STUDY HABITS INVENTORY

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INSTRUCTIONS: Read each statement below; fill in the blank spaces to the left of each numbered item using the following key:

A = True; I usually study in this way.
B = False; I usually do not study in this way.

Remember, your responses should describe your typical study habits. The inventory will be of value to you only to the extent that you are perfectly honest in answering the questions.

_____ 1. I study most subjects with the idea of remembering the material only until the test is over.

_____ 2. I try to write down everything my instructor says, as close to word for word as possible.

_____ 3. If I am sure I will remember something, I do not write it in my notes even if it seems to be important.

_____ 4. I try to complete assigned readings before my instructor discusses them in class.

_____ 5. I sometimes skip classes, especially when attendance is not required.

_____ 6. When sitting in my classes, I have a tendency to daydream about other things.

_____ 7. When taking notes in class, I simply try to get everything down so I do not have to take the time to think about what the material means.

_____ 8. When taking notes in class, I abbreviate words and jot down phrases rather than complete sentences.

_____ 9. I tend to include a lot of irrelevant or unimportant information in my notes.

_____ 10. When I take notes, I try to follow an outline or some other type of organized format.

_____ 11. I take notes on odd loose slips of paper instead of in a notebook.

_____ 12. I keep the notes for all my classes in the same notebook.

_____ 13. As soon as possible after class, I recopy my lecture notes.

_____ 14. Except for important quotations and the definitions of technical terms, I copy my notes in my own words rather than the exact words used by my instructor or my textbook.

_____ 15. When I have difficulty with my work, I do not hesitate to seek help from my instructor.

_____ 16. I put my lecture notes away after an exam and never look at them again.
17. I tape-record lectures instead of taking notes.

18. I have a definite, although reasonably flexible, study schedule with times for studying specific subjects.

19. I spend too much time on loafing, movies, dates, and so forth, that I should be spending on my coursework.

20. I spend too much time on some subjects and not enough on others.

21. My study periods are too short for me to get “warmed up” and really concentrate on studying.

22. I usually write reports several days before they are due, so I can correct them if necessary.

23. I frequently do not get enough sleep and feel sluggish in class or when studying.

24. I often do not have reports ready on time, or they are done poorly if I am forced to have them in on time.

25. I do most of my reviewing for a test the night before the examination.

26. I try to space my study periods so I do not become too tired while studying.

27. I stick to my study schedule except for very good reasons.

28. My study time is interrupted frequently by telephone calls, visitors, and other distractions.

29. I have trouble settling down to work and do not begin studying as soon as I sit down.

30. I have to wait for the mood to strike me before attempting to study.

31. I frequently get up, write notes to friends, or look at other people when I should be studying.

32. I have a tendency to doodle or daydream when I am trying to study.

33. I often study with a radio/stereo playing or with other people talking in the same room.

34. I often sit down to study only to find that I do not have the necessary books, notes, or other materials.

35. I read by indirect (diffused) light rather than by direct light.

36. To help stay awake while studying, I frequently drink a lot of coffee or other beverages that are high in caffeine.

37. I often try to make schoolwork more enjoyable by having a beer while studying.

38. I make a preliminary survey by skimming a chapter before reading it in detail.

39. I use the headings to make an outline of a chapter before I begin to read it.
40. Before reading a chapter, I jot down a few questions and a list of key terms to focus my attention while reading.

41. I pause at logical breaks in my reading, such as the end of a section or chapter, and recite to myself the principal ideas in that section.

42. Sometimes I discover I have “read” several pages without knowing what was on them.

43. I take notes after I have completed a reading assignment rather than taking notes as I go along.

44. I look up in a dictionary the meanings of words I do not understand.

45. I tend to skip over the boxes, tables, and graphs in a reading assignment.

46. In studying a textbook, I try to memorize the exact words in the text.

47. Sometimes I make simple charts or diagrams to show how the facts I am learning are related to each other.

48. I try to break large amounts of information into small clusters that can be studied separately.

49. I work out personal examples to illustrate general principles or rules I have learned.

50. I use the facts I learned in one course to help me understand the material in another course.

51. I practice using new words by putting them into meaningful sentences.

52. I use the facts learned in school to help me understand events outside of school.

53. I try to think critically about new material and not simply accept everything I read.

54. I frequently test myself to see if I have learned the material I am studying.

55. I keep a special indexed notebook or card system for recording new words and their meanings.

56. I review frequently.

57. I try to do some “overlearning,” working beyond the point of immediate recall.

58. I review previous work before beginning work on an advanced assignment.

59. If I plan to study with friends, I do not study by myself ahead of time.

60. Whenever possible, I use the workbook that accompanies a textbook.

61. I often read too slowly to complete reading assignments on time.

62. I have to reread material several times before I get the meaning of it.

63. I have trouble picking out the important points in the material I read.
When you’ve finished, total your number of matched items using the key provided. Give yourself 1 point for each matched item. Your score will range between 0 and 63. The raw score you receive, divided by 63, indicates the percentage of college-level study skills you are currently using. If, for example, your score is 31, you are using roughly 50% of the study habits that will make you successful in college. This tells you that there is ample room for improvement; you are operating at only half capacity.

**STUDY HABITS INVENTORY ANSWER KEY**

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**WHY SHOULD I CHANGE?**

You might be asking, “Why should I change my study habits? I’m in college, so I already know how to study.” Take the skill of memorization, for instance. Many students coming out of high school have relied solely on this method to “learn” material for their classes. This method may have resulted in a fair grade-point average in high school, but employing this strategy to prepare for college-level material will not work because professors have different expectations. The application of high school study skills, such as memorization, will not yield the same results in a college environment as they did in high school, although it is not uncommon for college personnel to hear from first-year students, “I don’t understand why I received a C on that test, I always got A’s and B’s in high school” or “I have always been a good writer; I don’t understand why I’m having so much trouble in my composition class.” Researchers attempt to explain such perspectives of first-year college students.

Some who have examined effective methods of studying in college are aware that the application of study skills in college should be a response to the differing types of requirements of college courses (Thomas, Bol, & Warkentin, 1991). This kind of research indicates that course features between high school and college differ greatly in workload, degree of cognitive challenge, and need for self-direction. As opposed to high school, where teachers help students adapt to the different demands of each class—a teacher-directed environment—in college, students are expected