

# 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.

## Most Effective Study Strategies

### Practice Testing

Self-testing or taking practice tests over to-be-learned material.

### Distributed Practice

Implementing a schedule of practice that spreads out study activities over time.

## Moderately Effective

**Elaborative Interrogation**

**Self-Explanation**

**Interleaved Practice**

## Least Effective

**Re-reading**

**Summarization**

**Highlighting**

**Keyword Mnemonic**

**Imagery-to-Text**

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

**[oakland.edu/teachingtips](http://oakland.edu/teachingtips)**

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### The Most Effective

Practice Testing: Self-testing or taking practice tests over to-be-learned material

Distributed Practice: Implementing a schedule of practice that spreads out study activities over time

### Moderately Effective

Elaborative Interrogation: Generating an explanation for why an explicitly stated fact or concept is true

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

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

### Least Effective

Rereading: Rereading text material again after an initial reading

Summarization: Writing summaries (of various lengths) of to-be-learned texts

Highlighting/underlining: Marking potentially important portions of to-be-learned materials while reading

Keyword Mnemonic: Using keywords and mental imagery to associate verbal materials

Imagery used for text learning: Attempting to form mental images of text materials while reading or listening.

### References

- Dunlosky J., Rawson, K., Marsh, E., Nathan, M. J., & Willingham, D. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), pp. 4-58. doi: 10.1177/1529100612453266
- Karpicke, J.D. (2012). Curriculum Dir Psych Sci, 21: 157-163
- Karpicke, J.D., et al. (2009). Memory, 17: 471-479

For more information about this technique or questions about teaching and learning, contact [aperskey@unc.edu](mailto:aperskey@unc.edu)

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