**How to Use This Study Strategy Chart**

The chart below outlines some of the most effective evidence-based study strategies to help you learn, retain, and apply course content. Each strategy includes a definition and a rating of its effectiveness (*efficacy*) based on research.

**Instructions:**

* Read through each strategy and its definition to understand what it involves.
* Focus on strategies rated “Excellent” or “Great” these have the strongest impact on learning and memory.
* Consider which strategies you already use, and which ones you could begin incorporating into your study routine.
* Use the chart as a reference when creating your weekly study plan, preparing for exams, or reviewing class content.

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| **STRATEGY** | **DEFINITION** | **EFFICACY** |
| **Readings: Highlighting / underlining** | Highlight facts the first time you read your notes and textbook. | Good |
| **Readings: Annotation** | Reread your textbook or notes for the second time, this time annotate in the margins. | Good |
| **Readings: Summarization** | Writing summaries of your lectures after every lecture. Add these to your study guide. | Excellent |
| **Retrieval practice or self- testing** | Recalling information from memory. Self-testing or taking practice tests about to-be-learned material. | Excellent |
| **Distributed practice or spaced repetition** | Spreading study sessions out over a period of time (i.e. every other day). | Excellent |
| **Interleaved practice** | Creating schedules where you study different subjects during a single study session or implementing a schedule of practice that mixes different kinds of problems (i.e. math, science). | Excellent |
| **Elaborative interrogation** | Elaborating on the fact to provide an explanation for why a fact or concept is true. Answer who, what, where, why and how. | Great |
| **Self-explanation** | Explaining how new information is related to something you already know or explaining the steps you took while solving a problem. | Great |
| **Mnemonic** | Using acronyms to remember longer combination of words e.g. WLU. | Great |
| **Mental Models or cues** | Trying to form mental imagery to associate verbal materials. | Good |
| **Massed practice** | Involves learning a large amount of material over a short period of time (cramming). | Not so effective |
| **Visualization of materials** | Start creating tables, charts, timelines, Venn diagram, concept maps, mind maps, label drawings & diagrams. | Excellent |
| **Teach Someone Else** | Take 5 min to teach someone else a concept you believe you know well. | Excellent |
| **Generate answers** | Generate answers from your memory and in your own words. Then cross check this information with your course content. | Excellent |
| **Repetition** | Review your course content utilizing various approaches above, repeating exposure. | Excellent & Necessary |

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