

STUDY SKILLS

Manage time. Study smarter. Achieve goals.

Make it Stick



Although talking about learning styles (visual, auditory, kinesthetic, etc.) is a common place to start when exploring the best ways to learn and retain information, research shows that successful information recall in fact relies on evidence-based habits from which all learners can benefit. Read about the three following concepts from cognitive psychology to learn how to start studying smarter, not harder.

Spaced Repetition	The Production Effect	The Testing Effect
<p>Consistent studying over a longer time period in which shorter sessions are spaced out results in better memory recall, rather than longer, chunked studying.</p> <p>Take action!</p> <ul style="list-style-type: none"> Put study sessions into your calendar to make sure you review information regularly, avoiding cramming. Study sessions should last 2–3 hours, every other day. Mix up the subjects you study each day. Knowledge is more stable long-term when developed in this manner, meaning knowledge you build in anticipation for your midterm should still be available to you for your final. <p>Kornell, 2009</p>	<p>We are more likely to retain information that we produce or generate, either verbally or visually (through writing).</p> <p>Take action!</p> <ul style="list-style-type: none"> Use active study strategies (writing, taking/organizing notes, drawing diagrams) rather than simply passive (reading and rereading) Use active reading techniques for academic texts, and instead of rereading your notes, transform them. Teach someone else a concept, lecturing on a whiteboard as if you're the professor. <p>Jones & Pyc, 2014</p>	<p>When we challenge ourselves to recall and apply information, we consolidate and strengthen our memory, even if we make mistakes.</p> <p>Take action!</p> <ul style="list-style-type: none"> Create practice exams or utilize ones provided to you. Don't use notes or other aids when taking tests—recall must be challenging in order to gain the benefits. Learn what you actually know, and what you don't, then prioritize <i>what</i> you study accordingly. Other recall tests: reproducing informational images/formulas/diagrams from memory. <p>Roediger & Karpicke, 2006</p>

Follow up on this handout!

- Attend our **Active Reading, Note Taking, and/or Test Taking** workshop to invest in your study skills
- Schedule an appointment to talk with a **Study Skills advisor**

Jones, A. C. & Pyc, M. A. (2014) The production effect: Costs and benefits in free recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 40(1), 300-305

Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming. *Applied Cognitive Psychology*, 23, 1297-1317.

Roediger, H. L., & Karpicke, J. D. (2006). The power of testing memory: Basic research and implications for educational practice. *Perspectives on Psychological Sciences*, 1(3), 31-210.

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