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By: Coughlan, Jane; Swift, Stephen. *Educational Studies (03055698).* Dec2011, Vol. 37 Issue 5, p529-539. 11p. DOI: 10.1080/03055698.2010.539698.

Subjects: STUDENTS -- Attitudes; **STUDY skills**; TUTORS & tutoring; **HIGHER education**; COMPUTER science; TEACHING; EVALUATION; Exam Preparation and Tutoring; **STUDY** & teaching (**Higher**)

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A HISTORY OF STUDY SKILLS: NOT HOT, BUT NOT FORGOTTEN.

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Table of contents

Select | 105%

A HISTORY OF STUDY SKILLS: NOT HOT, BUT NOT FORGOTTEN

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Study skills were an early and important topic in reading; however, since the 1970s, they have received relatively little research attention. The authors systematically analyzed the research conducted on study skills from 1900 to the present. Several themes emerged including: (a) motivation and affect; (b) activities described; (c) metacognition; (d) programs described; (e) assessments created; and (f) the use of study skills in electronic environments. The final theme has made an impact on how students study. The authors make the case that students must learn how to study in a different environment, specifically the electronic environment, to be competitive in today's world.

Let's face it: the topic of study skills is not glamorous! Jack Cassidy, who has offered a list of "What's Hot, What's Not" since 1997, notes that none of his lists have ever included study skills, although he agrees that this topic ought to be included (personal communication, February 8, 2007). The closest the "Hot" list comes to acquisition of knowledge." Study skills are the "techniques and strategies that help a person read or listen for specific purposes with the intent to remember" (Harris and Hodges, 1995, p. 245). Lenz, Ellis and Scanlon (1996) distinguish between study tactics, a sequence of steps or procedures, and a study strategy, which is the learn-