

Effective study test

– from William F. Brown of Southwest Texas State College

The purpose of this test is to measure your knowledge of effective study skills. Marking the statements on the pages that follow will enable you to learn many of your study faults. Analysis of your answers will thus provide a basis for planning a program for improving your study skills.

Answer the following with either a “true” or a “false”. There are 100 statements in this test. Each statement is either mostly true or mostly false. You are to evaluate the truth or falsity of each statements and mark your answer – T or F – on a separate answer file. Then email your results to your tutor for evaluation.

Read each statement carefully before marking your answer. In entering your answer, make sure you do not omit any question, but have an answer for all 100 statements.

1. Room illumination, temperature, or ventilation greatly influence one’s study efficiency.
2. Keeping a time diary for one week will show a student where, when and how he is wasting time.
3. A spiral notebook is more adaptable to note reorganization than is a looseleaf notebook.
4. One should stop at frequent intervals while reading his textbook and attempt to foresee what questions the instructor might ask.
5. When studying for an essay examination, one should prepare himself to recognize specific facts rather than to recall general concepts.
6. Study habits that are effective for girls are not likely to be effective for boys.
7. A student planning to study from 8 p.m. to 10 p.m. should begin with his most difficult assignment.
8. To have adequate lecture notes the student must copy almost everything the instructor says.
9. One should stop at frequent intervals while reading his textbook and recite to himself the main points that have been covered.
10. Trying to predict the general questions that will be asked is an unsatisfactory procedure to use when studying for an examination.
11. Analyzing one’s reading habits is a waste of time for the good student.
12. Daily, hour-long study periods are preferable to one weekly study session totaling the same number of hours.
13. When taking lecture notes the student should try to record the instructor’s exact wording.
14. Forgetting will be reduced by restating the main points in a reading assignment in one’s own words.
15. Outlining one’s lecture and reading notes is an inefficient way to prepare for examinations.
16. Time spent in preparing a daily activity schedule would be better spent in studying.
17. Sitting erectly while reading textbook assignments will help one concentrate upon the material.
18. Definitions of technical terms given during a lecture should be copied exactly as stated by the instructor.

19. Comprehension will be increased by making questions out of topic sentences and searching for the answers as one reads.
20. Recitation is an ineffective procedure to use in studying for a multiple-choice exam.
21. A disorganized study area is more characteristic of poor students than of good students.
22. The best time to review and revise one's lecture notes is immediately after class.
23. One should copy the maps, tables, and graphs that an instructor writes on the blackboard.
24. Rereading the first and last paragraphs in each major unit of a textbook chapter will increase understanding of both content and ideas.
25. Memorizing is more effective when studying for short answer tests than for essay exams.
26. Preparing a daily activity schedule to guide one's studying is impractical for most students.
27. A desk lamp should be placed so that the light is concentrated directly upon the materials being studied.
28. One's lecture notes should include the jokes, anecdotes, quotations, and other illustrative materials that the instructor used in illustrating his main points.
29. Reciting the major points of a reading assignment to one's self will identify those areas that require additional study.
30. Recitation is more effective when studying for a history test than for a math test.
31. Procedures that are effective for studying history will be equally effective for studying math.
32. To eliminate glare and eyestrain while studying, one should use a lamp that provides concentrated lighting.
33. Technical terms and factual details repeated by the instructor during a lecture should be given special attention afterwards.
34. Special attention should be given to the italicized words and phrases in one's reading assignments.
35. Last minute "cramming" is the most effective way to study for objective exams.
36. The best place for one to obtain help in corrective poor study habits is from another student.
37. Newspapers, magazines, and letters lying on one's desk will distract attention from one's studies.
38. If the assignment made by one's teacher is unclear, he should wait and ask one of his classmates to explain it to him.
39. The basic concepts in a history reading assignment can easily be reconstructed from selected key phrases.
40. Very little is to be gained by asking the instructor about the type and coverage of an announced exam.
41. The development of truly efficient study habits requires above average intelligence.
42. Research indicates that students study more effectively with a radio or mp3 playing.
43. If a student takes good lecture notes he may safely omit reading most accompanying textbook assignments.
44. One should read the chapter summary before reading a textbook chapter itself.
45. One should survey an essay exam to get the over-all picture before answering individual questions.
46. The development of good study habits is not related to one's study environment.

47. In scheduling one's studies, first priority should be given to the subjects that one most enjoys.
48. One's other assignments should be completed before taking time to review and clarify lecture notes.
49. One should look at the pictures and survey the unit heading before reading a textbook chapter itself.
50. One should carefully read the entire exam before answering individual multiple-choice questions.
51. Efficient study methods can be developed within 48 hours provided the student is properly motivated.
52. Reducing boredom by changing to a different subject each half-hour is an efficient study procedure.
53. One's lecture notes should be written in the conversational style rather than in outline form.
54. Difficult passages in a reading assignment should be skipped until after the entire assignment has been read.
55. Essay questions should be answered in order without skipping so as to insure the best use of examination time.
56. Using a daily activity schedule to guide one's studying will allow one to devote more time to other activities
57. The reading of textbook assignments should be delayed until after the instructor's lecture on the material.
58. Comparing one's lecture notes with the accompanying textbook assignment will help to identify concepts that are poorly understood.
59. Underlining key words and important phrases in the textbook wastes study time because it slows down one's reading rate.
60. Outlining the main points before one begins writing will save time on essay examinations.
61. Most students give up school sponsored recreational activities in order to make good grades.
62. Wearing pajamas and relaxing in an easy chair increases one's study efficiency.
63. Recopying one's lecture notes is an inefficient use of study time.
64. Both popular novels and history textbooks should be read at about the same rate of speed.
65. Time spent in checking for careless errors could better be spent in elaborating one's answers to essay questions.
66. Test anxiety is primarily a consequence of insufficient study.
67. Pictures and mementos should be kept on one's desk to reduce boredom while studying.
68. Recording one's lecture notes in outline form will improve comprehension of the material at a later date.
69. Students should avoid underlining in their textbooks because it lowers a book's resale value.
70. Unless additional information is recalled, one's initial "guess" for a multiple choice question is more likely to be right than are subsequent "guesses."
71. Guidance on how to study is largely wasted on students who are already making good grades.
72. Facing the wall while studying causes boredom and thus reduces effective learning.
73. One's notes on related outside readings should not be mixed with one's lecture notes.

74. Preparing simple tables or diagrams is an inefficient method for learning the main points in history reading assignments.
75. Generally speaking, length is the most important factor determining the grade received on an essay question.
76. Inefficient use of time is the most common problem encountered in correcting poor study habits.
77. One's desk should be placed so as to provide the best possible view out of the window.
78. One should copy the desired material word-for-word when taking notes on outside reading assignments.
79. Writing brief summaries of important points in the margins of one's textbook is too time-consuming to be practical.
80. Outlining one's answer before writing is an efficient procedure for answering essay questions.
81. Scholastic success is based almost entirely upon one's intelligence.
82. Loud music with lyrics helps one study history and novels.
83. One's lecture notes should be reviewed and revised as soon as possible after being taken.
84. Reciting to one's self is an inefficient procedure for learning the names, dates, and places encountered in history reading assignments.
85. Essay exams are easier than multiple-choice tests.
86. Disorganized shifting from one activity to another is largely eliminated by following a daily activity schedule.
87. A desk area of 12 x 18 inches is adequate for effective studying.
88. Necessary reference materials should be read before one begins writing the first draft of a theme or report.
89. "Passive" reading is superior to "active" reading for studying textbook assignments.
90. The correct answer to true-false questions is given away by qualifying words such as "all," "none," "always," and "never."
91. Achieving a "proper" balance between study, recreation, and rest is an impossibility for the average student.
92. Class discussions of returned exams is wasteful of class time.
93. A student should outline his report or theme before trying to write it.
94. The glossary is the first place to look when one needs to locate a specific subject in a history textbook.
95. It is better to continue working with a troublesome exam question than to leave it to be answered later.
96. Study skills require continuous, systematic practice for their effective development.
97. Correcting one's mistakes on returned tests is an efficient way to prepare for the final exam.
98. One's grade on a written report is determined mainly by its length and the number of references used.
99. It is unnecessary to read accompanying textbook assignments carefully when the important points are also covered in class.
100. One should mark his best "guesses" on a multiple-choice test rather than not answer at all.