

SIX STRATEGIES FOR EFFECTIVE LEARNING

Teaching the Science of Learning



1

SPACED PRACTICE

Creating a study schedule that spreads study activities out over time. Students can block off time to study and restudy key concepts such as aspects of personality on multiple days before an exam rather than repeatedly studying these concepts right before the exam.



2

INTERLEAVING

Switching between topics while studying. After studying the triadic model for a few minutes, students can switch to attitude formation and then to changing attitudes; next time, students can study the three in a different order, noting what new connections they can make between them.



3

RETRIEVAL PRACTICE

Bringing learned information to mind from long-term memory. When learning about inverted-U theory, students can practice writing out how experience, personality and skills can impact on success.



4

ELABORATION

Asking and explaining why and how things work. Students can ask and explain types of anxiety: somatic, cognitive, competitive trait and competitive state.



5

CONCRETE EXAMPLES

When studying abstract concepts, illustrating them with specific examples. Students can imagine the following example to explain instinct theory: a fort. As humans, we have a natural trait or predisposition to be aggressive. It is genetically determined and we are born with a tendency to defend ourselves and, in sport, our territory.



6

DUAL CODING

Combining words with visuals. Students can draw Zajonc's model and explain that four types of 'others' may be present during performance, and these can be categorised as passive or interactive.