

Study Methods

Project SMART

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Background

- During my seven years of teaching, I have often assigned students to “study” for quizzes and exams
- Prior to or after an assessment I have asked students if they studied.
 - Often, the majority of the responses I received were no.
 - Students follow-up their “no” with rationales for why they did not study.
 - Some overarching responses were:
 - They didn’t see the value in it
 - It “hurt” their grade and didn’t help them
 - They didn’t know how



Rationale

- The rationale for implementing this project is because many students lack understanding of how to approach studying. Many students rely on the teacher for all of their knowledge or choose not to study for an exam because they don't understand how to approach studying. Students need to be taught a wide variety of studying strategies to find one that works best for them or for the assignment. Studying can help boost a numerical grade but is also helpful in review and bringing a unit together. This work is important because students will be more **mindful** of their own studying needs and of their unit of study. I also want this to be a student-directed activity where students are in charge of their own method of study by creating their own materials. This will make them more mindful of the skills necessary to be successful in college and career.



Objectives

1. Increase student awareness of the value in studying
2. Increase student understanding of at least two study methods



Methods

- To achieved my desired outcomes for my first learning objective (Increase student awareness of the value of studying) I...
- Shared this article with them:
 - https://www.khanacademy.org/brainworkout_1
- Discussed life-long learning habits
- Discussed my high school and college experiences
- Discussed the idea the studying helps in making connections between content (it isn't ALL just about the test score!)



Methods

To meet my second objective (increase student understanding of at least two studying methods) I...

- Surveyed students informally by asking them raise their hand if they were ever “taught” study methods
 - 0 Students raised their hand



Methods

- Students were taught several methods of study over the next few months
- I modeled examples of how I would study (talk through it) and then they would create their own materials.
 - Create flashcards with terms and definitions or important concepts and notes
 - Create a list of “problematic” content by leafing through their notebook
 - Take the list and annotate it with information that would be helpful to know
 - Mental Mapping-drawing out areas we have discussed and annotating the map
 - Creating their own study guides
 - Partner Quiz



Examples of Research-Based Study Methods

- The following three study methods will be used (from <http://studentaffairs.uic.edu/ace/study-strategies/>)
- Flashcards—students will be taught to go through sources that they have and identify key vocabulary they believe will be taught. Sources include: textbook, class notes and worksheets. Students will identify 10 high-frequency vocabulary words and write the term and definition on index card. Students may choose to review the index cards by themselves and sort them into piles based on if they are correct or incorrect in determining the definition.
- Study Guide—students will be taught to go through sources that they have and identify key concepts they believe will be taught. Sources include: textbook, class notes and worksheets.
- Students will learn to highlight sentences of what they deem as important information. Students will take these important pieces of information and turn them into questions. They should create a list of at least 10 important questions.
- Visual Study Aid—students will take their sources and reorganize the information into a visual graphic organizer for a unit. Students will be given a set of learning objectives by the teacher and then will create a concept web with detailed notes and drawn sketches. The visual study aid will be drawn first, studied and then students will be asked to replicate what they did without looking at their first copy. Students may recall information better if they create a visual guide.



Analysis of Student Learning



Work Color: J R G

Study Guide for: **Hinduism**

Create questions to help you study. The person creating this DOES NOT answer the question! That is for each member to fill in OR use on their own!

<u>Question</u>	<u>Answer</u>
<i>What were highly philosophical works that were meant to describe the rituals and sacrifices that the Vedas performed?</i>	
<i>Did Hinduism legitimize India's gender role?</i>	
<i>What are some effects of casts today?</i>	
<i>What are some differences between Hinduism and other belief systems of the time period?</i>	
<i>In what ways did Hinduism adapt over time?</i>	
<i>What did the Vedas suggest/show about Indian life?</i>	

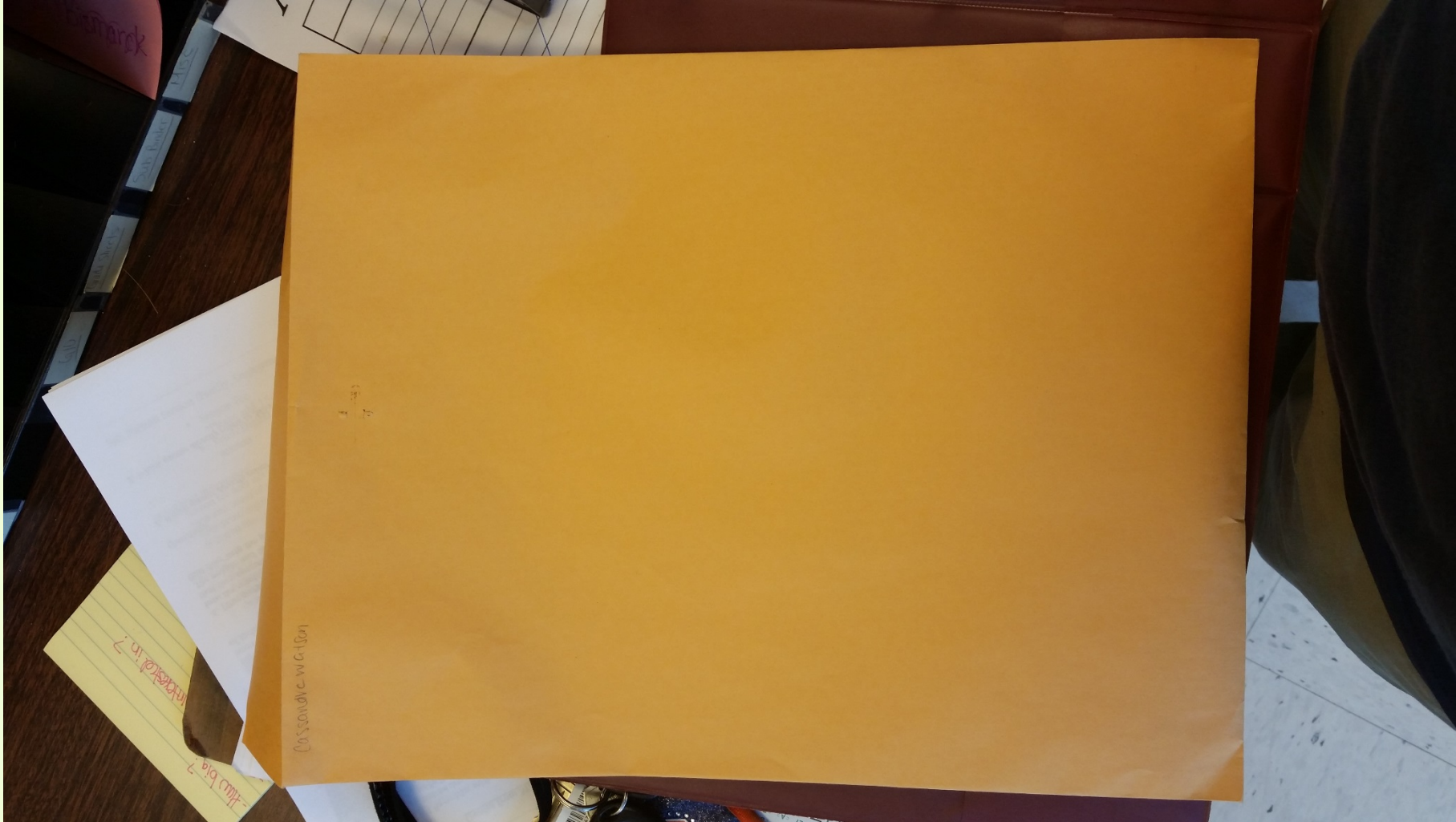




Belief System: **Hinduism**

Is this belief system a <i>religion</i> or a <i>philosophy</i> ?	Circle One: Religion--Philosophy
Founder/Key Individuals -Their background -Why they created the belief system	<ul style="list-style-type: none">• No Leader• Combination of different cultures/religions throughout India• Was made to accommodate the diversity of the people in India
Key Teaching(s) of Belief System** -What principle ideas are followed? -How can one practice this?	<ul style="list-style-type: none">• Reincarnation• Moral teachings<ul style="list-style-type: none">◦ Each person's Moksha is different• Hope of reaching Moksha<ul style="list-style-type: none">◦ Moksha = Freedom from the cycle of reincarnation and union with God• Caste system<ul style="list-style-type: none">◦ Higher up boring = better karma in last life <p>The cast system brought and/or destroyed dignity for many The Caste System also had ranked groups that had their own duties</p> <ul style="list-style-type: none">• One God, whose different aspects were shown through many different gods and goddesses<ul style="list-style-type: none">◦ three major Gods:<ul style="list-style-type: none">• Brahma = <u>Creator</u>• Vishnu = <u>Preserver</u>• Shiva = <u>Destroyer</u>





Study Methods for Global 10 Students are made throughout the year (flash cards, review sheets, quizzes) and stored in this manila folder. Students will be given this prior to unit exams and the Regents Exam to use to study.



Cause | Germany

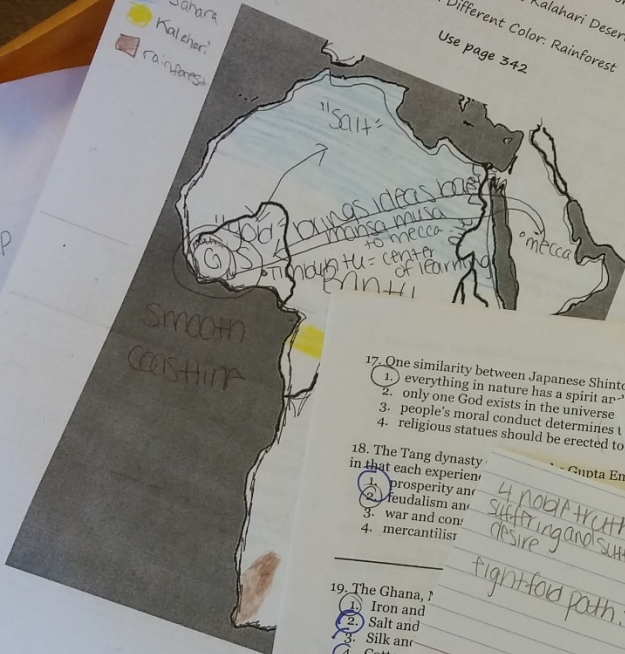
- assassination of archduke Franz Ferdinand
- militarism alliances imperialism nationalism

VS

CAUSE | WW1

Label in pen: Nile River, Lake Victoria
Shade: Sahara Desert, Kalahari Desert
Shade in a Different Color: Rainforest
Use page 342

9th Grade
Africa
Review



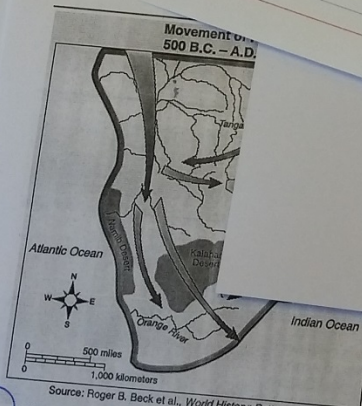
17. One similarity between Japanese Shintoism and Christianity is that
 1. everything in nature has a spirit or soul
 2. only one God exists in the universe
 3. people's moral conduct determines their fate
 4. religious statues should be erected to honor the gods
18. The Ten Commandments are a set of religious laws that are based on the teachings of Jesus Christ.

18. The Tang dynasty in that each experienced
1. prosperity and
 2. feudalism and
 3. war and
 4. mercantilist
- 4 nobles with suffering and

19. The Ghana, India exports the following goods
1. Iron and steel
 2. Salt and sugar
 3. Silk and cotton
 4. Cotton

4 noble truths: idea that all of life is suffering and suffering caused by our selfish desire

tight-fold path: code of behaviour



Source: Roger B. Beck et al., *World History: Patterns of Interaction* (McDougal Littell (adapted)

20. The routes shown on the map illustrate the
1. spread of Christianity
 2. shift in European population
 3. expansion of apartheid
 4. pattern of the Bantu migrations

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Tuesday

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47
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Hanson

Achievements: The urban (city) areas were planned on a grid. They had both sewers and plumbing.

NOTE: Early societies in India (and areas of Southeast Asia) were very affected by seasonal monsoons. Winds that brought rain needed to farm (but too much rain caused catastrophic flooding).

1. The map illustrates the concept of
2. mercantilism
3. isolationism
4. feudalism

Methods
Data on Teacher Learning: We examined our reflections on
with examples/evidence)

alized that I have to take
I good study habits in class
habits

of Data on Student Learning: We examined Student Survey
(evidence for each claim)

- 1) Survey 100% of 9th graders reported the "new" to study
- 2) I saw an increase in students in the studying process
- 3) From surveys, students demonstrated models of study - made more

Group: 9H Pre-AP World History

of Students: 24

of Students that Reported:

15 Minutes of Studying: 20

30 Minutes of Studying: 2

1 hr of Studying: 0

More than 1 hr: 0

*Of the 20 students that studied, 15 reported that they felt the studying directly correlated to a feeling of confidence on the quiz

*1 student that did not study said they felt confident on the quiz

Methods of Studying: I surveyed students about their study habits for quiz and these were some of their responses:

"I went back and looked at the questions on the side and then looked at my Cornell Notes"

"I came up with our own questions and quizzed each other [partners]"

"I went back in the textbook and skimmed it to find important parts of the chapter"

"I looked back at questions Mrs. Petrie asked on Reading Check Quizzes"

Attitudes Towards Studying

- Question asked to students in April: *WHY* study?
 - “I want to feel confident on my exam”
 - “I think it makes me remember things longer”
 - “I think it increases my grade”



Awareness of Study Methods

- What study methods have helped you the most?
 - Re-watching flipped classroom videos
 - Creating flashcards
 - Outlines



Qualitative Analysis

Overall, I have noticed an increase in student **participation** with studying

I would have liked a bigger “jump” with student scores that put more time and effort into studying. However, there are more variables such as reading, test-taking and critical thinking skills that may affect a student’s score on an assessment.

I do find that students that study retain the information over the long-term and are better at making connections between the various units we study



Analysis of Teacher Learning

- As a teacher, I need to take more initiative to model and reinforce good study habits. I'd like to be more mindful in making sure students' needs are being addressed
- Next year, I'd like to implement more class time (10 minutes) at the end of class, as an exit strategy, to have students create a study method for that day's lesson. Or, have students review/reflect on what they learned and create something that could be studied in the long-run
- I need to come up with more college-level strategies to help students prepare for studying by creating efficient and useful reading notes. Also, I need to teach better strategies to help them narrow down their extensive reading notes

