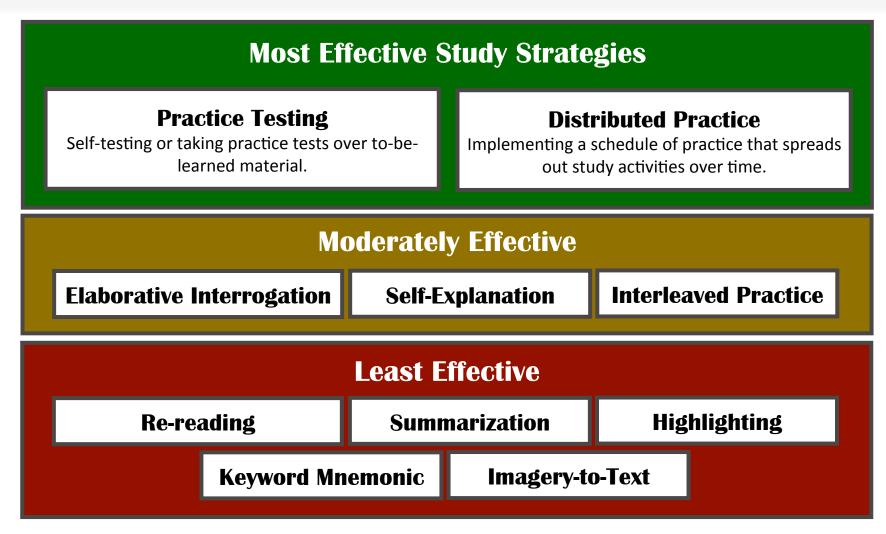
CETL Weekly Teaching Tips presents

Helping Students Study

How do students study? Why do they use these strategies? Are they the best ones? Share the findings of a foundational study on the best learning strategies (Dunlosky et al., 2013), and have students compare their practices to these findings.



For more on each of these learning strategies and how they were measured, visit

oakland.edu/teachingtips

Helping Students Study

The Most Effective

Distributed Practice: Implementing a schedule of practice that spreads out study activities over Practice Testing: Self-testing or taking practice tests over to-be-learned material

Moderately Effective

<u>Elaborative Interrogation</u>: Generating an explanation for why an explicitly stated fact or concept

explaining steps taken during problem solving Self-Explanation: Explaining how new information is related to known information, or

problems, or a schedule of study that mixes different kinds of material, within a single study Interleaved Practice: Implementing a schedule of practice that mixes different kinds of

Least Effective

Rereading: Restudying text material again after an initial reading

while reading <u> Highlighting/underlining</u>: Marking potentially important portions of to-be-learned materials Summarization: Writing summaries (of various lengths) of to-be-learned texts

reading or listening. Keyword Mnemonic: Using keywords and mental imagery to associate verbal materials <u>Imagery used for text learning</u>: Attempting to form mental images of text materials while

References

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aperskey@unc.edu For more information about this technique or questions about teaching and learning, contact

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