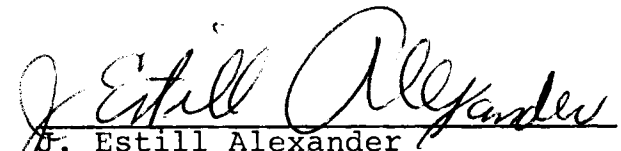
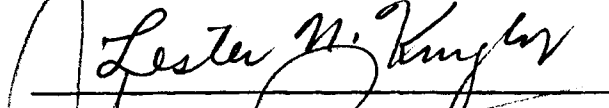
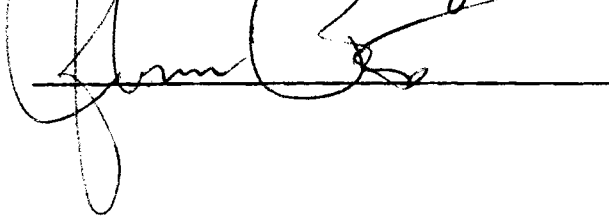


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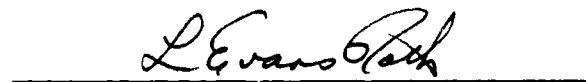
I am submitting herewith a dissertation written by Joel Luther Bailey III entitled "An Evaluation of Journal Published Research on College Reading/Study Skills, 1925-1980." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.


J. Estill Alexander
Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

AN EVALUATION OF JOURNAL PUBLISHED RESEARCH ON
COLLEGE READING/STUDY SKILLS, 1925-1980

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Joel Luther Bailey III
March 1982

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ABSTRACT

A list of all reports of experimental research on college reading/study skills which have been published in American professional journals during the years from 1925-1980 was compiled. A total of 170 research reports were found in 31 journals.

Each study was categorized by reading/study skills topic. Of the total, 12 were placed in the category reading rate-flexibility; 3 in reading machines; 31 in teaching methods; 14 in test taking; 18 in note taking; 26 in textbook study methods; 10 in the categories of listening, materials and vocabulary; 4 in physical factors; 16 in comprehension; and 32 studies were categorized as utilizing more than one topic.

Marilyn Suydam's "An Instrument for Evaluating Experimental Education Research Reports" was tested for the reliability of raters using the instrument.¹ There was a high interrater reliability and there was no significant difference between the writer and the combined ratings of four professors who served as raters.

¹M. N. Suydam, "An Instrument for Evaluating Experimental Education Research Report," Journal of Educational Research, Vol. 61, January, 1968, pp. 200-203.

The research reports were rated using the Suydam instrument. Five of the reports were rated excellent; 60 very good; 72 good; 31 fair; and 2 reports were rated poor.

The major finding(s) or conclusions which appeared consistent with the data were included with the analysis of each report. Also, information, when available, was included in the analysis of each report concerning design paradigm, statistical procedures and size, type of test(s) used, grade level, and duration.

Based on the findings of this study, it appears that (1) Familiarizing a student with subject material can tend to produce greater comprehension and retention; (2) The length of a passage may not be a critical factor when an instructor intends immediate recall; (3) Students who take notes while a speaker is lecturing tend to produce less accurate notes than students who make notes after a lecture; (4) Students who attend a reading/study skills class can benefit from the instruction; (5) Reading machines used in conjunction with other materials may have a place in a college reading program; (6) Students usually vary their note-taking procedures in light of the type of test anticipated.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Purpose of the Study	2
Need for the Study	3
Related Studies	5
Description of the Study	6
Scope and Limitations of the Study	7
Organization of the Study	9
II. PROCEDURES	10
Compiling	10
Categorizing	11
Selecting An Evaluation Instrument	13
Reliability of Raters Using the Evaluation Instrument	16
Explanation of Presentation of Research Report	20
Summary	21
III. THE EVALUATED RESEARCH REPORTS	23
Explanation of the Coding Process	23
The Evaluated Research Reports	24
IV. PRESENTATION AND ANALYSIS OF DATA	130
Summarization and Analysis of Data	130
Years	131
Journals	133
Authors	133
Reading/Study Skills Topic	137
Design Paradigm	139
Statistical Procedure	141
Qualitative Value	141
Analysis of Content	146
The Findings	149
V. SUMMARY AND IMPLICATIONS	157
Final Summary	157
Conclusions	158

CHAPTER	PAGE
Conclusions Regarding the Research Methods .	161
Recommendations	163
A Final Comment	165
REFERENCES	166
APPENDICES	169
A. CATEGORIES AND CODING FOR COLLEGE READING/ STUDY SKILLS RESEARCH TOPICS	170
B. CATEGORIES AND CODING FOR DESIGN PARADIGM . . .	171
C. CATEGORIES AND CODING FOR STATISTICAL PROCEDURE	173
D. INSTRUMENT FOR EVALUATING EXPERIMENTAL RESEARCH REPORTS	175
E. BIBLIOGRAPHY OF RESEARCH REPORTS ON COLLEGE READING/STUDY SKILLS ALPHABETICALLY ARRANGED .	178
F. INDEX OF AUTHORS OF RESEARCH REPORTS ON COLLEGE READING/STUDY SKILLS	194
VITA	196

LIST OF TABLES

TABLE	PAGE
1. Ranks Assigned to Research Reports by Judges . .	18
2. Example of Decoded Information for the Nine Categories Presented in Each Research Evaluation	25
3. The Frequency of Journal Published Research Reports Arranged by Years	132
4. The Frequency of Journal Published Research Reports by Each Journal Source	134
5. Number of Journal Published Research Reports Written by Each Author	135
6. Number of Journal Published Research Reports Recorded for Each Reading/Study Skills Topic . .	138
7. Frequency of Journal Published Research Reports by Design Paradigm	140
8. Frequency of Use of Statistical Procedures in Journal Published Research Reports	142
9. Frequency of Qualitative Value by Years of Journal Published Research Reports	143
10. Percentages of Qualitative Values by Years of Journal Published Research Reports	144
11. Number of Journal Published Research Reports Arranged by Qualitative Value	145
12. Questions from the Suydam Instrument Arranged by Qualitative Value and Percentages	147

CHAPTER I

INTRODUCTION

Research in the field of education has increased significantly in the past 25 years. The major areas of curriculum and instruction have been investigated in one aspect or another. Studies in reading, including the area of college reading and study skills, have received attention in a number of these investigations.

In large part, research in the field of reading has contributed greatly to the improvement in materials and instruction. These investigations have not always consisted of the best elements of scientific research. Utilization of the results of reading research studies that are of high quality can aid reading professionals to better understand the reading process and to improve reading instruction.

The Problem

Research investigations in the field of reading outnumber studies done in any other curriculum area. Since the first effort at annotating and abstracting reading research literature was first done by William S. Gray in 1925, over 9,000 reading research studies have been identified (Farr and Weintraub, 1975). This figure is significant when compared with the fact that Gray reported

that there were only 436 reading studies which had been published prior to 1925 (David, 1978). In order to profitably use the findings generated by these research studies in reading, some type of method of classifying and evaluating research is needed so that studies having a direct bearing in specific areas of reading may be best utilized for curriculum revisions and/or decisions.

A number of the research studies have focused on college reading/study skills instruction. An efficient and organized method is needed to disseminate important research findings from this body of knowledge that are valid. There is lacking, however, any one important source which reviews and evaluates research investigations in college reading/-study skills courses to determine their relative merits.

Therefore, this study is devoted to meeting the need for an evaluative source on college reading/study skills contained in journal published research from 1925-1980.

Purpose of the Study

The purpose of this study was to identify, classify, evaluate and draw conclusions from experimental research studies on college reading/study skills published in American professional journals between 1925-1980. Specifically, this study attempted to answer the following questions:

1. What research studies pertaining to college reading/study skills have been published in American professional journals from 1925-1980?
2. Which American professional journals have published research studies on college reading/study skills from 1925-1980 and who have authored these studies?
3. Which specific areas of college reading/study skills have been investigated by researchers?
4. What research designs and statistical procedures were utilized in the experimental research studies?
5. What is the relative merit of each experimental research study cited?
6. For those studies rated good or better, what findings and conclusions can be drawn that will contribute toward an understanding of college reading/study skills in order to develop strategies to teach these skills?

Need for the Study

Before attempting to conduct research in a particular area, a knowledge of its status is important. By an examination of past research and its significant findings and methodology employed, a researcher can be prepared for contemplation of present and future research. Even if the researcher is fortunate enough to discover bibliographies of

relevant research on a topic, all too often the research has not been judged as to its quality and which specific areas of study have been identified. Therefore, the researcher is still faced with the task of assessing the validity, reliability, and significance of each study.

In a report by J. S. Chall (1967) reviewing studies conducted of phonics programs, a point was stated that "there has been a dearth of synthesizers and theorists in reading." In particular, this has been a major problem for any researcher who investigates the field of college reading/-study skills. A review of the literature revealed that no compilation and/or evaluation of experimental research on college reading/study skills had been done. Because increasing attention is being focused on reading and study skills necessary for successful college work, a study such as this one was essential.

However, more than just a synthesis of research on college reading and study skills was needed. An evaluation of the research was also necessary. Research in reading is subject to the same pitfalls that face any other research in education. Wardrop (1971) identified three major problems that appeared frequently in research reports: (1) design/-analysis mismatch; (2) inadequate specification of treatment; and (3) control groups that do not "control." Therefore,

because there exists such a diversity in the quality of research studies, a researcher might question how much confidence could be placed in a given research study. Besides conducting a compilation of research studies, attention must additionally be directed to the value of each study.

A study such as the one herein reported was, therefore, necessary because it attempted to compile the experimental research studies that have been published in American professional journals from 1925-1980 which address themselves to college reading/study skills. Additionally, the study attempted to determine which professional journals have published the research and who the authors of the studies were as well as to reveal which specific areas of college reading/study skills have been investigated and what research designs and statistical procedures were used. Finally, the study attempted to evaluate the merit of the research reports, and to report the major findings and draw conclusions useful to educators from the best of the research.

Related Studies

A review of the literature revealed no studies which have attempted to compile and evaluate the research in the

area of college reading/study skills. In fact, there have been few studies which have attempted to apply these procedures for any specific subject matter field. Suydam (1967) compiled and evaluated the research in elementary school mathematics from 1900-1965. Spire (1973) compiled and evaluated the research on oral reading from 1900-1973. Bruton (1977) has compiled and evaluated research on reading comprehension from 1900-1975. Journal published research on attitudes in reading was compiled and evaluated by Davis (1978).

Description of the Study

A list of journal articles dealing with experimental research on college reading/study skills from American professional journals published from 1925-1980 was compiled. Experimental research includes those studies in which the independent variable or variables are manipulated by the researcher to quantitatively measure their effect on some dependent variable or variables to test a logical derived hypothesis (Suydam, 1968). Each research article was then presented in the following manner:

1. The study was listed by the author's last name.
2. Specific information was noted as to the type of study, sampling procedure and size, type of test(s)

used, grade level, duration, and statistical procedures used.

3. The relative merit of the study was determined by using Suydam's Instrument (1968) for evaluating reading research.
4. Pertinent data and the major finding(s) or conclusions of the study were noted.

Scope and Limitations of the Study

The findings and conclusions of this study are limited for the following reasons:

1. The year 1925 was chosen for two reasons. First, this date allowed inclusion of early research on college reading/study skills. Second, the year 1925 coincides with the earliest date of the sources searched for the research reports.
2. The ERIC Clearinghouse was consulted using appropriate descriptors via a computer search. In addition, the Education Index, Research in Education, Current Index to Journals in Education, Psychological Abstracts, Annual Yearbooks of the National Reading Conference and additional issues of major professional journals were searched in order to find experimental research dealing with college reading/study skills.

3. Proper evaluation of research in reading would not be complete without the inclusion of research studies reported in speeches, monographs, or publications of a local origin as well as unpublished dissertations and theses. However, because it was necessary to limit the scope of this study, only published research reports in American professional journals were selected.
4. Because the categorization was perceived to be extensive, definitions were presented within context.
5. Only original published reports of research were listed and evaluated.
6. The categories selected for presenting specific information on each study were those perceived to be useful for the reader to determine the relative merit of the research report.
7. Some studies may have been missed because their title was perceived as indicating a descriptive study. If the title was not indicative, the research was omitted from this study.
8. The evaluation of research was limited by the quality of the criterion instrument used, and by the qualifications, ability, and skill of the rater.

Organization of the Study

The following represents a proposed organization of the study:

1. Chapter I presents the introduction, statement of the problem, purpose of the study, need for the study, description of the study, scope and limitations of the study, and organization of the study.
2. Chapter II describes the methodology and procedures used in the study.
3. Chapter III contains a presentation of the research reports.
4. Chapter IV contains an analysis of the data and major findings from the research.
5. Chapter V presents the summary of the study conclusions, and implications.

CHAPTER II

PROCEDURES

The following procedures were used to accomplish the purpose of this study: (1) compiling, (2) categorizing, (3) selection of an evaluation instrument, (4) investigating the reliability of the rater using the instrument, and (5) summarizing the data from reports of experimental research on college reading/study skills. Each of these areas are considered separately.

Compiling

Reports of research on college reading/study skills which were printed in professional journals published in the United States from 1925-1980 were collected. In identifying the reports, several procedures were used. A computer search was conducted through ERIC/CRIER Clearinghouse on Reading and Communication Skills. The Education Index, Research in Education, Current Index to Journals in Education, Psychological Abstracts and annual yearbooks of the National Reading Conference were checked for reports of experimental research on college reading/study skills. Reports were additionally investigated for any reference made to previous research.

Categorizing

Each located report of published experimental research was categorized by topic, design paradigm, statistical procedure, sampling procedure and size, type of test used, grade level, and duration. In defining these terms specifically, the following factors, numbers one through nine below, were taken from Marilyn Suydam's study, "An Evaluation of Journal-Published Research Reports on Elementary School Mathematics, 1900-1980." Categories and coding under Appendix A, "Categories and Coding for College Reading/Study Skills Research Topics" were constructed for this study.

1. College Reading/Study Skills Topic: A basic list of topics indicating the phase of college reading/study skills under study was developed by compilation from an analysis of research and general articles on college reading/study skills. All studies were assigned to one basic primary topic, under which the complete analysis was given. See Appendix A.

2. Design paradigm: The initial source of paradigms, models which approximate a description of the procedures, was Campbell and Stanley (1963). However, modifications and additions were necessary in order to classify actual research. The name which is assigned to each paradigm

should convey basic information concerning it. See Appendix B.

3. Sampling procedures: The three essentials in sampling involve identification of (1) the population, (2) the sample and how it was selected, and (3) how treatments were assigned to the sample groups. These are presented by using the numeral which corresponds to the above aspect, and then a symbol: only (used after 1 when only the population was identified); r, for random; m, for matched; s, for selected; a, for all; and i, for insufficient information.

4. Sample size: This was stated in terms of the total number of students which were involved in analysis of the data.

5. Statistical procedure: Descriptive and inferential statistics were examined in this study. Descriptive statistics do not (readily) lend themselves to generalization, while, in contrast, this is one of the characteristics generally applied to inferential statistics. See Appendix C.

6. Grade level: The grade level of the students with whom the research was conducted is noted. When no grade level was specified, either age level or grade level to which the findings are applicable was noted.

7. Duration: The time involved in conducting the research study was noted.

8. Type of test: "Norm" indicates that the test used in the study is a standardized instrument, for which data on a large sample or samples is available. "Nonnorm" indicates a test for which such data are not available. In the majority of these cases, the test was constructed by the researcher.

9. Qualitative value: This is the numerical scores assigned to each of the items in Marilyn Suydam's "An Instrument for Evaluating Experimental Research Reports," applied to the experimental research studies. The qualitative value is used to indicate how each study rates as quality research.

Selecting An Evaluation Instrument

While a number of authors in the literature have expressed the need to evaluate research, few specific guidelines have resulted. Several sets of guidelines were examined for their utility in evaluating experimental research. Included in these were criteria set forth by Dolch (1956), Johnson (1957), Farguhor (1959), Clymer (1962), Gephart (1964), Anderson and Kerr (1965), Suydam (1968), Weintraub (1969) and Best (1977).

Marilyn Suydam's "An Instrument for Evaluating Experimental Research Reports" was selected because it provided a set of criteria which had been subjected to an investigation of its reliability as a rating instrument. The design of Suydam's instrument restricts its use to experimental research.

Even with the aid of a particular set of criteria, the evaluator is still faced with the problem of subjectivity, Suydam (1967, pp. 30-31) noted:

The problem of subjectivity had to be faced: evaluation of research is a field which is extremely difficult to define precisely. Experts differ on what "truth" is on certain aspects. In the last analysis, the value of research depends on the individual situation in which it is to be applied. However, there is a need for a comparatively simple instrument which provides information concerning major factors and problems in research. Thus, the more carefully controlled research can be separated from that which was less well done. It is difficult, however, to attempt to distinguish weaknesses in the research process from those of the reporting process. When research reports are evaluated, what is written is what must be considered - even though this might not be an accurate or complete report of what was done. Therefore, it is more precise to consider the result as an evaluation of a report; however, its correlation with that of the research on which it is based should be high. (Suydam, 1965)

After reviewing the literature, Suydam (1967, p. 31) compiled a list of suggestions proposed by authors in the field of educational research. She reported the following topics as being those most consistently reported:

1. Importance or significance of the problem
2. Definition of the problem
3. Design of the study
4. Control of variables
5. Sampling procedures
6. Use of instruments
7. Analysis of data
8. Interpretation of results
9. Reporting of the research

Each topic was converted into question form. Key points which focused attention on the item to be considered in the evaluation of the topic were listed. A range of one (interpreted as excellent) to five (interpreted as poor) for each question allowed the evaluator to derive a quantitative score for each research report. This rating represented an indication of the study as quality research. A numerical total of 9 to 12 would indicate that the report was excellent in terms of the criteria; 13 to 20 would be very good; 21 to 28, good; 29 to 36, fair; and 37 to 45 would indicate a poor study.

During the course of two separate studies, the instrument was tested for reliability. In the first study, with three judges, the interrater agreement was found to be .91. In the second study, with twelve judges, the

interrater reliability was found to be .94, with an intraclass reliability coefficient of .58.

Reliability of Raters Using the
Evaluation Instrument

The Instrument for Evaluating Research Reports was tested for the degree of reliability or interrater agreement when applied to college reading and study skills research reports. The purpose was to ascertain the level of agreement among the writer and four other raters who have had experience in evaluating research reports in reading. One doctoral student and four professors from The University of Tennessee, Knoxville served as raters.

The procedures for securing the interrater agreement were as follows:

1. Five experimental research reports on college reading/study skills were evaluated by the raters. The reports were selected from five different American professional journals and represented research conducted during the period from 1950-1980.
2. In submitting the journal articles for review, the names of the authors, the names of the journals, and the years of publication were omitted. The deletions were undertaken to prevent any bias in

the raters. The reports were also randomly arranged.

3. Using Suydam's Instrument for Evaluating Research Reports, the raters evaluated the five reports of experimental research.
4. The returned reports were then ranked using a scale of one to five. A ranking of one was considered to be the best report while the study receiving a ranking of number five exhibited the fewest requirements for good research. The ranks were determined by comparing each report's score received on the Suydam Scale.
5. To determine the interrater agreement on overall ratings, Kendall's Coefficient of Concordance, W was used.

Kendall's Coefficient of Concordance W was used to determine the relationship among the sets of ranks. The size of the coefficient of concordance indicates whether there is high or low agreement among the judges in the ranking of research reports. Perfect agreement is indicated by a $W = 1.00$ and lack of agreement by a $W = 0.00$.

Table 1 shows the ranks assigned by four professors and the writer. The degree of agreement between the judges reflects itself in the variation in the rank sums. If perfect agreement were observed between the five judges, one

Table 1
Ranks Assigned to Research Reports by Judges

Evaluators	<u>Research Reports</u>				
	1	2	3	4	5
A	2	5	1	4	3
B	1	5	2	4	3
C	1	5	2	4	3
D	1	4	2	5	3
E	1	5	2	4	3
Sum of Ranks	6	24	9	21	15
D*	-9	9	-6	6	0
D ²	81	81	36	36	0

*Difference from the mean.

report would be assigned a 1 by all five judges. The sum of those ranks would be 5. The sum of ranks for perfect agreement would be 5, 10, 15, 20, 25, not necessarily in that order.

In order to compute W , the expected sum of ranks for each evaluated report is tabulated. The formula for computing the sum of N ranks and W and their constituents are:

$$W = \frac{S}{1/12 K^2 (N^3 - N)}$$

where

S = sum of squares of the observed
deviations from the mean of the
summed columns

K = number of entities (objects or
individuals) ranked

$1/12 K^2 (N^3 - N)$ = maximum possible sum of the squared
deviations, i.e., the sum which
would occur with perfect agreement
among K rankings (Siegel, p. 231).

For the data shown in Table 1, the rank totals were 6, 24, 9, 21, and 15. The mean of these values is 15. The sum of the squares of deviations of this mean is 234 ($W = .93$).

The significance of W was tested by using a Table of Critical Values of S in the Kendall Coefficient of Concordance (Siegel, p. 286). This table gives values of $\underline{s}$ for W's significant at the .05 and .01 levels. This table is applicable for K from 3 to 20, and for N from 3 to 7. If an observed $\underline{s}$ is equal to or greater than that shown in the table, then W may be accepted as significant. The table list as significant as $\underline{s}$ of 112.3 at the .05 level and 142.8 at the .01 level. Since the $\underline{s}$ in this study was equal to or greater than these figures, it was concluded that there was significant agreement between the ranking of the writer and the ranking of the other judges.

Explanation of Presentation of Research Report

The research reports were listed alphabetically by the author's last name. After each bibliographical listing, the major finding(s) or conclusions of the study were noted. Specific information was provided for each research report under the following categories: type of study, design paradigm, sampling procedure, sample size, statistical procedure, grade level, duration, type of test, and the qualitative value.

To determine the qualitative value, criteria from Suydam's Instrument for Evaluating Research Reports was

utilized. See Appendix E. Nine questions were answered for each research report. Each question was scored: 1 (excellent), 2 (very good), 3 (good), 4 (fair), or 5 (poor). The qualitative value was derived by producing a total score. This total score was derived by adding the score from all nine responses. A total score of 9 to 12 indicated that the research report was excellent in terms of the criteria; 13 to 20, very good; 21 to 28, good; 29 to 36, fair; and 37 to 45 indicated a poor study.

Summary

Research reports dealing with college reading/study skills that were published in American professional journals from 1925-1980 were collected for evaluation. Each located published report was then categorized by topic, design paradigm, statistical procedure, sampling procedure and size, type of test(s) used, grade level, and duration. Suydam's Instrument for Evaluating Research Reports was selected as the evaluation instrument for the study. A study which consisted of the writer and four independent judges was conducted to determine the reliability of the reviewer using the instrument. The raters evaluated research reports representing different professional journals and time periods. Using Kendall's Coefficient of Concordance, W, the interrater reliability coefficient was

determined to be .93. It was concluded that there was significant agreement between the ranking of the writer and the ranking of the other judges. Finally, an explanation of presentation of research reports was presented.

CHAPTER III

THE EVALUATED RESEARCH REPORTS

Explanation of the Coding Process

The reports of the evaluated research on college reading/study skills are presented on the following pages. They are listed alphabetically by the author's last name at the beginning of each report.

After the biographical reference is given in each research report, a coding system is used to present further information regarding each report. This information is contained in nine categories and is presented by words, numbers, or letters. Then the major finding(s) or conclusions of the research study are noted.

The number given before each category refers to a specific category topic. The words, letters, or numbers give further information regarding the specific aspect of the category as used in the research study. The numbers and categories are:

1. Reading/study skills topic
2. Design paradigm
3. Sampling procedure
4. Sample size
5. Statistical procedure
6. Grade level
7. Duration

8. Type of test
9. Qualitative value

The coding which is used after categories refers to the items presented on the outlines of categories presented in Appendices A, B, and C. Items marked unspecified indicates that the information for that particular category was not noted in the research study. An example of how the information is presented is noted as follows:

- | | | |
|---------|-------------|--------------------------|
| 1. b | 4. 150 | 7. five weeks |
| 2. 2.14 | 5. 3.02 | 8. norm |
| 3. 1r | 6. Freshmen | 9. 29(3,3,3,4,3,4,3,3,3) |

Each item of information refers to a specific category and is given in order, from one to nine. What this information refers to is illustrated in Table 2.

The Evaluated Research Reports

Abel, F. E. "Note-Takers vs. Non-Note-Takers: Who Makes More Errors?", Journalism Quarterly, 46, Winter, 1969, pp. 811-814.

- | | | |
|---------|------------|---------------------------|
| 1. e | 4. 18 | 7. 2 days |
| 2. 1.01 | 5. 3.04 | 8. nonnorm |
| 3. 2r | 6. college | 9. 4,2,2,3,3,4,5,3,3 = 29 |

Summary. In this study extensive note taking and no note taking were chosen as independent variables. There was no control group.

Results indicated that students who did not take notes were found to be more likely to omit elements from their

Table 2

Example of Decoded Information for the Nine Categories
Presented in Each Research Evaluation

Information	Example of Code	Meaning of Code from Lists
1. Reading/Study Skills Topic	b	reading machines
2. Design Paradigm	2.14	three or more groups, posttest only, randomized, n = students
3. Sampling Procedure	1r	the population, random
4. Sample Size	150	one hundred fifty subjects
5. Statistical Procedure	3.02	analysis of variance
6. Grade Level	freshman	freshman college students
7. Duration	one quarter	one college quarter
8. Type of Test	norm	normative test
9. Qualitative Value	29(3,3,3,4,3,4, 3,3,3)	total value, 29; other numerals are those assigned to each question according to the "Instrument for Evaluating Experimental Education Research Reports"

stories than those who did take notes. Also, students who took notes were more likely to record a fact wrongly than those who did not take notes. This was attributed to the fact that note takers record more facts and therefore recorded proportionately more errors than the non-note-taking group.

Anderson, R. C., Goldberg, S. R., and Hiddle, J. L., "Meaningful Processing of Sentences," Journal of Ed. Psychology 1971, Vol. 62, pp. 395-399.

1. m	4. 43	7. unspecified
2. 1.01	5. 3.02	8. nonnorm
3. 2r	6. undergraduate	9. 3,4,3,4,3,3,4,3,4 = 31

Summary. Subjects who filled blanks as they read learned more than subjects who read whole sentences.

Allen, G. J., "Effectiveness of Study Counseling and Desensitization in Alleviating Test Anxiety in College Students," Journal of Abnormal Psychology, 1971, Vol. 77, No. 3, pp. 282-289.

1. d	4. 75	7. semester
2. 2.15	5. 6.08	8. nonnorm
3. 2r	6. undergraduates	9. 2,2,2,3,22,2,2,2 = 19

Summary. Using a combination of desensitization and study counseling was more effective in reducing physiologically measured anxiety and improving academic and examination performance than either technique alone. Desensitization and study counseling were not reliably more effective than the placebo procedure in improving academic performance.

Annis, L. F., "Effect of Cognitive Style and Learning Passage Organization on Study Technique Effectiveness," Journal of Ed. Psychology, 1979, Vol. 71, No. 5, pp. 620-626.

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|---------|---------------------|--------------------------|
| 1. N | 4. 129 | 7. one week |
| 2. 2.06 | 5. 3.02 | 8. nonnormed |
| 3. 3m | 6. college freshmen | 9. 2,3,2,2,1,2,2,22 = 18 |

Summary. Students judged to be field independent scored better than field-dependent students on completion of items of high structural importance to the meaning of the entire learning passage.

Annis, L. F. and Davis, J. K., "The Effect of Encoding and an External Memory Device on Note Taking," Journal of Experimental Ed., Vol. 44, 1975, pp. 44-46.

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|---------|--------------|---------------------------|
| 1. E | 4. 85 | 7. 2 weeks |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. Sophomore | 9. 2,2,1,2,1,3,3,3,2 = 19 |

Summary. Seven note-taking and review conditions were used in this study. Students were randomly assigned to conditions. The study was undertaken to determine the relative importance of the functions of encoding and either an externally provided or a personally produced memory device. The resulting posttest scores showed that a combination of encoding and reviewing personal notes or an outline of the lecture produced the best recall scores, while the least recall was produced by personally encoding notes or being

provided with a lecture outline during the lecture accompanied by "mental" review.

Annis, L. F., and Davis, J. K., "Study Techniques and Cognitive Style: Their Effect on Recall and Recognition," Journal of Educational Research, Vol. 71, No. 3, 1978, pp. 175-178.

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|---------|-------------|---------------------------|
| 1. F | 4. 120 | 7. one week |
| 2. 2.14 | 5. 3.05 | 8. norm and nonnorm |
| 3. 3r | 6. freshmen | 9. 1,2,1,2,2,3,2,2,2 = 17 |

Summary. Three study conditions (read only, underline, or note taking) under preferred or nonpreferred conditions were used by the field-independent and field-dependent college students of this study. The subjects read a 1525 word article. For the examination given on the passage, half of the subjects reviewed and half did not. The results indicated that both field-independent and field-dependent subjects produced the best recognition scores when a non-preferred study technique plus review was employed. Subjects taking notes and underlining produced better scores than students who only read the passage.

Atherton, C. R., "Lecture, Discussion, and Independent Study Instructional Methods Revisited," Journal of Experimental Education, Vol. 40, No. 4, Summer, 1972, pp. 24-28.

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|---------|-------------------|---------------------------|
| 1. f | 4. 53 | 7. 2 semesters |
| 2. 2.10 | 5. 3.05 | 8. norm |
| 3. 3m | 6. Undergraduates | 9. 1,2,1,2,2,2,1,1,1 = 13 |

Summary. Results of the effects of three teaching methods on recall of facts, understanding of content, and application of principles indicated that neither method was superior over the other. The three teaching methods employed were lecture, discussion, and independent study.

Bahe, V. R., "Reading-Study Instruction and College Achievement, Reading Improvement, Vol. 6, 1969, pp. 57-61.

1. N	4. 53	7. Two year
2. 3.13	5. 3.04	8. Norm
3. 3i	6. Freshmen	9. 3,3,3,3,3,2,2,2,3 = 24

Summary. This study attempted to determine whether instruction in reading study skills could significantly improve the substandard scholastic performance of selected freshmen of high learning potential. The goals of instruction were to improve problem areas as well as improve and develop skills in time budgeting, skimming and scanning, SQ4R, reviewing and writing. Results of pre- and posttest ing of both experimental and control groups revealed insignificant mean point gains. Academic performance of the experimental subjects was inferior to that of the controls. Reading rate was the only significant lasting improvement experienced by both experimental groups.

Bailey, R. B., and Vineyard, E. E., "Interrelationships of Reading Ability, Listening Skill, Intelligence, and Scholastic Achievement, Journal of Developmental Reading, Vol. 3, No. 3, Spring, 1960, pp. 174-178.

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|---------|-------------|---------------------------|
| 1. N | 4. 114 | 7. unspecified |
| 2. 1.01 | 5. 6.04 | 8. norm |
| 3. 1a | 6. freshmen | 9. 4,5,5,5,5,4,3,4,4 = 40 |

Summary. Results indicated that (1) reading and listening are apparently facets of the verbal ability family which is in part tapped by most general intelligence tests; (2) intelligence tests measure something more than these verbal skills and the something more is related to scholastic achievement; (3) secondary reading skills are not substantially or significantly related to scholarship.

Barabasz, A. F., "A Study of Recall and Retention of Accelerated Lecture Presentation," Journal of Communication, Vol. 18, Sept. 1968, pp. 283-287.

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|---------|-------------------|---------------------------|
| 1. c | 4. 118 | 7. 3 weeks |
| 2. 2.14 | 5. 3.02 | 8. nonnormed |
| 3. 3r | 6. undergraduates | 9. 3,4,3,3,3,3,3,3,3 = 28 |

Summary. The results indicated that lecture presentations, on a college level, can be increased in word rate, with a reduction in presentation time by one third, without any significant loss in recall or retention.

Barbe, W. B., "The Effectiveness of Work in Remedial Reading at the College Level," Journal of Educational Psychology, Vol. 43, 1952, pp. 229-237.

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|---------|-------------------|---------------------------|
| 1. C | 4. 50 | 7. one year |
| 2. 2.02 | 5. 1.04 | 8. norm |
| 3. 2s | 6. Undergraduates | 9. 1,3,2,3,3,2,3,3,3 = 22 |

Summary. This experiment was conducted to determine what improvement could be made in reading the permanency of any gains, and the effect that the gains would have on students' grades. An experimental group worked for twelve weeks to improve their reading ability. A control group was tested, but was not given any help in reading improvement. At the end of twelve weeks, both groups were tested. The mean reading rate of the experimental group had increased 64 percent, while the mean reading rate of the control group had increased only 2 percent. A comparison of the GPA of both groups indicated a gain for the experimental group, but not a significant gain for the control group.

Bausell, R. B., and Jenkins, J. R., "Effects on Prose Learning of Frequency of Adjunct Cues and the Difficulty of the Material Cued," Journal of Reading Behavior, Vol. 9, No. 3, 1977, pp. 227-232.

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|-----------|---------------|---------------------------|
| 1. F | 4. 61 | 7. one day |
| 2. 1.01 | 5. 3.02 | 8. nonnorm |
| 3. 1 only | 6. Sophomores | 9. 2,2,3,3,3,5,3,4,3 = 28 |

Summary. The purpose of this study was to investigate how influential underlining is as an adjunct study aid. The subjects were assigned to five study conditions. These conditions varied on amount of underlining and difficulty of material underlined. In each condition, time was held constant. There were not any significant differences

between the conditions. The results indicated that underlining is of limited value and may only manipulate which parts of a passage are learned at the expense of the other parts.

Belcher, M. J., "The Effect of Increased Reading Efficiency upon Semester Grade Point Averages," Journal of Reading, Vol. 14, No. 6, 1971, pp. 381-384, 422.

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|---------|-------------------|---------------------------|
| 1. a | 4. 355 | 7. 4 months |
| 2. 2.11 | 5. 4.06 | 8. normed |
| 3. 1s | 6. Undergraduates | 9. 5,5,3,3,4,3,3,4,4 = 34 |

Summary. The hypothesis that a significant increase in reading efficiency is accompanied by a significant increase in semester GPA was only partially supported. A course that aids students to increase their reading efficiency may also aid them to increase their GPA's.

Bickley, A. C., Ford, F. G., and Weaver, W. W., "Information Removed from Multiple-Choice Item Responses by Selected Grammatical Categories," Psychological Reports, Vol. 23, 1968, pp. 613-614.

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|---------|---------------|---------------------------|
| 1. d | 4. 147 | 7. unspecified |
| 2. 2.16 | 5. 6.08 | 8. norm |
| 3. 2r | 6. sophomores | 9. 3,5,4,4,3,3,3,3,3 = 31 |

Summary. Seven treatments were utilized. Certain grammatical classes of words were deleted from standard reading test paragraphs and the effects upon multiple-choice

item responses examined. The deletion of nouns removed the most information, but many of the questions were answered even when the entire paragraph was blacked out.

Bishop, R. L. "Anxiety and Readership of Health Information," Journalism Quarterly, Vol. 51, 1974, pp. 40-46.

1. L	4. 123	7. 3 days
2. 2.04	5. 3.02	8. nonnorm
3. 3r	6. Undergraduates	9. 1,2,2,2,2,3,3,2,2 = 19

Summary. Two hypotheses were tested: (1) The first hypothesis, that college students who worry a great deal about cancer would tend to read stories with a reassuring headline more than those with a frightening one, was sustained. The second hypothesis, that persons with low levels of anxiety would be more apt to read the frightening headline, was not sustained.

Bloomer, R. H. "The Cloze Procedure as a Remedial Reading Exercise," Journal of Developmental Reading, Vol. 5, 1961, pp. 173-181.

1. m	4. 88	7. 1 year
2. 2.04	5. 6.08	8. norm
3. 3r	6. Undergraduates	9. 3,3,3,3,2,3,3,1,2 = 23

Summary. No significant difference was noted between the rate on the initial test and on the final test for the experimental or control group. The experimental group

showed a significant increase in comprehension between initial and final tests. Also, both the experimental and control groups showed an increase in vocabulary scores from pre- to posttest.

Bloomer, R. H., "The Effects of a College Reading Program on a Random Sample of Education Freshmen," Journal of Developmental Reading, Vol. 5, Winter, 1962, pp. 110-118.

1. c	4. 80	7. 12 weeks
2. 2.04	5. 6.04	8. norm
3. 3r	6. freshmen	9. 2,3,3,3,2,3,3,2,2 = 23

Summary. (1) The experimental group showed significantly greater gains in reading speed and reading comprehension than did the control group; (2) the control group showed greater gains in vocabulary acquisition; (3) when the grade point average was corrected for predicted college average, the experimental group gained significantly more; (4) the gains acquired in reading skills were not related to academic achievement or gains in academic achievement; (5) gains scored in one reading subtest were not related to gains in other reading subtests.

Boyd, W. M., "Repeating Questions in Prose Learning," Journal of Educational Psychology, 1973, Vol. 64, No. 1, pp. 31-38.

1. m	4. 220	7. unspecified
2. 3.17	5. 3.02	8. nonnorm
3. 3s	6. Undergraduates	9. 4,4,4,4,3,4,4,4,4 = 35

Summary. The effect of adding questions resulted in more effective understanding of the text. Questions that came before the relevant material seemed to affect attention only, and questions that came after relevant material seemed to affect retention or rehearsal only.

Braam, Leonard S., and Berger, A., "Effectiveness of Four Methods of Increasing Reading Rate, Comprehension, and Flexibility," Journal of Reading, Vol. 11, No. 5, Feb. 1968, pp. 346-354.

1. n	4. 255	7. 17 weeks
2. 2.15	5. 6.08	8. norm
3. 3r	6. freshmen	9. 3,2,3,2,2,3,3,1,2 = 21

Summary. (1) Gains in reading rate were retained by all the experimental groups with no significant difference between groups; (2) there was no significant loss in gains in reading flexibility resulting from each of the four different methods of instruction.

Brandt, J. D., "Internal versus External Locus of Control and Performance in Controlled and Motivated Reading-Rate Improvement Instruction," Journal of Counseling Psychology, Vol. 22, No. 5, 1978, pp. 377-383.

1. F	4. 55	7. 6 days
2. 2.13	5. 6.08	8. norm
3. 3r	6. Undergraduates	9. 2,2,2,2,2,2,1,2,2 = 15

Summary. Investigated, in this study in four reading instruction treatments and a fifth control condition, were

the association of internal-external personality dimension and improvement of reading rate. Two approaches to improvement of reading rate, the controlled and motivated approaches were utilized. The motivated approach was discovered to be more effective for increasing reading rate without affecting comprehension than instruction given in the controlled condition. The Internal-External dimension was significantly correlated with reading-rate improvement.

Bruning, R. H., "Effects of Review and Testlike Events within the Learning of Prose Materials," Journal of Educational Psychology, 1968, Vol. 59, No. 1, pp. 16-19.

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|-----------|-------------------|---------------------------|
| 1. d | 4. 69 | 7. unspecified |
| 2. 2.18 | 5. 6.08 | 8. nonnorm |
| 3. 1 only | 6. Undergraduates | 9. 3,4,3,3,4,4,3,4,4 = 32 |

Summary. Students assigned to a test-relevant condition made fewer errors on the criterion posttest than did students in the test irrelevant condition.

Canute, R. J., "An Exploratory Evaluation of Certain Aspects of the Listening Program as a Part of the Study Skills Course at the University of Wyoming," The Journal of Educational Research, Vol. 59, No. 2, Oct. 1965, pp. 51-53.

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|---------|-------------|---------------------------|
| 1. g | 4. 192 | 7. 1 year |
| 2. 2.14 | 5. 6.08 | 8. norm |
| 3. 3i | 6. freshmen | 9. 1,2,3,3,2,2,4,3,3 = 23 |

Summary. No one method of teaching listening was statistically superior to any other method in terms of either grade point average one semester following the conclusion of the study or in terms of postlistening test results over prelistening test results.

Carter, J. F., and Van Matre, N. H., "Note Taking versus Note-Having," Journal of Educational Psychology, 1975, Vol. 67, No. 6, pp. 900-904.

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|---------|-------------------|---------------------------|
| 1. e | 4. 172 | 7. unspecified |
| 2. 2.16 | 5. 6.08 | 8. norm and nonnorm |
| 3. 1r | 6. undergraduates | 9. 2,3,2,2,2,2,2,3,2 = 20 |

Summary. The relationship of note taking and review to retention of information presented by lecture was the subject of this study. Taking and reviewing notes yielded maximum retention and recall, while listening only without review resulted in poorest performance.

Cower, R. P., "Understanding, Information Processing, and Learning from Prose Materials," Journal of Educational Psychology, Vol. 64, Feb. 1973, pp. 76-84.

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|---------|-------------------|---------------------------|
| 1. m | 4. 108 | 7. unspecified |
| 2. 2.11 | 5. 1.04 | 8. norm and nonnorm |
| 3. 3s | 6. undergraduates | 9. 2,3,3,2,3,2,3,3,3 = 24 |

Summary. The results of the study suggest that (1) understanding can be defined in terms of information stored and (2) traditional learning concepts and measures

are inappropriate for investigating the important effects involved in reading and auding prose.

Cashen, V. M., Leicht, K. L., and Ramseyer, G. C., "Effects of Temporal Sequencing of Student Study and Teacher Presentation on Examination Performance," Journal of Psychology, Vol. 91, 1975, pp. 11-14.

1. D	4. 128	7. 2 days
2. 3.20	5. 3.02	8. nonnorm
3. 3s	6. undergraduates	9. 2,3,3,4,3,4,3,3,3 = 28

Summary. This study investigated the question as to whether students should read material before or after teacher presentation prior to taking an examination on the materials. Students were divided into a prior and post-reading group. The students in the prior reading condition read two passages, spending ten minutes on each passage. The postreading group was then assembled with the prior reading group for a teacher presentation of reprint materials. After the instructor presented the lecture, the postreading group was retained and read the reprints. The next day, both groups were given multiple-choice tests. No difference was found on test performance for both groups.

Chansky, N. M., "Preexamination Stress, Information Schedules, and Learning," Journal of General Psychology, Vol. 63, 1960, pp. 219-228.

1. d	4. 60	7. unspecified
2. 2.19	5. 2.01	8. norm
3. 3r	6. freshmen	9. 1,2,2,2,2,2,2,3,2 = 18

Summary. This experiment was conducted to explore the effects of stress and of schedule of information on the learning of paired associate nonsense syllables. Results indicated that stress per se had no effect on learning. A schedule of information of continuous information lent itself to faster acquisition but poorer retention. Stress, in conjunction with a schedule of continuous information, was associated with slower acquisition and inferior retention. Stress on the other hand, together with intermittent information was associated with faster acquisition and greater retention.

Coffman, W. E., and Parry, M. E., "Effects of an Accelerated Reading Course on SAT-V Scores," Personnel and Guidance Journal, Vol. 46, November 1967, pp. 292-296.

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|---------|-------------|---------------------------|
| 1. a | 4. 44 | 7. 8 weeks |
| 2. 2.09 | 5. 1.05 | 8. norm |
| 3. 3s | 6. freshmen | 9. 1,3,2,3,3,2,3,2,2 = 21 |

Summary. In this study, three groups of university freshmen took the SAT-V before and after a course in accelerated reading. It was concluded that a course emphasizing speed and accuracy of reading is not of value in increasing scores on the verbal part of the Scholastic Aptitude Test.

Collingwood, V., and Hughes, D. C., "Effects of Three Types of University Lecture Notes on Student Achievement," Journal of Educational Psychology, Vol. 70, No. 2, 1979, pp. 175-179.

1. e	4. 57	7. 4 weeks
2. 2.13	5. 3.02	8. nonnorm
3. 3r	6. undergraduates	9. 2,3,3,2,3,3,3,3 = 25

Summary. Three different types of notes were used in the study: (1) duplicates of the lecturer's notes; (2) copies of the headings, key points, diagram outlines, tables, and references from the lecturer's notes with spaces for the student to add additional notes as needed; (3) the students own notes taken during the lecture. An analysis of variance indicated there were significant differences between the notes as measured by a delayed achievement test. Initially, students favored their own notes. However, results after the study concluded students later favored having a copy of the instructor's notes.

Collins, R., "The Comprehension of Prose Materials by College Freshmen When Read Silently and When Read Aloud," Journal of Educational Research, Vol. 55, No. 2, October, 1961, pp. 79-82.

1. m	4. 60	7. four weeks
2. 2.05	5. 1.05	8. nonnorm
3. 2m	6. freshmen	9. 2,2,1,1,1,3,2,2,2 = 16

Summary. After seven prose selections representing seven levels of reading ease were read silently by one

group, and orally by another group, and comprehension tests were taken, it was discovered that: (1) the scores by oral readers were significantly higher on the very easy and easy selections; (2) the scores by oral readers were insignificantly higher on the fairly easy and standard selections; (3) the scores by oral readers were very significantly higher on the fairly difficult selection; (4) the scores by the oral readers were insignificantly higher on the difficult and very difficult selections.

Colvin, C. R., "A Study of Differing Treatments in a College Reading Program," Reading World, Vol. 11, No. 3, March, 1972, pp. 227-231.

1. N	4. unspecified	7. 12 weeks
2. 2.15	5. 1.04	8. norm
3. 3r	6. freshmen	9. 2,3,3,3,3,3,3,4,3 = 27

Summary. The study showed that any of four treatments tested (reading films, brief lecture, class discussion of common difficulties, a programmed text and teacher modes exercises; reading films, brief lectures and a programmed text; a brief lecture and a programmed text; and a programmed text only) will bring about improvements on test scores, but that no single approach brings about a statistically significant gain in comparison with a different approach.

Corey, S. M., "Making Notes from Lectures and Readings,"
Journal of Educational Research, Vol. 29, No. 3, 1935,
 pp. 204-208.

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|---------|-------------|---------------------------|
| 1. E | 4. 165 | 7. two weeks |
| 2. 3.20 | 5. 1.04 | 8. norm |
| 3. 2s | 6. freshmen | 9. 2,2,3,4,3,2,3,4,2 = 25 |

Summary. Two groups of students either made notes from dictation on a passage or made notes from reading that passage. The passage was the same for both groups. After two weeks, the subjects were given a test over the passage. Subjects were allowed to use their notes. There was no significant difference in mean test scores of the two groups. The author cautioned, however, that the student taking notes from lecture still may have the text to refer to at a later time.

Cornish, R. D., "Comparison of Three Methods of Reducing Test Anxiety: Systematic Desensitization, Implosive Therapy, and Study Counseling," Journal of Counseling Psychology, Vol. 20, No. 6, 1973, pp. 499-503.

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|---------|-------------------|---------------------------|
| 1. D | 4. 39 | 7. one semester |
| 2. 2.14 | 5. 6.08 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 1,2,2,2,2,2,3,2,2 = 18 |

Summary. The authors of this study compared systematic desensitization, implosive therapy, and study counseling to determine how they differentially operate to reduce test anxiety and improve academic performance among college

students with self-reported test anxiety. The results suggested that systematic desensitization is more effective than the other methods in reducing test anxiety.

Craik, J. M., and Martin, D. P., "The Effect of a Presentation on How to Underline a Text in Introductory Psychology Courses," Journal of Reading, Vol. 23, No. 5, February, 1980, pp. 404-407.

1. F	4. 77	7. 5 weeks
2. 3.20	5. 6.08	8. unspecified
3. 3i	6. undergraduates	9. 2,2,2,3,3,4,2,2,2 = 22

Summary. Two hypotheses were tested in this study:

(1) students who heard a presentation of a lecture on how to underline a text would improve their study skills and indicate so by scoring significantly higher test scores than a similar group who did not attend the lecture; (2) subjects who were told that the lecture material would be covered on a test would exhibit higher motivation to understand and recall the information than subjects who were not informed of the possibility. The results indicated that only the second hypothesis was substantiated by the data. Subjects attending the underlining lecture in the main did not use the technique.

Crewe, J. C., "The Effect of Study Strategies on the Retention of College Material," Journal of Reading Behavior, Vol. 1, No. 2, Spring 1969, pp. 45-51.

1. f	4. 113	7. unspecified
2. 2.16	5. 3.04	8. norm
3. 3r	6. undergraduates	9. 2,2,3,3,3,2,3,1,2 = 21

Summary. Results of the study indicated that a student will increase his retention by review and studying close to the time of the examination. For small amounts of study material, cramming is an effective method of study. However, since most students must study more than one chapter of material for a test, it would be unwise to recommend such a study procedure.

Crouse, J. H., and Idstein, P., "Effects of Encoding Cues on Prose Learning," Journal of Educational Psychology, Vol. 63, 1972, pp. 309-313.

1. f	4. 144	7. unspecified
2. 2.14	5. 3.02	8. nonnorm
3. 3r	6. undergraduates	9. 3,4,3,3,2,3,3,3,3 = 27

Summary. Of the different encoding cues tested, underlining encoding cues greatly facilitated learning, and the facilitation was larger for fast and medium learning subjects than slow learning subjects.

Dalrymple-Alford, E. C., "The Effect of Delayed Auditory Feedback on Reading as a Function of the Syllabic Length of the Words," Language and Speech, Vol. 16, Part 2, April-June, 1973, pp. 182-187.

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|-----------|-------------------|---------------------------|
| 1. m | 4. 24 | 7. unspecified |
| 2. 1.01 | 5. 3.02 | 8. none used |
| 3. 1 only | 6. undergraduates | 9. 4,4,4,4,4,3,3,3,3 = 32 |

Summary. This study utilized passages consisting of randomly arranged monosyllabic, bisyllabic, and trisyllabic words. These words were read under conditions of immediate and delayed auditory feedback. The hypothesis tested in the study was that the effect of delaying feedback would increase disproportionately with the syllabic length of the words read. The results, however, indicated that delayed feedback increased "vocal time" by a constant proportion unaffected by syllabic length.

Dalton, P., Gliessman, D., Guthrie, H., and Rees, G., "The Effect of Reading Improvement on Academic Achievement," Journal of Reading, Vol. 9, No. 4, 1966, pp. 242-252.

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|---------|----------------|---------------------------|
| 1. c | 4. unspecified | 7. 3 semesters |
| 2. 1.03 | 5. 3.04 | 8. norm |
| 3. 3m | 6. freshmen | 9. 4,3,2,3,2,3,2,2,3 = 24 |

Summary. The results of this study indicated that students who completed a reading improvement course in the first semester of their freshmen year maintained a significantly higher GPA throughout their freshman year than those

students assigned to an orientation class or to a control group given no instruction beyond normal class work. It was felt that generally, the results in terms of GPA favor the students who had completed a reading improvement course over those students who took no special instruction beyond normal course work.

Davis, J. K., and Annis, L. F., "The Effect of Study Technique, Study Preferences, and Familiarity on Later Recall," Journal of Experimental Education, Vol. 47, 1978, pp. 92-96.

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|---------|--------------|---------------------------|
| 1. F | 4. 2.62 | 7. one week |
| 2. 2.10 | 5. 6.08 | 8. nonnorm |
| 3. 3m | 6. sophomore | 9. 2,2,2,3,2,3,2,2,2 = 20 |

Summary. The subjects in this study were assigned to six different conditions of study and review in order to determine the effect of using a preferred or nonpreferred study technique and also of the subject being familiar or unfamiliar with an assigned reading topic. The results indicated that when a subject preferred reading as the study technique and was familiar with the subject, reading produced the highest scores on the posttest. Subjects preferring to read, but not familiar with the subject scored lowest on the posttest.

Deal, R. W., "The Development of Reading and Study Habits in College Students," Journal of Educational Psychology, Vol. 25, April, 1934, pp. 258-273.

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|---------|-------------------|---------------------------|
| 1. N | 4. 270 | 7. three semesters |
| 2. 2.09 | 5. 1.03 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 4,3,3,3,3,3,3,3,3 = 28 |

Summary. This study compared groups of students who were given instruction in reading/study skills to students who were not given such instruction. The results of standardized tests showed a steady increase in ability to comprehend for the experimental group. Tests given to forty students after one year showed a high degree of the improvement made during the experiment.

Del Giogrno, W., Jenkins, J. R., and Baysell, R. B., "Effects of Recitation on the Acquisition of Prose," Journal of Educational Research, Vol. 67, No. 7, 1974, pp. 293-294.

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|---------|--------------|---------------------------|
| 1. F | 4. 30 | 7. one week |
| 2. 2.20 | 5. 1.04 | 8. nonnorm |
| 3. 3r | 6. sophomore | 9. 2,3,2,2,2,3,3,4,3 = 24 |

Summary. This study was undertaken to compare recitation to reading in the acquisition of facts contained in a prose passage. A read-recite procedure was compared to a read-reread condition. The results of posttests given indicated that the read-recitation condition was superior to the read-reread condition.

Di Vesta, F. J., and Gray, G. S., "Listening and Note Taking," Journal of Educational Psychology, Vol. 63, No. 1, 1972, pp. 8-14.

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|---------|-------------------|---------------------------|
| 1. N | 4. 124 | 7. 1 day |
| 2. 2.16 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,3,2,2,3,1,2,2 = 20 |

Summary: Students listened to a set of three five-minute passages. The four variables introduced in the study were: (1) position of the criterion passage; (2) note-taking while listening; (3) rehearsal immediately after listening; and (4) testing. A free recall test was given at the conclusion of the experiment and higher test scores were made when the study interval was used for review than when it was used for other activities. The number of ideas recalled was positively influenced by note taking, rehearsal, and testing.

Di Vesta, F. J., and Gray, G. S., "Listening and Note Taking," Journal of Educational Psychology, Vol. 64, 1973, pp. 278-287.

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|---------|-------------------|---------------------------|
| 1. e | 4. 90 and 240 | 7. 1 week |
| 2. 2.16 | 5. 302 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,1,2,1,3,2,2,2 = 18 |

Summary. In this study, the subjects listened to a passage divided into six parts, each of five minutes duration. Manipulations were made of thematic relatedness

of content, listen-study intervals, and note taking. It was noted that more ideas were recalled when note taking was not permitted and when the material was on different topics or unconnected than when the material was on the same topic and/or connected. There were no significant effects due to variations in listen-study intervals. The hypothesis projected that for subjects with low memory span note taking is beneficial was provided some support.

Di Vesta, F. J., and Ross, S., "Oral Summary as a Review Strategy for Enhancing Recall of Textual Material," Journal of Educational Psychology, Vol. 68, 1977, pp. 689-695.

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|---------|-------------------|---------------------------|
| 1. G | 4. 162 | 7. one week |
| 2. 2.16 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,2,2,2,2,3,3,2 = 21 |

Summary. In this experiment, one group studied textual material expecting that an oral summary would be presented later, while another group studied without this expectancy. After study, one third of the subjects in each group presented oral summaries and another third listened to oral summaries. The remainder of the subjects received no summaries. The results of posttests revealed that verbal participation facilitated retention and that this effect was greater for cued than for recognition recall.

Dooling, D. J., "Focus of Thematic Effects in Retention of Prose," Journal of Experimental Psychology, Vol. 97, 1972, pp. 404-406.

- | | | |
|---------|-------------------|---------------------------|
| 1. M | 4. 72 | 7. unspecified |
| 2. 2.16 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,3,3,3,3,2,4,3 = 26 |

Summary. The comprehension of the theme of a prose passage was manipulated by using stories that were metaphorical and difficult to understand. The point at which the thematic title was presented was given (a) before the passage, (b) after the passage, or (c) not at all. Recall performance was best for the before group which proved that knowledge of the theme aids retention. However, performance of the after and control group was not significantly different.

Driskell, J. L., and Kelley, E. L., "A Guided Notetaking and Study Skills System for Use with University Freshmen Predicted to Fail," Journal of Reading, Vol. 23, No. 4, 1980, pp. 327-331.

- | | | |
|---------|-------------|--------------------------|
| 1. N | 4. 61 | 7. one semester |
| 2. 2.07 | 5. 1.04 | 8. nonnorm and norm |
| 3. 3r | 6. freshmen | 9. 2,4,3,3,2,3,4,44 = 29 |

Summary. This study was undertaken to determine if there was a significant difference between grades for freshmen predicted to fail who had received six weeks instruction in study skills compared with a control group

of the same qualifications which had not received instruction. Comparisons were made of the GPA's of students who received study skills instruction compared with the GPA's of students not receiving instruction in study skills. Results indicated that the treatment group had higher GPA's after one semester of instruction in study skills than the control group. All treatment students scored 80 percent on the mastery test of notetaking skills. The 80 percent score was considered significant. No data was given relative to the control group's scores on the same test.

Dubois, R. L., "Improvement of Textbook Comprehension in College Reading Classes," Journal of Reading, Nov. 1969, pp. 113-118, 165.

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|---------|-------------|---------------------------|
| 1. m | 4. 160 | 7. 13 weeks |
| 2. 2.16 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. freshmen | 9. 2,2,1,3,2,2,2,3,2 = 19 |

Summary. This study was conducted to determine (1) to what extent general reading materials and instruments used frequently in college reading improvement classes assist students in learning to read and comprehend textbooks, and (2) if instruction in textbook reading skills and practice with subject matter materials can significantly improve the ability to read and comprehend college textbooks. Students enrolled in classes testing each question made significantly greater gains in comprehension than a control group which did not receive extra instruction.

Duell, O. I., "Overt and Covert Use of Different Cognitive Levels," Contemporary Educational Psychology, Vol. 3, 1978, pp. 239-245.

1. c	4. 103	7. one day
2. 2.14	5. 6.08	8. nonnorm
3. 3r	6. undergraduates	9. 2,3,2,2,2,3,2,2,2 = 20

Summary. The major purpose of this study was to determine whether students who were given behavioral objectives process material differently for high and low objectives. Subjects provided with objectives along with a study passage scored lower on a multiple choice posttest than students who were given the same objectives plus an overt task for each objective. The scores obtained from lower level or recognition type questions were significantly higher than scores on higher level or application type questions. Subjects did not perform better on the posttest on content for which they had been given higher level objectives than on content for which lower level objectives had been provided.

Dwyer, F. M., "Effect of Questions on Visualized Instruction," Journal of Psychology, Vol. 78, 1962, pp. 181-183.

1. m	4. 272	7. unspecified
2. 2.13	5. 6.08	8. nonnorm
3. 3r	6. undergraduates	9. 4,4,4,5,3,4,3,4,4 = 35

Summary. When questions follow textual material and focus the students' attention on relevant learning cues, visualization of the content material is not an effective instructional technique for facilitating the students' achievement of learning objectives.

Dwyer, F. M., "Questions as Advanced Organizers in Visualized Instruction," Journal of Psychology, Vol. 78, 1962, pp. 261-264.

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|---------|-------------------|---------------------------|
| 1. m | 4. 266 | 7. unspecified |
| 2. 2.13 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 4,4,4,5,3,4,3,4,4 = 35 |

Summary. It was indicated that: (1) the use of questions as advance organizers in visual instruction is not an effective instructional technique for increasing the students' achievement of different types of learning objectives; and (2) different types of visuals, when preceded by questions are not equally effective in facilitating a student's achievement.

Dyer, J. W., and Yekovich, F. R., "An Analysis of Three Study Skills: Notetaking, Summarizing, and Rereading," Journal of Educational Psychology, Vol. 73, No. 1, 1979, pp. 3-7.

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|---------|---------------------------------|---------------------------|
| 1. N | 4. 191 | 7. one week |
| 2. 2.16 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates and graduates | 9. 2,3,3,2,2,3,2,2,2 = 21 |

Summary. The subjects of this study read the passage used either with or without taking notes. Later one-half of the subjects wrote passage summaries without referring to the passage, while the remainder of the subjects completed a spatial relation task. At this point, subjects either reread the passage, or engaged in a placebo task. All subjects were given an immediate test and one seven days later. Results indicated that both notetaking and rereading improved recall. The subjects recalled more substantive information, but rereading increased factual recall.

Dyer, J. W., and Kulhavy, R. W., "Sequence Effects and Reading Time in Programmed Learning," Journal of Educational Psychology, Vol. 64, 1970, pp. 57-61.

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|---------|-------------------|---------------------------|
| 1. m | 4. 176 | 7. unspecified |
| 2. 2.15 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3i | 6. undergraduates | 9. 2,2,2,1,2,2,2,3,2 = 18 |

Summary. Undergraduates read a programmed text containing an experimental and three placebo sections. The experimental frames were either massed or distributed over placebo sections in logical or random sequence. Logical sequences were recalled better than random sequences on the posttest.

Edmiston, R. W., "The Effects of Emphasizing 'How to Learn' upon Knowledge of Course Content and School Marks," Journal of Educational Psychology, Vol. 28, 1934, pp. 371-381.

1. N	4. 420	7. one semester
2. 1.03	5. 2.04	8. none
3. 3s	6. freshmen	9. 5,4,4,3,3,4,3,3,4 = 33

Summary. There was more improvement in the achievement of the students given instruction in the course than students who had not taken it. The course was more suited to the better student. After finishing, the course follow-up indicated there was no indication of a lapse into old habits as the experimental groups continued to show higher averages during the second semester.

Eisner, S., and Rohde, K., "Note Taking during or after the Lecture," Journal of Educational Psychology, Vol. 50, 1946, No. 6, pp. 301-304.

1. e	4. 60	7. 3 weeks
2. 2.08	5. 2.06	8. nonnorm
3. 3s	6. freshmen	9. 2,2,2,2,3,1,2,3,2 = 19

Summary. In this experiment, students in a college English literature class were given two lectures. During one lecture they took notes and studied afterward. During the other lecture they listened and then took notes and studied afterward. Several days later they were given a test and three weeks later another test. The data gave no

significant differences between the two methods. Therefore, no evidence was found to support the hypothesis that note taking itself during lecture is any more effective than note taking immediately after a lecture.

Faw, T. T., and Nunnally, J. C., "The Effects on Eye Movements of Complexity, Novelty, and Affective Tone," Perception and Psychophysics, Vol. 2, No. 7, 1967, pp. 263-267.

1. j	4. 48	7. unspecified
2. 1.03	5. 3.02	8. none
3. 3s	6. undergraduates	9. 1,2,2,1,2,3,2,2,2 = 17

Summary. The study was conducted to investigate the effects of stimulus complexity, novelty and affective tone on the direction of eye movements of male college students. A motion picture camera took pictures of the students' eye while viewing pairs of stimuli. In no instance, in any part of the 10 sec. viewing interval, did the students as a group fixate longer on unpleasant stimuli when they were paired with either pleasant or neutral stimuli and pleasant stimuli consistently dominated neutral stimuli.

Feinberg, M. R., Long, L., and Rosenheck, V., "Results of a Mandatory Study Course for Entering Freshmen," Journal of Developmental Reading, Vol. 5, 1962, pp. 95-100.

1. f	4. 128	7. One semester
2. 2.02	5. 6.08	8. norm
3. 3m	6. undergraduates	9. 3,3,3,2,2,2,3,3,3 = 25

Summary. The course taught during the study did not increase the grade point averages of the students taking it. The students in the control group gained more in areas measured by the verbal part of the SAT than did the experimental group. It was felt that the effects of the course may be positive in later semesters. However, the data available at the end of the first semester did indicate a clear lack of effectiveness.

Fernald, P. S. "Effects of Individualized Instruction upon Low and High Achieving Students, Study Behavior, and Students' Evaluation of Mastery," Journal of Experimental Education, Vol. 43, No. 4, 1975, pp. 27-34.

1. c	4. 560	7. one semester
2. 2.10	5. 3.02	8. nonnorm
3. 3m	6. undergraduates	9. 1,2,2,2,2,3,2,2,2 = 18

Summary. There were three hypotheses tested in this experiment: (1) individualized instruction would benefit low more than high achieving students; (2) individualized instruction promotes a study behavior that will carry over into conventional instruction; (3) students in individualized instruction can more accurately evaluate their performance than conventional students. The third hypothesis was confirmed from the data. However, the first hypothesis was not upheld. In regard to the second hypothesis, the data reported that individualized instruction promotes improved study behavior. However, both self-report and exam

performance data indicated that the improvement was not maintained under regular classroom conditions.

Fisher, J. L., and Harris, M. B., "Effect of Note Taking and Review on Recall," Journal of Educational Psychology, Vol. 65, 1974, pp. 321-325.

1. e	4. 112	7. 3 weeks
2. 2.14	5. 6.08	8. nonnorm
3. 3r	6. undergraduates	9. 1,1,2,2,1,2,2,2,2 = 15

Summary. The results of this study indicated that a combination of taking notes and reviewing one's own notes resulted in the most recall, while not taking notes and reviewing the lecture mentally produced the least recall.

Fisher, J. L., and Harris, M. B., "Note Taking and Recall," Journal of Educational Research, Vol. 67, No. 7, 1974, pp. 291-292.

1. E	4. 88	7. one day
2. 2.16	5. 3.02	8. nonnorm
3. 3r	6. undergraduates	9. 3,4,3,4,3,5,3,3,4 = 32

Summary. The subjects of this study were assigned to five treatment groups utilizing different note taking and review combinations. The object of the study was to investigate the effect of note taking and opportunity for review on subsequent recall. The results revealed that no treatment effects were found, even though quality of the subjects' notes was positively correlated with both free recall and multiple-choice measures.

Foss, D. J., and Cairns, H. S., "Some Effects of Memory Limitation upon Sentence Comprehension and Recall," Journal of Verbal Learning and Verbal Behavior, Vol. 9, 1970, pp. 541-547.

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|-----------|-------------------|---------------------------|
| 1. m | 4. 36 | 7. unspecified |
| 2. 2.16 | 5. 6.08 | 8. nonnorm |
| 3. 1 only | 6. undergraduates | 9. 1,2,2,2,2,3,2,2,2 = 18 |

Summary. This investigation studied the relationship between available short term storage, sentence comprehension and recall. Students were presented with word lists which varied in length (0, 2, or 4 words) and then a sentence. Two types of sentences (high or low in complexity) were presented. The student first recalled the word list and then, if correct, the sentence. The results supported the hypothesis that relatively complex sentences are more susceptible to rehearsal or storage interference effects than are relatively simple sentences.

Fowler, R. L., "Effectiveness of Highlighting for Retention of Text Material," Journal of Applied Psychology, Vol. 59, No. 3, 1974, pp. 358-364.

- | | | |
|---------|-------------------|---------------------------|
| 1. F | 4. 78 | 7. one week |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,2,3,2,2,2,2 = 22 |

Summary. This study was undertaken to determine the effectiveness of highlighting selected text material for improving retention. A detailed analysis implied that

highlighting improves retention of selected text material and that active highlighting is superior to merely just reading the material. Highlighting seemed to be most effective when the reader believed that the highlighting process could discriminate between important material and unimportant material.

Frase, L. T., "Cybernetic Control of Memory While Reading Connected Discourse," Journal of Educational Psychology, Vol. 60, 1968, pp. 49-55.

1. m	4. 24	7. one day
2. 2.14	5. 4.03	8. nonnorm
3. 3r	6. college age employees	9. 3,3,3,2,3,4,3,3,3 = 27

Summary. The subjects were given the attributes of a verbal concept and told to find its name in a reading passage. Students were also instructed not to learn the materials. The group which read the sentences organized by concept name retained more attributes than the group that read the same sentence organized by attribute.

Frase, L. T., "Effect of Question Location, Pacing, and Mode upon Retention of Prose Material," Journal of Educational Psychology, Vol. 59, 1967a, pp. 244-249.

1. c	4. 128	7. one day
2. 2.14	5. 6.08	8. nonnorm
3. 3r	6. undergraduates	9. 1,2,2,3,2,3,3,2,2 = 20

Summary. The effect of question location, pacing, location of relevant content and question mode upon the retention of question-relevant and incidental prose material was the subject of this study. Retention was found to be highest when questions were placed after paragraphs. Retention increased with the frequency of posttreatment questions but it decreased with frequent pretreatment questions. The author concluded that frequent post-questioning either shaped or elicited appropriate reading skills while frequent prequestioning interfered with prose structures.

Frase, L. T., Patrick, E., and Schumen, H., "Effect of Question Position and Frequency upon Learning from Text under Different Levels of Incentive," Journal of Educational Psychology, Vol. 61, 1969, pp. 52-56.

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|---------|-------------------|-------------------------|
| 1. f | 4. 270 | 7. unspecified |
| 2. 2.15 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,2,2,2,2,2,2,2 = 19 |

Summary. The subjects of this study were promised zero cents, three cents, or ten cents for each correct answer on a test given immediately after reading. The questions were placed either frequently or infrequently in a text and before or after the relevant material. Learning was contingent upon how much money the subjects were offered for performing. The advantage of post over prequestions diminished as the reward increased. Prequestions tended to inhibit incidental

learning when they were frequent. It was concluded that the inclusion of motivational factors considerably complicated the attempt to understand the behaviors which underlie learning from text.

Frase, L. T., "Learning from Prose Material: Length of Passage, Knowledge of Results, and Position of Questions," Journal of Educational Psychology, Vol. 58, 1966, pp. 266-272.

1. f	4. 72	7. 2 days
2. 2.14	5. 6.04	8. nonnorm
3. 3r	6. undergraduates	9. 2,3,3,3,3,3,3,2,2 = 24

Summary. After 72 college subjects read a 2,000 word biographical prose passage, a 2 x 2 x 2 factorial analysis assessed the effects of length of passage, presence of knowledge of results and position of factual questions within the text. The analysis after posttesting focused upon (1) questions related to the section of the prose passage not tested by the retention questions and (2) questions which had occurred during reading. Only the position of the questions was significant for the retention questions. All three factors were significant for the questions which had occurred during reading.

Frase, L. T., and Silbiger, F., "Some Adaptive Consequences of Searching for Information in a Text," American Educational Research Journal, Vol. 7, No. 4, November 1970, pp. 553-560.

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|---------|-------------------|---------------------------|
| 1. a | 4. 61 | 7. one month |
| 2. 2.14 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,3,2,4,2,3,3 = 26 |

Summary. 1. The distribution of information in a text may impose a barrier by separating related information. However, students can overcome this barrier by establishing criteria for detecting relationships among the different sentences. 2. Effect stimuli are a consequence of the characteristics of the text as well as the problem. 3. The ability to control the learning of text material requires specifying what behaviors will be the joint outcome of a particular text and a particular problem.

Frase, L. T., "Some Unpredicted Effects of Different Questions upon Learning from Connected Discourse," Journal of Educational Psychology, Vol. 59, 1967b, pp. 197-201.

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|---------|-------------------|---------------------------|
| 1. f | 4. 60 | 7. unspecified |
| 2. 2.11 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,3,3,3,3,3,2,3,3 = 24 |

Summary. The study was conducted to determine if a general orienting question would require that students process more information from a passage than would less general questions. Data on the question categories confirmed that the number of words in the passage which the students thought were necessary to answer the questions increased from specific to general. Retention was lowest with general questions. The author concluded that learning from connected

discourse is interpreted as a multistage process which requires precise orienting instructions.

Fretz, B. R., and Schmidt, L. D., "Comparison of Improvers and Nonimprovers in an Educational Skills Course," Journal of Counseling Psychology, Vol. 14, 1970, pp. 175-176.

1. N	4. 144	7. 1 year
2. 3.20	5. 1.04	8. norm
3. 3m	6. freshmen	9. 3,4,3,4,3,3,3,3,3 = 29

Summary. The findings indicated that students who academically improved after taking an educational skills course exhibited a significant preference for a judging attitude, in contrast to a perceptive one, in dealing with their environment.

Gadzella, B. M., "The Effects of Student-to-Student Counseling on Students' Perceptions of Study Habits and Attitudes," Journal of College Student Personnel, Vol. 20, No. 5, Sept. 1979, pp. 424-429.

1. c	4. 120	7. one semester
2. 3.20	5. 6.08	8. norm
3. 3m	6. undergraduates	9. 1,1,2,3,2,1,3,3,1 = 18

Summary. This study compared perceptions and perceptual changes on study habits and attitudes of students who received study skill instruction individually from student counselors and students who received instructions and participated in class discussions on study skills. An additional control group received no instruction or skills nor any counseling.

The student to student counseling approach was found to be superior to the class discussion approach and both were superior to the control group.

Gelso, C. J., Osterhouse, R., and Bodden, J. L., "Nonintellective Factors in Improvement during an Educational Skills Course," Journal of Counseling Psychology, Vol. 18, No. 5, 1974, pp. 503-504.

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|---------|-------------------|---------------------------|
| 1. c | 4. 217 | 7. 2 quarters |
| 2. 2.15 | 5. 6.04 | 8. norm |
| 3. 3s | 6. undergraduates | 9. 4,5,4,5,4,3,3,3,3 = 34 |

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|-------------|---------------------------|
| 1. 88 | 7. one week |
| 5. 3.02 | 8. norm |
| 5. freshmen | 9. 1,1,2,2,2,1,2,3,2 = 16 |

The experimental group listened to a recording

which varied in the rate of presentation. Then they were

asked to answer thirty-six multiple choice questions. The

passage and questions were taken from the Nelson-Denny

Reading Test, Form A. Control subjects were asked to answer

the questions as best as they could without hearing the passage. Forgetting occurred much more at the lower presentation rate than at higher rates. Overall forgetting was greater in all cases after one week than immediately after presentation.

Glass, G. G., "Rate of Reading: A Correlation and Treatment Study," Journal of Reading, Vol. 11, No. 3, 1968, pp. 168-177.

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|---------|-------------------|---------------------------|
| 1. A | 4. 208 | 7. one month |
| 2. 2.08 | 5. 6.04 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,2,3,4,4,2,2,2,2 = 24 |

Summary. Posttest data was gathered concerning six variables: (1) vocabulary; (2) academic achievement; (3) compulsiveness; (4) drive; (5) rate of perception; and (6) GPA. The data was gathered from students who did and did not attend a course in improving reading rate. Correlations with reading rate were (1) rate of perception-.497, (2) rate of perception-.25, (3) vocabulary-.398, (4) compulsiveness-.355, (5) drive-.106, (6) GPA-.184.

Glock, M. D., "The Effect upon Eye-Movements and Reading Rate at the College Level of Three Methods of Training," Journal of Educational Psychology, Vol. 40, February, 1949, pp. 93-106.

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|---------|-------------------|---------------------------|
| 1. A | 4. 135 | 7. one semester |
| 2. 2.14 | 5. 6.08 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 2,2,2,2,2,2,1,2,1 = 16 |

Summary. This study was undertaken to determine the relative effect of using three different methods of training upon eye movements and reading rate. Two of these methods used controlled reading practice techniques while the third method involved simply reading from the printed page. The controlled reading methods used a 16 mm projector which projected material by eight phrases. Pacing was accomplished by varying the speed of the projector. The lines moved down the screen as a person would normally read a page. One experimental condition projected one line at a time while the other projected two lines at a time. The control group was simply instructed to read as fast as possible with adequate comprehension. Results indicated that all three methods were successful in improving eye movements, especially number of fixations and regressions and span of recognition. Comprehension scores as measured by posttests showed overall losses in reading comprehension when there was a local mean gain in reading rate.

Goldhaber, G. M., "Listener Comprehension of Compressed Speech as a Function of the Academic Grade Level of the Subjects," Journal of Communication, Vol. 20, June, 1970, pp. 167-173.

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|---------|-------------------|---------------------------|
| 1. g | 4. 80 | 7. one day |
| 2. 2.14 | 5. 3.02 | 8. norm |
| 3. 3r | 6. 40 junior high | 9. 5,5,5,4,4,3,3,3,3 = 35 |
| | 40 undergraduates | |

Summary. The effects of two variables, rate of presentation and academic grade level, and their interaction were tested on students of two levels of academic achievement. The data were test scores representing the number of correct answers on a 20 item test of factual recall. The analysis of variance revealed significant differences within the main effects of rate and academic level of subjects. However, no significant difference was found in the interaction of the two variables.

Goldstein, H., and Justman, J., "A Classroom Approach to the Improvement of Reading Rate of College Students, Journal of Educational Psychology, Vol. 33, 1941, pp. 506-515.

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|---------|-------------------|---------------------------|
| 1. g | 4. 44 | 7. two weeks |
| 2. 1.01 | 5. 1.02 | 8. norm |
| 3. 1a | 6. undergraduates | 9. 2,4,4,3,3,3,4,3,3 = 29 |

Summary. Fourteen students were given instruction in increase of rate of reading. A book of reading exercises was used to determine comprehension gain. It was concluded that the reading rate of college students may be markedly improved in a typical class situation through a program of interspersed testing without the use of expensive equipment. Also, initially, better readers tend to make the greater improvement in rate of reading.

Greiner, J. M., "Effects of Self-Control Training on Study Activity and Academic Performance. An Analysis of Self-Monitoring, Self-Reward, and Systematic-Planning Components," Journal of Counseling Psychology, Vol. 23, No. 6, 1976, pp. 495-502.

1. F	4. 96	7. one quarter
2. 2.15	5. 6.08	8. norm and nonnorm
3. 3r	6. undergraduates	9. 2,2,2,2,2,2,1,1,1 = 15

Summary. This study was conducted to determine the merit of training in self-monitoring, self-reward, and planning as aids to self-control. The subjects in the five treatment groups received training in the SQ3R study method, and also received different degrees of training in the components of self-control. The control group received no training. The results indicated that neither training in self-monitoring alone nor self-monitoring plus self-reward techniques yielded significantly better performance than training in study methods alone. The group receiving training in self-monitoring, self-reward, and planning strategies outperformed the other groups.

Guice, B. M., "The Use of the Cloze Procedure for Improving Reading Comprehension of College Students," Journal of Reading Behavior, Vol. 1, No. 3, September 1969, pp. 81-91.

1. N	4. 76	7. one quarter
2. 2.14	5. 3.02	8.
3. 3r	6. undergraduates	9. 1,1,1,2,2,1,2,1,1 = 12

Summary. This study was conducted to determine if a group of college students, who received regular instruction in reading comprehension plus instruction in and practice with the Cloze procedure, would make significant gains in comprehension when compared with a group of college students who received only regular instruction in reading comprehension. The data reflected a greater improvement for the experimental group over the control group. However, the improvement lacked statistical significance. The author recommended a replication of the study to lend support to his experimental group.

Gulo, E. V., and Baron, A., "Classroom Learning of Meaningful Prose by College Students as Function of Sensory Mode of Stimulus Presentation," Perceptual and Motor Skills Vol. 21, 1965, pp. 183-186.

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|---------|-------------------|---------------------------|
| 1. c | 4. 203 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,3,3,3,2,2,2 = 24 |

Summary. Groups of college students were presented a passage by three different modes: (1) a lecturer in the classroom; (2) through a television monitor; (3) through a radio; and (4) giving the subject a mimeographed copy of the passage. The results indicated that direct reading of the material produced the highest retention on the posttest, and the lecturer in the classroom produced superior results over the TV and radio modes.

Hakstian, A. R., "The Effects of Type of Examination Anticipated on Test Preparation and Performance," Journal of Educational Research, Vol. 64, No. 7, March, 1971, pp. 319-324.

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|---------|-------------------|---------------------------|
| 1. D | 4. 48 | 7. one quarter |
| 2. 2.14 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,3,3,3,2,2,3,2 = 21 |

Summary. This study investigated the effects of anticipation of either an objective, combined objective and essay, or essay test on student's study methods and the subject's actual performance on both objective and essay examinations. In one aspect, the subjects were told to anticipate one of the three midterm examination formats. In another aspect the preparation period was tightly controlled to permit precise measures of study methods. The results indicated no reliable differences between the three treatment groups. It was concluded that the kind of examination expected did not affect the amount or type of preparation or actual performance on either test type.

Harris, G., and Johnson, S. B., "Comparison of Individualized Covert Modeling, Self-Control Desensitization, and Study Skills Training for Alleviation of Test Anxiety," Journal of Consulting and Clinical Psychology, Vol. 48, No. 2, 1980, pp. 186-194.

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|---------|-------------------|---------------------------|
| 1. D | 4. 48 | 7. eight weeks |
| 2. 2.15 | 5. 6.08 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 2,2,3,3,3,2,2,2,2 = 18 |

Summary. There were three treatments used in this study: (1) individualized covert modeling combined with study skills training; (2) self-control desensitization combined with study skills training; and (3) study skills training alone. The subjects, all test-anxious students, were assigned to one of the treatment groups or to a no-treatment control group. The assessment of the subjects' test anxiety was measured by pre- and posttest self report measures. Academic performance was evaluated in terms of the subjects' GPA. After posttesting all treatment groups were significantly better than controls on one or more of the dependent measures used. Individualized covert modeling and self-control desensitization both reduced self-reported test anxiety. Also, the individualized covert modeling group was the only treatment group that showed significant improvement in academic performance.

Henderson, M. T., Crews, A., and Barlow, J., "A Study of the Effect of Music Distraction on Reading Efficiency," Journal of Applied Psychology, Vol. 25, August, 1945, pp. 313-317.

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|---------|-------------|---------------------------|
| 1. L | 4. 50 | 7. 3 days |
| 2. 2.09 | 5. 3.04 | 8. norm |
| 3. 3m | 6. freshmen | 9. 4,3,4,4,3,3,3,3,3 = 30 |

Summary. This study was undertaken to determine whether or not reading efficiency is influenced when music is used as a distraction and whether popular or classical music had any particular influence on reading efficiency. The subjects

were divided into three different groups based on their answers to a questionnaire. The questionnaire helped determine if the student listened to the radio while studying and what type of music, classical or popular, was listened to. The groups then took Form B of the Nelson-Denny Reading Test while listening to classical, popular, or no music at all. The resulting test scores indicated that popular music significantly distracted a group of subjects on the paragraph section of the Nelson-Denny Reading Test. Popular music showed no distraction on the vocabulary or paragraph sections of the test, nor did the popular music show evidence of distraction upon vocabulary. The authors suggested that whether or not music serves as a distraction on reading efficiency depends upon the complexity of the music and the complexity of the reading material.

Hiller, J. H., "Effects of Readability Level, Inserted Question Difficulty, and Individual Differences," Journal of Educational Psychology, Vol. 66, 1974, pp. 202-211.

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|---------|-------------------|---------------------------|
| 1. N | 4. 700 | 7. 2 quarters |
| 2. 2.14 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,2,1,1,1,2,1,1,1 = 12 |

Summary. This study investigated immediate and two week retention as a function of three levels of text readability and also two levels of inserted postquestion difficulty. The postquestion treatment was inserted and modified to permit

review of text after question answering. In both cases, the inserted postquestion treatments produced significantly inferior acquisition of content incidental to the inserted postquestions for two lessons which had below average readability. For an average reading lesson presented, only the difficult inserted postquestions produced lower acquisition.

Himmelstein, H. C., and Greenberg, G., "The Effect of Increasing Reading Rate on Comprehension," Journal of Psychology, Vol. 86, 1974, pp. 251-259.

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|---------|-------------------|---------------------------|
| 1. a | 4. 20 | 7. unspecified |
| 2. 2.02 | 5. 6.08 | 8. nonnorm |
| 3. 3m | 6. undergraduates | 9. 1,2,2,2,2,3,2,2,2 = 18 |

Summary. The technique of operant conditioning was used to increase the reading rate of the subjects in the experimental group of this study. The study attempted to determine the effect on comprehension of a significant reading rate increase. A significant increase was obtained in reading rate between the control and experimental groups. However, there was not such a difference in comprehension scores as these scores remained essentially unchanged for both groups.

Himmel, C. E., "College Learning with and Without Formal Classroom Instruction-A Comparison," Psychology in the Schools, Vol. 9, July 1972, pp. 272-277.

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|---------|-------------------|-------------------------|
| 1. c | 4. 68 | 7. one semester |
| 2. 2.03 | 5. 6.08 | 8. nonnormed |
| 3. 3r | 6. undergraduates | 9. 2,3,2,2,2,2,2,2 = 19 |

Summary. The group receiving formal instruction did not score as high on the final exam as the self-directed group. The self-directed group also exhibited a more favorable attitude toward the teaching learning method than did the formal instruction group.

Hoon, P. W., "Efficacy of Three Common Study Methods," Psychological Reports, Vol. 35, 1974, pp. 1057-1058.

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|---------|-------------------|---------------------------|
| 1. F | 4. 30 | 7. unspecified |
| 2. 2.14 | 5. 3.05 | 8. nonnorm and norm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,3,4,5,3,5,4 = 33 |

Summary. Three methods of study were investigated in this study: (1) reading; (2) reading with underlining; (3) reading with note taking. When the subjects' verbal intelligence was held constant, the three groups did not differ on comprehension questions over passages read. The author questioned the value of underlining and note taking during study and implied that future research should consider improving verbal skills rather than study skills.

Horowitz, M. W., and Berkowitz, A., "Listening and Reading, Speaking and Writing: An Experimental Investigation of Differential Acquisition and Reproduction of Memory," Perceptual and Motor Skills, Vol. 24, 1967, pp. 207-215.

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|---------|-------------------|---------------------------|
| 1. G | 4. 56 | 7. unspecified |
| 2. 1.01 | 5. 3.02 | 8. none |
| 3. 3r | 6. undergraduates | 9. 2,3,2,3,3,3,2,2,2 = 22 |

Summary. The listeners in this experiment produced a larger corpus, more ideas, fewer omissions of important units, more distortions, and a statistically superior reproduction than readers. Reproduction by speaking produced a larger corpus and less diversity of expression. In addition, the speakers produced more additions, more subordinate ideas, and more signals than did reproduction by writing. Listening, the authors concluded, is more closely allied to speaking and reading seems more closely allied to writing.

Hovel, D. E., Gruber, H. E., and Terre, G., "Effects of Self-Directed Study on Course Achievement, Retention, and Curiosity," Journal of Educational Research, Vol. 56, No. 7, March, 1963, pp. 346-351.

1. F	4. 115	7. one year
2. 2.06	5. 2.06	8. norm and nonnorm
3. 3m	6. undergraduates	9. 3,2,2,3,3,3,2,2,2 = 22

Summary. Two classes were used in this experiment. One class was taught educational psychology by the traditional classroom lecture method. The other class, the experimental class, was taught by a self-directed technique. While the control group was taught by lecture three times per week, the experimental group was conducted mainly by small group discussion and only one lecture per week. Posttesting indicated that the self-directed subjects were slightly superior in retention of course material.

Hultgren, Dayton, and Crewe, J. C., "Time as a Factor in the Retention of College Material," Journal of Reading Behavior, Vol. 1, No. 4, Fall 1969, pp. 49-51.

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|---------|-------------|---------------------------|
| 1. d | 4. 40 | 7. 5 weeks |
| 2. 1.01 | 5. 1.04 | 8. nonnorm |
| 3. 2r | 6. freshmen | 9. 2,3,4,3,3,4,5,4,4 = 32 |

Summary. The study indicated that an intensive study session close to examination time is important if students are to do well on multiple-choice type examinations in college. Study-review was found to be a more effective study tool than cramming.

Jackson, B., and Van Zoost, B., "Changing Study Behavior through Reinforcement Contingencies," Journal of Counseling Psychology, Vol. 19, No. 3, 1972, pp. 192-195.

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|---------|-------------|---------------------------|
| 1. N | 4. 47 | 7. four months |
| 2. 2.09 | 5. 3.04 | 8. norm |
| 3. 2m | 6. freshmen | 9. 1,2,2,2,2,1,2,2,2 = 16 |

Summary. Students were assigned to the following treatments while taking a study skills course: (1) two reinforcement conditions; (2) self-administered reinforcement, (3) external reinforcement, (4) two control groups; (5) no reinforcement; and (6) no treatment. All of the treatment groups viewed videotaped presentations of study skills instruction. However, the experimental groups varied in the way in which they could earn back a \$10.00 deposit. The findings indicated that no condition produced a gain in academic performance beyond chance.

Jackson, B. and Van Zoost, B., "Self-Regulated Teaching of Others as a Means of Improving Study Habits," Journal of Counseling Psychology, Vol. 21, No. 6, 1974, pp. 489-493.

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|---------|-------------------|---------------------------|
| 1. N | 4. 30 | 7. 4 weeks |
| 2. 2.09 | 5. 3.02 | 8. Norm |
| 3. 3m | 6. undergraduates | 9. 2,2,2,2,2,2,3,3,2 = 20 |

Summary. Subjects of this study enrolled in an eight-session study skills program. Half of the subjects then taught the contents of each session to a friend while self-assessing and monetarily self-reinforcing their teaching competence. Analysis of scores on two self-report study habit inventories showed that all subjects reported significantly better study habits following the program with greater gains for the teaching subjects. Subjects in both groups reported a significant reduction in test anxiety.

Jensen, L., and Anderson, D. C., "Retroactive Inhibition of Difficult and Unfamiliar Prose," Journal of Educational Psychology, Vol. 61, No. 4, 1969, pp. 305-309.

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|---------|-------------------|---------------------------|
| 1. m | 4. 38 | 7. one day |
| 2. 2.08 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,3,3,3,3,3,3,2,3 = 24 |

Summary. This study was undertaken to produce retroactive inhibition on a prose passage without rote memorization and serial presentation. The passage utilized was a very difficult and unfamiliar passage and retention was assessed by a recall rather than a recognition type test.

The control group read an interpolated passage of unrelated prose. In the recall sessions the controls made more correct and less incorrect responses and had a higher right-wrong score. It was therefore concluded that retroactive inhibition produced a retention decrement in this experiment.

Jester, R. E., and Travers, M. L. W., "Comprehension of Connected Meaningful Discourse as a Function of Rate and Mode of Presentation," Journal of Educational Research, Vol. 59, No. 7, 1957, pp. 297-302.

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|---------|------------------------|---------------------------|
| 1. N | 4. 220 | 7. unspecified |
| 2. 2.16 | 5. 3.02 | 8. norm |
| 3. 3r | 6. juniors and seniors | 9. 1,1,2,2,1,2,1,1,1 = 12 |

Summary. Passages were taken from the Davis Reading Test, Form 1A and were administered at rates from 150 to 350 words per minute through visual, auditory, and both modalities simultaneously. Questions taken from the test were given following each presentation. The most efficiency occurred at about 300 words per minute both for the visual and the audio-visual presentations. It was concluded that the audiovisual mode of transmission showed itself to be superior to the other two.

Johnson, M. K., Bransford, J., and Solomon, S., "Memory for Tacit Implications of Sentences," Journal of Experimental Psychology, Vol. 98, April 1973, pp. 203-205.

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|----------------|----------------|---------------------------|
| 1. i | 4. unspecified | 7. unspecified |
| 2. 3.20 | 5. 1.04 | 8. nonnorm |
| 3. unspecified | 6. unspecified | 9. 4,4,4,4,5,5,3,3,5 = 34 |

Summary. The subjects of the study were read a set of acquisition stories and later asked to recognize which of a set of test sentences they had actually heard in the stories. The subjects, it was concluded, were more likely to recognize novel sentences which expressed information consonant with implications of the material presented during acquisition.

Kamano, D. K., and Drew, J. E., "Selectivity in Memory of Personally Significant Material," Journal of General Psychology Vol. 65, 1961, pp. 25-32.

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|---------|-------------------|---------------------------|
| 1. m | 4. 40 | 7. two days |
| 2. 2.01 | 5. 3.04 | 8. nonnorm |
| 3. 2m | 6. undergraduates | 9. 3,3,3,2,3,3,3,2,2 = 24 |

Summary. This experiment investigated the relationship of ego involvement in the recall of favorable and unfavorable items from material having real personal significance for the subjects. The experimental group was told that the reading passage represented an evaluation of their personality while the control group was not given any instructions. In the recall items the experimental group recalled significantly more items than the control group did. It was concluded that

a student can sensitize to personally significant material, thus recalling more items whether favorable or not when personally interested in what he or she reads.

Katz, C., and Wright, F., "The Effects of a Reading and Study Skills Program on Academic Performance and Perseverance," Journal of General Education, Vol. 29, Summer 1977, pp. 89-96.

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|---------|-------------------|---------------------------|
| 1. N | 4. 75 | 7. four semesters |
| 2. 3.20 | 5. 3.02 | 8. none |
| 3. 2m | 6. undergraduates | 9. 2,4,3,4,3,3,2,2,2 = 25 |

Summary. There was a tendency over four semesters for students who took the course to have lower academic failure rates. However, the study also indicated that students needed continuing support in order to maintain gain over their college years.

Khatena, J., "Training College Adults to Think Creatively," Psychological Reports, Vol. 27, 1970, pp. 279-281.

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|---------|-------------------|---------------------------|
| 1. c | 4. 100 | 7. one day |
| 2. 2.17 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 4,5,4,4,3,4,3,5,3 = 35 |

Summary. This study assigned one hundred college students to four treatment groups. The groups were exposed to five creative thinking strategies. Practice increased the probability of the occurrence of original responses as measured by two scales of originality.

King, D. J., and Cotton, K., "Repetition and Immediate Recall of Connected Discourse Practiced under Delayed Auditory Feedback," Perceptual and Motor Skills, Vol. 28, 1969, pp. 177-178.

1. f	4. 60	7. unspecified
2. 2.14	5. 3.03	8. nonnorm
3. 3r	6. undergraduates	9. 3,3,4,4,3,4,4,4 = 33

Summary. The subjects of this study were divided into three experimental and three control groups. Experimental and control group I read a story aloud once. Groups II and III read the story twice and three times, respectively. The three experimental groups were subjected to delayed auditory feedback during the entire reading. After reading, an immediate oral recall was obtained. It was found that increased learning trials did not lead to increased memory loss.

King, D. J., "Retention of Connected Meaningful Material as a Function of Modes of Presentation and Recall," Journal of Experimental Psychology, Vol. 77, 1968, pp. 676-683.

1. f	4. 96	7. unspecified
2. 3.12	5. 6.08	8. nonnorm
3. 3i	6. undergraduates	9. 3,3,2,3,3,3,2,1,2 = 22

Summary. This experiment was undertaken to compare the accuracy of retention for connected meaningful material under various modes of presentation and recall. The following modes were used: (1) oral presentation-oral recall; (b) oral

presentation-written recall; (3) visual presentation-oral recall; and (4) visual presentation-written recall. The written mode of recall was found to be superior to the oral-recall method for the retention of sequences of material.

Kirkland, K., and Hollandsworth, J. G., "Test Anxiety, Study Skills, and Academic Performance," Journal of College Student Personnel, Vol. 20, 1979, pp. 431-435.

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|-----------|------------------|---------------------------|
| 1. D | 4. 305 | 7. one quarter |
| 2. 1.03 | 5. 1.04 | 8. norm |
| 3. 1 only | 6. undergraduate | 9. 1,2,2,3,3,1,3,2,2 = 19 |

Summary. This study measured the relationship between test anxiety, study skills, and academic performance. The results indicated that in addition to academic aptitude, a measure of effective test-taking skills and one measure of test anxiety contributed significantly to the prediction of grade point average.

Kissler, G. R., and Lloyd, K. E., "Effect of Sentence Interrelation and Scrambling on the Recall of Factual Information," Journal of Educational Psychology, Vol. 64, No. 2, 1973, pp. 187-190.

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|---------|-------------------|---------------------------|
| 1. j | 4. 36 | 7. unspecified |
| 2. 2.14 | 5. 6.08 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 2,2,2,3,2,3,2,2,2 = 20 |

Summary. Sentences that were scrambled, sentence interrelation, and test trials were the variables in this study. It was discovered that scrambling affected the

learning of interrelated sentences, but not the independent sentences as measured by one-word completion items. Retention was helped by a logical physical arrangement for both related and nonrelated sentences when the response measure required the students to compose a short answer.

Kravetz, R. J., "Delayed Auditory Feedback Effects on Twenty-Four Hour Retention of Prose," Psychological Reports, 1969, Vol. 25, pp. 269-270.

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|---------|-------------------|---------------------------|
| 1. g | 4. 20 | 7. 24 hr. |
| 2. 2.05 | 5. 3.02 | 8. nonnorm |
| 3. 2r | 6. undergraduates | 9. 1,3,3,4,4,4,3,3,3 = 28 |

Summary. Two groups of ten college students read prose material directly into a microphone. One of these groups received delayed auditory feedback. The accuracy of written recalls obtained 24 hours later was superior for the control rather than delayed auditory feedback group.

Lent, R. W., and Russell, R. K., "Treatment of Test Anxiety by Cue-Controlled Desensitization and Study-Skills Training," Journal of Counseling Psychology, Vol. 25, No. 3, 1978, pp. 217-224.

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|---------|-------------------|---------------------------|
| 1. D | 4. 66 | 7. 6 weeks |
| 2. 2.09 | 5. 3.02 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 2,2,2,3,2,2,1,2,2 = 18 |

Summary. The test anxious subjects of this study were assigned to four conditions: (1) no-treatment; (2) participation in a study-skills course alone; (3) systematic

desensitization in combination with a study-skills course; or (4) a combined cue-controlled desensitization study skills program. Group number four's program represented a self control program, incorporating elements of cue-controlled relaxation within a group format. Results indicated that subjects in the densensitization treatments demonstrated significant improvement on several measures over the other groups. Both multicomponent groups earned higher posttreatment grade point averages than the control subjects.

Losak, J., "Do Remedial Programs Really Work?," Personnel and Guidance Journal, Vol. 50, No. 5, 1972, pp. 383-386.

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|---------|-------------------|-------------------------|
| 1. c | 4. 500 | 7. one semester |
| 2. 2.08 | 5. 500 | 8. nonnorm and norm |
| 3. 2r | 6. undergraduates | 9. 3,3,3,4,3,3,3,2 = 27 |

Summary. The study compared a group of students in a specific reading program with a control group which did not attend the program after one semester of instruction. The students in the experimental group attained a higher grade point average than the control group. On the standardized test given after the semester, there were no significant differences in scores. It was concluded that overall, this particular course did not improve the students' ability to read college materials. However, the benefits of the reading were nonetheless still considered to be overall, positive.

MacGinitie, W. N., "Contextual Constraint in English Prose Paragraphs," Journal of Psychology, Vol. 51, 1961, pp. 121-130.

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|---------|--------------------|---------------------------|
| 1. a | 4. 600 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. college juniors | 9. 3,3,3,2,2,3,2,2,2 = 22 |

Summary. In this study contextual constraint was studied through restorations of words omitted periodically from two English prose paragraphs. Restorations of the blank spaces provided were made by college students and only exact duplicates of the original words were counted as correct. Comparison of the resulting restorations indicated that the influence of context upon word choice in English prose seems to decrease rapidly with the distance of the context and context more than about five words distant has very little effect in helping to determine the meaning of an unknown or missing word.

Marso, R. D., "The Influence of Test Difficulty upon Study Efforts and Achievement," American Educational Research Journal, Vol. 6, No. 4, November, 1969, pp. 621-632.

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|---------|-------------------|---------------------------|
| 1. D | 4. 155 | 7. one semester |
| 2. 2.13 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,1,2,2,1,2,1,2,2 = 14 |

Summary. This report investigated the relationships between classroom test difficulty and learning efforts and

outcomes. Students were exposed to tests of a difficulty level of either 50 or 70 percent. The results indicated that students exposed to less difficult unit exams achieved greater on the course final examination. An additional finding indicated that students exposed to less difficult unit exams study more during a course.

Mathis, R. W., and James, W. H., "Internal-External Control as an Environmental Variable in Listening," Journal of Experimental Education, Vol. 40, No. 3, Spring, 1972, pp. 60-63.

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|---------|-------------------|---------------------------|
| 1. G | 4. 60 | 7. six weeks |
| 2. 2.10 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3m | 6. undergraduates | 9. 1,1,2,2,2,2,2,2,2 = 16 |

Summary. This study was undertaken to investigate the effects of student expectancy and control personality variable upon increasing reading rates. The authors hypothesized that students who felt they would improve would demonstrate greater actual reading improvement. Two levels in locus of control and three expectancy levels were utilized in a 2 x 3 x 5 factorial analysis of variance. The results indicated that internal controlled subjects showed the greatest gains under high expectancy levels where external controlled subjects did poorly under high expectancy levels.

Maxwell, M. J., and Russell, R. K., "A Comparison of Two Methods for Increasing Reading Speed with the Reading Accelerator," Journal of the Reading Specialist, Vol. 5, No. 3, March 1966, pp. 113-116.

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|---------|-------------------|---------------------------|
| 1. a | 4. 12 | 7. 4 days |
| 2. 2.09 | 5. 1.04 | 8. norm and nonnorm |
| 3. 3s | 6. undergraduates | 9. 3,3,3,3,3,2,3,3,3 = 26 |

Summary. Two experimental and one control group were used. The two experimental groups were given eight sessions on the reading accelerator with one group advancing 50 wpm each session while the other experimental group advanced 150 wpm each session. The large increment group made greater gains in reading rate and scores on posttests than did the other experimental group and the control group. It was concluded that using pacers to increase reading rate by small steps may not be as valid as encouraging students to advance in larger steps.

Maxwell, M. J., and Mueller, A. C., "Relative Effectiveness of Techniques and Placebo Conditions in Changing Reading Rates," Journal of Reading, Vol. 11, No. 3, Dec. 1967, pp. 184-191.

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|---------|-------------------|---------------------------|
| 1. a | 4. 126 | 7. one week |
| 2. 2.09 | 5. 6.08 | 8. norm |
| 3. 2m | 6. undergraduates | 9. 1,2,2,3,2,2,1,1,2 = 16 |

Summary. A group of students was studied to determine whether their reading speed could be increased without affecting comprehension by giving instruction in reading

faster. One experimental group was given a handout with instructions to practice the techniques for a week. Another group, the placebo group, was given a handout which described the benefits of rapid reading but lacked specific instructions of how to do so. The instruction group showed greater gains (33 percent) over the group receiving no instruction (11 percent improvement) or the control group which received no sheet. It was concluded that practice of techniques of rapid reading can aid in better comprehension than simply stating rapid reading will help improve comprehension.

Mayhew, J. B., and Weaver, C. H., "Four Methods of Teaching Reading Improvement at the College Level," Journal of Developmental Reading, Vol. 3, No. 2, Winter, 1960, pp. 75-83.

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|---------|-------------|---------------------------|
| 1. c | 4. 96 | 7. 2 semesters |
| 2. 2.13 | 5. 6.08 | 8. norm |
| 3. 3s | 6. freshmen | 9. 1,3,2,3,2,3,2,3,2 = 21 |

Summary. It is not profitable to vary the reading difficulty of materials within wide limits when used in a reading improvement class. It is not additionally necessary to own a tachistoscope or reading film in order to improve reading skills. However, reading machines may have some place in the reading improvement program.

McConkie, G. W., and Rayner, K., "Investigation of Reading Strategies: I. Manipulating Strategies through Payoff Conditions," Journal of Reading Behavior, Vol. 1, 1974, pp. 9-17.

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|---------|-------------------|---------------------------|
| 1. a | 4. 70 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,2,2,2,3,2,2,2,2 = 19 |

Summary. Four variables were tested as to their influence on speed of reading and test performance. The variables were: (1) existence of a payoff structure; (2) type of payoff structure; (3) clarity of payoff instructions; and (4) presence or absence of questions after each passage. Reading rates varied under each condition, but test performance did not. It was concluded that payoff systems for the study of reading strategies is useful.

McCordick, S. M., Kaplan, R. M., Finn, M. E., and Smith, S. H., "Cognitive Behavior Modification and Modeling for Test Anxiety," Journal of Consulting and Clinical Psychology, Vol. 47, No. 2, 1979, pp. 419-420.

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|---------|-------------------|---------------------------|
| 1. D | 4. 48 | 7. one half semester |
| 2. 2.15 | 5. 3.15 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,4,3,2,2,3,3 = 26 |

Summary. The test-anxious subjects of this study were randomly assigned to two control and three experimental conditions. The experimental conditions consisted of: (1) a core treatment which consisted of cognitive behavior modification; (2) the core treatment plus videotaped modeling; and (3) the core treatment plus rehearsal modeling. The results

of self reported measures indicated that the treated groups improved more than the control groups with the rehearsal modeling treatment being ranked as first among the treatments. None of the treatments led to significant improvement in academic performance.

McDonald, A. S., "Influence of a College Reading Improvement Program on Academic Performance," Journal of Educational Psychology, Vol. 48, 1956, pp. 171-181.

1. N	4. 258	7. 3 semesters
2. 2.11	5. 6.08	8. norm
3. 3s	6. undergraduates	9. 1,1,1,2,1,2,1,1,1 = 11

Summary. This investigation compared the academic performance for three semesters of the students who completed the Cornell Reading Improvement Program with the performance of a control group. The study also compared the scholastic attrition of the experimental compared with the control group over a three semester period. The students who completed the program significantly surpassed students in the control group in regard to cumulative grade point averages and had significantly fewer dropouts for the entire period of the study than did either the control group or remainder of the freshman class.

McGraw, B., and Groteveschen, A., "Direction of the Effect of Questions in Prose Material," Journal of Educational Psychology, Vol. 63, No. 6, 1971, pp. 580-588.

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|---------|-------------------|---------------------------|
| 1. c | 4. 140 | 7. one day |
| 2. 2.15 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,2,2,2,2,1,2,2 = 16 |

Summary. The facilitative effect of questions inserted at intervals in prose material was examined in terms of the distance of the information from the inserted question and also the information tested by the questions and that tested by criterion test items. The results indicated that the initial effect of the questions may shape appropriate inspection behaviors. Also, the superior performance shown on pages immediately after questions suggested a forward effect mediated through increased attentiveness.

Moore, J. C., "Cueing for Selective Note-Taking," Journal of Experimental Education, Vol. 36, No. 4, Summer 1968, pp. 69-72.

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|---------|-------------------|---------------------------|
| 1. e | 4. 294 | 7. 6 weeks |
| 2. 2.04 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,2,1,3,2,2,2,3,2 = 19 |

Summary. The experiment tested the effects of cueing versus noncueing of students by an instructor during a classroom lecture. After a six week period of class lectures, the experimental and control groups were tested on material given in lecture. The questions focused on cued material as

well as general material contained in the lectures. The experimental group scored significantly higher on the posttests than did the control group.

Morasky, R. L., "Eye Movements as a Function of Adjunct Question Placement," American Educational Research Journal, Vol. 9, Spring, 1972, pp. 251-262.

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|---------|--------------------------|---------------------------|
| 1. c | 4. 30 | 7. unspecified |
| 2. 2.16 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. sophomores
juniors | 9. 2,1,2,2,2,3,1,2,2 = 17 |

Summary. This study investigated whether visual fixations would be greater in number if common-words type questions were placed after paragraphs than if placed before paragraphs and if reading time differences occurred. Eye movements were recorded for 30 subjects. The results indicated that more visual fixations occurred when questions were placed after paragraphs than before.

Mouly, G. J., "A Study of the Effects of a Remedial Reading Program on Academic Grades at the College Level," Journal of Educational Psychology, Vol. 43, 1951, pp. 459-466.

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|---------|-------------|-------------------------|
| 1. N | 4. 319 | 7. one-semester |
| 2. 3.20 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3s | 6. Freshmen | 9. 3,4,3,5,4,3,3,3 = 31 |

Summary. A group of subjects who had completed a remedial reading course were compared with a group of students not taking the remedial reading course. Posttests

and comparisons of grade ratios indicated only a slight difference between the remedial reading and nonremedial reading group as far as grade ratio. The author indicated that this finding could have implications as to whether a remedial reading program should be compulsory or on a voluntary basis.

Mount, M. K., "Improving Examination Scores through Self-Monitoring," Journal of Educational Research, Vol. 71, No. 2, 1977, pp. 70-73.

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|---------|-------------------|---------------------------|
| 1. K | 4. 94 | 7. 30 day |
| 2. 2.14 | 5. 3.05 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,3,3,4,3,4,4 = 30 |

Summary. The subjects of this study were psychology students who monitored their study behaviors. Two target behaviors were tested in six experimental conditions. The target behaviors were amount of time studied for class and amount of time the subjects felt should be studying and weren't. Three methods of self-monitoring: note cards; graph paper; and note cards plus graph paper were used. Students using a combined methodology instead of a single methodology achieved significantly higher final examination scores.

Mueller, A. C., "An Experimental Investigation of the Relation between Anxiety and Perceptual Accuracy on Increasingly Difficult Materials Projected with the Tachistoscope," Journal of the Reading Specialist, Vol. 5, No. 1, Dec. 1967, pp. 12-17.

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|---------|-------------------|---------------------------|
| 1. N | 4. 12 | 7. three days |
| 2. 2.10 | 5. 6.08 | 8. norm and nonnorm |
| 3. 2m | 6. undergraduates | 9. 3,3,2,3,3,4,3,2,3 = 26 |

Summary. This study was conducted to study the effects of anxiety and difficulty level upon tachistoscopic recognition. The results indicated that anxiety was not capable of producing significant differences in performance. However, increased difficulty did produce a significant difference between the percent recognized correctly on word sets but not between number sets. It was concluded that the optimal level of anxiety necessary to perform a specific task may vary with the nature of the task.

Natkin, G., and Stahler, E., "The Effects on Adjunct Questions on Short- and Long-Term Recall of Prose Materials," American Educational Research Journal, Vol. 6, No. 3, May 1969, pp. 425-432.

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|---------|-------------------|---------------------------|
| 1. c | 4. 28 | 7. one week |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,3,2,2,3,2,2,2 = 22 |

Summary. Under conditions of high-exposure to questions, there was a typical decline from immediate to delayed testing. When the questions were introduced with no preexposure, there was a marked increase in delayed performance. It was

concluded that adjunct questions appear to improve performance whether or not they are arousal producing.

Newman, S. E., "Student versus Instructor Design of Study Method," Journal of Educational Psychology, Vol. 48, 1956, pp. 328-333.

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|---------|-----------------------|---------------------------|
| 1. F | 4. 30 | 7. one day |
| 2. 3.17 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. Air Force trainees | 9. 5,4,4,4,3,4,3,3,3 = 33 |

Summary. The purpose of this study was to compare student method of preparing for a test versus receiving help from an instructor to prepare for the same test. The subjects were divided into two groups. The student group was given time to study for a posttest on symbols using their own strategies. In the instructor group, suggestions for preparing for the posttest were given. Both groups were given equal study time. The student group scored significantly higher on the posttest, indicating that the study set each individual has may be the best resource for study.

Newsom, R. S., and Gaite, A. J. H., "Prose Learning: Effects of Pretesting and Reduction of Passage Length," Psychological Reports, Vol. 28, 1971, pp. 123-129.

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|---------|-------------------|---------------------------|
| 1. j | 4. 200 | 7. one week |
| 2. 2.16 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,1,2,2,3,2,2,2 = 17 |

Summary. Immediate and one week retention was examined in students who either read a 2,300 word or 300 word passage on science fiction. Tests were given immediately after reading the passages and one week later. There was no difference in scores between the two groups immediately after reading. However, the group reading the short passage produced higher scores after one week than the long passage group.

Nikas, G. B., "A Study of Teacher-Oriented versus Machine-Oriented Developmental Reading Classes at the College Level," Journal of Reading, Vol. 8, 1965, pp. 214-216.

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|---------|-------------------|---------------------------|
| 1. B | 4. 36 | 7. 2 semesters |
| 2. 2.03 | 5. 6.04 | 8. norm |
| 3. 2r | 6. undergraduates | 9. 3,2,2,3,2,2,2,4,3 = 23 |

Summary. Thirty-six students were divided into two groups. One group, the control, was taught effective reading improvement by an instructor. The experimental group was taught effective reading improvement by reading machine, a perceptoscope. Different forms of the Nelson-Denny Reading Test were given before and after instruction. Results indicated no difference in the machine-oriented and teacher oriented groups. Students with high indexes of reading received better reading gains than students with low grade indexes in the teacher oriented class. In the machine oriented class, students of either high or low indexes tended to make the same gains.

Noall, M. S., "Effectiveness of Different Methods of Study,"
Journal of Educational Research, Vol. 56, No. 1,
 September 1962, pp. 51-52.

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|---------|-------------|---------------------------|
| 1. F | 4. 73 | 7. three weeks |
| 2. 3.03 | 5. 6.08 | 8. nonnorm |
| 3. 3i | 6. freshmen | 9. 4,4,3,3,3,4,3,3,3 = 30 |

Summary. This study attempted to determine which study method—listening, listening with notetaking, reading, or reading with notetaking—contributed more to student learning and retention of facts. Three classes alternated with the method of presentation differing on a rotating basis. Comprehension was tested immediately and after one week. This process was repeated until all of the different methods of study were utilized. The results indicated: (1) reading was superior to listening with note-taking on immediate recall and was the only significant difference which existed among the three methods on immediate recall tests; (2) on the delayed recall test, reading proved superior to listening, and was superior to listening with note-taking; (3) in comparing immediate and delayed recall on specific methods, immediate recall was significantly superior to delayed recall, on both listening and listening with note-taking.

Olson, A. V., Sandford, A., and Ohnmacht, F., "Effectiveness of a Freshman Reading Program," Journal of Reading, Vol. 8, November 1964, pp. 75-83.

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|---------|-------------|---------------------------|
| 1. N | 4. 319 | 7. one semester |
| 2. 2.02 | 5. 6.08 | 8. norm |
| 3. 3s | 6. freshmen | 9. 4,3,3,4,3,2,3,3,3 = 28 |

Summary. This study evaluated the effectiveness of training in reading and study skills at the University of Maine, 1960. The Nelson-Denny Reading Test and Otis IQ Test were givento both experimental and control groups prior to and upon completion of the semester. At the beginning of this study, the control group was superior to the experimental group on all subtests of the Nelson-Denny and Otis. The mean scores on the Nelson-Denny indicated that the experimental group attained parity with the control group in comprehension and reading rate. The control group continued to retain its superiority in both vocabulary and total score.

Osterhouse, R. A., "Desensitization and Study Skills Training as Treatment for Two Types of Test Anxious Students," Journal of Counseling Psychology, Vol. 19, No. 4, July 1972, pp. 301-307.

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|---------|-------------------|---------------------------|
| 1. D | 4. 53 | 7. one quarter |
| 2. 2.03 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,1,2,2,2,2,2,2 = 16 |

Summary. Compared in this study were the effectiveness of systematic desensitization and training in efficient study methods for reducing test anxiety among subjects selected on

the basis of two types of self-reported anxiety. The hypothesis was students reporting high levels of emotional arousal during examinations would benefit more from treatment by desensitization, while subjects reporting high levels of cognitive worry about their test performance would benefit more from training in study skills. Desensitization subjects reported less anxiety during a final examination than did no contact control subjects. Control subjects received higher examination scores than did study skill subjects. Desensitization was felt to be a better treatment method for test anxiety than training in study skills.

Palmatier, R. A., "Comparison of Four Note-Taking Procedures," Journal of Reading, Vol. 14, No. 4, 1971, pp. 235-258.

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|---------|----------------|---------------------------|
| 1. E | 4. 135 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. norm |
| 3. 3r | 6. high school | 9. 3,3,2,3,3,4,3,3,3 = 27 |

Summary. Three common note-taking procedures found in the literature were compared against a control group, which took notes as they pleased. The procedures compared were: (1) the traditional formal outline procedure; (2) a two column method; (3) a three column method; (4) control. The three column method, known as the Bartush Active Method, was found to be most effective.

Parham, J. W., "Academic Success of Persistent and Nonpersistent Students Voluntarily Enrolled in a University Reading Program," Journal of Reading, Vol. 20, No. 8, May, 1977, pp. 693-696.

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|---------|-------------|---------------------------|
| 1. N | 4. 70 | 7. 3 years |
| 2. 3.20 | 5. 6.08 | 8. norm and nonnorm |
| 3. 3r | 6. freshmen | 9. 2,3,3,4,3,3,2,2,2 = 24 |

Summary. Seventy students identified as persistent and nonpersistent were evaluated on different criteria. Persistent students were identified as those students who had attended the Reading and Study Skills Center for a total of at least nine hours, while nonpersistent students were those who had attended the center for a total of eight or fewer hours. Evaluation was accomplished by the following criteria: (1) change in academic achievement as evidenced by GPA; (2) sex of the student; (3) personality type as measured by the Myers-Briggs Type Indicator; (4) college entrance reading proficiency as measured by the McGraw-Hill Basic Skills System Reading Test; (5) the general scholastic ability at the time of college entrance, as measured by the School and College Ability Test; and (6) the type of instructional program that the subject selected. The results indicated the following: (a) GPA means were as high among nonpersistent as the persistent students; (2) the distribution of males to females was almost equal; (3) personality measures were similarly distributed in the two groups; (4) entrance

proficiency was as well developed for both groups;

(5) scholastic ability at the entrance to college was equally distributed among both groups; (6) the types of programs selected by students (reading rate, comprehension, study skills, or a combination) were selected equally by both groups of students.

Pauk, W., "Does Note-Taking Interfere with Listening Comprehension?," Journal of Developmental Reading, Vol. 6, No. 4, Summer 1963, pp. 277-278.

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|---------|----------------|---------------------------|
| 1. e | 4. 678 | 7. five weeks |
| 2. 2.14 | 5. unspecified | 8. nonnorm |
| 3. 3r | 6. freshmen | 9. 3,2,2,3,3,4,5,3,3 = 28 |

Summary. Four treatments were used in this experiment:

(1) the classes did not take notes; (2) the classes took notes on the speaker's main point only; (3) the classes recorded main points and as many details as possible; (4) the classes took notes in their usual manner. The results indicated that in listening comprehension, it made no significant difference whether the subjects did not take any notes, whether they took notes on only the main points of the lectures, whether they took detailed notes or took notes in their customary manner--no particular group proved superior to another.

Pauk, W., "Scholarly Skills or Gadgets," Journal of Reading, Vol. 18, No. 4, 1965, pp. 234-239.

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|---------|-------------------|---------------------------|
| 1. N | 4. unspecified | 7. one semester |
| 2. 1.01 | 5. 1.04 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 2,2,2,2,3,3,2,2,2 = 20 |

Summary. This study compared one group which had been taught study skills only compared with a group that had been taught study skills and sessions on speed reading. The results of the data gathered indicated that the group taught study skills only achieved higher than the group taught study skills and speed reading. The author concluded that the purely study skills group spent more time practicing good study habits while the speed reading group ignored basic study habits taught and instead saw speed reading as the answer.

Peeck, J., "Effect of Prequestions on Delayed Retention of Prose Material," Journal of Educational Psychology, Vol. 61, 1970, pp. 241-246.

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|---------|-------------------|---------------------------|
| 1. c | 4. 72 | 7. one week |
| 2. 2.14 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,2,2,2,3,2,2,2 = 18 |

Summary. Students studied a prose passage for a fixed length of time. One experimental group was required to guess answers to 15 prequestions and another experimental group was asked just to read the prequestions. Of the two control groups used, one was allowed to study for an extra length

of time. The prequestion group showed better retention of question relevant prose content than both control group, but showed less knowledge of material than the extended reading time control group.

Peters, D. L., "Effects of Note-Taking and Rate of Presentation on Short-Term Objective Test Performance," Journal of Educational Psychology, Vol. 63, 1972, pp. 276-280.

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|---------|-------------------|---------------------------|
| 1. e | 4. 82 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,2,2,2,2,2,2,2 = 17 |

Summary. The effects of note taking on listening was the subject of this study. The results indicated that subjects not engaged in taking notes while listening score significantly better on the posttests. Rates of presentation that were adjusted indicated that low scorers on the aptitude measures performed better when the material was presented at a normal rate of reading and when students were not required to take notes.

Peterson, H. A., "Recitation or Recall as a Factor in the Learning of Long Prose Selections," Journal of Educational Psychology, Vol. 35, 1944, pp. 220-228.

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|---------|---------------|-------------------------|
| 1. c | 4. 105 | 7. unspecified |
| 2. 2.10 | 5. 6.08 | 8. norm and nonnorm |
| 3. 2m | 6. sophomores | 9. 3,3,3,3,3,3,2,3 = 23 |

Summary. Proportion of time in reading and recalling was the subject of this study. Three proportions of reading to recalling were used: (1) all class time devoted to

reading and none to recalling; (2) two-thirds of the time devoted to reading and one-third to recalling; (3) one-half of the time devoted to reading and one-half of the time devoted to recalling. The results of posttesting showed that the two groups spending more time on reading and less on recalling achieved higher in total score.

Phillips, G. O., "The Relative Effectiveness of Three Instructional Approaches upon the Reading, Study Habits and Attitudes, and Academic Performance of Disadvantaged Black Collge Freshmen," Reading World, Vol. 12, No. 1, 1972, pp. 25-37.

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|---------|-------------|---------------------------|
| 1. c | 4. 102 | 7. unspecified |
| 2. 2.15 | 5. 6.08 | 8. norm |
| 3. 3r | 6. freshmen | 9. 1,1,2,2,2,1,2,2,1 = 14 |

Summary. This study was an experiment to investigate the relative effectiveness of three approaches to teaching reading and study skills to disadvantaged black college students. The three approaches used were: (1) a teacher guided approach; (2) an audiovisual approach; and (3) an individualized approach. Results showed that the teacher guided approach realized greater gains in level of comprehension scores than students who received instruction by the Individualized or Audio-Visual approach. Also the individualized approach was most effective in positively modifying the study habits and attitudes of these students.

Powers, S. M., and Powers, W. A., "Instructor-Prepared Notes and Achievement in Introductory Psychology," Journal of Experimental Education, Vol. 47, February, 1978, pp. 37-41.

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|---------|-------------------|---------------------------|
| 1. E | 4. 101 | 7. one quarter |
| 2. 2.16 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,1,1,2,1,2,2,1,1 = 12 |

Summary. This study tested the utility of instructor-prepared notes on student achievement. There were two experimental groups which alternated as treatment and control groups. During the first half of a ten week term, subjects in the experimental group received instructor-prepared notes while the control group did not receive any notes. All subjects were given multiple-choice tests every two-and-one-half weeks. During the second half of the ten week term, the classes switched treatments. During the first phase, there was no significant difference between those subjects who received notes and ones who did not. During phase two, however, the subjects who had received notes during Phase One but were no longer receiving notes had significantly lower performance than subjects who were receiving notes for the first time. The authors noted that it seemed the students receiving instructor-prepared notes did not develop their own organizational strategies.

Reed, J. C., "Some Effects of Short Term Training in Reading under Conditions of Controlled Motivation," Journal of Educational Psychology, Vol. 47, No. 5, May, 1956, pp. 257-264.

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|---------|-------------|---------------------------|
| 1. N | 4. 36 | 7. seven months |
| 2. 2.04 | 5. 6.08 | 8. norm |
| 3. 3r | 6. freshmen | 9. 2,3,2,3,2,2,3,3,3 = 23 |

Summary. The author of this study noted that previous studies of the effect of a reading/study skills course had contained students who volunteered for the course. In this course, students were forced to take the course as part of overall academic requirements. Control and experimental groups were used. The control group was told they would have to take the course at a later date, but would be tested. The experimental group received training in rate of reading, drill on comprehension exercises, instruction in vocabulary, and discussion of study techniques. The results of pre- and posttesting indicated that after seven months, the experimental group maintained a superiority only in rate of reading.

Reed, M. D., "Operant Conditioning of College Student Behavior," Journal of College Student Personnel, Vol. 13, No. 3, 1972, pp. 262-265.

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|-----------|---------------|---------------------------|
| 1. c | 4. four | 7. unspecified |
| 2. 1.01 | 5. 6.08 | 8. nonnorm |
| 3. 1 only | 6. sophomores | 9. 2,2,2,2,3,2,2,2,2 = 19 |

Summary. The study investigated the effect of reinforcement following a lecture versus a lecture only.

Reinforced subjects made significantly higher test scores than nonreinforced students.

Reid, R. H., "Grammatical Complexity and Comprehension of Compressed Speech," Journal of Communication, Vol. 18, Sept. 1968, pp. 236-242.

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|---------|-------------------|---------------------------|
| 1. M | 4. 160 | 7. unspecified |
| 2. 2.14 | 5. 3.05 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,2,3,3,2,2,3,3,3 = 24 |

Summary. Comprehension-test portions of Forms A and B of the Nelson-Denny Reading Test were rewritten in an attempt to investigate the effect of rate of presentation on the comprehension of materials that differed in grammatical complexity. The following effects were statistically significant: (1) the grammatically simplified versions of both forms resulted in greater average comprehension than the original versions; (2) comprehension remained at the same level as rate of presentation increased from 175 to 325 wpm. However, from 325 to 375 wpm, comprehension dropped off sharply; and (3) Form B of the material resulted in greater average comprehension than Form A.

Reynolds, R. E., Sandiford, S. N., and Anderson, R. C., "Distribution of Reading Time When Questions Are Asked about a Restructured Category of Text Information," Journal of Educational Psychology, Vol. 71, 1979, pp. 183-190.

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|---------|-------------------|---------------------------|
| 1. c | 4. 43 | 7. unspecified |
| 2. 2.14 | 5. 104 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,3,2,3,2,3,3,2,3 = 21 |

Summary. Students read a specially prepared passage either with or without inserted questions. The question groups performed better, as compared to controls, on posttest items from the same categories as the inserted questions. There was no overall reading time difference between the question and no-question groups.

Richards, C. S., "Behavior Modification of Studying through Study Skills Advice and Self-Control Procedures," Journal of Counseling Psychology, Vol. 22, No. 5, 1975, pp. 431-436.

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|---------|-------------------|---------------------------|
| 1. F | 4. 90 | 7. 5 weeks |
| 2. 2.14 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,1,2,2,2,2,1,2 = 15 |

Summary. This study investigated the use of behavioral self-control procedures as additions to instruction in study skills to aid student learning. There were four treatment and two control groups arranged as follows: (1) a no-contact control group; (2) a no-treatment control; (3) a group receiving study skills advise; (4) a group receiving study skills advice plus stimulus control; (5) a group receiving study skills advice plus self-monitoring; and (6) a group receiving study skills advice plus stimulus control plus self-monitoring. The treatments were undertaken mainly by typed handouts. Posttest scores indicated that self-monitoring in addition to study skills was more effective than study skills with stimulus control. Groups having study skills advice were superior to the control groups.

Richards, C. S., "Effects of Information Feedback and Self-Administered Consequences on Self-Monitoring Study Behavior," Journal of Counseling Psychology, Vol. 23, July, 1976, pp. 316-321.

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|---------|-------------------|---------------------------|
| 1. C | 4. 87 | 7. 5 weeks |
| 2. 2.15 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,2,1,2,1,2,2,2,2 = 15 |

Summary. Three hypotheses were tested in this experiment: (1) self-monitoring would change study behavior, making a student more aware of strengths and weaknesses; (2) the student's study behavior would be influenced and changed by this information feedback; (3) the behavior change could be enhanced by manipulating the quantity and quality of information feedback. Subjects were assigned to a no-treatment control group, a study skills group or one of six self-monitoring plus study skills groups. Grades, self-monitoring data, and questionnaires supported the first two hypotheses, but not the third.

Rickards, J. P., and McCormick, C. B., "Delayed Retention of Superordinate and Coordinate Statements Inserted in Text," Psychological Reports, Vol. 38, 1976a, p. 210.

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|---------|-------------------|---------------------------|
| 1. F | 4. 30 | 7. one week |
| 2. 2.14 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,4,3,4,4,5,4,5,4 = 36 |

Summary. This study was conducted to determine if inserted statements which are superordinate to a passage would produce more highly organized learning and recall than

statements at the same level or coordinate to the passage to be learned. Two experimental and one control group were used. The experimental groups received either a superordinate statement before eight different passages comprising an 800 word passage, or received a coordinate statement before each passage. Control subjects were given task-irrelevant statements before each passage. Results from the posttest given one week later indicated that superordinate statements produced better concentration for the passage than did the coordinate statements.

Rickards, J. P., "The Encoding versus the External Storage Hypothesis in Note Taking," Contemporary Educational Psychology, Vol. 3, 1978, pp. 136-143.

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|---------|-------------------|---------------------------|
| 1. E | 4. 85 | 7. one week |
| 2. 2.14 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 1,1,2,2,1,3,2,2,2 = 16 |

Summary. This study was undertaken to determine the difference in performance in note taking between learners expecting a multiple choice test and those anticipating an essay examination. The subjects of the study were assigned to one of three conditions: (1) taking notes and reviewing the notes before a test on the material; (2) taking notes and mentally reviewing the material before a test; (3) not taking notes and mentally reviewing the material before the test. After hearing the lecture the groups in the note taking

conditions turned their notes in. The notes were analyzed and given back one week later before the test. The results of analysis indicated that students expecting an essay examination took notes on sentences of higher structural importance than those anticipating a multiple choice test. There was no difference in the number of notes taken or in total test performance. Note taking seemed to serve as both an encoding device and as an external storage mechanism.

Rickards, J. P., "Interaction of Position and Conceptual Level of Adjunct Questions on Immediate and Delayed Retention of Text," Journal of Educational Psychology, Vol. 68, 1976b, pp. 210-217.

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|---------|-------------------|---------------------------|
| 1. c | 4. 75 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,1,2,2,2,2,1,2,2 = 16 |

Summary. Questions that were either conceptual or verbatim were placed either before or after the associated text segments. Generally, the conceptual prequestions produced a higher recall than conceptual postquestions, and verbatim prequestions yielded less recall than verbatim postquestions. It was concluded that conceptual prequestions produce more highly structured and organized memories than verbatim postquestions.

Ripple, R. E., "Comparison of the Effectiveness of a Programmed Text with Three Other Methods of Presentation," Psychological Reports, Vol. 12, 1963, pp. 227-237.

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|---------|-------------------|---------------------------|
| 1. c | 4. 240 | 7. ten days |
| 2. 2.18 | 5. 6.08 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 2,2,2,3,2,1,2,2,2 = 18 |

Summary. This study was conducted to investigate the effects of active involvement and reinforcement in programmed text material on learning. One group worked through a standard programmed text while another group simply read the same material in conventional text form. Another group listened to a lecture based on the programmed material and a fourth group worked through the program but did not receive reinforcing feedback. Based on test scores given two and ten days later, it was concluded that active involvement contributed to increased learning, reinforcement did not contribute to increased learning, retention was not improved, and individual differences were not reduced.

Robin, A., Fox, R. M., Martello, J., Archable, C., "Teaching Note-Taking Skills to Unachieving College Students," Journal of Educational Research, Vol. 71, November, 1977, pp. 81-85.

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|---------|-------------------|---------------------------|
| 1. E | 4. 23 | 7. 6 weeks |
| 2. 2.04 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,4,3,4,3,3,3 = 29 |

Summary. This study was conducted to develop a note-taking program that would help college students recognize and

record the most important information from lectures. An additional target was to develop a method for reliably evaluating the accuracy of student notes. The three groups, two experimental and one control, attended the course lectures. The two experimental groups received a note-taking program. The results showed that the two experimental groups increased the critical points from the lecture in their notes from baseline to posttraining by 23 and 18 percent, while the control group's percent of critical points in the lecture decreased by 9 percent. The behavioral procedure discussed and used in this study increased the accuracy of students' lecture notes.

Rothkopf, E. Z., and Bisbicas, E. E., "Selective Facilitative Effects of Interspersed Questions on Learning from Written Materials," Journal of Educational Psychology, Vol. 58, 1966, pp. 56-61.

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|---------|----------------|---------------------------|
| 1. c | 4. 252 | 7. unspecified |
| 2. 2.14 | 5. 6.08 | 8. norm |
| 3. 3r | 6. high school | 9. 2,3,3,3,2,3,2,2,3 = 23 |

Summary. This study investigated the use of restricted categories of questions, incorporated in written instructional material to facilitate learning of restricted categories of text content. Questions were used before or after the passage and in required response. The results provided evidence that more retention was achieved by questions placed after rather than before text material.

Ruppel, G., "Self-Management and Reading Rate Improvement,"
Journal of Counseling Psychology, Vol. 26, No. 5,
 1979, pp. 451-454.

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|---------|-------------------|---------------------------|
| 1. F | 4. 204 | 7. 6 weeks |
| 2. 2.15 | 5. 6.08 | 8. nonnorm |
| 3. 3r | 6. undergraduates | 9. 4,3,3,4,3,4,3,3,3 = 30 |

Summary. The subjects of this study were assigned to two self-reinforcement groups, a monitoring-control group, or a no-treatment control group. The results indicated that the performance-contingent group, a group of subjects instructed to reward themselves after completing the daily exercises, whether or not their reading times decreased, produced an average increase in reading rate of 35 percent over the other groups. The experimental groups showed significant improvement in rate overall than did the control group.

Sachs, J. S., "Memory in Reading and Listening to Discourse,"
Memory and Cognition, Vol. 2, 1974, pp. 95-100.

- | | | |
|-----------|-------------------|---------------------------|
| 1. G | 4. 120 | 7. unspecified |
| 2. 1.01 | 5. 2.08 | 8. nonnorm |
| 3. 1 only | 6. undergraduates | 9. 3,3,2,2,3,3,3,2,3 = 24 |

Summary. The subjects of this study attempted to recognize semantically changed sentences and paraphrases that they read or listened to. Results showed that in general, paraphrases were poorly detected after a brief time, supporting the theory that the exact wording of sentences is not stored in long-term memory. It was suggested that

acoustic-phonetic memory plays a role in the storage of auditorally presented material.

Sailor, A. L., and Ball, S. E., "Peripheral Vision Training in Reading Speed and Comprehension," Perceptual and Motor Skills, Vol. 41, 1975, pp. 761-762.

- | | | |
|---------|-------------|---------------------------|
| 1. L | 4. 16 | 7. nine days |
| 2. 2.19 | 5. 3.02 | 8. norm |
| 3. 3r | 6. freshmen | 9. 3,3,3,3,3,4,3,3,3 = 28 |

Summary. Two groups of eight college students received speed reading training. An experimental group was given extra training in peripheral vision. The measures indicated that peripheral vision increased for both groups. However, reading speed improved only in the trained group. Reading comprehension scores for both groups were not affected.

Samuels, S. J., "Effect of Word Associations on Reading Speed, Recall, and Guessing. Behavior on Tests," Journal of Educational Psychology, Vol. 59, 1965, pp. 12-15.

- | | | |
|-----------|------------|---------------------------|
| 1. N | 4. 135 | 7. unspecified |
| 2. 3.06 | 5. 3.04 | 8. nonnorm |
| 3. 1 only | 6. juniors | 9. 2,2,3,3,2,3,3,3,3 = 24 |

Summary. It was hypothesized that subjects reading a paragraph containing words with high associative relationships would be read faster than a paragraph with low-associative relationships. The results showed that the paragraphs with stronger associative relationships between words was read

faster and with better recall than the paragraph with weaker associative relationships. When forced to guess on a multiple choice type test, the subjects would tend to choose answers with strong associative relations with words in the stem of the question.

Samuels, S. J., "Effect of Word Associations on the Recognition of Flashed Words," Journal of Educational Psychology, Vol. 60, 1968, pp. 97-102.

- | | | |
|---------|------------|---------------------------|
| 1. N | 4. 20 | 7. unspecified |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 3r | 6. juniors | 9. 2,2,2,2,2,3,2,2,2 = 19 |

Summary. This study proposed that when associated pairs of words were shown to subjects, the speed of recognition would be faster than when nonassociated words were presented by themselves. There were five treatment conditions used. The results confirmed the hypothesis.

Sharon, A. T., "Assessing the Effectiveness of Remedial College Courses," Journal of Experimental Education, Vol. 41, 1971, pp. 60-62.

- | | | |
|---------|-------------------|---------------------------|
| 1. N | 4. 458 | 7. one semester |
| 2. 3.20 | 5. 1.04 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 4,4,4,4,3,4,4,5,4 = 36 |

Summary. Experimentally placed students were compared with those who did not require remediation. After completion of the course, comparisons were made with controls on ability,

persistence, performance, and satisfaction. Results indicated that the course had no effect on student satisfaction and persistence but had a modest effect on subsequent course performance.

Spache, G., Standlee, L., and Neville, D., "Results of Three College Level Remedial Reading Procedures, Journal of Developmental Reading, Vol. IV, No. 1, 1960, pp. 12-16.

- | | | |
|---------|-------------------|---------------------------|
| 1. C | 4. 98 | 7. two semesters |
| 2. 2.15 | 5. 3.05 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 3,3,3,3,2,2,2,3,3 = 24 |

Summary. Three remedial reading procedures were used in remedial reading classes: (1) a class which centered around a workbook; (2) a class which centered around audio-visual equipment; (3) a class centered around individualized self-improvement. Results showed that the three procedures were equally effective in terms of rate of reading, vocabulary and reading comprehension. The individualized approach was more effective in producing changes in reading habits and attitudes.

Stordahl, K. E., and Christensen, C. M., "The Effect of Study Techniques on Comprehension and Retention," Journal of Educational Research, Vol. 59, No. 8, April, 1956, pp. 561-570.

- | | | |
|---------|-----------------------|---------------------------|
| 1. F | 4. 147 | 7. two weeks |
| 2. 2.15 | 5. 6.08 | 8. norm |
| 3. 3r | 6. Air Force trainees | 9. 3,3,3,4,3,2,3,4,3 = 28 |

Summary. Four study techniques were used by the subjects of this study: (1) underlining; (2) outlining; (3) summarizing; (4) reading and rereading. Comprehension of the material was tested by use of a test immediately after studying the material and again one week later. The study techniques were found to be equally effective as measured by the tests.

Thalberg, S. P., "Reading Rate and Immediate versus Delayed Retention," Journal of Educational Psychology, Vol. 58, No. 6, 1967, pp. 373-378.

1. A	4. 176	7. two days
2. 2.14	5. 6.08	8. norm
3. 3r	6. undergraduates	9. 2,3,3,3,2,2,2,2,2 = 21

Summary. Subjects were given a passage to read and tested either immediately after reading or twenty-four hours later. Each treatment group was further subdivided into fast, average, and slow reading rate groups. The results indicated that under the immediate treatment conditions, slow readers retained significantly more material than both average and fast readers. Under delayed conditions, there were no retention differences between rate groups. Therefore, while more efficient readers remember less details in a passage immediately following a reading than do their slower counterparts, these details were found to extinguish for both groups equally within 24 hours.

Thomas, G. S., "Use of Student Notes and Lecture Summaries as Study Guides for Recall," Journal of Educational Research, Vol. 71, No. 6, July-August, 1978, pp. 316-319.

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|---------|-------------------|---------------------------|
| 1. E | 4. 96 | 7. 3 days |
| 2. 2.14 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. undergraduates | 9. 2,2,2,2,2,2,3,2,2 = 19 |

Summary. The subjects of this study were assigned to five note-taking and three non-note-taking groups. The material presented to the subjects was a 16 minute lecture. Tests were administered 48 hours later. Results indicated that review of student generated notes resulted in better recall than did review of lecturer-generated summaries of the presentation. Note-taking groups recalled more information than non-note-taking groups. Also, no significant differences in recall were found between note-taking groups.

Thompson, M. R., and Whitehill, R. P., "Relationships between Reading Flexibility and Speed Gains," Journal of Educational Research, Vol. 63, No. 5, 1970, pp. 213-215.

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|---------|-------------------|---------------------------|
| 1. A | 4. 64 | 7. unspecified |
| 2. 3.20 | 5. 6.08 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 3,3,2,3,3,4,3,3,3 = 27 |

Summary. After initial testing, subjects were classified according to initial flexibility ratios. From the subject group, high, low, and medium flexibility groups were formed. The hypothesis tested was that the more flexible readers would accrue greater speed gains. This hypothesis was supported by the results.

Torrance, E. P., and Harmon, J. A., "Effects of Memory, Evaluative, and Creative Reading Sets on Test Performance," Journal of Educational Psychology, Vol. 52, No. 4, 1961, pp. 207-214.

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|---------|-------------|---------------------------|
| 1. C | 4. 115 | 7. 3 weeks |
| 2. 2.14 | 5. 3.02 | 8. nonnorm |
| 3. 2s | 6. graduate | 9. 3,3,2,2,2,3,2,1,2 = 20 |

Summary. This experiment tested the differential effects of memory, evaluative, and creative sets in reading assignments in a graduate course. Three groups were assigned to each of the three reading sets. Besides a 20 minute test administered at the end of each week, subjects also estimated their degree of success in maintaining the set. Each group scored highest in the area on the test that they had studied for that given week. Groups were shifted so that each group had an opportunity to study using all three sets. Students reported that they found it easier to maintain the memory set and rated themselves as more successful in maintaining this set than the other two.

Van Zoost, B. L., and Jackson, B. T., "Effects of Self-Monitoring and Self-Administered Reinforcement on Study Behaviors," Journal of Educational Research, Vol. 67, No. 5, 1974, pp. 216-218.

- | | | |
|---------|-------------------|---------------------------|
| 1. N | 4. 43 | 7. 6 months |
| 2. 2.03 | 5. 6.08 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 3,4,4,3,3,3,2,3,3 = 28 |

Summary. The purpose of this study was to determine how self-reinforcement of monitoring study behaviors would effect study habits. Three conditions were utilized: a control condition in which students did not monitor any behavior, and two conditions in which students either recorded their study activities or recorded library activities. Results indicated that no difference was recorded among the conditions and all subjects taking the study skills program, whether in the control or experimental condition evidenced improvement in study habits.

Weaver, W. W., and Holmes, C. C., "The Effect of Reading Variation and Punctuation Conditions upon Reading Comprehension," Journal of Reading Behavior, Vol. 2, No. 1, 1972, pp. 75-83.

1. C	4. 18	7. unspecified
2. 2.14	5. 6.08	8. nonnorm
3. 3r	6. undergraduates	9. 3,3,3,3,2,3,2,3,3 = 25

Summary. This study was undertaken to determine the effect upon reading comprehension by varying between oral and silent reading and also punctuated versus nonpunctuated passages. Comprehension was measured by: (1) a noun cloze test; (2) the sum of individual test latencies; (3) the total time the subject required to read the stimulus passage; and (4) the time needed to take the oral test. The resulting measures indicated that reading silently yielded significantly higher scores on the cloze comprehension measure and significantly lower scores on total reading time. Silent readers

of punctuated material scored higher than silent readers of unpunctuated material. Oral readers scored higher scores on the cloze measure and lower scores on total reading time.

Weber, C. O., "The Acquisition and Retention of Reading Skills by College Freshmen, Journal of Educational Psychology, Vol. 30, 1939, pp. 453-460.

- | | | |
|---------|-------------|---------------------------|
| 1. B | 4. 44 | 7. six weeks |
| 2. 2.11 | 5. 1.02 | 8. norm |
| 3. 2s | 6. freshmen | 9. 3,3,3,3,3,2,3,3,3 = 26 |

Summary. Remedial reading exercises were given one-half of which were manual exercises while the other half were tachistoscope exercises. Each group received six periods of training over a six week period. The resulting gains were compared after six weeks and again after one year. Results indicated that: (1) both groups made more gains than the control group; (2) both methods yielded approximately equal improvements in reading skills; (3) retest of the experimentals and controls after one year indicated that the gains made were substantially retained after a period of one year.

Wedeen, S. U., "A Two-Year Basic Skills Study," Journal of Reading, Vol. 10, No. 4, 1967, pp. 231-237.

- | | | |
|---------|-------------------|---------------------------|
| 1. N | 4. 36 | 7. 2 years |
| 2. 2.02 | 5. 2.02 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 3,3,2,3,3,2,3,4,3 = 26 |

Summary. A group of eighteen students were given instruction in reading and writing skills. This was a regular course offered. Their pre- and posttest scores on the Nelson-Denny Reading Test test compared with a matched control group showed that on a short term basis, training in reading skills in the course produced statistically significant gains in some skills. As far as on a long term basis, the training seemed to be maintained plus a spread effect was observed into other skill areas.

Weedeen, S. U., "Mechanical versus Nonmechanical Reading Technique for College Freshmen," School and Society, Vol. 79, April, 1954, pp. 121-123.

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|---------|-------------|---------------------------|
| 1. B | 4. 150 | 7. 5 weeks |
| 2. 2.14 | 5. 1.04 | 8. norm |
| 3. 3r | 6. freshmen | 9. 4,4,4,3,5,3,4,5,5 = 37 |

Summary. One hundred fifty students were divided into three groups. The three treatments used were: (1) training given in reading by means of a machine, the Reading Rate Controller; (2) training in reading without any mechanical device; (3) a control group which received no training in reading. Results indicated that the group using the Reading Rate Controller improved in rate over the other experimental group. However, both groups were equal in improvement for all other reading skills. Both experimental groups scores on reading posttests were greater than the control group.

Weiland, A., and Kingsburg, S. J., "Immediate and Delayed Recall of Lecture Material as a Function of Note Taking," Journal of Educational Research, Vol. 72, March-April 1979, pp. 228-230.

- | | | |
|---------|---------------------------------|---------------------------|
| 1. E | 4. 55 | 7. ten days |
| 2. 2.08 | 5. 3.02 | 8. nonnorm |
| 3. 2r | 6. undergraduates and graduates | 9. 3,4,3,3,3,4,2,2,3 = 27 |

Summary. A class of subjects was randomly divided in half and either instructed to take notes in their usual manner or refrain from taking notes and just listen to the lecturer. A quiz was given immediately following the lecture and ten days afterward. The results of the statistical analysis indicated that the note-taking group performed significantly better than the non-note-taking group on both tests given although both groups showed a decline in performance on the delayed quiz.

Whitehill, R. P., and Jipson, J. J., "Differential Reading Program Performance of Extraverts and Introverts," Journal of Experimental Education, Vol. 38, No. 3, 1970, pp. 93-96.

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|---------|---------------------------------|---------------------------|
| 1. L | 4. 66 | 7. semester |
| 2. 2.10 | 5. 3.02 | 8. norm and nonnorm |
| 3. 3r | 6. graduates and undergraduates | 9. 2,3,2,3,3,3,2,2,2 = 22 |

Summary. The hypothesis tested in this study was that introverted and extraverted subjects would respond differently to traditional versus instrumental reading programs. While the performance of extraverted and introverted

subjects did not differ in the traditional program, they did differ in the experimental program. The extraverts worked better in the instrumental program than did the introverts, indicating that extraverts work best in highly structured attention focusing conditions where introverts find such structuring unnecessary.

Winter, J. E., "An Experimental Study of the Effect on Learning of Supervised and Unsupervised Study among College Freshmen," Journal of Educational Psychology, Vol. 27, February, 1936, pp. 111-118.

- | | | |
|---------|-------------------|---------------------------|
| 1. N | 4. 120 | 7. one semester |
| 2. 3.20 | 5. 1.09 | 8. norm |
| 3. 3i | 6. undergraduates | 9. 4,3,3,3,3,4,3,2,3 = 28 |

Summary. This study compared a group of subjects taught textbook book study methods compared with control group not given any instruction in how to study. Comparison of the two groups in this early study was made by midsemester and final semester grades. The results indicated that the trained group showed superior grades than the untrained group at the close of the semester. The course in how to study produced a salutary effect, but was judged to be of negligible permanent value.

Wong, M. R., "Retroactive Inhibition in Meaningful Verbal Learning," Journal of Educational Psychology, Vol. 61, No. 5, 1970, pp. 410-415.

- | | | |
|---------|---------------|---------------------------|
| 1. C | 4. 845 | 7. 7 days |
| 2. 2.14 | 5. 3.05 | 8. nonnorm |
| 3. 3r | 6. sophomores | 9. 2,3,2,3,3,2,2,2,2 = 21 |

Summary. The author of this study attempted to generate retroactive inhibition with meaningfully learned prose materials. The inhibition was achieved by tightly specifying the similarity dimension between original learning and interpolated learning, and by defining identical stimulus elements for original learning, interpolated learning and test of original learning. Five treatments were used, each varying in the amount of guidance given to the subjects. There were no significant differences to indicate retroactive inhibition.

Young, R. Q., "A Comparison of Reading and Listening with Rate of Presentation Controlled," Audio-Visual Communication Review, Vol. 21, No. 3, 1975, pp. 327-336.

- | | | |
|---------|-------------------|---------------------------|
| 1. N | 4. 121 | 7. one week |
| 2. 2.06 | 5. 3.02 | 8. norm |
| 3. 3r | 6. undergraduates | 9. 1,2,2,3,2,2,2,3,2 = 19 |

Summary. This study was undertaken to compare reading and listening comprehension and retention under carefully controlled conditions involving control of the rate variable and use of test procedures and analysis. Results indicated

that under the conditions of the study, neither method of learning seemed to be superior for recalling facts, ideas or generating valid inferences. Also, readers and listeners retained about the same amount of material between the immediate test and the delayed test.

Yuthas, L. J., "Student Tutors in a College Remedial Program," Journal of Reading, Vol. 14, No. 4, 1971, pp. 231-234, 271.

- | | | |
|---------|-------------------|---------------------------|
| 1. C | 4. 124 | 7. one quarter |
| 2. 3.03 | 5. 6.08 | 8. norm |
| 3. 3m | 6. undergraduates | 9. 4,4,4,3,3,5,3,3,3 = 32 |

Summary. Students in a remedial reading program taught by student tutors was compared with a group taught by faculty members. Also compared in the results were control groups which did not take the course, but matched the experimental group. The criteria used for evaluation were grade point average and persistence in college. Results indicated that the experimental groups as a whole survived the control groups in persistence. The experimental group taught by faculty contained more students who persisted than did the experimental group taught by tutors.

Ziesat, H. A., Rosenthal, T., and White, G., "Behavioral Self-Control in Treating Procrastination of Studying," Psychological Reports, Vol. 42, 1978, pp. 59-69.

- | | | |
|---------|-------------------|---------------------------|
| 1. F | 4. 56 | 7. unspecified |
| 2. 3.20 | 5. 6.08 | 8. nonnorm |
| 3. 3i | 6. undergraduates | 9. 2,2,2,2,2,3,2,2,2 = 19 |

Summary. The subjects of this study were students who procrastinated in studying. The subjects were given training in either behaviorial self-control or a nondirective attention-placebo control procedure. The experimental subjects were given either training in stimulus control, self-reinforcement or a combination of the two. Half of the subjects used self-punishment and half did not and also half of the students were trained individually while the other half was trained in small groups of four students each. As regarded reported amount of time spent studying and attitudes toward studying, the experimental groups improved whereas the control subjects did not. Neither control or experimental groups evidenced any significant change in overall GPA.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Summarization and Analysis of Data

The data resulting from the evaluation of the research reports in the previous chapter are summarized on several tables. This data is presented in light of the questions stated in the purpose of the study. These questions were:

1. What research studies pertaining to college reading/study skills have been published in American professional journals from 1925-1980?
2. Which American professional journals have published research studies on college reading/study skills from 1925-1980 and who have authored these studies?
3. Which specific areas of college reading/study skills have been investigated by researchers?
4. What research designs and statistical procedures were utilized in the experimental research studies?
5. What is the relative merit of each experimental research study cited?
6. For those studies rated good or better, what findings can be drawn that will contribute toward an understanding of college reading/study skills in order to develop strategies to teach these skills?

A total of 170 research reports were presented. An effort was made to locate and report experimental research on college reading/study skills between the years 1925-1980. However, it must be noted that some research reports published between 1925-1980 may not be present for the following reasons: (1) It is possible that some reports were not found and therefore not included; (2) The title of a report may not have indicated experimental research in college reading/study skills; (3) Some reports were duplicates, published in more than one journal. However, the total figure of 170 research reports is appropriate in the present context of this study.

Years

The frequency of research reports by years is given in Table 3. From 1925 to 1950 there were only ten research articles reported. From 1951-1964 26 research articles were reported. Until 1964 there was an average of only one research article reported per year. From 1965 to 1980, 136 research reports were published. This increase of research reports reflects the current increase in interest in research in college reading/study skills.

Table 3

The Frequency of Journal Published Research Reports
Arranged by Years

Year	Frequency	Year	Frequency
1925	0	1953	0
1926	0	1954	1
1927	0	1955	0
1928	0	1956	4
1929	0	1957	1
1930	0	1958	0
1931	0	1959	0
1932	0	1960	4
1933	0	1961	5
1934	2	1962	5
1935	1	1963	3
1936	1	1964	1
1937	0	1965	5
1938	0	1966	4
1939	1	1967	10
1940	0	1968	10
1941	1	1969	12
1942	0	1970	11
1943	0	1971	9
1944	1	1972	15
1945	1	1973	7
1946	1	1974	13
1947	0	1975	7
1948	0	1976	4
1949	1	1977	6
1950	0	1978	9
1951	1	1979	9
1952	1	1980	3
			170

Journals

The research reports were found in 31 journals. Four journals, the Journal of Educational Psychology, Journal of Reading, Journal of Educational Research, and the Journal of Counseling Psychology published over half (53 percent) of the reports. Eight journals published 71 percent of the reports. The remaining reports (39 percent) were published in 23 journals. The journals and the number of research reports published by each are presented in Table 4.

Authors

The frequency of reports by authors is listed in Table 5. One researcher wrote six articles; one author wrote four articles; three authors each wrote three articles; eight authors each wrote two articles; and each of 135 authors wrote one research report. It is of interest to note that frequently a footnote indicated that the research report was an outgrowth or otherwise tied to the author's dissertation or thesis. Considering that many of the research reports included in this study are recent, there will hopefully be many other forthcoming reports of research on college reading/study skills. Also, it is interesting to note that frequently, the researcher who wrote more than one article was primarily concerned with one topic. For

Table 4

The Frequency of Journal Published Research Reports
by Each Journal Source

Journal	Frequency
American Educational Research Journal	4
Audio-Visual Communication Review	2
Contemporary Educational Psychology	2
Journal of Abnormal Psychology	1
Journal of Applied Psychology	2
Journal of College Student Personnel	3
Journal of Communication	3
Journal of Consulting and Clinical Psychology	2
Journal of Counseling Psychology	12
Journal of Developmental Reading	7
Journal of Educational Psychology	46
Journal of Educational Research	17
Journal of Experimental Education	9
Journal of Experimental Psychology	3
Journal of General Education	1
Journal of General Psychology	2
Journal of Psychology	5
Journal of Reading	15
Journal of Reading Behavior	6
Journal of Verbal Learning and Verbal Behavior	1
Journalism Quarterly	2
Language and Speech	1
Memory and Cognition	1
Perception and Psychophysics	1
Perceptual and Motor Skills	5
Personnel and Guidance Journal	2
Psychological Reports	8
Psychology in the Schools	1
Reading Improvement	1
Reading World	4
School and Society	1
	170

Table 5

Number of Journal Published Research Reports
Written by Each Author

Number of Reports by Author	Author
6 Reports:	Frase, L. T.
4 Reports:	Annis, Linda F.
3 Reports:	Bloomer, Richard H. DiVesta, Francis J. Rickards, J. P.
2 Reports:	Dwyer, Francis M. Dyer, James W. Fisher, Judith L. Jackson, Barry King, David J. Maxwell, Martha J. Pauk, Walter Richards, C. S.
1 Report:	Abel, Fredrick E. Allen, George J. Anderson, R. C. Atherton, Charles R. Bailey, Robert B. Bake, V. R. Barabasz, Areed F. Barbe, W. B. Bausell, R. B. Belcher, Michael J. Berger, Allen Bickley, A. C. Bishop, Robert L. Boyd, William M. Braam, Leonard S. Brandt, J. D. Bruning, Roger H. Canute, Russell J. Carter, Ronald P. Cashen, V. M. Chonsky, Norman M. Coffman, William E. Collingwood, Vaughn Collins, Ray Colvin, Charles R. Corey, S. M. Cornish, R. D. Craik, J. M. Crewe, James C. Crouse, James H. Dalton, Patrick Dalrymple, Alford David, J. K. Deal, R. W. Del Giogino, Walter Dooling, D. J. Driskell, J. L. Dubois, Ronald L. Duell, O. K. Edmiston, R. W. Eisner, S. Faw, Terry T. Feinberg, M. R. Fernald, P. S. Foss, Donald J. Fowler, R. L.

Table 5 (continued)

Number of Reports by Author	Author	
1 Report (cont)	Fretz, B. R. Gadzella, B. M. Gelso, Charles J. George, R. G. Glass, G. G. Glock, M. D. Goldhaber, G. M. Goldstein, H. Greiner, J. M. Guice, B. M. Gulo, E. V. Hakstien, A. R. Harris, Gina Henderson, M. T. Hiller, J. H. Hilmelstein, H. C. Hoon, P. W. Hovel, D. E. Hultgren, Dayton Jensen, Larry Jester, R. E. Johnson, M. K. Kamano, D. K. Katz, Constance Khatena, J. Kirkland, Karl Kissler, G. R. Lent, R. W. Losak, John MacGinitie, W. H. Maiso, R. D. Mathis, R. W. Mayhew, J. B. McConkie, G. W. McCordick, S. M. McDonald, Arthur S. McGraw, Barry Moore, James Morasky, Robert L. Mouly, G. J. Mount, M. K. Mueller, Arthur C.	Natkin, Gerald Newman, S. E. Newsom, R. S. Nikas, G. B. Noall, M. S. Olson, A. V. Osterhouse, R. A. Palmstier, R. A. Parham, J. W. Peeck, J. Peters, D. L. Peterson, H. A. Phillips, G. O. Powers, S. M. Reed, J. C. Reed, M. D. Reid, Ronald, E. Reynolds, R. E. Ripple, Richard E. Robin, Arthur Rothkopf, E. Z. Ruppel, George Sacks, J. S. Sailor, A. L. Sharon, A. T. Spacke, George Stordahl, K. E. Thalberg, Stanton P. Thomas, G. S. Thompson, M. R. Torrance, E. P. VanZoost, B. L. Weaver, W. W. Weber, C. O. Wedeen, S. H. Wedeen, S. U. Weiland, Andrea Whitehill, R. P. Winter, J. E. Wong, M. R. Young, R. Q. Yuthas, L. J. Ziesat, H. A.

example, Frase was concerned with the effect of question location upon memory of information. Annis attempted to determine which study technique benefited students. DiVesta investigated study and note-taking methods.

Reading/Study Skills Topic

Table 6 presents the frequency of research reports by reading/study skills topic. A problem became apparent in this process. A number of studies that were reported compared an existing reading/study skills program to a research question. In this case, more than one reading/study skills topic was used. Therefore, a topic was added which indicates that more than one topic was involved in the research study. The number of studies in which more than one topic was involved was 32.

Additional reports were listed under the appropriate reading/study skills topic. Some reports could have been listed under two or more topics. However, each report was assigned to one topic that was determined to be the most appropriate based on the overall intent of the study. Of the remaining topics, teaching methods and textbook study methods comprised 34 percent of the total number of research reports.

Table 6

Number of Journal Published Research Reports Recorded
for Each Reading/Study Skills Topic

Topic	Number
Reading Rate-Flexibility	12
Reading Machines	3
Teaching Methods	31
Test Taking	14
Note Taking	18
Textbook Study Methods	26
Listening	9
Materials	0
Vocabulary	1
Readability	3
Scheduling	1
Physical Factors	4
Comprehension	16
More Than One Topic Used	32
	<u>170</u>

Design Paradigm

The frequency of the research reports by design paradigm are presented in Table 7. The more frequently noted were:

- (1) 2.14: Three or more groups, posttest only, randomized, n = classes (45).
- (2) 2.16: Three or more groups, posttest only, randomized, n = students (16).
- (3) 2.15: Three or more groups, pretest-posttest, randomized, n = classes (15).

To recall, 136 of the 170 research reports were conducted during the period 1965-1980. Perhaps this explains why there are a high number of studies reporting modern experimental design techniques. Use of good design lends more support to research findings and this seems to be a positive aspect for the research reported in this study.

In some cases, it was difficult to assign a research report to a particular design paradigm. Usually the procedure, sampling, tests and results were more clearly indicated than the design paradigm. Perhaps for the sake of brevity, the author(s) omitted or did not clearly explain this information.

Table 7

Frequency of Journal Published Research Reports
by Design Paradigm

Paradigm	Number	Paradigm	Number
1.01	11	3.01	0
1.02	0	3.02	0
1.03	4	3.03	2
2.01	1	3.04	0
2.02	5	3.05	0
2.03	4	3.06	1
2.04	6	3.07	0
2.05	2	3.08	0
2.06	3	3.09	0
2.07	1	3.10	0
2.08	5	3.11	0
2.09	8	3.12	1
2.10	7	3.13	1
2.11	5	3.14	0
2.12	0	3.15	0
2.13	6	3.16	0
2.14	45	3.17	2
2.15	15	3.18	0
2.16	16	3.19	0
2.17	1	3.20	13
2.18	2	3.21	0
2.19	2		
2.20	1		170

Statistical Procedure

The frequency of the research reports by statistical procedure is presented in Table 8. Inferential types of measures were reported in 85 percent of the studies. Sixty-eight of the reports were indicated as 6.08 (more than one type of statistical measure used) and 47 reports were indicated as 3.02 (analysis of variance), making a total of 115 studies. This is understandable in that 136 of 170 research studies were reported between 1965-1980. As research design has become more sophisticated and researchers more knowledgeable about the requirements of good experimental research, more modern statistical tests or combination of tests have been used.

Qualitative Value

Table 9 contains the frequency of qualitative value by years. These values were derived by evaluating the research reports using Marilyn Suydam's "An Instrument for Evaluating Experimental Education Research Reports." The range of qualitative values was from 11 to 40. Percentages which help to clarify the data in terms of quality of research are presented in Table 10. The percentages cited refer to the time frame given above in the table. Table 11 presents the

Table 8

Frequency of Use of Statistical Procedures
in Journal Published Research Reports

Procedure	Frequency	Procedure	Frequency
1.01	0	3.08	0
1.02	4	3.09	0
1.03	1	3.10	0
1.04	15	3.11	0
1.05	2	3.12	0
1.06	0	3.13	0
1.07	0	3.14	0
1.08	0	3.15	1
1.09	1	3.16	0
1.10	0	3.17	0
1.11	0	3.18	0
1.12	0	3.19	0
2.01	1	4.01	0
2.02	0	4.02	0
2.03	0	4.03	1
2.04	1	4.04	0
2.05	0	4.05	0
2.06	2	4.06	1
2.07	0	4.07	0
2.08	1	4.08	0
2.09	0	6.01	0
2.10	0	6.02	0
3.01	0	6.03	0
3.02	47	6.04	6
3.03	1	6.05	0
3.04	8	6.06	0
3.05	8	6.07	0
3.06	0	6.08	68
3.07	0		

Table 9
Frequency of Qualitative Value by Years of Journal Published Research Reports

Qualitative Value	1925-40	1941-50	1951-60	1961-70	1971-80	Number
11						1
12						4
13						1
14						2
15						5
16						10
17						5
18						13
19						14
20						9
21						10
22						9
23						7
24						15
25						5
26						8
27						7
28						11
29						5
30						4
31						3
32						5
33						4
34						3
35						5
36						2
37						1
38						
39						
40						1
41						
Total					170	

*Qualitative Value: A score of nine to 12 indicates an excellent report; 13 to 20, very good; 21 to 28, good; 29 to 36, fair; and 37 to 45 indicates a poor study.

Table 10
Percentages of Qualitative Values by Years of Journal Published Research Reports

	Total No.	1925-40		1941-50		1951-60		1961-70		1971-80	
		n	%	n	%	n	%	n	%	n	%
Excellent	5	0	0	0	0	2	16.7	1	1.5	2	2.5
Very Good	60	0	0	2	40	1	8.3	17	25.0	40	50
Good	72	4	80	1	20	5	41.7	39	57.4	23	28.8
Fair	31	1	20	2	40	2	16.7	11	16.2	15	18.8
Poor	2	0	0	0	0	2	16.7	0	0	0	0

Table 11

Number of Journal Published Research Reports
Arranged by Qualitative Value

Qualitative Value	Frequency	Qualitative Value	Frequency
9	0	27	7
10	0	28	11
11	1	29	5
12	4	30	4
13	1	31	3
14	2	32	5
15	5	33	4
16	11	34	3
17	5	35	5
18	13	36	2
19	14	37	1
20	9	38	0
21	10	39	0
22	9	40	1
23	7	41	0
24	15	42	0
25	5	43	0
26	8		

*Qualitative Value: . A score of nine to 12 indicates an excellent report; 13 to 20, very good; 21 to 28, good; 29 to 36, fair; and 37 to 45 indicates a poor study.

frequency of qualitative values. The distribution of the qualitative values by each question on the Suydam instrument are presented in Table 12.

- (7) How valid are the techniques of analysis of data?
- (5) How properly is the sample selected for the design and purpose of the research?
- (9) How adequately is the research reported?
- (3) How well does the design answer the research question?
- (8) How appropriate are the interpretations and generalizations from the data?
- (1) How practically or theoretically significant is the problem?
- (2) How clearly defined is the problem?
- (4) How adequately does the design control variables?
- (6) How valid and reliable are the measuring instruments or observational techniques?

Ranking especially high were questions 7 (92.9 percent) and 5 (92.3 percent).

Analysis of Content

The research reports included in this investigation were gathered from American professional journals. Nonjournal published reports, reports in foreign journals, and dissertation research were not included. Therefore, it

Table 12

Questions from the Suydam Instrument Arranged
by Qualitative Value and Percentages

	Qualitative Value	Number	%
Question 1	1	40	23.5
	2	60	35.3
	3	46	27.1
	4	20	11.7
	5	4	2.4
Question 2	1	13	7.6
	2	59	34.7
	3	68	40.0
	4	24	14.1
	5	6	3.5
Question 3	1	15	8.8
	2	71	41.8
	3	64	37.6
	4	18	10.6
	5	2	1.2
Question 4	1	4	2.4
	2	62	36.5
	3	73	42.9
	4	26	15.3
	5	5	2.9
Question 5	1	13	7.6
	2	74	43.5
	3	70	41.2
	4	10	5.9
	5	3	1.8
Question 6	1	7	4.1
	2	60	35.3
	3	68	40.0
	4	28	16.5
	5	7	4.1

Table 12 (continued)

	Qualitative Value	Number	%
Question 7	1	14	8.2
	2	73	42.9
	3	71	41.8
	4	9	5.3
	5	3	1.8
Question 8	1	15	8.8
	2	72	42.4
	3	60	35.3
	4	17	10.0
	5	6	3.5
Question 9	1	9	5.3
	2	83	48.8
	3	59	34.7
	4	17	10.0
	5	2	1.2

does not seem feasible to attempt a comprehensive synthesis of the findings based on only one type of publication. A comprehensive synthesis of the findings would also need to consider research which has been published in other forms as well as the vast amount of unpublished research. What is presented here are the major findings of reported research on college reading/study skills reported in American professional journals. Therefore, the findings only relate to a segment of research.

The Findings

A brief statement of the major finding of each of the highest rated experimental research reports is presented below. The findings are categorized by college reading/-study skills topic. (See Appendix A for complete list.) Only reports which met a standard of good or higher ($n = 40$) on Suydam's "Instrument for Evaluating Experimental Education Research Reports" were considered. The qualitative value is also given for each research report cited (Example, $Q = 12$).

Reading Rate-Flexibility

1. Using pacers to increase reading rate by small steps may not be valid as encouraging students to advance in larger steps (Maxwell and Horn, 1966) ($Q = 26$).

2. Comprehension scores as measured by posttests show overall losses in reading comprehension when students indicate a large mean gain in reading rate (Glock, 1949) ($Q = 16$).
3. Practise in techniques of rapid reading can aid in better comprehension than simply stating to students that rapid reading will improve comprehension (Maxwell and Mueller, 1967) ($Q = 16$).

Teaching Methods

4. Students who complete a reading improvement course at the beginning of their freshman year maintain a significantly higher GPA throughout their freshman year than students not taking such a course (Dalton, 1966) ($Q = 24$).
5. Reading machines may have some place in a college reading/study skills program. However, their use is not necessary in order to improve reading skills (Mayhew and Weaver, 1960) ($Q = 21$).
6. Frequent postquestioning elicits or shapes appropriate reading skills while frequent prequestioning interferes with prose structure (Frase, 1967a) ($Q = 20$).
7. It is easier for students to remember text material for the sake of memorizing for a test

than having to evaluate or apply the information to a given situation (Torrance and Harmon, 1961) (Q = 20).

8. Students reinforced following a lecture produce higher test scores than students who attend a lecture with no reinforcement (Reed, 1972) (Q = 19).
9. Counseling by student tutors is superior to the class discussion approach (Gadzella, 1979) (Q = 18).
10. More visual fixations occur when questions are placed after rather than before paragraphs (Morasky, 1972) (Q = 17).
11. Conceptual prequestions produce a higher recall on tests than conceptual postquestions, and verbatim prequestions yield less recall than verbatim postquestions (Rickards, 1976b) (Q = 16).
12. An intensive instructor guided approach is superior to an audiovisual or individualized approach in teaching college reading/study skills (Phillips, 1972) (Q = 14).

Test Taking

13. Students exposed to less difficult unit exams achieve greater on course final examinations.

Also, students exposed to less difficult unit exams study more during a course (Marso, 1969) (Q = 14).

14. Desensitization is felt to be a better treatment method for test anxiety than training in study skills (Osterhouse, 1972) (Q = 16).
15. Individualized covert modeling and self-control desensitization reduce test anxiety (Harris and Johnson, 1980) (Q = 18).
16. Stress by itself has no effect on learning. However, stress combined with a great amount of information leads to slower acquisition and inferior retention. Stress together with intermittent information is associated with faster acquisition and greater retention (Chansky, 1960) (Q = 18).
17. Desensitization combined with study counseling is more effective in reducing anxiety and improving examination performance (Allen, 1971) (Q = 19).

Readability

18. Length of a passage may not affect immediate posttest scores. However, when retention time is lengthened, a short passage will produce higher retention scores than a longer one (Newsom and Gaite, 1971) (Q = 17).

Note Taking

19. Students receiving instructor-prepared notes do not develop their own organizational note taking strategies (Powers and Powers, 1978) (Q = 12).
20. Students expecting an essay type test will take notes on sentences of higher structural importance than students expecting a multiple-choice test. Note taking seems to serve as both an encoding device and as an external storage mechanism (Rickards and Friedman, 1978) (Q = 16).
21. Note taking itself during lecture is not any more effective than not taking immediately after a lecture (Eisner and Rohde, 1946) (Q = 19).

Textbook Study Methods

22. Neither lecture, discussion, or independent study are superior to one another on recall of facts and understanding of content (Atherton, 1972) (Q = 13).
23. Students who read and recite (actively think about what they have just read) are superior in academic achievement than students who read and reread the material (Del Giogrno et al., 1974) (Q = 24).
24. If the amount of information is relatively small in length, a student will increase his or her

- retention by review and study close to the time of an examination (Crewe, 1969) (Q = 21).
25. Familiarization with the topic of material to be read can increase student achievement (Davis, 1978) (Q = 20).
 26. Students given instruction in behavioral self-control respond and spend more time studying and have more positive attitudes toward reading (Ziesat et al., 1978) (Q = 19).
 27. Students given training in self-monitoring, self-reward, and planning strategies outperform students not given such training (Greiner and Karoly, 1976) (Q = 15).
 28. When comparing students who read only, underline, take notes when reading, or a combination, it is apparent that the best method is produced by students who take notes and underline (Annis and Davis, 1978) (Q = 17).

Listening

29. Internally motivated subjects show the greatest reading gains under high expectancy levels where externally motivated subjects do poorly under the same levels (Mathis, 1972) (Q = 16).
30. The exact wording of sentences is not necessarily stored in long-term memory. It is probable that

acoustic-phonetic memory plays a role in the storage of auditorally presented material (Sachs, 1974) (Q = 24).

31. Listening is more closely allied to speaking and reading seems more closely allied to writing. Therefore, students may evidence more retention of course material if they do not take notes during lecture and listen to the speaker. Notes can be taken later, while reading course material (Horowitz and Berkowitz, 1967) (Q = 22).

Comprehension

32. Relatively complex sentences are more susceptible to rehearsal or storage interference effects than are relatively simple sentences (Foss and Cairns, 1970) (Q = 18).
33. The use of the cloze procedure in reading/study skills instruction can result in increases in comprehension level and greater vocabulary acquisition (Bloomer, 1961) (Q = 23).
34. A student will sensitize to personally significant material, thus recalling more items from that material whether favorable or not when personally interested in what he or she reads (Kamono and Drew, 1961) (Q = 24).

35. Knowledge of the theme of a passage aids in retention of the material. Therefore, previewing information before reading can aid a student in remembering what is read.

More Than One Topic Used

36. The optimal level of anxiety necessary to perform a specific task may vary with the nature of the task (Mueller, 1967) (Q = 26).
37. It is not only important for college students to have available a reading/study skills course at the beginning of their college studies but also the student needs continuing support to maintain any gains (Katz and Wright, 1977) (Q = 25).
38. When forced to guess on a multiple choice test, students will tend to choose answers with strong associative relations with words in the stem of the question (Samuels, 1965) (Q = 24).
39. In regarding reading and listening, neither are superior to each other for recalling facts, ideas, or generating valid inferences (Young, 1975) (Q = 19).
40. An audiovisual mode of presentation of textbook material is superior to a visual or auditory model (Jester and Travers, 1957) (Q = 12).

CHAPTER V

SUMMARY AND IMPLICATIONS

Final Summary

The purpose of this study was to compile the experimental studies that have been published in American professional journals from 1925-1980 which address themselves to college reading/study skills. Additionally, the study attempted to determine which professional journals have published the research and who the authors of the studies were as well as to reveal which specific areas of college reading/study skills have been investigated and to determine what research designs and statistical procedures were used. Finally, the study attempted to determine the merit of the research reports and to report the major findings and draw conclusions useful to educators from the best of the research.

The evaluation instrument, Marilyn Suydam's "An Instrument for Evaluating Experimental Education Research Reports" was tested for the reliability of raters using the instrument. There was a high interrator reliability and there was no significant difference between the writer and the combined ratings of four professors who served as raters.

A list of all reports of experimental research reports on college reading/study skills which have been published in American professional journals during the years 1925-1980 was compiled. A total of 170 research reports were located in 31 journals.

Each study was catagorized by reading/study skills topic and information, when available, was included in the analysis of each report concerning design paradigm, statistical procedures and size, type of test, grade level, and duration. Finally, the major finding(s) or conclusions which appeared consistent with the data were also noted.

The resulting pertinent data was summarized and presented on several tables and major findings pertaining to college reading/study skills were listed.

Conclusions

While it does not seem feasible to attempt a comprehensive synthesis based on only one type of publication, some conclusions are apparent from the research findings cited in this study. Based on the findings of this study, it appears that:

1. Familiarizing a student with subject material can tend to produce greater comprehension and retention. Therefore, introduction of materials

by such methods as the Survey portion of the SQ4R method can be useful in comprehension and retention of text materials.

2. The length of a passage may not be a critical factor when an instructor intends immediate recall. However, over a period of time, students who have read a shorter passage tend to remember more material. This finding lends support to use of text materials that are concise, but informative.
3. Students who take notes while a speaker is lecturing tends to produce less accurate notes than students who make notes after a lecture. Listening appears to be more closely allied to speaking while reading and writing appear to be closely related.
4. Students who attend a reading/study skills class seem to benefit from the instruction as studies show higher GPA's for students who took such a course than those who did not. However, students who attend a reading/study skills course apparently need continuing support in order to maintain gains during the remaining college years.
5. In instruction, reading machines used in conjunction with other materials may have a place in a college reading program. However, reading

machines do not seem necessary in order to improve reading ability.

6. Questions placed after reading text material tend to produce greater comprehension and retention than questions placed before reading. Prequestioning appears to interfere with both interpretation of prose structure and reading behavior.
7. Using student counselors is helpful in college reading/study skills instruction. It was revealed in the research that using student counselors was superior to a discussion approach in class.
8. Although the majority of research supports neither lecture, discussion or independent study as superior to one another on recall of facts and understanding of content, there are research results that indicate that an instructor-guided approach tends to be superior to an individualized approach in instruction of college reading/study skills.
9. Students may vary their note-taking procedures in light of the type of test anticipated. For example, students expecting an essay examination take notes from sentences of higher structural importance than students expecting a multiple-choice test. However, there does not seem to be

a difference in the amount of notes taken as these are the same. Note-taking appears to serve as an encoding device and as an external storage mechanism.

10. A combination of desensitization and study counseling tends to be superior to either method by itself.
11. It appears to be important that students be given actual instruction in rapid reading instead of just being told it will help their reading abilities. However, reading rate should not be overemphasized as test results indicate that there tends to be an overall loss in reading comprehension when there is a large gain in reading rate.
12. Instead of reviewing too early, a student should probably wait closer to the time of an examination to review and study.

Conclusions Regarding the Research Methods

It was noted during and after the evaluation of the research reports that there were strengths and weaknesses in the research. Some of the stronger elements of the research reported in this study were:

1. The majority of the studies contained good reviews of previous research. This was probably due to the fact

that the majority of the research was recent. However, some recent studies did omit previous research, when this information existed. There is a need to orient the reader to previous research so the importance of the author's study is realized.

2. The statistical procedures used were appropriate for experimental research. A number of studies (68) used more than one statistical measurement. It is commendable to these researchers that they employed extra measures to check and analyze many aspects of their data.

3. The organization, style, grammar, and completeness of the more recent studies was apparent. Early studies seemed to "drag along," requiring selective reading. Often, topics such as subjects, procedure, method, etc., were not labeled. Perhaps the profusion of studies in recent years has required a brevity and exactness in organization that was not required in earlier years. In any case, the methodology in the recent research reports was easy to read and understand.

Several weaknesses were noted in the research reports. These weaknesses included:

1. There was often a failure of the author(s) to note the duration of the research study. It was left to the reader to infer the time frame of the study. It would be

more helpful to the reader to note how long the study lasted.

2. The measuring instruments or observational techniques were often not elaborated upon. An author might mention that a multiple-choice posttest was given or simply note that a posttest was given. The lack of this information leads the reader to wonder what was asked and how were the questions decided upon? A more thorough explanation of the measuring instruments would aid the reader.

Recommendations

An extension of the present study is felt to be warranted. Several factors that should be considered in such an extension would include:

1. Since this study included only experimental research reports published in American professional journals, other sources of research reports need to be searched and complications developed. These sources should include monographs, yearbooks, dissertations, theses and other publications of research reports.

2. The compilation and evaluation of reports needs to be extended beyond 1980.

Although the research reports included in this study have investigated and reported conclusions on most aspects

of college reading/study skills, other areas need research. These areas include:

1. Scheduling. College students have many demands placed upon their time. These demand are both academic and nonacademic. Researchers need to discover which scheduling methods are best for students and how scheduling affects student's academic achievement. For example, previous research has investigated and concluded that review is important for student achievement. However, research has not discovered at what time of day reviewing is most efficient or how often. Answers to these questions could benefit future reading/study skills programs.

2. Physical factors. In conjunction with scheduling, physical factors should be further investigated. Do block schedule of time fatigue a student more than interspersed classes? What kinds of courses mentally and physically "wear out" a student? When should these classes be scheduled and for what kind of student? Answers to these questions could aid in placing a student in a schedule that he or she could find comfortable.

3. Readability. It is no doubt true that most college students would prefer textbooks that are easily read. Research should inquire as to the readability of a textbook upon a student's motivation. Research should also

investigate how test-anxious students react to different readability levels.

4. Vocabulary. There is general agreement in the literature that vocabulary acquisition is important in college reading achievement. College students are exposed every day to new words never acquired in high school instruction. Research should inquire into which vocabulary acquisition methods work best, and for which students. Is it better to have a student memorize a list of sight words from college texts or to learn Latin and Greek derivatives? These questions need answers that research can provide.

A Final Comment

The research reports included in this study have given evidence that college reading/study skills courses improve a student's ability to be successful in academic work. Many research questions and areas have been explored, yet many more await future research efforts. Hopefully, the field of college reading/study skills research will grow and further mature providing answers and help for future students needing help in college reading/study skills.

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APPENDICES

APPENDIX A

CATEGORIES AND CODING FOR COLLEGE READING/STUDY SKILLS RESEARCH TOPICS

- a. Reading Rate - Flexibility
- b. Reading Machines
- c. Teaching Methods
- d. Test Taking
- e. Note Taking
- f. Textbook Study Methods
- g. Listening
- h. Materials
- i. Vocabulary
- j. Readability
- k. Scheduling
- l. Physical Factors
- m. Comprehension
- n. More Than One Topic Used. See Research Article.

APPENDIX B

CATEGORIES AND CODING FOR DESIGN PARADIGM

- 1.01 One-shot study, no control group (posttest only)
- 1.02 One group pretest-posttest
- 1.03 Static group comparison
- 2.01 Pretest-posttest, control group, matched, n = classes
- 2.02 Pretest-posttest, control group, matched, n = students
- 2.03 Pretest-posttest, control group, randomized, n = classes
- 2.04 Pretest-posttest, control group, randomized,
n = students
- 2.05 Posttest only, control group, matched, n = classes
- 2.06 Posttest only, control group, matched, n = students
- 2.07 Posttest only, control group, randomized, n = classes
- 2.08 Posttest only, control group, randomized, n = students
- 2.09 Three or more groups, pretest-posttest, matched,
n = classes
- 2.10 Three or more groups, posttest only, matched,
n = classes
- 2.11 Three or more groups, pretest-post, matched,
n = students
- 2.12 Three more groups, posttest only, matched, n = students
- 2.13 Three or more groups, pretest-posttest, randomized,
n = students
- 2.14 Three or more groups, posttest only, randomized,
n = classes
- 2.15 Three or more groups, pretest-posttest, randomized,
n = classes
- 2.16 Three or more groups, posttest only, randomized,
n = students
- 2.17 Solomon's four group
- 2.18 Pretest-posttest, own control randomized
- 2.19 Posttest only, own control, randomized
- 2.20 Posttest-retention test, own control, randomized
- 3.01 Pretest-posttest, control group, matched,
n = students//nc¹
- 3.02 Pretest-posttest, control group, randomized,
n = students//nc
- 3.03 Pretest-posttest, insufficient information re n

¹nc = not correct (n = students when the sample unit seems to have been classes.

- 3.04 Posttest only, control group, matched, $n = \text{students} // nc$
- 3.05 Posttest only, control group, randomized,
 $n = \text{students} // nc$
- 3.06 Posttest only, insufficient information re n
- 3.07 Three or more groups, pretest-posttest, matched,
 $n = \text{students} // nc$
- 3.08 Three or more groups, posttest only, matched,
 $n = \text{students} // nc$
- 3.09 Three or more groups, pretest-posttest, randomized,
 $n = \text{students} // nc$
- 3.10 Three or more groups, posttest only, randomized,
 $n = \text{students} // nc$
- 3.11 Solomon's four group, $n = \text{students} // nc$
- 3.12 Pretest-posttest, own control, insufficient
 information re n
- 3.13 Posttest only, own control, insufficient information
 re n
- 3.14 Posttest-retention test, own control, insufficient
- 3.15 Nonequivalent control group, pretest-posttest
- 3.16 Nonequivalent control group, posttest only
- 3.17 Separate sample pretest-posttest
- 3.18 Counterbalanced
- 3.19 Time series
- 3.20 Equivalent time samples
- 3.21 Equivalent materials samples

APPENDIX C

CATEGORIES AND CODING FOR STATISTICAL PROCEDURE

- a. Descriptive types of measures
 - 1.01 Raw scores, frequency distributions
 - 1.02 Difference between scores
 - 1.03 Medians
 - 1.04 Means
 - 1.05 Difference between means or medians
 - 1.06 Percentages
 - 1.07 Proportions or ratios
 - 1.08 Quartile
 - 1.09 Ranks
 - 1.10 Percentiles and deciles
 - 1.11 Q-Sort
 - 1.12 Standard scores
- b. Inferential types of tests
 - 2.01 Chi square one-sample test ("goodness of fit")
 - 2.02 Contingency Coefficient
 - 2.03 Fisher's Exact Probability for 2 x 2 Tables
 - 2.04 McNemar's Test for Significance of Changes
 - 2.05 Cochran's Q test for Several Related Proportions
 - 2.06 Chi square Test for Independence
 - 2.07 Methods for Maximizing Probability of Correct Classification
 - 2.08 McNemar's Test for Nonindependent Propositions
 - 2.09 Behren-Fisher Test of Equality of Means on a Personality Test
 - 2.10 Tukey Gap Test
 - 3.01 Pearson's Resolution of Mixed Gaussian Series
 - 3.02 Analysis of Variance
 - 3.03 F-Test
 - 3.04 T-Test
 - 3.05 Analysis of Covariance
 - 3.06 Scheffe's Multiple Comparison Procedure
 - 3.07 Tukey's Multiple Comparison Procedure
 - 3.08 Hotelling's T
 - 3.09 Mahalonobis' D^2
 - 3.10 Fisher's Discriminant Function
 - 3.11 Rao's V
 - 3.12 Multiple Discriminant Analysis
 - 3.13 Multiple Regression Analysis
 - 3.14 Multiple Discriminant Function

- 3.15 Z-Test, Critical Ratio
- 3.16 Cochran-Cox Test
- 3.17 Probable error
- 3.18 Probable error ratio
- 3.19 Welch-Nayer test for homogeneity of variability

- 4.01 Sign Test
- 4.01 Median Test
- 4.03 Mann-Whitney U Test
- 4.04 Kruskal-Wallis One-Way AOV
- 4.05 Friedman's Two-Way AOV
- 4.06 Wilcoxon's Matched-Pairs Signed-Ranks Test
- 4.07 Wilcoxon's Test of Significance for Unpaired Replicates

- 5.01 Kendall's Coefficient of Concordance (W)
- 5.02 Spearman's Rank Correlation (ρ)
- 5.03 Kendall's Rank Correlation (τ)

- 6.01 Factor analysis
- 6.02 Regression analysis
- 6.03 Multiple correlation
- 6.04 Correlation
- 6.05 Phi coefficient
- 6.06 Wherry Doolittle Test Selection Method (for multiple correlation)
- 6.07 Johnson-Neyman Technique
- 6.08 More than one type of statistic used. See research article.

APPENDIX D

INSTRUMENT FOR EVALUATING EXPERIMENTAL RESEARCH REPORTS

Directions:

Evaluate with the nine underlined questions which follow. The quality of the research report in terms of each question should be rated on a five-point scale. The specifications for these five points are:

1. Excellent: all requirements for the question are met; nothing essential could be added
2. Very good: most requirements are met
3. Good: some requirements are met
4. Fair: a few requirements are met
5. Poor: none or too few of the requirements are met

Certain "key points" should be considered in ascertaining a rating for each question. These are listed below the question followed by adjectives which indicate the continuum on which the "key point" should be assessed. Do NOT make a response to these "key points." They are intended to focus the attention of all raters on the same pertinent aspects of each question.

Please make only nine responses for each article, one for each question.

INSTRUMENT FOR EVALUATING EXPERIMENTAL RESEARCH REPORTS

Marilyn N. Suydam
The Pennsylvania State University

1. How practically or theoretically significant is the problem? (1-2-3-4-5)
 - a. Purpose (important---nonimportant)
 - b. Problem origin
 - (1) Rationale (logical---illogical)
 - (2) Previous research (appropriate---inappropriate)
2. How clearly defined is the problem? (1-2-3-4-5)
 - a. Question (operational---vague)
 - b. Hypothesis(es) (relevant---irrelevant)
 - c. Independent variable(s) (logical---illogical)
 - d. Dependent variable(s) (operational---vague)
(relevant---irrelevant)
3. How well does the design answer the research questions? (1-2-3-4-5)
 - a. Paradigm (appropriate---inappropriate)
 - b. Hypothesis(es) (testable---untestable)
 - c. Procedures (clear---unclear)
 - d. Treatments (replicable---unreplicable)
 - e. Duration (appropriate---inappropriate)
(appropriate---inappropriate)
4. How adequately does the design control variables? (1-2-3-4-5)
 - a. Independent variable(s) (uncontaminated---contaminated)
 - b. Administration of treatment (rigorous---unrigorous)
 - c. Teacher or group factors (controlled---uncontrolled)
 - d. Subject or experimenter bias (controlled---uncontrolled)
 - e. Halo effect (controlled---uncontrolled)
 - f. Extraneous factors (controlled---uncontrolled)
 - g. Individual factors (controlled---uncontrolled)
5. How properly is the sample selected for the design and purpose of the research? (1-2-3-4-5)
 - a. Population (appropriate---inappropriate)
 - b. Drawing of sample (random---unspecified)
 - c. Assignment of treatment (random---unspecified)
 - d. Size (appropriate---inappropriate)
 - e. Characteristics (appropriate---inappropriate)

6. How valid and reliable are the measuring instruments or observational techniques? (1-2-3-4-5)
 - a. Instrument or technique
 - (1) Description (excellent---poor)
 - (2) Validity (appropriate---inappropriate)
 - (3) Reliability for population (excellent---careless)
 - b. Procedures of data collection (careful---careless)
7. How valid are the techniques of analysis of data? (1-2-3-4-5)
 - a. Statistical tests
 - (1) Basic assumptions (satisfied---unclear)
 - (2) Relation to design (appropriate---inappropriate)
 - b. Data
 - (1) Treatment (appropriate---inappropriate)
 - (2) Presentation (clear---unclear)
 - (3) Level of significance (appropriate---inappropriate)
 - (4) Discussion (specified---unspecified)
 - (4) Discussion (accurate---inaccurate)
8. How appropriate are the interpretations and generalizations from the data? (1-2-3-4-5)
 - a. Consistency with results (excellent---poor)
 - b. Generalizations (reasonable---exaggerated)
 - c. Implications (reasonable---exaggerated)
 - d. Limitations (noted---not noted)
9. How adequately is the research reported? (1-2-3-4-5)
 - a. Organization (excellent---poor)
 - b. Style (clear---vague)
 - c. Grammar (excellent---poor)
 - d. Completeness (replicable---unreplicable)

APPENDIX E

BIBLIOGRAPHY OF RESEARCH REPORTS ON COLLEGE READING/STUDY SKILLS ALPHABETICALLY ARRANGED

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APPENDIX F

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Allen, George J.
Annis, Linda F.
Annis, Linda, et al.
Atherton, Charles R.
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Bailey, Robert B., et al.
Barabasz, Arnold F.
Barbe, W. B.
Barsell, R. B., et al.
Belcher, Michael J.
Bickley, A. C., et al.
Bishop, Robert L.
Bloomer, Richard H.
Boyd, William M.
Braam, Leonard S., et al.
Brandt, J. D.
Bruning, Roger H.
- Canute, Russell J.
Carter, John F., et al.
Carver, Ronald P.
Cashen, V. M., et al.
Clansky, Norman M.
Coffman, William E., et al.
Collingwood, Vaughan, et al.
Collins, Ray
Colvin, Charles R.
Corey, S. M.
Cornish, R. D.
Craik, J. M., et al.
Crewe, James C.
Crouse, James H., et al.
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Dalton, Patrick, et al.
Davis, J. K., and Annis, Linda
Deal, R. W.
Del Giogino, Walter, et al.
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Dooling, D. J., et al.
Driskell, J. L., et al.
Dubois, Ronald L.
Duell, O. K.
Dwyer, Francis M.
Dwyer, Francis M.
Dyer, J. W., et al.
Dyer, James W., et al.
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Eisner, S., et al.
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Feinberg, M. R., et al.
Fernald, P. S.
Fisher, Judith L., et al.
Foss, Donald J., et al.
Fowler, R. L.
Frase, L. T.
Fretz, B. R., et al.
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Gelso, Charles J., et al.
George, R. G.
Glass, G. G.
Glock, M. D.
Goldhaber, G. M.
Goldstein, H., et al.
Greiner, J. M.
Guice, B. M.
Gulo, E. V., et al.
- Hakstian, A. R.
Harris, Gina, et al.
Henderson, M. T., et al.
Hiller, J. H.
Himmelstein, H. C., et al.
Himmel, C. E.
Hoon, P. W.
Horowitz, M. W., et al.

Hovel, D. E., et al.
Hultgren, Dayton, et al.

Jackson, Barry, et al.
Jensen, Larry, et al.
Jester, E. E., et al.
Johnson, M. K., et al.

Kamano, D. K., et al.
Katz, Constance, et al.
Khatena, J.
King, D. J., et al.
Kirkland, Karl
Kissler, G. R.
Kravetz, Richard J.

Lent, R. W.
Losak, John

MacGinitie, W. H.
Marso, R. D.
Mathis, R. W.
Maxwell, Martha J.
Maxwell, Martha J., et al.
Mayhew, J. B., et al.
McConkie, G. W., et al.
McCondict, S. M., et al.
McDonald, Arthur S.
McGraw, Barry, et al.
Moore, James, C.
Morasky, Robert L.
Mouly, G. J.
Mount, M. K.
Mueller, Arthur C.
Natkin, Gerald, et al.
Newman, S. E.
Newsom, R. S., et al.
Nikas, G. B.
Noall, M. S.

Olson, A. V., et al.
Osterhouse, R. A.

Palmatier, R. A.
Parham, J. W.
Pauk, Walter
Peeck, J.
Peters, D. L.
Peterson, H. A.

Phillips, G. O.
Powers, S. M., et al.

Reed, J. C.
Reed, M. D.
Reid, Ronald H.
Reynolds, R. E., et al.
Richards, C. S.
Rickards, J. P., et al.
Ripple, Richard E.
Robin, Arthur, et al.
Rothkopf, E. Z., et al.
Ruppel, George

Sacks, J. S.
Sailor, A. L., et al.
Samuels, S. Jay
Sharon, A. T.
Spacke, George, et al.
Stordahl, K. E., et al.

Thalberg, Stanton P.
Thomas, G. S.
Thompson, M. R., et al.
Torrance, E. P., et al.

Van Zoost, B. L., et al.

Weaver, W. W., et al.
Weber, C. O.
Wedeen, S. H.
Wedeen, S. V.
Weiland, Andrea, et al.
Whitehill, R. P., et al.
Winter, J. E.
Wong, M. R.

Young, R. Q.
Yuthas, L. J.

Ziesat, H. A., et al.

VITA

Joel Luther Bailey III was born in Greenville, South Carolina on August 17, 1949. He attended public schools in Greenville and graduated from Greenville Senior High School in 1967. The following September, he enrolled in Clemson University, Clemson, South Carolina. He attended Clemson until the summer of 1969, when he left for military service. During his tour of duty with the United States Navy, he was awarded the Bronze Star and Navy Unit Citation for service in Vietman.

Upon returning from military service, the author reentered Clemson University where he was awarded a Bachelor of Arts Degree in Secondary Education in 1974 and a Master of Education degree in reading in 1975. He taught reading on the middle, junior high, and high school levels in Alabama, South Carolina, and Tennessee.

The author accepted a graduate teaching assistantship at The University of Tennessee, Knoxville in 1978 and received the Doctor of Education degree in Curriculum and Instruction with the major emphasis area in reading, in March, 1982.

A member of Phi Delta Kappa, the author is married to the former Frances Knowland of Clemson, South Carolina. They have two sons, Robert Brian and Jeremy Michael.