

ACADEMIC SUCCESS PROGRAMS

EFFECTIVE STUDY STRATEGIES

	Instead of...	Use:	Apply:
When you study:	Cramming: feels like it works because you remember things short-term; but it doesn't work for remembering things long-term.	Spaced (Distributed) Practice: Put time in between your session; study a little bit of new material each day to add to your mental "map" of content.	Begin by reviewing what you studied last time, studying a bit of new material, & then reflect on how they relate. Use apps to study flash cards on the go.
	Re-reading: (unless you need clarification or additional information) creates familiarity with the words on the page and leads to over-confidence.	Practice Tests/Questions: measure what you know so you know what to study more. Use short-answer questions over multiple-choice or vocab.	Make flash cards asking short-answer questions to test what you know; try to answer the question fully before looking at the best
How you study:	Underlining: is a shallow, passive process which leads to effortless re-reading & possibly skipping information because it was not underlined.	Notes Written as Questions: are good for identifying main ideas of complex material; Notes are most effective if they are made to teach others the material.	
	Summarizing: encourages shallow re-reading strategies; Studies have found no effect between summarizing & remembering during testing.	Elaboration: connect new information to things you already know; what you already know is more important than individual ability when it comes to learning.	
Where you study:	Studying in the Same Places: will help you remember during study time, but on test day you won't be where you studied; mix it up to prevent yourself from linking new information to your physical environment.	Multiple Places for Studying: be in the best mindset for studying by always studying in the same places; doing the same activity in the same place multiple times forms a link between the two.	

*1 (Carpenter, Cepeda, Rohrer, Kang, & Pashler, 2012) *2 (Roediger & Karpicke, 2006) *3 (Carpenter & Pashler, 2007; Marsh, Roediger, Bjork, & Bjork, 2007; McDaniel, Roediger, & McDermott, 2007; Roediger & Karpicke, 2006) *4 - (Bretzing & Kulhavy, 1981) *5 (Anderson & Armbruster, 1984; Gaddy 1998) *6 (Wittrock, 1991; Wittrock & Alesandrini, 1990)

Anderson, T. H., & Armbruster, B.B. (1984) Studying. In P. D. Pearson (Ed.), *Handbook of reading research*. New York: Longman.

Bretzing, B. B., & Kulhavy, R.W. (1981). Note taking and passage style. *Journal of Educational Psychology*, 73, 242-250.

Carpenter, S. K., Cepeda, N. J., Rohrer, D., Kang, S. H. K., & Pashler, H. (2012). Using spacing to enhance diverse forms of learning: Review of recent research and implications for instruction. *Educational Psychology Review*, 24, 369–378.