
May 1976

Study Halls Can Be A Learning Experience

Jackie Lewtschanyn

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Lewtschanyn, Jackie (1976) "Study Halls Can Be A Learning Experience," *Michigan Reading Journal*: Vol. 10 : Iss. 2 , Article 3.

Available at: <https://scholarworks.gvsu.edu/mrj/vol10/iss2/3>

This Other is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Study Halls Can Be A Learning Experience

by Jackie Lewtschanyn, Akron-Fairgrove Schools

When I was assigned a high school study hall last year, I wanted it to be different from the ones I had experienced in previous years. I planned, therefore, to give the students a variety of opportunities to utilize their time in the study hall to work on problem areas or to execute one hour of profitable study per day.

Inasmuch as the students in my class were representatives of various classes, it was necessary for me to find common denominators among them. When we met, I discussed with the students their definitions of a study hall and asked them how they planned to use their time. I then asked each student for a list of his classes and the identification of any class in which he was having difficulty.

From this point, I divided the students into groups according to areas chosen. The different areas chosen were: English, biology, algebra, math and reading. I then proceeded to set up tables in the room and designated certain tables for the different subjects. For the next few days, I talked with each group and discussed problems the students were having. It was apparent from our discussions that most of the problems in biology and English were vocabulary oriented. The math groups

needed extra assistance in the problem-solving processes and some of the English students needed help in comprehension skills.

From day to day I offered my assistance, as it was needed, to each of the groups. I also made available supplementary activities which students could use as they wished. Some of the supplementary activities were subject oriented while others represented general reading skills. The general reading activities included study-skill labs, vocabulary games related to units studied, teacher and student-made puzzles and crosswords.

Many times the students worked together on math problems, study questions, and other assignments. Those students who were strong in some areas were able to assist those who were weak in the same areas. The students worked together very well. They identified with their problems and the problems of others. Their concerted efforts were used to overcome their several problems.

In short, I found that students can and will work constructively on an individual basis or in small groups when given the opportunity and a little assurance. Study halls can be different. Study halls can provide valuable hours in which teaching-learning experiences occur.