

HISTORY OF STUDY TECHNIQUE



Autumn Semester – August, 1970 - RESTENÄS BOARDING SCHOOL SWEDEN: My (Anders MacGregor-Thunell) first year of High School. The first course we studied at high school was a course in "*Study Technique*" that Hermods put together. We received a box with a variety of booklets (put together by Bengt-Erik Andersson, MA, researcher at the Department of Education, University of Gothenburg, together with MD Gunnar Lundquist, associate Professor of Psychiatry at Karolinska Sjukhuset):

Section 1. Efficient studies (25 pages)

Section 2. Study planning (25 pages)

Section 3. Study hygiene (16 pages)

Section 4. Learn and forget (32 pages)

Section 5. Intensive reading 1 (120 pages) + Exercise booklet (40 pages)

Section 6. Intensive reading 2 (40 pages)

Section 7. Skim and location reading (36 pages)

Section 8. Tables and diagrams (55 pages) + exercise booklet (23 pages)

Section 9. Library and aids (59 pages) + exercise booklet (13 pages)

Section 10. Study technique in specific subjects (27 pages)

Section 11. Note technique (24 pages) + 13 exercises on discs (plastic)

Section 12. Reading techniques (65 Pages) + attachment (one exam ...)

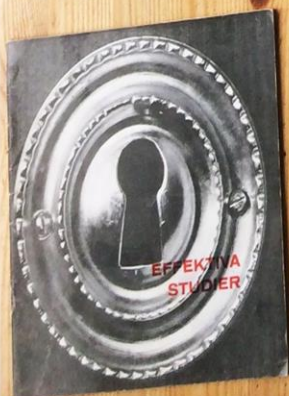
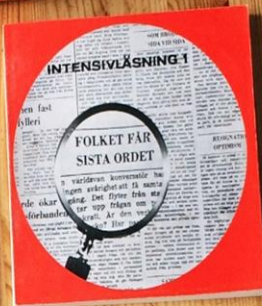
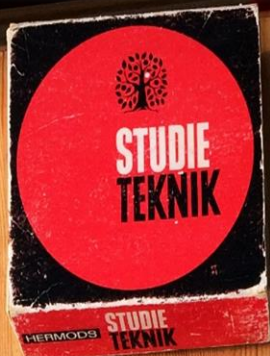
Supplement 1. Images (23 pages)

Supplement 2. Maps (23 pages)

In total, we would read 646 pages + 13 exercises on discs + a final test - on how to learn to Study... This was a course we did not get a final grade in.

QUESTION: How many students do you think read through the 646 pages, did the 13 exercises and the final test?

ANSWER:.....

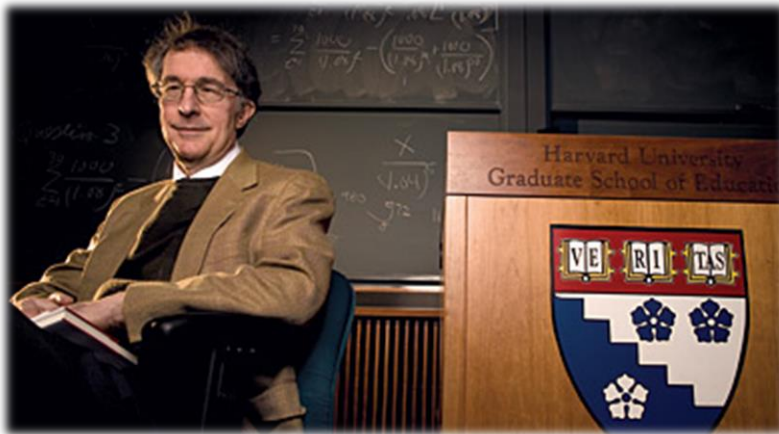


1980s – MI: multiple intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, Professor of Education at Harvard University. He meant that the traditional intelligence tests revolved around a certain kind of intelligences.

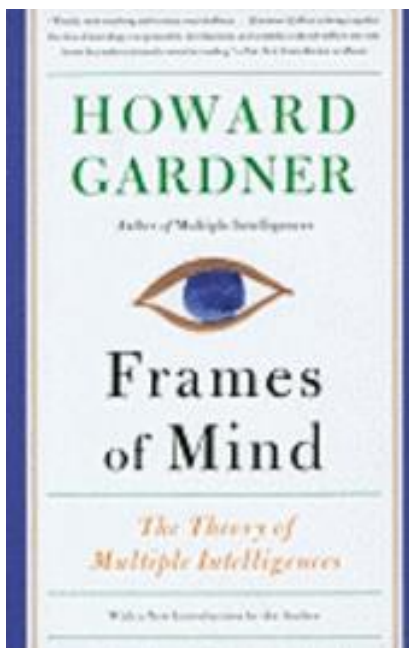
Howard Gardner – MI YouTube clip: <https://www.youtube.com/watch?v=iYgO8jZTFuQ>

Today, there are many perceptions that intelligence can be measured based on human ability to write, read and solve mathematical tasks, and that a person's future depends on how well you



handle these abilities.

Howard Gardner has shown through investigations that this is absurd. He believes that we should not judge people based on this wrong perception of what intelligence means.



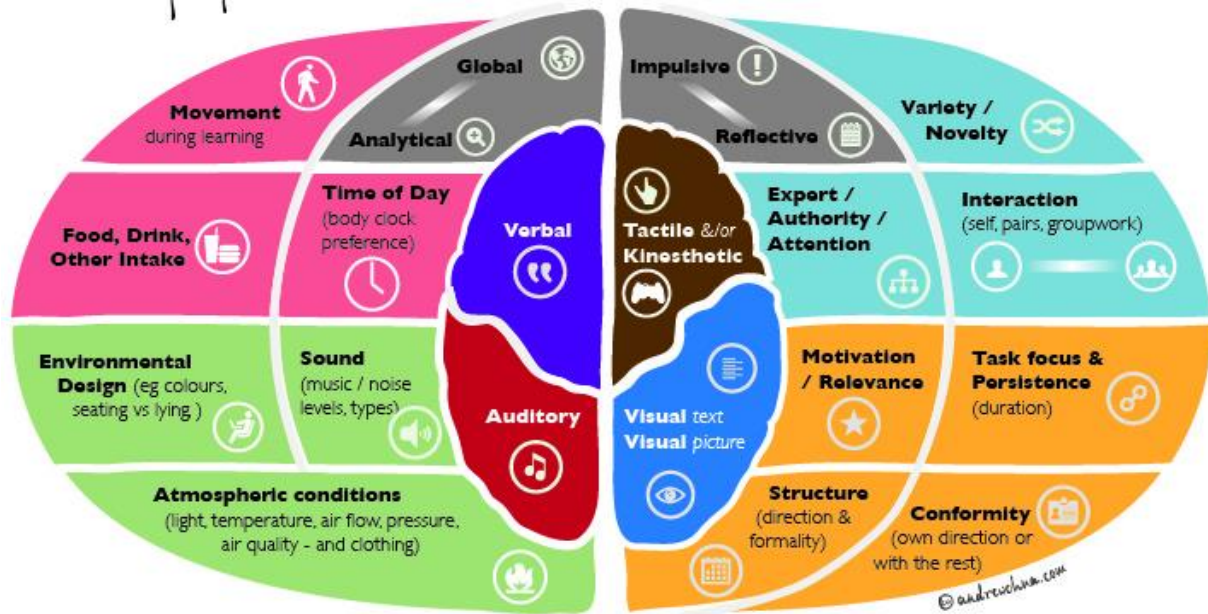
In his book "*Frames of Mind*" (Sinnesstämningar) published in 1983, he revealed his ideas. He claimed that everyone has diverse types of minds and that there are no two intelligence profiles that look the same. He identified **eight intelligences** (musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. He later added existential and moral intelligence). He claimed that a person can be very good at one, two or three intelligences, but nobody is good at all of them. All people (who do not have any disability) can use all intelligences, but one is their preference, the intelligence they use most.

In teaching, the teacher should use diverse ways of learning, multiple intelligences, to meet the needs of all children and to create a varied approach. This would give students a greater opportunity to more effectively absorb knowledge according to their unique senses.

Source: https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences

1980s & 1990s – Learning Styles

Learning Styles Preferences (based on Dunn & Dunn, 1993)



In 1978 Dr Rita Stafford Dunn published the book *"Teaching Students Through Their Individual Learning Styles: A Practical Approach"*. Through their work in schools, she and her husband Kenneth Dunn observed distinct differences in the ways students responded to instructional materials. Some liked to learn alone, while others preferred learning in groups or from a teacher. Out of this preliminary work, they identified five key dimensions on which student learning styles differed: 1) environmental, 2) emotional support, 3) sociological composition, 4) physiological, and 5) psychological elements. From the above preferred learning styles Dunn & Dunn identified three different groups of learners: Students who were “Visual”, “Auditory” or “Tactile/Kinesthetic”. Learning styles fit with Howard Gardner's thoughts about MI ...



Dr Rita Stafford Dunn, Professor at St. John's University, New York.

“If the child is not learning the way you are teaching, then you must teach in the way the child learns” – Rita Dunn

2000s – Visible Learning



Professor John Hattie is a researcher in education. His research interests include performance indicators, models of measurement and evaluation of teaching and learning. John Hattie became known to a wider public with his two books “*Visible Learning*” (2009) and “*Visible Learning for teachers*” (2012). Visible Learning is a synthesis of more than 800 meta-studies covering more than 80 million students. According to John Hattie, Visible Learning is the result of 15 years of research about what works best for learning in schools. The following examples may give an impression of the scope of Hattie’s findings:

- *What’s bad? Retention, summer holidays*
- *What’s neither bad nor good? Team teaching, open vs. traditional classes*
- *What helps a bit? Class size, homework*
- *What helps a bit more? Cooperative learning, direct instruction*
- *What helps a lot? Feedback, Student-teacher relationships*

Hattie’s claims that learning becomes visible when teachers are also learners (i.e. evaluators of their own teaching) helping students to become their own teachers (through metacognitive strategies, feedback and reciprocal teaching). To facilitate this enhanced role of teachers the book considers both the perspectives of teachers and learners.

John Hattie (and others) about learning styles: Howard Gardner's idea is not to find out the students' ways of learning and then sort the children into “*boxes*” (learning styles). This is something some schools misinterpreted, that John Hattie and several other researchers have pointed out as a factor that does not develop learning effectively. It is important that teachers use different ways in teaching to create variation. There are several researchers in addition to John Hattie and James Nottingham who highlight the effect of varying teaching. All teachers have different tools for different ways of varying their teaching.

Criticism of learning styles: <https://www.youtube.com/watch?v=sIv9rz2NTUk>

(Professor Daniel Willingham, Professor of Psychology at the University of Virginia)

2010s – ”GRIT”

Video with Angela Duckworth from 2013: <https://www.youtube.com/watch?v=H14bBuluwB8>

The question posed by Dr Angela Duckworth is whether the most important factor for success in life is Talent or Effort?

The answer she gives is two-part - as a formula:

1. Talent + **Effort** = Skill
2. Skill + **Effort** = Achievement

In other words, it is **EFFORT** that is the most important factor in succeeding in life. In order to be able to work hard enough, you need four basic parts:

- 1. Develop a fascination*
- 2. Daily improvement*
- 3. Greater Purpose*
- 4. Growth Mindset*

These factors play a greater role than IQ and social intelligence according to Professor Duckworth! Here is a small animated movie clip that explains exactly what is stated above:

<https://www.youtube.com/watch?v=sWctLEdIgi4>

Around 2015 the first critical votes were heard about GRIT...

- *“Wit, Grit and more...”* (Howard Gardner, TEDx talks, TEDxBeaconStreet, in December 2015)
- *“Teaching ‘grit’ is bad for children, and bad for democracy”* (Article in June 2016 by Nicholas Tampio; associate Professor of Political Science at Fordham University, New York)

Discuss what will happen when it comes to study technique in 5 years; 10 years; 50 years...