Study Strategies for School Success
Research Based Techniques to Maximize Student Potential
A Graduate Course

Course Description

Study Strategies for School Success has been developed to introduce the participant to researched based strategies that optimize learning experiences for students. Participants also have the opportunity to analyze their current educational practices in reference to best practices in instruction. Reflection time is afforded the participant to internalize the instructional approaches and strategies. Practical application of research is part of the course with the participants bringing content meaning to the strategies.

The research work of Marzano (2001) is used as the course base with the addition of the work of Sandra Parks. Attention to learning styles and providing instruction that meets the needs of various learners is incorporated into the application of theory for this course. As participants understand the correlation between research, strategies, and achievement, they will be better prepared to deliver instruction that meets the needs of a diverse population of learners.

Objectives

- Acquire information related to the most current educational research regarding study strategies and their effect on student performance.
- Incorporate into the school setting a variety of effective instructional methods correlated to research and student achievement.
- Access and use research-based strategies to enhance student understanding and use of textbooks information across content areas.
- Reflect on teaching methods.
- Gain awareness of effective teaching methods.
- Acquire methods for explicit instruction related to comparing, contrasting, graphic organizers, metaphors, analogies, note taking, problem solving, and questions.
- Review motivational strategies.
- Understand the importance of specific feedback, and specific praise.
- Provide instructional strategies that enable students to use homework as reinforcement for content skills.
- Teach effective communication skills and utilize cooperative learning instruction to enrich the teaching and learning process.
- Address issues and concerns related to the implementation of strategies within the educational setting.
Curriculum Design

Students will participate in a array of activities and assignments. Students will also review research and best practices in the strategies delineated throughout course. This course demands rigor and active participation on the student’s part. This course is a forty-five hour, three credit graduate level course taught in the classroom and online.

Course Materials

The required textbook for this course is Classroom Instruction that Work: Research Based Strategies for Increasing Student Achievement 2nd Ed., Ceri B Dean, et al.

Session Outline

Session One
Course Orientation/Overview

Contents:
1. Course Objectives, Requirements, and Expectations
2. Self-Reflection on Teaching
3. Effective Teaching Strategies and Research
4. Learning Theories and their Implications

Session Two
Research and Study Strategies

Contents:
1. Learning Styles
2. Research and the Text
3. Working with Comparisons
4. Application of Working with Comparisons

Session Three
Use of Strategies

Contents:
1. Strategies for: Non-Linguistic Representations
2. Graphic Organizers: Descriptive Patterns, Time Sequence Pattern Organizer, Process/Cause Effect Pattern
3. Classifying

Session Four
Metaphors, Analogies

Contents:
1. Creating Metaphors
2. Why use Metaphors?
3. Using Metaphors
4. Figural Analogies

Session Five
Summarizing and Note Taking

Contents:
1. Summary Frames: Narrative or Story
2. Topic Restriction-Illustration (T-R-I)
3. Definition, Argumentation, Problem or Solution, and Conversation
4. Note Taking

Session Six
Cues, Questions, and Advanced Organizers

Contents:
1. Introducing Cues
2. Working with Questions
   a. Three Kinds of Questions
   b. Advance Organizers

Session Seven
Providing Recognition, Reinforcing Effort, and Homework

Contents:
1. Providing Recognition
2. Pause, Prompt, and Praise Technique
3. Reinforcing Effort
4. Bibliotherapy
5. Homework and Related Issues

Session Eight
Specific Types of Knowledge: Vocabulary, Details

Contents:
1. Vocabulary
2. Five-Step Process for Teaching Vocabulary
3. Reinforcement of Concepts through Demonstration CD

Session Nine
Problem Solving, Decision Making

Contents:
1. Problem Solving: Working with Unstructured Problems
2. Sample Problems
3. Problem Solving Models

Session Ten
Review and Educational Issues

Contents:
1. Issues and concerns
2. Student Presentations of Final Project Activity
3. Identification of Resources Used in Course
4. Assignments Collected
5. Collection of Journal Entry
6. Final Exam
7. Course Evaluation

Student Requirements

1. Attend all class sessions for the requisite number of hours (45) and actively participate in all class activities
2. Complete all journal entries and submit five entries by the last session.
3. Final Project
   Address a content area with the following components: Ten activities selected from the instructional strategies taught in this course with each activity representing a different instructional strategy. These activities should be adapted for what will work with your content area. The content must be stated as well as the grade level. Also include the following:
   - Learning objective of the activity,
   - Desired student outcome,
   - Detailed description of the activity,
   - Materials needed and,
   - Ways to assess student competence for the activity (sample of assessment, i.e. if rubric is used to access the activity, define the rubric).

4. Pass the final exam.

Grading Criteria
### Assignment Points

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<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Attendance</td>
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<td>100 - 93</td>
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<tr>
<td>Journal Entries</td>
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<td>92 - 85</td>
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<td>Final Project</td>
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<td>Final Exam</td>
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### Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one’s own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.
Bibliography


Everston, Carolyn & Harris, Arlene. *Decrease Misbehavior Increase Student Academic Engagement and Personal Satisfaction in Teaching*. Peabody College, Vanderbilt University. (Session 2)

Flanagan, Barbara (1996). *Improving Students’ Understanding of Textbook Content*. Virginia Polytechnic Institute and State University. www.ldonline.org (Session 3)


Sirotowitz, Sandi, Davis, Leslie and Parker, Harvey C. (2003). *Study Strategies for Early School Success*. Plantation, FL: Specialty Press, Inc. (Session 1)

Woloshyn, V.E., Pairio, A. & Pressley, M. (1994). Use of elaborative interrogation to help students acquire information consistent with prior knowledge and information inconsistent with prior knowledge. *Journal of Educational Psychology*, 86, 79-89. (Session 3)