

# **Study Strategies for School Success**

## **Research Based Techniques to Maximize Student Potential**

### **An Online Graduate Course**

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#### **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* 2<sup>nd</sup> Ed., Ceri B Dean, et al.

## **Module Outline**

### **Module 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

### **Module Two**

#### **Research and Study Strategies**

Contents:

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

### **Module 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

### **Module Four**

## **Metaphors, Analogies**

Contents:

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

## **Module 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

## **Module Six Cues, Questions, and Advanced Organizers**

Contents:

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

## **Module 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

## **Module Eight Specific Types of Knowledge: Vocabulary, Details**

Contents:

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

## **Module Nine**

## **Problem Solving, Decision Making**

Contents:

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

## **Module 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. Complete all online activities.
2. 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 assess the activity, define the rubric).
3. Pass the final exam.

## **Grading Criteria**

<u>Assignment</u>	<u>Points</u>	<u>Grading Scale</u>
Assignments	40	100 - 93      A
Journal Entries	20	92 - 85      B
Final Project	30	
Final Exam	<u>10</u>	
Total	100	

**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.

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