



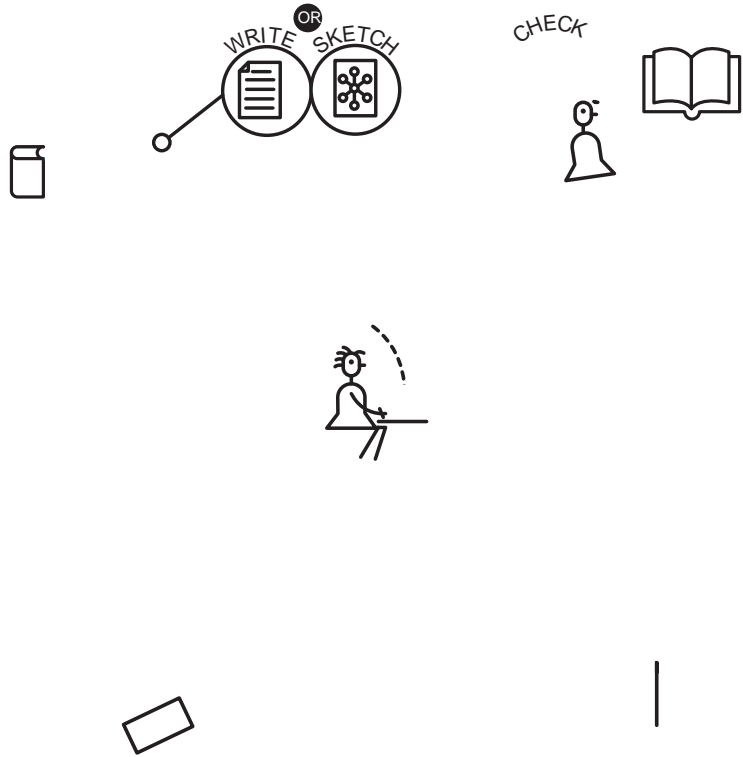


LEARN TO STUDY USING...

# Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

## HOW TO DO IT



## 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.

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I P X U I J O H T B S F S F M B U F E P S E J F S F O U G S P N

## 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.

# Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS



## HOW TO DO IT



## HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



## RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology*, 88, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research*, 55, 227-268.





