when you study?

_____24. Do you make an effort to get off to a good start in each subject each term?

_____25. Do you do the hardest job first when you study?

_____26. Do you do the least interesting job first when you study?

_____27. Do you take "rest breaks" during your study time?

_____28. Do you complete what you start?

_____29. Do you complete one job before going to another?

_____30. Do you frequently make simple charts or diagrams to illustrate points in your reading?

_____31. Do you generally take your notes on reading assignments in outline form?

_____32. Do you mark down page numbers of important or difficult passages in your textbooks as you study, so that these points can receive special attention when you review?

_____33. Do you leave mechanical work, such as copying, until last?

_____34. Do you study a subject with the idea of remembering it only until the course is over?

_____35. In studying for an exam or a quiz, do you try to memorize the exact words of the textbook?

_____36. Do you study late into the night, or even all night before an important examination?

_____37. Do you go over the whole lesson quickly to find what it is about before planning your study?

_____38. Do you usually skim over a reading assignment before studying it in detail?

_____39. Do you read so slowly that you have trouble covering all your assignments?

_____40. Do you move your lips or mumble while studying hard passages?

_____41. Do you frequently discover that you have turned several pages in your textbook but that your mind is blank about what was said on them?

_____42. Do you make use of the index, diagrams, footnotes, and illustrations in your textbooks whtn you study?

_____43. When studying, do you stop now and then to force yourself to recall what you have just read?

_____44. Do you read more than you are required to read for a subject?

_____45. When you find a new word in your reading, do you usually look it up in a dictionary?

_____46. Do you go to class unprepared and ask questions to which you would know the answers if you had done the assignment?

_____47. Do you offer contributions in class which help make the subject more interesting for your fellow students?

_____48. Do you often go to class without having done what you were expected to do?

_____49. Do you interfere with other students in class or during study by asking to borrow materials?

_____50. Are you interested most of the time in class?

_____51. Are you attentive most of the time in class?

_____52. Do you generally go to class well prepared?

_____53. Do you hesitate to ask your teacher to explain points that are not clear to you?

_____54. Do you ask for additional help when you need it?

_____55. If you answered "yes" to question 54, do you use this help wisely?

_____56. Do you follow instructions regarding preparation of written homework?

_____57, Do you often leave class with the assignment only vaguely in mind?

_____58. Do you prepare an assignment as soon as possible after it is made?

_____59. Do you hand in your assignments on time?

_____60. Do you keep your class notes and reading notes for each subject together?

_____61. Do you do your own work in daily assignments?

_____62. Do you get your assignments and keep up with your classwork when you are absent?

_____63. Do you know when you have studied enough?

_____64. Do you have trouble selecting the important points in a study assignment?

_____65. Do you review often?

_____66. Do you have a genuine interest in your schoolwork?

_____67. Do you keep an open mind for new ideas?

_____68, Do you evaluate your own progress from time to time and act accordingly?

_____69. Do you depend on your classmates to "get you through" class discussions?

_____70. Do you try to use the facts learned in one subject to help you understand another subject?

_____71. Do you frequently analyze your work to find out where you are weak?

_____72. Do you respect your teachers?

_____73. Do you often wish that you could drop out of school and get a job?

_____74. Do activities often interfere with your study periods?

_____75. Do you know why you study each subject that you take?

_____76. Do you try to apply what you learn?

_____77. Do you accept criticism in the right spirit?

_____78. Approximately how many hours per week do you spend on school study?

# APPENDIX II

SESSION I

PREPARATION FOR STUDY

1. GOOD HEALTH HABITS:

Good health habits and good study habits go hand in hand. Here are a few health habits that all students should develop:

1. Get enough sleep each night.
The amount varies with the individual. Get as much as you need to feel rested and ready to take on the work and play of the day.

2. Eat nourishing meals.
Include foods from Canada's Food Guide every day: Milk and milk products, bread and cereals, vegetables, fruits, meats and fish.

3. Exercise daily - outdoors, if possible.
Participate in team or group sports. Exercise on your own, also. Walk or ride a bicycle instead of asking for a drive.

4. Watch your posture.
Good posture makes you look and feel better in every way - sharper, more self-confident.
Check your posture rating:

Standing

a. Head high
b. Shoulder blades flat
c. Chest up.
d. Stomach in (If a plumb line were dropped from your shoulder, it should fall just forward of the ankle.)

Sitting(at desk or table)

a. Back straight against the back of the chair.
b. Weight on thighs, not spine.
c. Feet flat on the floor, under the knees.

NOTE: If you find it difficult to maintain good posture, ask your physical education teacher for help. He or she may suggest some special exercises.

## II. THE LOCATION OF STUDY:

An important step on the road to more effective study is to find a proper study area. You must find a quiet place, where you can work alone and undisturbed. The spot you choose should not be near the telephone, the radio, or the television. It may be in a bedroom or some other area of the house (Perhaps even in school after dismissal time), but the place you choose must offer silence. If you cannot find such a place, then you should discuss the matter with your parents and seek their help in finding a solution to your problem. If these efforts should fail, perhaps the public library may be the answer.

The Study Area Assessment Sheet on the following page will help you to evaluate your present study area and to aid you in selecting a new area if you feel that it is necessary to make a change in your place of study.

### The Equipment for a Proper Study Area:

Once a study area has been established, the student must take a second look at the area chosen. It might be possible to make this area an even better place for study if he can restrict it to just a study area. This area should be free of distracting materials such as comic books, pictures, trophies, etc. If it becomes necessary for these items to be on the desk or table in the study area, the student should make an effort to have them removed (place them on the floor or in a closet) before he or she begins to work. The Study Area should be kept for study only (if at all possible). However, if this is not feasible, the student should do most of his school work here; other activities might be done in another area of the room, at least away from the study area. The more the student is able to associate his study area with his school work, the easier he will be able to begin his studying when he arrives at his study area to work.

In the study area, you should have a desk or table which is large enough to hold your books and provide a large work area besides. The chair should not be too comfortable, or you will get drowsy and may be overcome by sleep. It is better to have a hard chair with a straight back to lend support to your body, then to have a soft, well-stuffed chair which will encourage rest. Make sure the lighting is adequate; it is often necessary to have a study lamp on or near your desk as well as having the overhead light on. The important points to check here are lack of glare and uniformity of lighting. Light should not be reflected from a glossy page directly into your eyes, and the entire reading surface should be uniformly lighted. The room should be well ventilated and the temperature kept at about seventy degrees.

STUDY AREA ASSESSMENT

| List all places which you have available for study. Place a check mark in the adjacent columns for each criterion which is applicable. | COMFORT | | | | | CONVENIENCE | | | | | PRIVACY | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Adequate Temperature | Adequate lighting | Proper Ventilation | Comfortable chair | Enough space to work | Adequate storage | Smoking facilities | Always available | Nearby location | Adequate work space | No interruptions | Low noise level | No distracting food | No distracting personal items |
| 1. Your current study location | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Finally, your study area should be well stocked with the things you usually need in order to do your work; otherwise, you will waste a great deal of valuable time looking for things which should be close at hand.

These things include the following:

| | | |
|---|---|---|
| pencils | sharpener | eraser |
| ruler | textbooks | notebooks |
| paper | dictionary | atlas |
| clock or watch | Mathematics instruments | paper clips |
| rubber bands | glue | scotch tape |
| homework notebook | | |

Please note:

BE PREPARED TO DO BETTER, AND YOU WILL DO BETTER.

## III. A STUDY SCHEDULE

A Study Schedule enables you to set aside specific time for study or assignments; it tells you what you are supposed to be doing at any given time. Essentially what you are doing here is forming a habit, so that study of a certain subject at a given time becomes second nature to you. It is not enough to work out a study timetable; you must follow it long enough for it to become habit.

Begin by deciding on the time you have available for study, for recreation, and for sleep. These times can be flexible so that you can trade a study period for a recreation period; however, you must make certain that the study period is taken soon after the trade has been made. Once you have completed your timetable, you should take note that study has priority over all other activities during time that you have scheduled as study time.

On this schedule, you should fill in your class schedule and other definite commitments (For example: sports, clubs, family activities, etc.). The study schedule will then be arranged around these other events, making sure there is not all work and no play and vice versa. (See the sample study schedule on the following pages).

In making up your study schedule, you should leave time for a break between study periods. The advantage in taking a break is that it allows your muscles to relax and this refreshes you so that you tackle the next subject with increased energy. The danger in taking a break is that there is a temptation to go overtime and waste time you had set aside for study. Some students set an alarm clock or even the timer on the kitchen range when when they go on a break. At any rate, you will find that fifteen minutes taken to have coffee, listen to the radio or

just lie back and relax, will be of great benefit in your study program. You should also allow for a period of at least one-half hour before going to bed to allow yourself to "unwind".

Some students alternate between periods in which they do almost nothing and times when they are far too hard on themselves. You should have some time free every day for recreation and it is a good idea to leave two of the seven nights free (provided that you have worked well for the other 5 nights). This makes for a proper balance between recreation and study.

In general, there is no "right" or "wrong" study schedule. Try to make up one that suits your particular circumstances and fills most of your needs; that will be the "right" one for you. Now use the blank form following Page 6 to construct a timetable which will help you get your work done.

Putting your Schedule to work:

Make three copies of your schedule; one for your desk in school, one for your study area at home, and one to carry with you. When you sit down to study, have your timetable before you and begin on time. If you begin late consistently, you are not being honest with yourself. You have made an agreement with yourself that you will be at a certain place to study at a fixed time, and nothing short of a real emergency must interfere. This will apply, regardless of the "mood" you are in, because you cannot allow yourself to be governed entirely by your emotions. You may not be able to work at 100% efficiency if things are going badly, but you can at least begin on time.

The same principle holds true when the time set aside for a particular subject is over. You must close the book regardless of whether you have gotten as far as you would have liked or not. Some students set a unit of work before they begin and then work until they finish regardless of how long it takes. There is nothing wrong with setting goals; in fact, it is a desirable practice, but it is a mistake to go overtime on one subject so that you neglect another. Close the book when the allotted time is up, supposing you have learned only one fact, or nothing at all. You will find this difficult at first, but remember, you are training yourself. It will become easier as you progress.

Students become discouraged when after taking the trouble to set up a study schedule, they find that major assignments and tests, important social events, etc. interfere with their plans and throw their study program off-stride. However, one must keep the idea of "flexibility" in mind. Time may be "borrowed" from any area on the Study Schedule provided it is paid back at some later date. For example, if you were to take Wednesday night off to attend some important event, you would make sure that you replaced the study time lost on Wednesday with the same amount of time during some other part of the week which

you had slated for recreation. For a long assignment (project, etc.) you may take a study period from another subject in which you are confident that you are caught up, or perhaps a large block of time on a weekend would be more favourable. You will find that it is best to begin early with such assignments and work at them over a period of time, rather than to make a frenzied effort just before the deadline.

Also, you must stop and evaluate the situation at the end of the first week or two, and continue to reassess things periodically. In doing this, you must look at every subject to see if you are managing to keep up to date. If not, you must rearrange your time, giving less time to some subjects or to recreation than you originally gave and allowing more time for those areas in which you have been falling behind. If you just cannot manage to keep up with the work, after the most careful rearranging, it may be helpful to talk the matter over with your teachers or counsellors.

HOMEWORK NOTEBOOK:

It will add a great deal to your organization if you keep a Homework and Assignment (Projects, etc.) Notebook in which you make note of all assignments as they are set: this saves time which would otherwise be spent searching around for details when you are ready to begin work and insures that you will not leave your work undone because of forgetfulness. It is also useful for making note of points or items which you do not understand and want to ask your teacher to explain.

EXAMPLE

| TIME | SUNDAY | MONDAY | TUESDAY |
|---|---|---|---|
| 8:30 | Bed | Travel time | Study |
| 9:00 | Bed | Home Economics<br>Industrial Arts | Study |
| 9:15 | Bed | Home Economics<br>Industrial Arts | Geography |
| 9:50 | Breakfast<br>Wash & Dress | Home Economics<br>Industrial Arts | English |
| 10:30 | Read | Home Economics<br>Industrial Arts | Recess |
| 10:45 | Church | Home Economics<br>Industrial Arts | Health |
| 11:20 | Church | Travel Time | Science |
| 12:00 | Dinner | Lunch | Lunch |
| 1:30 | Football | Math | Math |
| 2:10 | T.V. | Science | History |
| 2:50 | Study | English | French |
| 3:30 | See a Friend | Sports | See a Friend |
| 4:30 | See a Friend | Sports | Free Time |
| 5:30 | Supper | Supper | Supper |
| 6:30 | T.V. | Read | Study |
| 7:30 | Study | Study | T.V. |
| 8:30 | Listen to [illegible]<br>Records | Study | Study |

| TIME | SUNDAY | MONDAY | TUESDAY |
|---|---|---|---|
| 8:30 | | | |
| 8:50 | | | |
| 9:35 | | | |
| 10:15 | | | |
| 11:15 | | | |
| 12:00 | | | |
| 1:30 | | | |
| 2:10 | | | |
| 2:50 | | | |
| 3:35 | | | |
| 4:30 | | | |
| 5:30 | | | |
| 6:30 | | | |
| 7:30 | | | |
| 8:30 | | | |
| 9:30 | | | |

## IV. PREPARATION OF A STUDY PLAN:

A Study Plan presents the assignments to be completed for the following day or days and indicates during which study periods on the Study Schedule work is to be done on these tasks. The date on which these assignments are due is also listed. As each task is completed, a check mark is placed beside it. (See the example of a study plan which follows this page.) Such a plan enables you to see when future assignments are due, whether the following day or several days later and to budget your time accordingly. This also will encourage you to start projects when they are assigned rather than putting them off until it is too late to do an adequate job on them.

It is important, when making up your study plan, to list your assignments in order of difficulty for you as an individual, beginning with the most difficult. (Turn to practice exercise I and arrange the assigned work in the Study Schedule for Tuesday, November 2. Remember to do the more difficult assignments first.)

Begin each study session with a review of material covered in your last class in that subject. This should not take more than fifteen minutes, because you will probably have some assignment to do in that subject area. When this brief review is finished, proceed with any assignments which may have been set. If you have no written assignments, this does not mean that you have no work to do. This is the time you should spend studying new material in your textbook to see what you will be doing in the days ahead, or doing a review of work to date.

Research has shown that most forgetting takes place within the first twenty-four to forty-eight hours after learning. It is obvious from this that a student needs to review material <u>soon after learning it,</u> that review should be <u>frequent at first</u>, <u>tapering off to regular but less frequent</u> review as time passes and the material becomes better understood. Therefore, in addition to nightly review of material covered in class each day, you must do systematic reviews all during the term on work that has been covered in class. Some people do an overall review once a month in each subject so that material learned earlier is not forgotten. This is a habit well worth forming.

EXAMPLE OF A STUDY PLAN

| DAY TO DO THE TASK | FROM | TO | TASK OR ASSIGNMENT | DATE DUE - DAY MONTH DATE | COMPLETE CHECK MARK |
|---|---|---|---|---|---|
| day | 6:30 | 7:30 | 1. Read pages 25 to 30 in Geography | Tues. Oct. 15 | |
| | 7:30 | 8:30 | 2. Problems 5 to 13, page 15 in Math | Tues. Oct. 15 | |
| | 9:00 | 9:30 | 3. Review notes and text book pages 35 to 50 for quiz in Science. | Thurs. Oct. 17 | |
| day | 8:30 | 9:00 | 1. Review chapter 2 in History | Wed. Oct. 16 | |
| | 6:30 | 7:30 | 2. Make outline for Health project | Thurs. Nov.16 | |
| day | | | | | |

Section D Practice Exercise I

The following is a study schedule for Tuesday, November 2:

8:50 Study

9:35 Geography

10:15 Recess

10:30 Health

11:15 Science

12:00 Lunch

1:30 Math

2:10 History

2:50 French

3:35 Sports

4:30 Free Time

5:30 Dinner

6:30 Study

7:30 Study

8:30 T.V

9:00 Study

9:30 Bed

The following are assignments due on Wednesday, November 3rd:

1. Read pages 32 - 35 in History
2. Answer questions No. 1, 2, 3 on page 10 in Science
3. Translate exercise No. 3 page 15 in French

Place these assignments in the area opposite study for Tuesday.

SECTION D, PRACTICE EXERCISE II

STUDY PLAN

| DAY TO DO THE TASK | FROM TO | TASK OR ASSIGNMENT | DATE DUE - DAY MONTH DATE | COMPLETE CHECK MARK |
|---|---|---|---|---|
| FRIDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |

## SECTION II - MOTIVATION.

Many junior high school students have not developed good study habits. A student who uses a particular method of study and obtains good grades will probably use the same methods when he studies again.

Here are some suggestions on how you might develop good habits;

First: make a list of the things that are pleasant for you to do. For example, one person might have the following list: (1) Listening to a record that is a favourite of yours
(2) Being with a particular person whose company you enjoy.
(3) Watching a particular television program.
(4) Going out with friends.
(5) Just sitting back thinking.

FILL IN THE SPACES UNDER THE PROPER READINGS PRESENTED ON P. 15.

Remember:

This is just an example. Your list should include things that are pleasant for you.

Secondly make a list of things that you find difficult to do.

For example: (1) Reading four pages of history.
(2) Doing problems in mathematics.
(3) Doing research for a project in one of your courses.

Remember: As before, this is merely an example. Your list would include those things that are difficult for you.

Thirdly. Now supposing that you will say to yourself that you will reward yourself after having completed one subject; for example, after completing the problems assigned by your Math teacher. After you have completed your work in Math, write in your notebook the page and numbers of the problems you have finished, then, get up from your desk, and do something that you find pleasant, for example, Listen to a record (not an L.P. thank you), or talk to a friend for a limited period of time. Then return to your desk and do your next assignment.

| REWARDING EVENTS. | DIFFICULT TASKS |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |

PLEASE TAKE NOTE OF THESE FACTORS IN IMPROVING YOUR STUDY HABITS:

1. Always be sure to write everything that you have done in your notebook and keep a record for your master schedule.

2. Be sure that after each piece of work you do, you leave your desk or table to do a pleasant thing you choose.

3. POINT SYSTEM

You may want to use a point system. For example, you might assign 5 points to each subject for homework. After you have completed the homework in each subject area, give yourself 5 points. Perhaps, after you have completed your homework, you may have accumulated twenty points (four subject areas) and then you have earned your reward which might have been going out with a friend or watching a certain television program. In this case, you have earned a big reward for twenty points of difficult work.

You may also give yourself bonus points for reviewing material at the end of the week or in preparation for a test coming up.

## Section III - CONCENTRATION.

### General Outline of This Section.

1. Concentration - How to improve it?

   (a) Self reward.

   (b) Thought stopping.

   (c) Exhaustion of Thoughts.

II. Listening Exercises.

III. Reading Exercises.

### I. CONCENTRATION:

The mind is often tempted to wander, sometimes even from an interesting subject. Mental discipline is a habit that can be achieved only through constant effort. Concentration means that "you must think only about the work at hand." If part of the mind is waiting for a telephone call or listening to the radio or television, the rest of the mind cannot concentrate on study. Some subjects stimulate us naturally, and we enjoy studying them. Others may require a real effort of the will in order for us to study them adequately. But no subject need be dull if it is approached with a determination to master it.

Concentration can be controlled. In so doing, one must be able to focus his attention on a particular object, place or thing without giving in to competing thoughts. Before reading any further in this section, I want you to pause for 10 seconds. During this time try not to think of a three decker ice cream cone.

Now, if you have succeeded in not thinking about the ice cream cone, you are an extrordinary person. It is very few people who can avoid thinking of an ice cream cone under these circumstances - using your will power to no avail.

Suppose, just for a moment, that during the 10 second interval, you hear the scream of a police siren outside and it seems to be getting louder. It is likely that your attention will shift to the siren and you would be successful in not thinking of the three decker ice cream cone. This example clearly demonstrates that your ability to concentrate can be controlled.

Another example of concentration difficulties would be the following: You are sitting at your desk with a textbook in front of you, reading material that is from your most difficult subject. As you proceed down the page, you find that your thoughts turn to the hockey game that you have in a few hours time. You say to yourself, "That's enough of that," and once again you try to turn your attention to what you are reading but you find that the thoughts of your hockey game keep interfering and your reading becomes meaningless. This leads us to the core of the problem of concentration and we ask ourselves - "What can we do"?

Control Competitors:

When we say that we cannot concentrate, what we really mean is that we have difficulty paying attention to one topic or one subject. It is obvious that there are some subjects that we find easier to concentrate on; they are more appealing to us and draw our attention. What we have to do before we can concentrate is to remove "competitors" -- For example, a radio or a television may serve as competition to your reading of a passage in your history text. Other subjects or objects such as pictures, slogans, or anything that disturbs or takes your attention away from the material that you wish to concentrate on are competitors that must be removed.

Self-reward.

You might improve your concentration by using the principle of giving yourself a reward. (Similar to the system mentioned in the section on Motivation.)

For example, let us say that a coke is highly valued by you; thus, what you do is make the coke the reward for as many minutes of concentration that you feel you can stand. Or another example would be using the telephone as a reward; only making or accepting calls after a certain period of concentration.

What you are doing is rewarding your study behavior with things that give you pleasure.

Thought-Stopping:

Whenever a thought comes into your mind that does not fit in with what you are concentrating on, SAY TO YOURSELF, "STOP" 'THE THOUGHT" then proceed with your reading - repeat this procedure every single time stray thoughts enter your mind.

Exhaustion of Thoughts:

An example of this process would be that whenever you are concentrating and a stray thought enters your mind that you cannot get rid of immediately, get up from your desk, move to another area of the room and think about the stray thought or daydream for as long as you can before returning to your desk to resume your work.

PARTS II AND III.

These sections will provide some practice in listening and and reading.

A. LISTENING:

The following statements numbered I to lo will be read by the counsellor or teacher while you listen and make up a question about the statement on Page 21 in the appropriately numbered space. The question formulated by the student should ask for an important piece of information that is presented in the statement read to him:

THE STATEMENTS:

1. Did you know that the oil we get today comes from areas underground where the bottoms of ancient seas used to be? Long ago, earth, sand, and gravel filled up the seas and covered plants and animals. Millions of years later, the plants and animals became oil.
   (Possible Questions? ? ? ?)

2. Mary went to the beach with Tom and Jane? (Possible Question? ?)
3. A leprachaun is a kind of fairy who looks like a tiny old man.
   (Possible Question? ? ?)

4. People from many lands live on the island of Trinidad. (Possible (Question).

5. An elephant trainer, or mahout as he is known in India, teaches elephants to obey commands. (Possible Question? ? ?)

6. In the Philippines many people live in houses built of palm leaves and bamboo. (Possible Question? ? ?)

7. Rocky little islands in the Aegean Sea make up part of Greece. (Possible Question? ? ?)

8. The island of Formosa is part of Nationalist China. (Possible Question? ?)

9. Marmots have fat bodies, short bushy tails and tiny ears. (Possible Question? ? ?)

10. The people of Lithuania once ruled themselves. But in 1940, the Russians took over the tiny nation and made it part of the Soviet Union. (Possible Question? ? ?)

11. O'Neill led a thousand men, most of them Civil War veterans, in the first raid. (Possible Question? ? ?)

12. The destroyer fired once more, misting its search light with smoke. (Possible Question? ? ?)

13. The shore is composed of a belt of smooth rounded white stones like paving stones, excepting one or two beaches. (Possible Question? ? ?)

14. When I was a child, I always thought that the most interesting animals were those in cages. (Possible Question? ? ?)

B. READING EXERCISES:

Statements from A to J are to be read by the students. After each statement is read the teacher or counsellor will ask a question regarding the statement. The student is to answer the question in the appropriately marked space on page 25.

THE STUDENT READS:

A. The new boy sat in the last row. His hair was so red that it was impossible not to notice him.

B. The old grandmother sat down in her wooden armchair and laid her arms on the table.

C. Incense is a mixture in powder or stick form that gives off a pleasant smell while it is burning.

D. I had always lived in dread of water. When my friends practiced swimming I had always stayed away because my mother had made me promise her never to go swimming and I kept this promise very well.

E. Legend says that Saint Domenico once cured the snake bite of a woman who lived in Italy.

F. MARTIN lived with his grandfather and grandmother in a house in the middle of a great apple orchard.

G. Animals need clean air and water. Many animals cannot breathe air that has lots of smoke and soot in it.

H. A pet is an animal friend that lives with you. It may be a big friendly St. Bernard dog that licks your nose each morning to wake you up.

I. Veterinarians, game wardens, and forest rangers are people whose work is to care for animals.

J. If you were a rabbit, nibbling plants in a meadow, you would be able to see in front, on both sides, and nearly all the way behind - all at the same time.

# THE SQ3R METHOD - A STUDY METHOD.

There is no done best method of study; the method presented in this section may help you to study more effectively. However, the success of this study method will depend upon the quality of the effort you make in putting it into use.

The SQ3R Method was developed by Francis P. Robinson. Any student wishing a more detailed presentation of this method could read the book entitled Effective Study REVISED EDITION, by Francis P. Robinson (Harper and Row), 1961.

The symbols SQ3R stand for the steps which the student follows in using this method. This abbreviation makes it easier to remember and makes it easier to refer to this study method. A description of the various steps in the SQ3R Method follows:

## 1. SURVEY(S)

Locate the pages of your assignment. Estimate how long it will take you and how much time you are going to spend on it. Study the title - state it as a question. Glance through the assignment looking briefly at: 1. Sub-titles (if any).
2. Pictures and their captions.
3. Charts, maps, etc. and their captions.

Read any introductory and concluding paragraphs. Finally glance through any questions at the end of the chapter.

This Survey section is a three to six minute task and is very worthwhile. It will show the main ideas around which the section is built and this will help you to organize the ideas as you read them later.

## 2. QUESTION(Q):

Turn the first heading or sub-headings into questions. Once you start asking questions, more will come to mind. This will arouse your curiosity and give you a purpose in reading. It will bring to mind information already known, thus helping you to understand that section more quickly. The question will make important points stand out while explanatory detail will be seen in its proper light (as background information).

Turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this a question for which he must read to find the answer. Also, the student might wish to write down some of the questions for later review.

3. READ(R):

Read to answer your questions. This means that you read to the end of the headed section. If there are no head sections, then read three or four paragraphs and stop. Check to see what was in the paragraph or section that helps to answer your question(s). Your rate of reading will depend upon your purpose, the difficulty of the material and your familiarity with it. Use all of the information that is put there by the writer, such as graphs, maps, signal words, and editor's notes.

4. RESTATE OR RECITE (R):

After you have read the first section or several paragraphs, look away from your book and try briefly to recite the answer to the questions you had asked yourself previously. Use your own words and, if possible, give an example. If you can do this you know what is in the book; if you cannot, glance over the section again. An excellent way to do this reciting or restating is to write down brief notes in your notebook or in outline form on a sheet of paper; these notes would be helpful for later review. Make these notes very brief. Take note that these notes: (a) are not written until the section is completely read. (b) Are written with the book closed. (c) Are kept brief and in your own words.

PLEASE NOTE:

Now repeat Steps 2, 3 and 4 on each succeeding headed section or group of paragraphs. That is, turn each headed section into a question, read to answer that question, and recite the answer. Read in this way until the assignment is completed.

5. REVIEW (R):

Your review of the material should be done 24 hours after you studied it for the first time. (This is the ideal time interval.) Use the method you used in Step 4 - Recite: Look away from your book and try briefly to say the answer to the question you originally asked. Then check your book to be sure that you are correct.

However, not only should one review a previous lesson 24 hours after the initial study period, one should also review immediately after having studied the section for the first time. When your lesson has been read, look over your notes to get a bird's-eye view of the various ideas and their relationships. Practice some recall by covering your notes and trying to recall the main points. Nothing will prepare you better for your tests, examinations, and classes than review. It keeps the information at a conscious level and is not forgotten. Remember you can often relearn in a few minutes what took you an hour to learn the first time.

The five steps of the SQ3R Method - Survey, Question, Read, Recite, and Review - when practiced and polished into a "smooth" and efficient method, should result in your reading faster, picking out the important points, and fixing them in memory.

PRACTICE EXERCISES FOR STEP 2 OF THE SQ3R METHOD - QUESTION.

Directions: The student is to read the first sentence of a paragraph; then he is to form a question from the information presented in this sentence. After forming the question. (Writing it down might be a useful practice.), the student is then to proceed reading the rest of the paragraph with the intention of answering his question. After having read the paragraph, the student is to write his answer on a sheet of paper and then check to see if his response is accurate.

Paragraph # 1.

Monday morning found Tom Sawyer miserable. Monday morning always found him so - because it began another week's slow suffering in school. He generally began that day with wishing he had no intervening holiday, it made the going into captivity again so much worse.
(Taken from The Adventures of Tom Sawyer and Huckleberry Finn.)

Possible student question: Why was Tom Sawyer so miserable Monday morning?

Paragraph # 2:

The old lady whirled around, and snatched her skirts out of danger. The lad fled, on the instant, scrambled up the high board fence, and disappeared over it.
Possible student question: Why did the old lady whirl around? or In what danger was the old lady?

Paragraph # 3.

The boys forgot all their fears, all their miseries in an instant. With gloating eyes they watched every movement. Luck! - the splendour of it was beyond all imagination! Here was treasure hunting under the happiest auspices - there would not be any bothersome uncertainty as to where to dig.

Possible student question: Why did the boys forget all their fears and all their miseries in an instant?

Instructor, please note:

Point out to the student that sometimes the question may not be answered in that particular paragraph. Further reading may be necessary to find the answer.

Paragraph # 4:

John cursed himself for his stupidity. He had been so busy killing the woman showing her once and for all his superiority to her and her kind, that the thought of the bracelet had gone right out of his mind.

Possible student question: Why did John curse himself for being stupid? What had he done?

Paragraph # 5.

He was rigid with fear. Suppose the police already knew of the deaths, suppose they were at the house and had found the bracelet. It was awhile before his brain functioned again and he decided on a course of action. He felt better the moment he knew what he must do. The important thing was to be careful.

Possible student question: Why was he rigid with fear? What made him so afraid?

Three important considerations in preparing to do an assignment are the following:

1. UNDERSTAND THE ASSIGNMENT:

You should be able to answer the following questions:

(a) What readings, problems, experiments, topics, or units were assigned?
(b) What part of the preparation requires written work?
(c) What important points and what difficulties were emphasized by the teacher in making the assignment?
(d) Which principles of effective study did the teacher advise the class to follow?
(e) What is the scope, the content, the form of the assignment?

2. SYSTEMATIZE THE MATERIALS IN THE LESSON:

This means that you should learn to take notes on the directions and suggestions given by the teacher in order to understand the assignment.

3. LEARN TO USE THE TEXTBOOK PROPERLY:

You should understand the purpose of the index, appendix, footnotes, preface, bibliography, maps, charts, etc. and MAKE USE OF THEM.

## HELPFUL HINTS FOR READING.

Much of your education comes through reading. If your reading methods are faulty, you will find it difficult to keep abreast with your school work. Not only in school is reading necessary, but it is so important to your success later when you enter the world of work.

Here are some suggestions, which if followed, should help you to become a more efficient reader:

1. Read widely books, magazines, newspapers, and other publications regularly to find out about things that interest you and to provide relaxation.

2. Read with a purpose.

3. Read as rapidly as possible, but vary the speed at which you read to suit the material and your purpose.

4. Try to obtain a general idea of the material you are about to read before actually starting it. This may be done by making a survey of the material.

5. Do not read word by word, but do try to stretch your eye span to read at least phrase by phrase, or sentence by sentence. Better still, try to read an "idea at a time".

6. Always try to increase the eye span - that is, the number of words which your eyes can pick up at each fixation.

7. Try looking for certain clues which may provide the "meat" without the necessity of reading every phrase.

8. Learn to read with your eyes only. Any movement of your lips, tongue, throat muscles, head or finger pointing along the line, slows your reading speed.

9. Develop a good vocabulary. If you do so, you will make better progress in reading.

10. Try to read most of the material which you read only once. Remember the mind can often do what it is forced to do.

11. Be sure that there is no physiological reason for poor reading achievement. Have your eyesight checked. If you are required to wear glasses, WEAR THEM. Also, if the prescription of your glasses is changed by your doctor, be sure to get the newly recommended pair as soon as possible.

# ESSAY WRITING

## I. EVALUATION OF PAST WORK:

A. Examine previous essays and find the errors that you have been making.

B. Study comments made by your teacher.

C. Make a list of the problem areas in your essay writing and try to avoid them by following the advice given by your teacher.

## 2. PLANNING THE ESSAY:

A. Beginning immediately is important.

1. As soon as the work is assigned, select your topic and plan your line of attack.

2. Get your ideas down on paper. (Not necessarily in the order in which you intend to present them in the essay; the ideas can be arranged in a more logical order later in your preparation.)

B. Selection of Topic:

1. If you have a choice, select a topic that interests you, not necessarily one you already know a great deal about. Take

2. advantage of this opportunity to investigate a subject you wish to investigate.

3. If it is to be a rather lengthy essay, select a broad topic. For example: Lumbering in Nova Scotia would be a topic that is broad enough to allow you to write at length.

3. If the essay is to be limited to a few hundred words, select one specific area of your own favourite topic. For example: Pulp Wood Harvesting in Nova Scotia might serve as a topic for such a brief essay.

C. Making the Outline

1. List the main items you wished to cover.

2. Arramge these items or headings in an outline under the follow general divisions:

(a) Introduction or Preview:

This section introduces the subject in general terms and may give a few of the important facts regarding the topic under discussion.

(b) Main Body:

In this division of the essay, the major portion of your information will be presented.

(c) Evaluation or Conclusion:

This section will sum up or present the conclusions of the essay.

PLEASE NOTE:

Refer to Pages 35, 36 and 37 for a SAMPLE OUTLINE. Also, refer to P. 37 for a Practice Exercise dealing with organixing outlines.

## 3. WRITING THE ESSAY:

The process of writing will help to clarify your thoughts, so do not wait until you have a clear picture of what you want to say before you begin to write.

### A. Expand the Outline into an essay:

1. If you have difficulty with your Introduction, go directly to the main body of the essay and work on this section.

2. Do not be overly concerned with spelling, punctuation, and sentence structure at this stage; these errors should be corrected when you revise the first copy. The important thing is to get your ideas flowing.

3. To expand your outline into an informative essay, go to resource books, magazines, newspaper articles, or persons with knowledge of your area of concern. Be sure to give references for information taken from other writers or individuals.

### B. Revise and Rewrite:

1. Look again at the first (rough) copy, correcting misspelled words and punctuation errors. Some of the sentences may have to be removed for better effect. Consult a dictionary and English textbook if necessary.

2. Take another look at the essay. Try to organize sentences in an orderly manner.

3. Rewrite the essay in your best handwriting.

C. Things to avoid when writing an essay:

1. Repetition or saying the same thing over and over. If you make a point, do not beat it to death.

2. Taking the work or ideas of another writer and using the material without giving credit (references). This is known as Plagiarism.

## SAMPLE OUTLINE OF AN ESSAY.

Essay Topic. "The Forest Industry in Nova Scotia"

Random Notation of Items to be covered:

History
Methods (early and modern)
Effects of climate
Types of forest operations
Controversy over modern methods
Life of Lumberjacks
Future of Industry

(As you see, these headings are not in the proper order. They will be arranged in order later.)

## OUTLINE

A. INTRODUCTION

1. Reasons for your interest in the subject based on commonly held beliefs:

(a) Free, carefree life of lumberjacks.
(b) Good food in lumber camps.
(c) Outdoor life.

2. This essay is an investigation of the subject to get the true picture.

B. MAIN BODY OF THE ESSAY:

1. History:
(a) Early explorers.
(b) Timber for the Royal Navy.
(c) Timber for the Nova Scotia shipbuilding industry. (Wooden ships and iron men).
(d) Beginning of the pulp and paper industry. (N.B. The process for making paper from wood was developed by a Nova Scotian.)
(e) Timber for the rebuilding of Europe.

2. Types of Forest Operations:

(a) Saw log cutting.
(b) Pulp wood harvesting.
(c) Christmas Tree cutting.

3. Effects of Climate:
(a) Cool, wet summers.
(b) Winters cold enough for easy transportation of logs.

4. Life of Lumberjack:
(a) Early:
- many hardships
- poor living conditions
- hard word

(b) Modern:
- men live in comfortable camps or at home
- better equipment, power saws, tractors
- but still hard work

5. Methods of Operation:

(a) Early:
- equipment used

(b) Modern:
- equipment used
- higher production per man
- controversy over modern methods

6. Effects on the Economy of the Province:

(a) Numbers employed
(b) Money earned
(c) Employment for unskilled workers.

C. CONCLUSIONS:

1. What you think of the lumbering industry based on your research.

2. The future of the industry.

3. Any recommendations.

Please note:

You may wish to re-arrange the outline. For example, sections 4 and 5 may be switched around or combined under one heading.

PRACTICE EXERCISE:

Assume that your class has been assigned an essay. The topic Life in the Maritime Provinces, has been selected by the class. A list of items has been drawn up by the class also. Arrange these items in an Outline with the general divisions of Introduction, Main Body, and Conclusion.

ITEMS.

Outdoors
Schools
Advantages
Universities
Job Opportunities
Cost of Living
Way of Life
Entertainment
Why you like it
People
Climate.
Invitation to others to come and stay or visit.
Other Canadians do not understand Maritimers.
Other items that come to mind as you write the outline may be added.

# TAKING CLASS NOTES.

## COMMON ERRORS IN TAKING CLASS NOTES:

| ERROR | WHY IT IS A POOR PRACTICE. |
|---|---|
| Handwriting illegible | Hard to read in reviewing |
| Notebook too small | Difficult to indent and to show organization |
| Too many notebooks; course notes mixed, loose pages | Difficult to keep track of the notes; you may lose some of them. |
| Poor labeling at top | Hard to use quickly |
| Inadequate indentation; no numbering or emphasis marks (underlining, etc.) | Difficult to see organization. |

## Note Taking in General:

As a general rule, try to make note of items which your teacher emphasizes, as being important. Often you can tell this from the way he or she will phrase a point when speaking in class. Statements like "Let me underline this point." at the beginning of a point being expressed are clues to the fact that an important section is about to be covered.

You should be prepared materially for taking class notes. Notes should be taken in ink, so you should have at least two pens with you. The size of your notebook may vary for each course; check with your teachers to find out what size notebook would be best for their particular course.

If you are absent from a class, you must be sure to get the class notes given in that particular class from a student whom you feel does an adequate job of taking down the information presented by the teacher. Also, you must take care not to lose any notes, and all notes should have the subject and date on the top of each page. Also, it is a good practice to underline key words with a coloured pen or pencil. Go over all of your class notes each week to keep them orderly. If you are using loose leaf paper, file your notes according to the subject in ring binddrs.

PLEASE NOTE: On the following pages a method of organizing your class notes is suggested. This method may be of considerable help in making your study of the material more efficient.

| SUMMARIES AND KEY WORDS (REDUCE) | CLASS NOTES (RECORD) |
| --- | --- |

(REFLECT) Your thoughts on the material presented above; also, you might include information that you feel is connected to what is stated above.

# PREPARING FOR EXAMINATIONS AND TESTS

## I. EARLY PREPARATION.

Begin early to prepare for exams by doing the following things throughout the year:

(a) Get to know your teacher. Listen at the beginning of the year to find out what he wants and expects from you. Also, listen during the year to find out what topics he regards as being most important. Important topics are usually emphasized through repetition, detailed presentation, using audio visual aids or the blackboard, etc. Write "Important" or "N.B." in the margin of your books (lightly in pencil) and notes by such topics.

(b) Review each night the material covered in class during the day. Also review each day the material that was learned yesterday. Then do a complete review at the end of each unit.

(c) Read your text and any other assigned readings regularly, according to your study timetable, and keep notes on these.

(d) Do all written assignments and keep these on file for review purposes.

(e) Review each subject entirely each month, from the beginning, so that you do not forget what was learned early in the year.

(f) Keep all test papers and examinations that you may be given during the school year. Be sure to find out and write down the correct answers to any questions you may have missed on a test or examination. Study these early tests to find out the type of questions your teacher asks, and the points he considers important.

(g) Make up index cards (3" x 5") perhaps during the year for each subject as you come across items which could possibly be turned into test items. Place the question or statement on one side of the card, the answer on the other side.
For example: In history, place the name of a man, a treaty, or an event, with date, etc. on the front, some important points about the subject on the back.
During your monthly review, and at any other time you can spare, go through these cards and test yourself by reading the subject and reciting what is on the back of the card; then check by reversing the card to see if you remembered all of the important facts.

## II. STUDYING FOR TESTS AND EXAMINATIONS:

The following suggestions may prove helpful in your preparations for tests and examinations:

(a) Plan an EXAMINATION STUDY SCHEDULE. During the two weeks before you are to be tested you will need a new study timetable which will allow you to spend most of your time on the subjects in which you are weakest, but at the same time ensure that you do not neglect any one subject. (Try to get in at least three study periods of one hour in length on each subject, and more on subjects in which you are weakest.)

(b) Make a master outline of each subject. Get a large sheet of paper and go through your test and all notes, listing major headings and the main points dealt with under each. This will give you a general picture of the course and in making it up, you review the entire course. You should then study the master outline until you can recite these major headings and main points from memory. This will help you orient yourself by seeing where the various parts of the course are in relation to each other, and you can use it as a sort of checklist to make certain you have not omitted any important parts in your review. The outline should be kept as brief as possible and it must be done at least a week in advance of the exam so that you may use it for your studying immediately prior to the test.

(c) Go through notes taken during the year or term in class and while reading, to see how much you can recall. If you know a topic and can remember most of the important facts about it, proceed to the next item. Do not waste time re-reading things in your textbook that you already understand. Only go back and re-read in your text or notes those things which you have difficulty understanding and recalling.

(d) Make up questions on topics which you consider important; PREDICT questions which you may be asked on the test or examination. During your review, be constantly on the lookout for such questions by asking yourself how an examination question could be asked on this topic. Then, answer your questions in outline form from memory, (using key words and abbreviations to save time), filling in later from your notes or text any important points which were missed. HOWEVER do not simply make up a few questions and neglect studying the rest of the course, thus leaving large gaps in your knowledge. Make up and answer your questions, but at the same time review the whole course. ALSO do not simply blurt out answers in an exam to questions which have not been asked, just because you have learned a pat answer. Rather, make sure in the exam room that you are answering precisely and exactly the questions which have been asked by the teacher.

(e) Get enough rest. You must do a great deal of work during a term if you hope to meet with a reasonable amount of success. You simply cannot "cram" an entire course in one night. The study that you do the night before an examination or test should be a review of material you have already gone over, made notes on, and learned. It should not be new material that you are learning for the first time.

Finally, preparation for exams includes getting adequate sleep the night before the exam. If you are tired, you simply will not write as good a paper as if you are rested.

## III. THINGS THAT MAY HELP TO RELAX A STUDENT WHEN WRITING A TEST:

(a) Organize yourself well ahead of time. Be sure you have paper, pencils, erasers, etc.

(b) If there are materials you have memorized and you are afraid you will forget them, write them down as soon as you are allowed to begin.

(c) If possible, arrive before the test is to begin.

(d) Use your time well during the test. Look over the whole test paper and then arrange the amount of time you will spend on each question. Be sure to leave time at the end for a review of the material you have written. (10 - 15 minutes).

(e) Check each answer as you write it to make sure you are on the topic and have filled in all of the important details.

(f) Do not give up at the end of a test. Check for spelling and punctuation mistakes, add more examples, etc.

(g) Also, in starting a test, do the easiest (for you) question first.

(h) Read your instructions carefully.

(i) If you do not have sufficient time at the end of your testing period, write an outline for the question you cannot complete.

(j) Be careful of your handwriting. WRITE CLEARLY.

(k) Be brief on things which are not too important.

## IV WRITING OBJECTIVE EXAMINATIONS:

Examinations and tests often have an objective part as well as an essay section. Below are some directions that may help you in writing the objective part of a test or examination:

I. Take a watch to the exam room, and budget your time carefully. Calculate very quickly the amount of time you can afford to spend on each question, and then work according to this schedule. This is important, as you may not finish the test otherwise.

The breakdown of time will depend on the difficulty and worth of the question. The questions that are worth more receive the greatest allotment of time.

2. Read the directions carefully, and follow them precisely. Some students force themselves to pay special attention to examination directions by underlining important words, as in the following example:

From the given items, choose the one you think makes the statement correct and place the [illegible]r number of that item in the brackets at the [illegible] right.

The important thing is to find out what you are supposed to do, then do as you are told.

3. Underline the important words as you read each item.

4. Answer easy items first. Go through the exam quickly, answering the items you feel sure of, and omitting the more difficult items. Mark the items that you are forced to leave out, so that you can spot them quickly when you return to spend some time on them.

This method will insure that you have time to answer all the items you do know, and you will save time which might otherwise be wasted because when you go back to the omitted items, they will be clearly marked.

5. "Guess" only if you are not penalized for guessing. Two "Guessing Marking Methods" often used by teachers are:

I. Final Score - No. of Right Answers - No. of Wrong Answers.

II. Final Score - No. of Right Answers - 1/4 No. of Wrong Answers.

Even if no "Guessing Marking Method" is being used, you should always try to find the correct answer by eliminating all incorrect possibilities, before you resort to guessing. Every choice that you can eliminate as being incorrect, improves the odds in your favour and increases your chances of guessing the correct answer.

In doing this, you should draw a line through choices that are obviously incorrect, to prevent a stupid mistake later on.

Finally, when re-reading your paper, if you feel strongly that an answer should be changed, change it. On the other hand, if you waver between two answers, do not change the answer you set down originally because research has shown that your first guess, based on careful reading, is likely to be your better guess.

6. Proofreading is important. Go back and re-read each item to make sure you have understood it, and chosen the correct answer. Make sure that you have put down for each item the answer you intended to put down. Be sure that you have written down the word, letter, or number, that you meant to write down.

7. Be sure that you have indicated your answers clearly and legibly; it is no use to know the correct answers if you do not put them down clearly enough for the teacher to read them.

## V. WRITING ESSAY EXAMINATIONS.

The essay type question differs from the objective items in that the questions are relatively brief, and your job is to compose a well-written answer which is usually much longer than the question itself. Such questions require you to recall learned material, but they also force you to organize this material.

The following suggestions are presented in the hope that they will help you attack such questions:

I. Read the directions carefully.

2. If a choice of questions is given, choose the questions which you feel you can answer well (First). Then proceed to answer these questions. The questions that are rather unclear in your mind should be attempted after you have completed the easier questions.

3. Budget your time wisely.

4. Underline and pay attention to the key words in each question you attempt to answer.

5. Make an outline of your proposed answer before you attempt a question.

6. Follow the rules of good essay writing:
   (a) Grammar
   (b) Be explicit
   (c) Factual Accuracy
   (d) Relevance - Answer the questions asked.
   (e) Organization
   (f) Logical argument
   (g) Illustration - Diagrams may be useful.
   (h) Leave a space after each answer, so that you may, if necessary, add more material to your answer later when proofreading.
   (i) Proofread your answers carefully.

Practice Exercise:

Students. How much time would you allow for each question in the following sample test? How much time for review?

SCIENCE Time 45 min.

1. What are some sources of pollution in the ocean?
2. What are sand bars formed across the mouths of so many bays?
3. What are 2 important substances presently being taken from sea water?
4. How do ocean currents affect the climates of the continents?
5. What is the approximate weight of a cubic foot of sea water?

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How much time would you allow for each of the following tests?

1. 40 True and False in a 30 min. test.

2. 2 Essay questions and 30 Multiple Choice in a 1 hour test.

3. 4 Essays and 10 Multiple Choice in a 45 min. test.

4. 45 Objectives in a 50 min. test.

Practice Exercises: complete this exercise as fast as you can. Indicate when you have finished.

1. What is your name?

2. How old are you?

3. Do not answer any of these questions until you have read them all, then begin at number 4.

4. Do you like school?

5. Who teaches you Language?

6. Put three dots on your paper?

7. Draw a circle.

8. Add 24 + 36.

9. Draw a house.

10. What do you like best about school?

11. Divide 2/3 by 1/3.

12. Draw a rectangle.

13. Define: triangle.

14. What is the capital of Nova Scotia?

15. How many feet do you have?

16. Go to the door and open it.

17. Open the window.

18. Stand by your seat, then sit down again.

19. Drop your pencil on the floor; pick it up.

20. Now that you have completed reading this sheet, you do not have to complete any questions beyond number 3.

Please Note: In the preparation of this Study Skills Program the book "Study: Where? When? and How?" Self improvement manual for students by Thomas H. Brown, M. Ed. Student Counsellor, Memorial University of Newfoundland, served as a valuable resource document.