This bibliography contains 36 annotations of resources in the ERIC database (ranging from 1983 to 1989) concerning study skills, note-taking, test-taking, and other organizational skills. The first section of this bibliography provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory in improving study skills. (MS)
Study Skills
by Michael Shermis

Research shows that effective studying techniques can help students raise their grades. A search of the ERIC database reveals the following citations on study strategies, including note-taking, test-taking, and other organizational skills, from the period 1983 to 1989. The first section of this FAST Bib provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory on improving study skills.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The ED numbers for sources included in Resources in Education have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to RIE for the full abstract on those sources not available through EDRS. If a document has a CS number rather than an ED number, look in RIE or the ERIC database to find the corresponding ED number. The citations to journals are from the Current Index to Journals in Education, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Study Strategies


Suggests ways of diagnosing problems in students' study habits and offers strategies for improving study skills and test taking.


Offers a method for teachers in the content areas to teach study skills, specifically, strategies for allocating study time, reading, note taking, and studying for tests.


Describes a one-semester ninth grade developmental reading course that includes speed reading and study and test-taking strategies. Provides a rate building and study skills bibliography.


This guidebook attempts to move theory into application by sharing ways that teachers fuse the teaching of learning processes with the teaching of course content. Chapters focus on: (1) motivating students to learn; (2) concentration and learning to focus; (3) time management; (4) remembering; (5) technical vocabulary; (6) streamlining study; (7) mapping ideas; (8) note taking; (9) test taking; (10) research papers; (11) strategic reading; (12) application to content areas; and (13) total school programs and results.

Davey, Beth. "Teams for Success: Guiding Practice in Study Skills through Cooperative Research Re-

Describes an approach to writing research reports in which students work in teams, with systematic guided practice. Uses the following steps: topic selection; planning; researching the topic; organizing; and writing. Includes pointers for implementation.


Considers cooperative reading and study groups and suggests activities designed to enhance individual learning and study skills for such groups.


Describes an afterschool study session called Success Group to which failing or barely passing students are referred to improve their study skills. Reports that students attend these supervised sessions until their classwork or grades have improved.


Discusses advances in technology and in cognitive models of learning that focus on computer activities which are intended to improve the effectiveness of study behavior. Outlines specific cognitive processes contributing to successful study.


Seven strategies are described to encourage resource room students' development of independent organizational skills. Suggestions include use of specific duty sheets, time management instruction, and teaching of proofreading and checking techniques.


Presents ways in which semantic mapping can be used for general vocabulary development, as a prewriting and prereading activity, as a postreading activity, and as a study skills strategy.


Describes a study strategy called RESPONSE. Includes a reading assignment response form which focuses students' attention on important points, questions, points of confusion, and new terms and concepts.


Describes an instructional technique called "creative graphing" in which students learn to reorder information visually, to interpret the graphic aids of their textbooks more easily, to highlight relationships that are not immediately apparent in the text, and to illuminate ideas for further exploration using charts, trees, stars, chains, and sketches.


Discusses possible causes of the lack of good reading and study skills among United States secondary school students. Describes several techniques for improving these skills.


Provides suggestions for parents who want to know how best to help their children develop study habits that will insure a good chance for school success. Discusses concentration; motivation; setting of goals that are realistic, specific, have a definite deadline, and are associated with rewards; use of self-talk for achievement; and test anxiety.


Provides students with examples of study strategies and location, organizational, interpretation, retention, test-taking, and rate skills.

Presents a concentration improvement guide for students. Offers a procedure for effective presentation of the guide—reading and discussing the guide in small groups, followed by whole class discussion of reactions.


Provides tips to help boost children’s study skills, including organizing parent education sessions, establishing an after-school homework assistance program, providing homework organizers for students, and creating a homework hotline. States that once the school program is in order, parents can be invited to participate as partners.


Provides a checklist designed to help elementary school teachers assess why a student is unable to complete a classroom assignment. Lists criteria grouped under physical, academic, perceptual, behavioral, and motor factors. Suggests compensatory actions such as adapting the classroom environment or referring the student for further evaluation.


Offers suggestions on how to teach students the importance of regular study habits for learning to spell, story ideas to help students get started with creative writing, and a model of a daily record assignment book to help students organize and remember their homework assignments.


Examines strategies actually used by good and poor spellers at different grade levels.


Focuses on ways to enhance the study skills of students in the middle grades, and describes the use of study guides, textbook activity guides (TAGs), and the Survey, Question, Read, Recite, Review (SQ3R) technique of textbook study.


Reinforces the concept that study skills instruction needs to be part of the curriculum at every grade level and should be taught through a developmental approach, this resource book provides suggested student competencies, teaching approaches, and sample activities.


Identifies various techniques that have been used successfully in facilitating learning, including memorization, repetition, and review. Discusses the differences between active and passive learning and points out that tactics used by good students include organizational strategies, summarizing, and creating analogies. Suggests that to improve learning skills, students from their earliest years of schooling should be taught memory aids, highlighting, underlining, and summarizing.


Describes a metacognitive study method, LETME, designed to help students manage the entire study process by facilitating the understanding, selection, organization, retention, and analysis of information from expository text.


Reports on a study to determine the effectiveness of an integrated study strategy system that uses self-assigned writing as a means of learning psychology content. Concludes that the PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) system can be a potent, durable, and efficient independent study strategy.


This reference manual provides practical strategies for teaching a wide range of study skills at the elementary and secondary grade levels.

Note Taking

Beecher, Jeff. Note Taking: What Do We Know about the Benefits? ERIC Digest No. 12. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN, 1988. 2p. [CS 009 420]
Discusses whether note taking results in improved student performance on tests.


Describes how to improve students' note-taking skills by having them pretend they are journalists wiring in a story. Students must pare down information to the essentials and calculate telegram costs.


Describes a technique using expository text structures and graphic organizers as the basis for taking notes from content area texts. This technique can be transferred to note taking during lectures.

Recent Research and Theory


Stresses the importance of parental involvement in children’s education. Describes a successful parent-student study-skills workshop, and discusses several common barriers to parents’ participation in workshops, along with suggested solutions.


States that study skills research has progressed within the past ten years from primary concern with overt and observable study behaviors to an examination of cognitive and motivational processes underlying student learning and achievement outcomes. Argues that there is still need for a more comprehensive approach which integrates the behavioral, cognitive and motivational perspectives. Notes that a group of educational psychologists is developing the Self-Assessment Questionnaire (SAQ), which is designed to be a complete study instrument, including motivational as well as behavioral and cognitive dimensions.


Uses the example of SQ3R (Survey, Question, Read, recite, and Review) to demonstrate how knowledge of the relationship between theory and practice makes reading and study skills instruction more meaningful. Notes that this awareness also enables teachers to modify various skills to meet student needs.


Reports a study indicating that summarization training improved recall of major but not minor information on a studying task and that such training is an effective tool for improving reading and studying skills.


Describes specific problems that students encounter when they begin the transition into content area studies. Examines a recent research summary on study skills for suggestions about how to address these problems.


Contends that academic achievement cannot be improved by increasing the amount of time students spend on homework. Instead, achievement depends on the nature of the study activities students do.


Presents a review of the professional literature which strongly supports the inclusion of group counseling or study skills training along with group-based cognitive or behavioral interventions as a combined approach to the treatment of test anxiety.
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