

WHY?

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) ³⁹

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| High utility | Practice testing | Self-testing or taking practice tests on material to be learned. |
| | Distributed ('spaced') practice | Implementing a schedule of practice that spreads out activities over time. |
| | Elaborative interrogation | Generating an explanation for why an explicitly stated fact or concept is true. |
| Moderate utility | 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. |
| | Summarization | Writing summaries (of various lengths) of to-be-learned texts. |
| | Highlighting | Marking potentially important portions of to-be-learned materials while reading. |
| Low utility | Keyword mnemonic | Using keywords and mental imagery to associate verbal materials. |
| | Imagery use for text learning | Attempting to form mental images of text materials while reading or listening. |
| | Rereading | Restudying text material again after an initial reading. |