

SCIENCE OF LEARNING: INFORMING STUDY SKILLS USING RESEARCH IN HUMAN MEMORY

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Abstract: Research on human learning and memory has revealed numerous “high utility” practices for students to engage in (e.g., practice testing, spacing out studying). We have also observed that it is often the “low utility” study strategies (e.g., highlighting, rereading notes) that seem most appealing to students. **Goals and Objectives:** The goal of this session is to present information from learning and memory research that has suggested a variety of strong study techniques. We will also spend some time going over which techniques have not been shown to be very helpful when it comes to making information memorable. We will discuss potential applications for classrooms, as well as some take-home points to share with students.

Bio: Lauren Bates is a doctoral student in the Cognitive Psychology program at CSU. She earned her M.S. from CSU in 2015 with a thesis on the effects of retrieval practice on memory. Her research at CSU focuses on how learning and memory research can inform better practices for students’ study habits.