The Efficacy of a Concept-Based Studying Method for Introductory Psychology Students

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Introduction

There are many ways of a student to go about preparing for text and quizzes. Everything from reviewing notes to creating flashcards to writing possible answers on your own hand in the minutes before the test are available in the myriad of studying methods and techniques. For many in high school, it has been acceptable to memorize facts or, at least, to take a short cut by rote memorization (using a similar operational definition to mine) was found to have no effect in increasing a student’s score on a test.

The Study

The main point of the presentation (as described in the introduction section of this paper) is that rote memorization is not a successful method for studying. The differences in scores for all four groups were then tested using a paired-samples t-test and were calculated for all four groups and the class as a whole. Chart 1 details the changes in mean scores between and within the groups. The differences in scores for all four groups were then tested using a paired-samples t-test and were calculated for all four groups and the class as a whole. Chart 1 details the changes in mean scores between and within the groups. The differences in scores for all four groups were then tested using a paired-samples t-test and were calculated for all four groups and the class as a whole. Chart 1 details the changes in mean scores between and within the groups.

Methods

Students were randomly selected from a subset of the general population of Temple University’s Introductory Psychology course. An email was sent 10 days before the exam to the entire class announcing the study session and requesting students to reply to the email. Half of the students who responded before the first test (n = 26) were randomly selected to be told which room the tutoring would be held in and when to attend. The other half of the students who were told there was not enough room for them in that particular tutoring session, but that they would be considered first for the next round of sessions. The students who were not selected as a control (n = 22) of the students who responded to the email were randomly put into the experimental group as opposed to SS2, from the previous time. Accepting a higher amount of students accounted for a low attendance rate from the previous round.

Four study sessions were held during the weeks before each of the tests. The times of the four study sessions were scattered throughout a two-day period in an effort to accommodate as many students as possible. The sessions lasted approximately 15 minutes with a few minutes for operations at the end. The main points of the presentation (as described in the introduction section of this paper) were presented on an Apple MacBook connected to a projector using Apple’s Rayman 2008 software.

Results

For initial analysis, the mean test percentage of each of the four groups as well as the class as a whole was calculated for exam 1 and exam 2. Percentage of change in scores from exam 1 to exam 2 was also calculated for all four groups and the class as a whole. Chart 1 details the changes in mean scores between and within the groups.

Discussion

While no significant difference was found, this study should still be considered a success rather than a failure. With that said, a just noticeable difference was found when looking at increase of scores between the experimental groups compared to the control groups. For this type of study, it would be almost impossible to expect a significant difference. It would not be reasonable to expect a 35 minute study session to bring failing students to the top of the class. A two-fold increase in grades when comparing the experimental and control conditions was not expected.

The study reported that rote memorization (using a similar operational definition to mine) was found to have no effect in increasing a student’s score on a test. The differences in scores for all four groups were then tested using a paired-samples t-test and were calculated for all four groups and the class as a whole. Chart 1 details the changes in mean scores between and within the groups.

There were several limitations in this study that should be considered in future attempts to assess the efficacy of the studying method. First, the sample size was rather small, with only 32 students out of almost 300 attending the study session. There was also still a small selection effect to be considered for either group, the students needed to first volunteer to attend the study session. A follow up of this study has been prepared that would involve randomly assigning the small recitation sections to receive the lesson during class time instead of having the students volunteer. This would remove any self-selection bias from this study. The lesson has been proposed that would involve randomly assigning the small recitation sections to receive the lesson during class time instead of having the students volunteer. This would remove any self-selection bias from this study. The lesson has been proposed that would involve randomly assigning the small recitation sections to receive the lesson during class time instead of having the students volunteer. This would remove any self-selection bias from this study.