

Managing Student Test Anxiety and Low Self-Confidence

Participant Handout

Three skills students must learn as a habit

1. How to actively interact with the material
2. How to effectively test.
3. How to manage emotions and replicate success.

4 key skills to be effective in a course

1. How to condense material and focus on the most relevant topics.
2. Completing practice questions and minimizing reading.
3. Daily reinforcement of content and strengthen what is missed on practice questions.
4. How to take apart (decode) exam questions.

HG's Course Rules

1. All content flows from written and shared objectives for each class.
2. Class time is valuable; focuses on most complex/abstract topics from the objectives.
3. Quiz (weekly) and give high stakes exams infrequently (7)
4. No more than 3 topics per class meeting time and I NEVER flip a classroom.
5. Slides not posted before class so students must take their own notes (7)5.
6. All slides are original so content flows directly from objectives.
7. Slides kept to 20-30 per class period-more pictures than words.
8. Study guides are provided for each exam (are usually a repeat of the objectives!).

9. Exams are paper and pencil and reviewed and returned to students to help them understand their weaknesses. If >50% of the class misses a question, I reteach the topic
10. High stakes exams will include retesting of trends that students missed on quizzes, and this is shared with students.

How faculty can contribute to text anxiety

1. Courses with too much content: CONTENT OVERLOAD.
2. Not teaching to the outlined objectives.
3. Assigning large amounts of reading and testing on random parts of the reading, not addressed in the objectives.
4. Too many PowerPoint slides: CONTENT OVERLOAD.
5. Testing on too many topics.
6. Exams are too high stakes.
7. Not enough quizzes to do formative assessment and reteach the weak topics.

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