







SPACING

WE FORGET A LOT IF WE ONLY LEARN IT ONCE (CRAMMING). SPACING LEARNING OUT IN TIME HELPS US BETTER RETAIN NEW INFORMATION.



TEACHING

WHEN WE TEACH
MATERIALS TO OTHERS
WE MAKE IMPORTANT
LEARNING GAINS
OURSELVES.



MOTIVATION

WE BECOME MORE
MOTIVATED TO LEARN
WHEN WE CONNECT
LEARNING OBJECTIVES
TO OUR OWN PERSONAL
GOALS.



THOUGHT SUPPRESSION

IT IS VERY DIFFICULT TO GET OURSELVES NOT TO THINK OF SOMETHING. SO DON'T THINK "DON'T," THINK "DO."



STRESS MINDSET

STRESS ISN'T ONLY BAD.
THERE IS A SWEET SPOT
WITH STRESS. A LITTLE
CAN BE MOTIVATING
AND A LOT CAN BE
DEBILITATING.



RETRIEVAL

TESTING OURSELVES (OR HAVING OTHERS TEST US)
ON NEW INFORMATION
HELPS US REMEMBER AND
LEARN IT BETTER THAN
JUST TAKING IT IN.



ASKING WHY?

IF WE WANT TO REMEMBER KEY FACTS, THINKING THROUGH THE EXPLANATION FOR THOSE FACTS REALLY HELPS.



DUAL CODING

WE REMEMBER AND TRANSFER MATERIAL BETTER IF WE ENCODE IT BOTH VISUALLY AND VERBALLY.

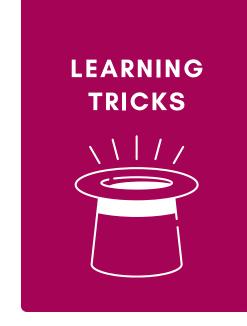


















SPLIT ATTENTION

IT'S HARDER TO PROCESS INFORMATION WHEN IT COMES AT US FROM MULTIPLE SOURCES AT ONCE. FINDING WAYS TO INTEGRATE MATERIAL CAN REDUCE COGNITIVE LOAD.



PEAK END EFFECT

WE REMEMBER AND
PLACE MORE
IMPORTANCE ON THE END
OF AN EXPERIENCE THAN
ON THE EXPERIENCE AS A
WHOLE.



THE END IS NEAR

ONCE WE KNOW THE END IS NEAR WE TEND TO ACCELERATE OUR BEHAVIOR. KNOWING HOW MUCH TIME WE HAVE CAN HELP US PERFORM.



LEARNING STYLES

WE HAVE LEARNING
STYLE PREFERENCES BUT
THERE IS LITTLE
EVIDENCE THAT A GIVEN
STYLE WORKS BEST.
DEVELOPING A RANGE OF
STYLES IS VERY GOOD.



SELF-TALK

HOW WE TALK TO
OURSELVES HAS
POWERFUL COGNITIVE
EFFECTS. ASKING
OURSELVES QUESTIONS
PROMPTS OUR BRAIN TO
SOLVE THEM.



EFFORT

WE TEND TO WORK HARDER
IF OTHERS AROUND US ARE
WORKING HARD AND IF
OUR PERFORMANCE IS
BEING OBSERVED OR
TRACKED.



NOTE TAKING

TAKING NOTES CAN HELP
US REMEMBER AND
PROCESS INFORMATION.
BUT TAKING TOO MANY
NOTES CAN BE
DISTRACTING.



ANY TRICK OF YOUR CHOICE

