

Review Strategies: Teaching Students How to Study

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First Things First: The Class

- Began September with **23 students** in my Global 10 course
 - Three students dropped out of school by January
 - One student stopped coming to class for 3 months and just recently started coming back to school on a regular basis
 - One was sent by family to live in a common living facility
 - One is on home bound instruction and has not completed any work for the past five months
 - Class contains three IEP students and two 504 students
 - Two students are new to the district this year
 - Drama, drama, drama!
- Currently (April) have **18 students** who attend class; 1 still on HB

To Study or Not to Study? That is the Question.

Why do you choose to study?

- *I choose to study because I want good grades and to be successful.*
- *I choose to study so I can reach my expected goal from my parents and get good grades to help my future.*
- *I choose to study because everyone says it helps but it apparently doesn't, no matter what I do bad.*
- *I like to make flashcards with the unit study guide because it really helps my overall average if I do good on tests.*

Why do you NOT choose to study?

- *I do not study because I cannot remember.*
- *I try to study but I feel like it doesn't help at all.*
- *Studying is extra stressful for me.*
- *I usually don't study because I usually do fine on tests.*
- *I usually do not study because it overwhelms me with useless information.*

The Action Plan

- Help students to develop effective study strategies to enable them to be successful in Global 10, on the Global History and Geography Regents Exam, in high school and eventually in college and career.
- Research and utilize review strategies with Global 10 class.
- Get feedback from students on how effective they felt the strategy was for their quiz/test preparation.
- Use quiz and test results to determine effectiveness of each strategy on student performance.

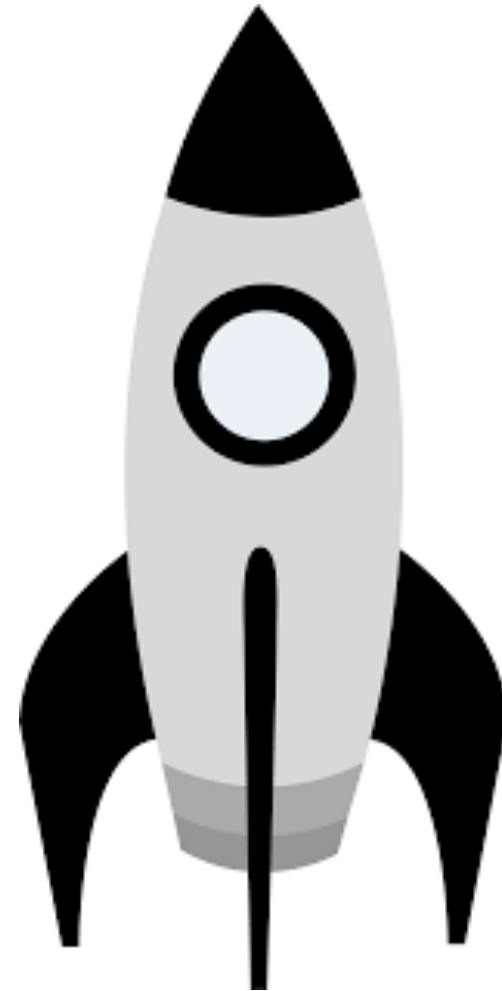
The Strategies

Teaching Students How to Review

Strategy #1: Countdown Review

Students independently create:

- 5 review questions with answers
- 4 important vocabulary words with definitions
- 3 important people and why they are significant
- 2 topics that you think will be on the quiz
- 1 graphic organizer



Strategy #2: Question & Answer

- Students work in small groups to create 3-5 questions about an assigned topic from the unit of study.
- Questions are placed on one index card and answers on another.
- Students rotate sets of cards and answer the questions.
- Once completed, they then check their answers with the answers in an envelope.



Strategy #3: Memory Boxes

- Students review by drawing a box for each topic and filling it with everything they can remember about a given topic.
- Boxes can be used to study for the quiz and visualize during the quiz.



Strategy #4: Quizlet

- Quizlet is a free website that provides learning tools for students, including flashcards, study and game modes.
- Students can create their own set of study cards or teachers can create a set and send the link to students.



Strategy #5: Unit Study Guide

- Students are given a unit study guide created by the teacher that has essential questions and important vocabulary from the unit of study.
- Students are encouraged to go through the study guide to figure out what they need to review and create flashcards.



The Data

- ❑ Which strategy do students feel is the most effective?
- ❑ Which strategy was most effective based on quiz/test results?

Results: Student Perception

- Students were asked to rate each of the 5 review strategies
- 1-5 (1 being the least effective and 5 being the most effective)

Review Strategy	Average Class Rating (1-5)
Countdown Review	2.47
Review Q & A	3.14
Memory Boxes	2.43
Quizlet	4.16
Unit Study Guide	3.78

Results: Assessment Scores

- Quizzes and exams were given after each of the review strategies
- Class averages for assessments were calculated

Review Strategy	Class Averages on Assessments
Countdown Review	79%
Review Q & A	66%
Memory Boxes	79%
Quizlet	82%
Unit Study Guide	75%

The Results

The Results

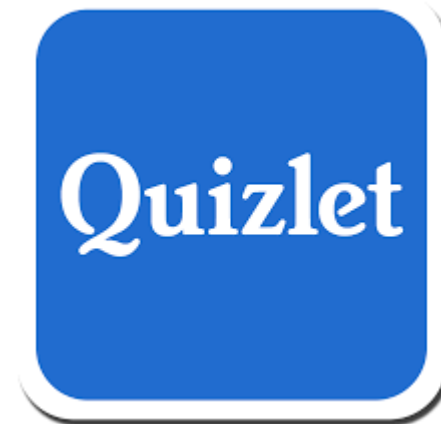
Student Perception

- Students felt that the teacher created Quizlet review assignment was the most effective in helping them to prepare for their assessment.



Assessment Results

- Based on exam data, the Quizlet review assignment was most effective in helping students on their assessment.



Implications on the Future

Implications on Student Learning: Two Stories

Student A

- Went from a 50% average on unit exams in the fall semester to an 82% in the spring

Student B

- Went from a 40% average on unit exams in the fall semester to a 75% in the spring.

Implications on Teaching: What Should I do Next Year?

- ❑ Introduce students to Quizlet at the beginning of the year
- ❑ Have Quizlet assignment created at the start of the unit and give students access so they can go through the assignment as needed
- ❑ Bring students to the computer lab at the end of the unit to be sure the every student has access at least once
- ❑ Ask students to create their own Quizlet assignments using class notes and important terms
- ❑ Use in conjunction with vocabulary openers from New Visions Social Studies Curriculum Project and CODE vocabulary strategies

Thank you.

If you have any questions or comments please e-mail Amber Rehm at arehm@cssd.org.