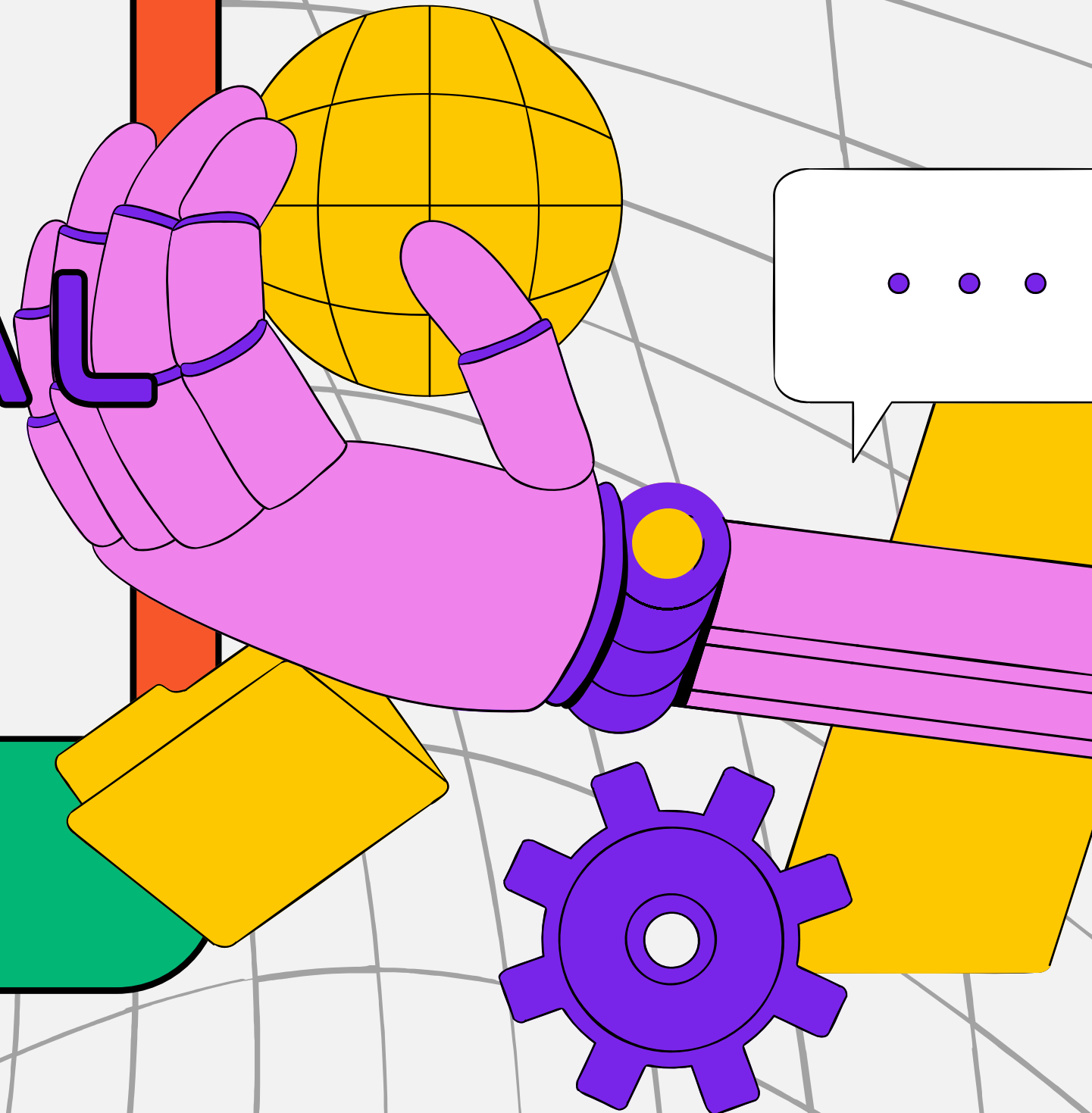


**AMELIA BATES'**  
**USER**  
**OBSERVATIONAL**  
**STUDY**



# METHODOLOGY

## Participants

Participant #1

- Elementary Education Major
- 21 Years old

Participant #2

- Family and Human Services
- 21 Years old

Participant #3

- Art Major
- 20 Years old

Participant #4

- Sociology Major
- 21 Years old

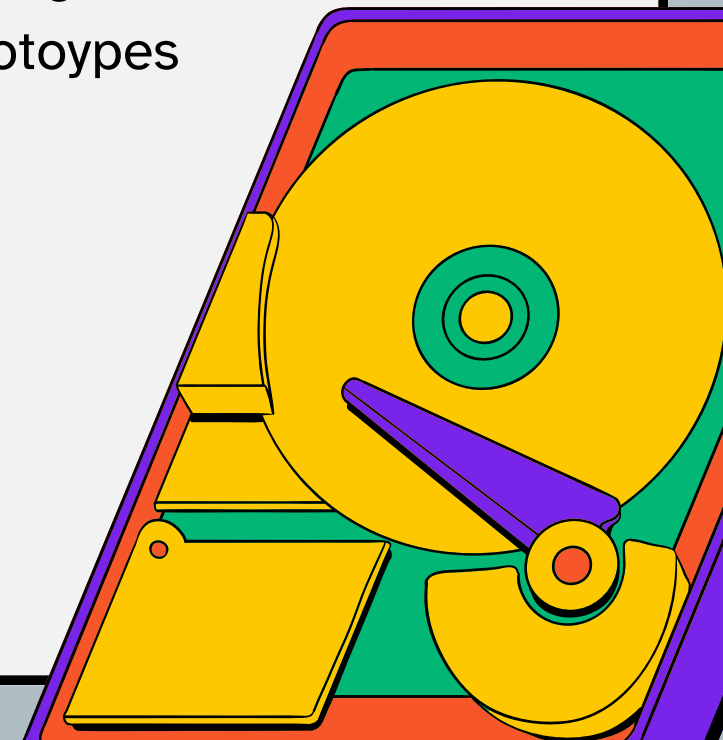
## Metrics

Completion time and a 5-question multiple-choice quiz to test their knowledge of the SQ3R Method and the required reading

## Experimental Design

Between-subjects in order to avoid learning effects

Randomly assigned to the two prototypes



# QUIZ QUESTIONS

Q01

What is a characteristic feature of a cause-and-effect organizational pattern in paragraph writing?

Q03

Why is the "Survey" step important in the SQ3R method?

Q02

What is the main distinction between the "Question" and "Recite" steps in SQ3R?

Q04

What does the "Recite" step in the SQ3R method involve?

Q05

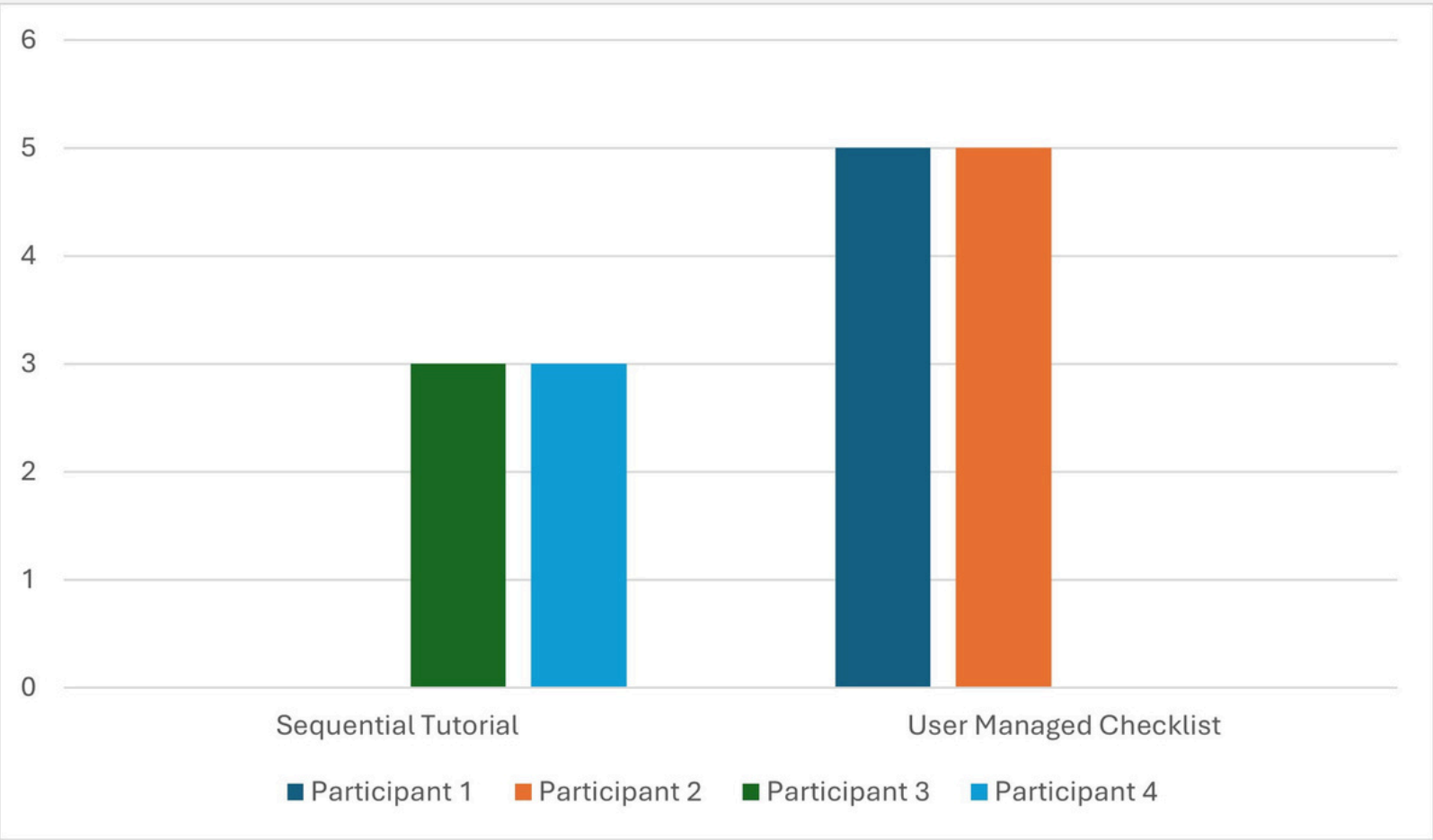
What is the potential risk of burying the topic statement within a paragraph?



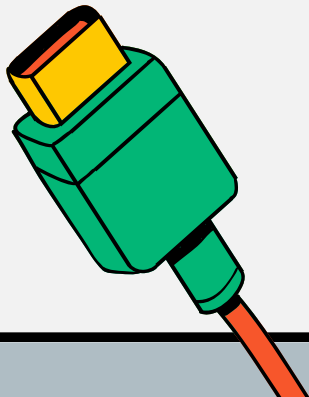
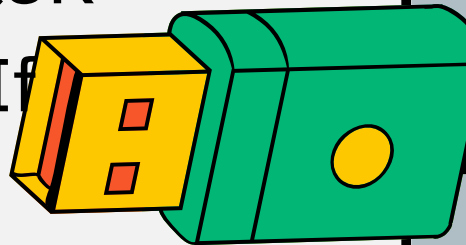
01

QUIZ RESULTS

	Q1	Q2	Q3	Q4	Q5	Total
Sequential Tutorial	0, 1	1, 1	1, 1	1, 0	0, 0	3, 3
User-Managed Checklist	1, 1	1, 1	1, 1	1, 1	1, 1	5, 5

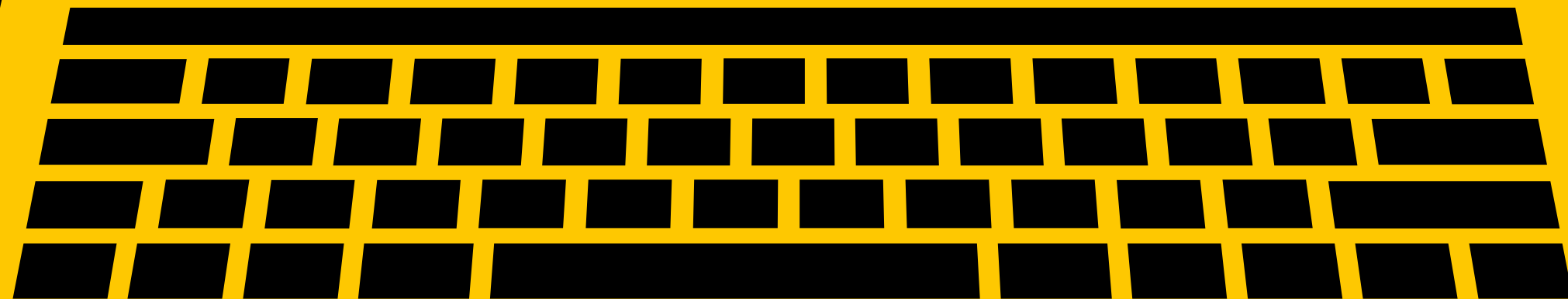


**Table 1 and Figure 1.** Summarize the total quiz scores for each participant, grouped by system. Each participant answered five multiple-choice questions testing their comprehension of the SQ3R method and the given reading material. If the participant answered correctly, they receive a 1. If they answer incorrectly, they receive a 0.

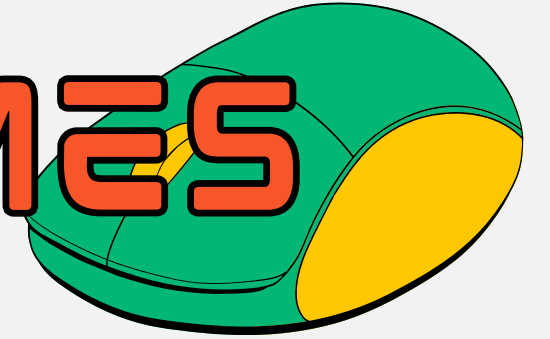


02

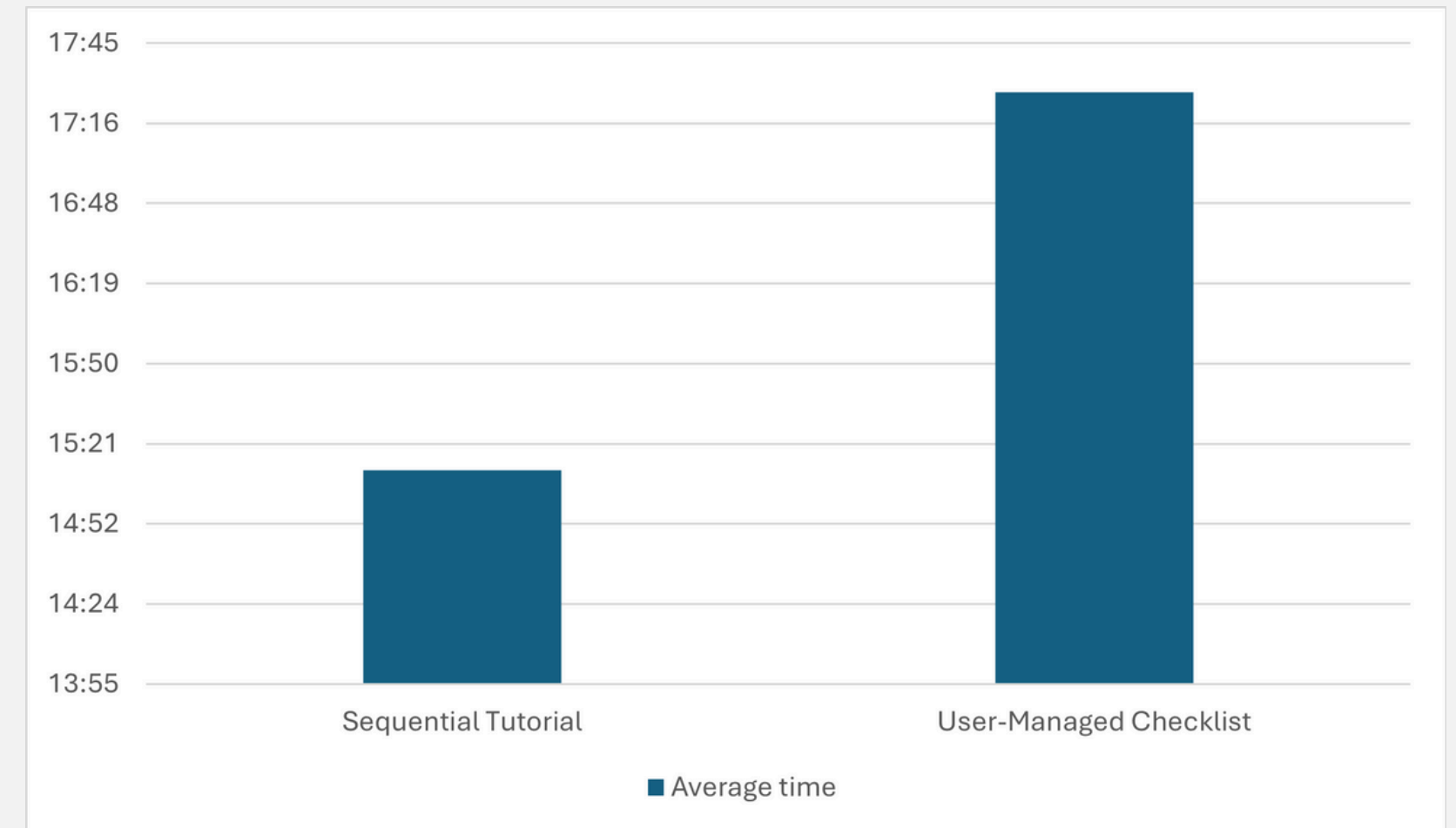
# TIMING RESULTS



# AVERAGE COMPLETION TIMES



	P1	P2	P3	P4	Mean
Sequential Tutorial	N/A	N/A	18:06	11:38	15:12
User-Managed Checklist	16:32	17:43	N/A	N/A	17:28



**Table 2 and Figure 2.** present the time taken by each participant to fully complete the SQ3R method. Times are recorded in minutes and seconds.



03

CONCLUSION

