

Uticaj tekstualnih markera na pamćenje sadržaja teksta

Ovo istraživanje je vršeno sa ciljem da se uporedi efikasnost masnih slova i izvoda u marginu kao metoda isticanja bitnog sadržaja u tekstovima. Dvema grupama ispitanika su podeljeni tekstovi koji sadrže veliki broj manje poznatih informacija i dato im je ograničeno vreme da ih nauče. U jednom tekstu su kao marker korišćena masna slova, a u drugom izvodi u marginu. Potom im je dat test znanja koji se odnosio na te tekstove kako bi se proverilo koliko su informacija zapamtili. Nakon upoređivanja učinka grupa na testu, utvrđeno je da ne postoji razlika između količine informacija koju je zapamtila grupa koja je čitala tekst sa masnim slovima i grupa koja je čitala tekst sa izvodima u marginu. Međutim, ukoliko se iz uzorka odstrane ispitanici sa suviše visokim i niskim brojem poena, grupa koja je čitala tekst sa izvodima u marginu pokazuje značajno bolji rezultat na testu od grupe koja je čitala tekst sa masnim slovima. Takođe, potvrđeno je da se informacije koje su istaknute na bilo koji od ova dva načina daleko lakše pamte od neistaknutih.

Marija Trkulja (1987), Beograd, Cerova 7/1, učenica 4. razreda XIII beogradske gimnazije

Goran Rujević (1988), Novi Sad, Laze Kostića 14, učenik 4. razreda Srednje medicinske škole 7. april u Novom Sadu

Text Marker Influence on Memorizing the Text

When a specific material is presented in a textbook, different strategies are used to single out important and key elements of the entire contents. This helps the students retain the information better by different mechanisms, such as pointing out important facts or providing them with a better organized material. To that end, different methods of marking specific places in the text are used: bold lettering, underlining, colour schemes, margin notes, subtitles, etc. In this paper, we are concerned with comparing two of the most frequently used methods: bold lettering and margin notes, in order to see which of these two are more effective in helping students with learning. To that end, a test was conducted among 60 students. Before the actual test, the students were given a text that contains a lot of, less familiar, information. Half of them received a text in which important facts are marked with bold letters, while the other half received the same text in which the same facts are marked out, only this time with margin notes. Afterwards, all the students were given the same test with 40 questions about the text that they had just read. Final results indicate that there is no significant difference in the test score between the two groups on a global scale. On the other hand, there were some students who had extremely small or large scores. Those scores could indicate that these students did not read the text carefully, or that the text was already familiar to them. So, if we eliminate the students with extreme scores, the remaining data indicate that margin notes proved to be more effective than bold lettering in helping students to remember important information. This is probably because bold letters effectively only single out specific words, while margin notes not only point out important places in the text, but also provide a certain amount of interpretation and clarification of the material. These, and similar future results, may be invaluable to the authors of textbooks in forming the text.