

# Effects of Explicit Study Strategies on Academic Success and Perceived Academic Anxiety

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## 1. BACKGROUND

- I have taught 6th Grade Science at St. Josaphat, a private Pre-K – 8 school, in Chicago, IL for 6 years
- I have observed that student assessment scores don't always match classroom performance
- High expectations of our students and lack of study strategy instruction has led to academic anxiety

## 2. RESEARCH QUESTIONS

How does the implementation of different study strategies affect student performance and attitude toward summative assessments?

What are the effects of study strategies on a student's perceived idea of anxiety?

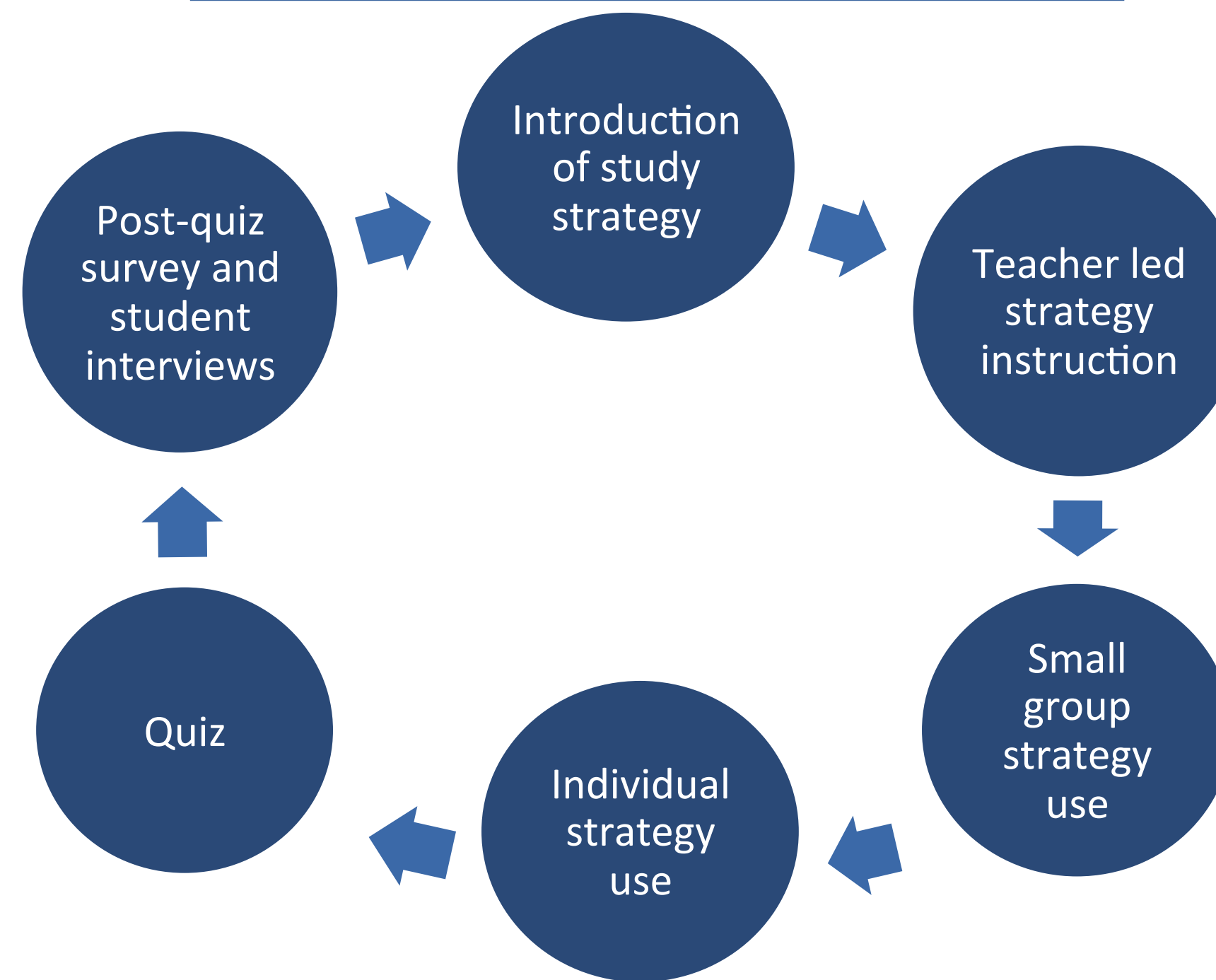
When given the option, will students choose to use one of these strategies on their own to prepare for assessments in the future, or in other classes?

How will the information collected in this study drive my future instruction?

## 3. SAMPLE

- Two classes of 6<sup>th</sup> Grade Earth Science with a total of 35 students
  - 19 girls 16 boys
  - 4 new students
  - 3 students with IEP/504 plans

## 4. TREATMENT



The treatment consisted of four mini-units, each with an explicit emphasis on a particular study strategy. The pattern shown repeated for each cycle. For the final post-treatment quiz, students chose their preferred strategy to prepare.

## 5. STUDENT SUCCESS

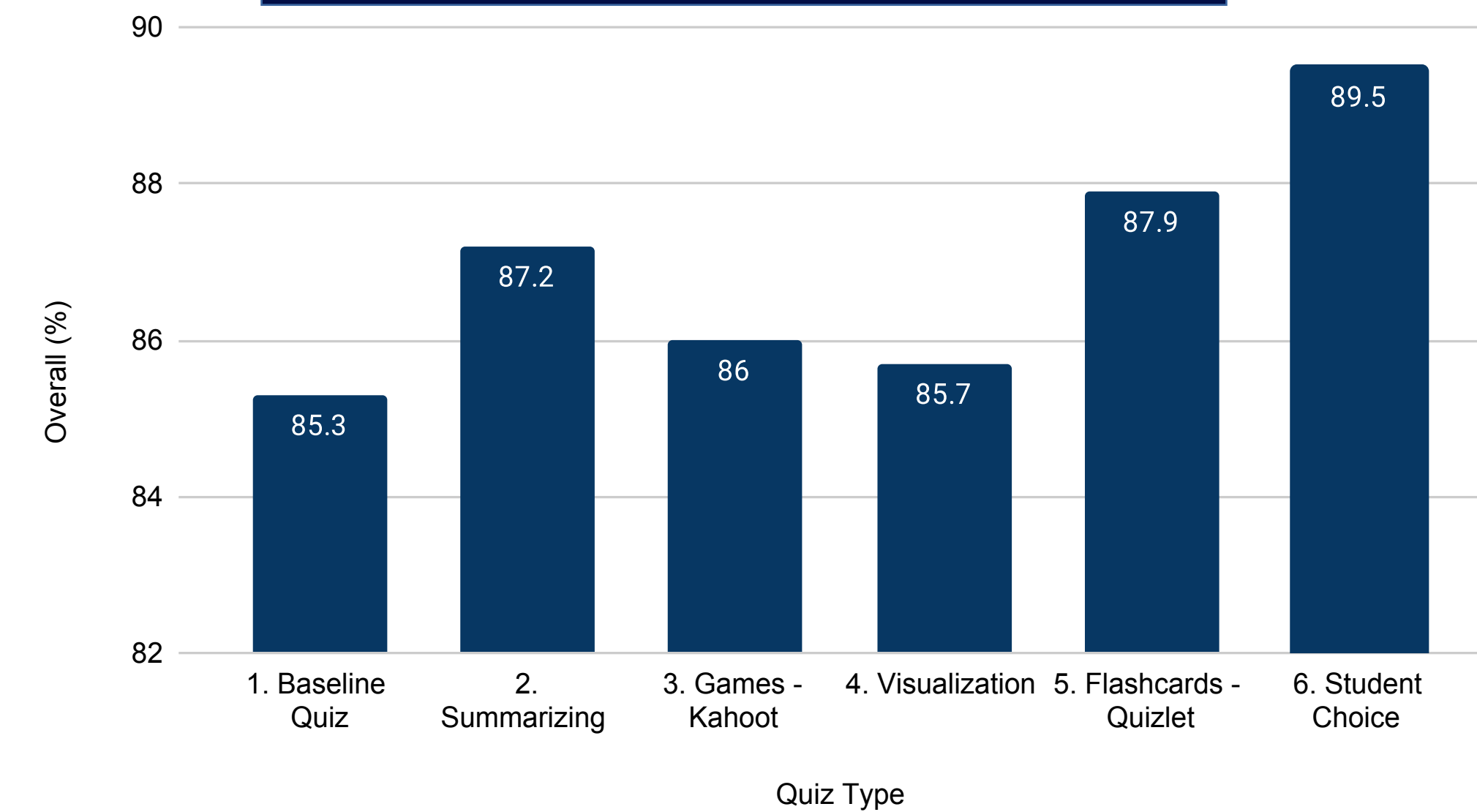
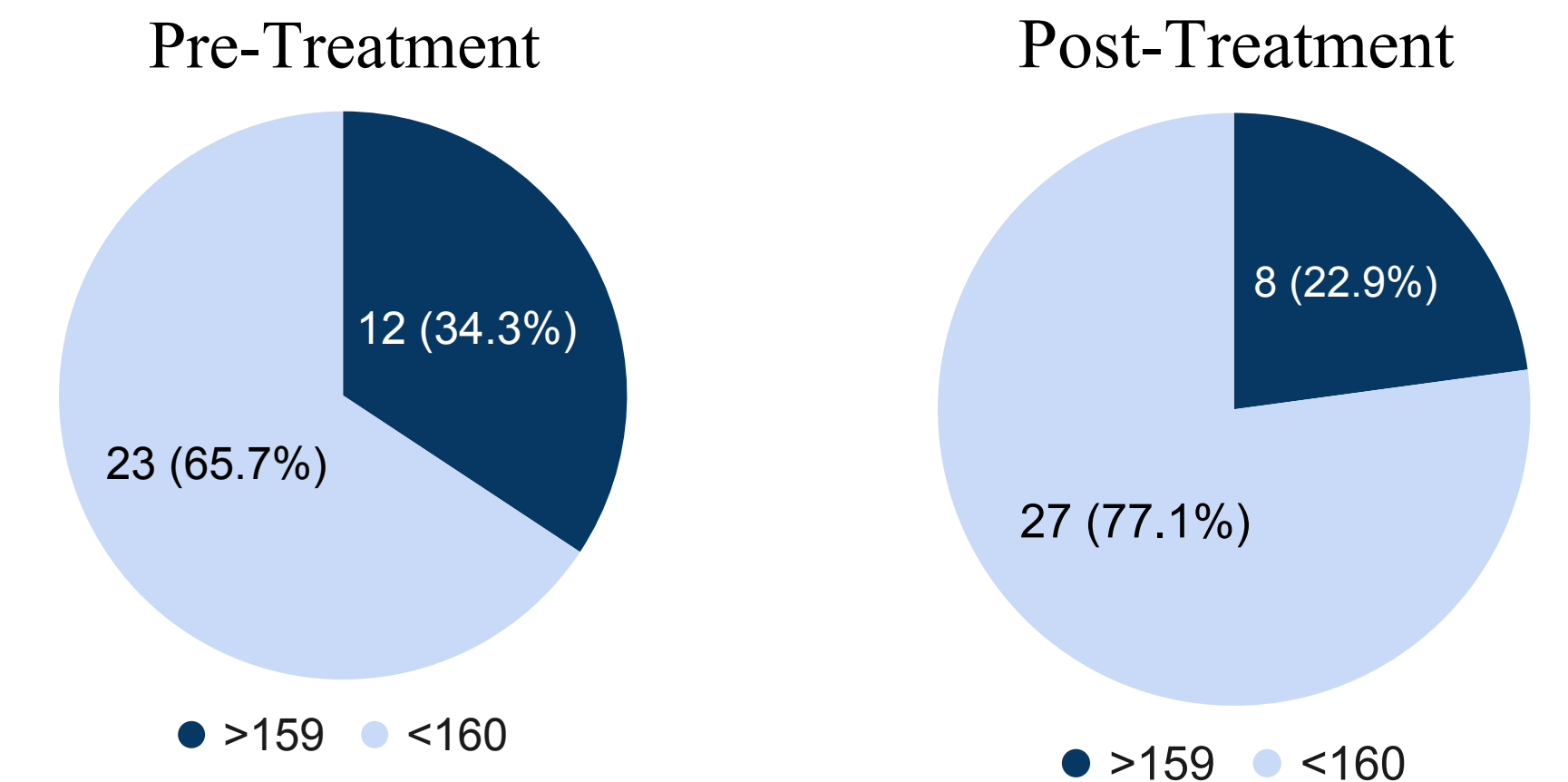


Figure 1. Student performance by quiz type, (N=35).

*"During the quiz I felt confident with my answers and it was easier to study. I actually knew what to study."*

## 6. PERCEIVED ANXIETY



Scores 160 and above indicate possible academic anxiety

## 7. CONCLUSIONS

- There was a 33% (N=35) decrease in possible academic anxiety after learning and using study strategies for assessments
- From the baseline quiz to the final treatment quiz student's mean score increased by 5.2 points
- An increase in organizational skills, independence in studying and feelings of preparedness and confidence was identified by teachers, parents and students themselves
- Building study strategies into the curriculum proved to be an invaluable use of instructional time