

Nursing Education Section

Effective Study Habits

Report of a Lecture : Principles and Practice of Teaching

Given by Dr. (Mrs) B.C. Dutt, of the Central Institute of Education, at the College of Nursing, with Miss Margaretta Craig, Principal, in the Chair.

"It is a pleasure for me to be present with you at this sister college today, and to take part in introducing your Study Unit to more Effective Study Habits.

The best learning occurs when we figure out and plan and think for ourselves, when we do something by ourselves. The way and the extent to which a pupil uses his mind are determined largely by the teacher; therefore the teacher is obliged to direct the use of that mind so that the pupil, by employing study activities of the highest personal and psychological value, develops himself in fullest measure. This is the psychology and philosophy which supports individual independent effective study habits.

Providing for study in Schools

Teachers must take more responsibility for providing time to study in school. The most common provision is to reduce recitation time and set aside a part of the class period for study which is known as a supervised study period. Sometimes a whole class period is set aside for purposes of study in classroom or there are free periods during which pupils study in the library or in some large room or hall in the building. It has been found that setting apart of time for supervised study has brought forth magically the growth of independent study powers.

Growth through directed study comes about by real mental effort. One gains power only as he works to gain such

power. A time and a place to study are no gilt-edge securities. Before pupils become independent learners, much application is required, and teaching must concern itself with the gradual inculcation of the steps and processes leading to this power of individual and independent study desired in students.

Meaning of Study

Two meanings are associated with the word "Study". (1) One is study in school during the given time in which learning is carried forward by individual work; and (2) the other meaning is associated with teaching pupils how to study.

Today many teachers can see nothing more fundamental in teaching than the recitation testing performance, and they reluctantly allow any portion of class time to some other procedure, even to one so latent with genuine potentialities as individual study. And many teachers who believe in study as a way of learning during school hours make no serious efforts to help pupils utilize their study periods most profitably.

Assignment

Although the emphasis will be placed upon study in school, some of the steps apply equally well to study at any other time, and specially to preparation for study which is accomplished through a good assignment. A properly developed assignment gives the objectives,

suggests methods of attacking the work, and provides study and work materials. It informs pupils what is to be done, how to undertake tasks, the standard of achievement expected, and the references in which to find the material. It should contain the lesson title, a number of thought questions or problems on the most important aspects of the lesson. It must provide for the motivation of children. Therefore, the assignment should provide for :—

(a) The questions which determine how one studies, because the objectives desired, are either facts and items, or they are casual relationships, understandings, and significant meanings. If facts and items are desired, pupils cling to pages for names and dates, and if understandings and meanings are demanded, pupils study accordingly.

(b) The assignments should specify what results are expected. Before study is undertaken there should be something to study, to find out, to solve. One is not motivated to begin or continue study just for the sake of doing something.

(c) Study can be directed to give the understanding of a logical division of a unit or a complete unit.

Diagnosis of Difficulties

A good diagnostician will first centre attention upon the probable causes of the difficulties. What may some of the difficulties be ?

- (a) Vocabulary deficiencies
- (b) Reading difficulties.
- (c) Lack of perseverance.
- (d) Inability to recall past experience and information.
- (e) Inability to visualize.
- (f) Hasty conclusions and snap judgments.
- (g) Wrong applications.
- (h) Poor study procedures.
- (i) Poor experiential backgrounds.
- (j) Lack of discrimination.
- (k) Poor organizing ability.
- (l) Inability to think.

These are common causes of inability-

ties. The discovery of these weaknesses of students is the first responsibility in assisting pupils to progress during supervised study periods.

Discovery itself is not an end, but is closely linked with the remedy, and the remedy lies in directing of learners into activities which will remove difficulties or in other words, helping pupils to overcome their difficulties themselves.

Psychological time for study

Directed study should come at a psychological time not at the clock time. The teacher herself is best qualified to decide when the independent study can be undertaken.

At all times secure from pupils a full measure of their capacity to grow by their own efforts.

Study Techniques

In developing the major learning processes related to the unit of work one must not neglect certain specific techniques. In each phase of the process there are certain skills which need to be developed. The main big requirements are :-

1. *Ability to locate Information* : This skill can be developed during the progress of the regular work. The teacher has to be conscious that such skills exist and that a given unit furnishes the pupils an opportunity further to develop certain skills.

2. Do all jobs assigned and do them on time.

3. Compete with yourself and strive always to do better than before. The measure of the success is the improvement which is made.

4. Watch out for bad habits because whatever is practised is learned.

5. Plan the work which is to be done. Make a study schedule.

6. Name definite goals.

7. Space the study time.

8. Use odd moments.

9. Review frequently.

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