



LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

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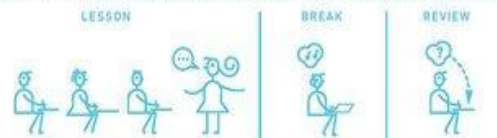


HOW TO DO IT

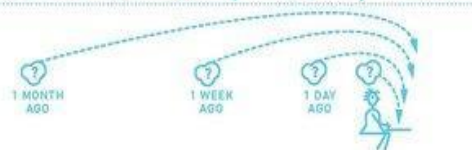
Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).

Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

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HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.



Make links between different ideas as you switch between them.



HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.

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LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

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HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

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Retrieval Practice
Elaboration
Interleaving
Concrete Examples
Dual Coding

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'Anchored in Christ'

DAY/TIME	9-10.00	10-11.00	11-12.00	12-13.00	13 -14.00	14 -15.30	15.30 – 16.30 <i>After School Intervention</i>	16.30 -17.00	17 – 18.00	18 -19.00	19 – 20.00	20 – 21.00
Monday	SCHOOL DAY											
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

Learning together to flourish

DAY/TIME	9-10.00	10-11.00	11-12.00	12-13.00	13 -14.00	14 -15.30	15.30 – 16.30	16.30 -17.00	17 – 17.30	17.30 -18.00	18.00 – 18.30
Monday	<div>SCHOOL DAY</div>						Home time & snacks/ rest				
Tuesday											
Wednesday											
Thursday											
Friday											
Saturday											
Sunday											

Learning together to flourish