

Effective Studying

for High Stakes Tests ...and Everything Else

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Introductions

Objective for Today

Understand and apply **3 study strategies** to support your preparation for both high-stakes exams, and current and future course work.

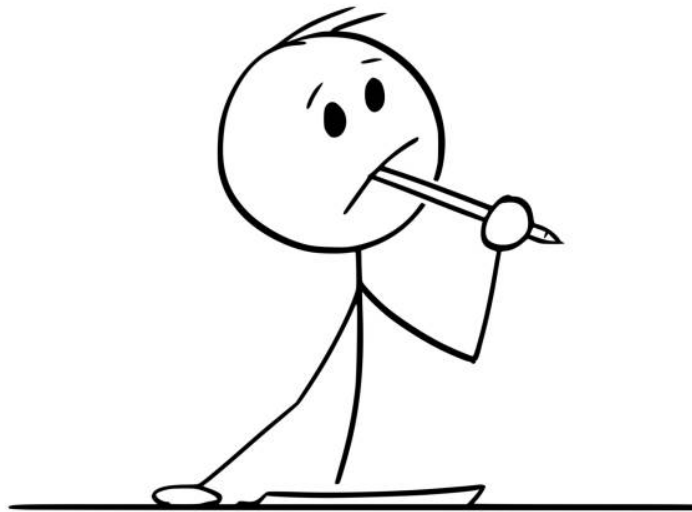
Activity

- Create small groups and introduce yourselves
- On the Post-It note provided, record **3 study strategies** that you have used
- Discuss what you wrote, and why you use these strategies with your group



Debrief

- Most common strategies used?
- How *effective* are these common strategies?



3 Evidence-based Strategies

- #1 Collaborative Learning/Studying**
- #2 Intentional Reading**
- #3 Retrieval Practice**

Collaborative Learning/Studying

Definition

Working with a peer or group to discuss concepts or find solutions to problems

Why the Strategy is Effective

- Learning that is active and engaging leads to deeper understanding
- Benefits of social interaction to learning
- Collaboration requires a higher level of thinking
- You are more likely to remember information

Collaborative Learning/Studying

What it looks like

- Teaching a topic/concept to a peer or group
- Comparing information/notes with a peer or group
- Solving a problem while explaining it to a peer or group



What else?...

Activity

Finding activities for a friend who is visiting



Intentional Reading

Definition

Setting a purpose for your reading before you start.

Why it is Effective

Setting a purpose (reading with intent) keeps you focused on your goal and allows you to interact with the material.

Intentional Reading

What it looks like

- Reading with a question in mind
 - What clues does my syllabus give about this text and its meaning/importance?
 - Review questions at the end of a passage before reading the passage
 - “What argument is the author making?”
 - “How does this text connect to what else is assigned for reading this week? (Or last week?)”
- Spending a few minutes to recall what you already know about the topic



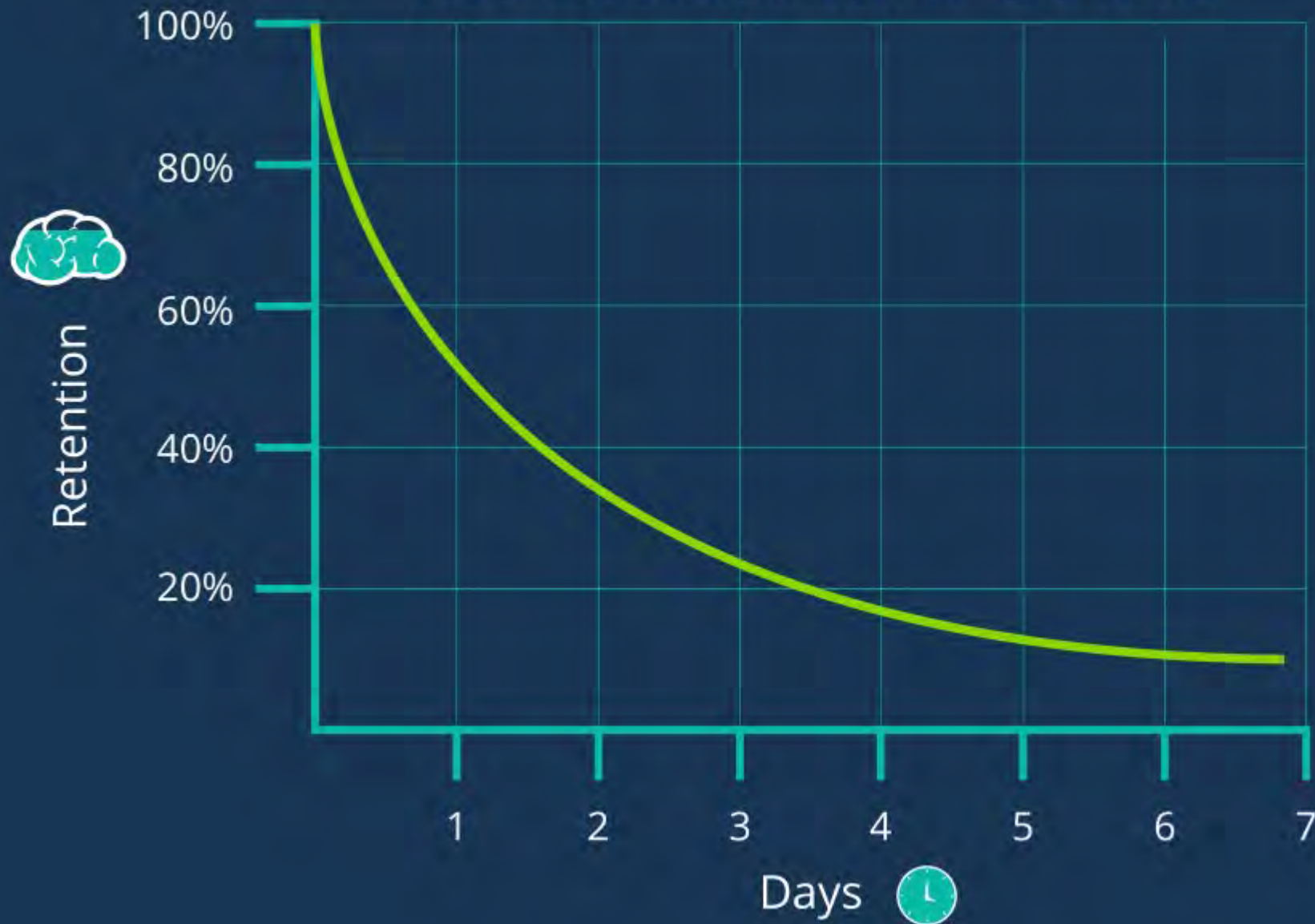
What else?...

Activity

Can you recall 1 or 2 study strategies that you heard from peers at the beginning of this workshop?



THE FORGETTING CURVE



Retrieval Practice

Definition

Actively pulling information from your memory rather than passively rereading or recopying notes. (Also called “the testing effect”)

Why it is Effective

- Active, effortful retrieval of information from memory strengthens neural pathways associated w/ that info, making it easier to access later.
- It also supports *deeper* thinking (not just remembering)
 - The more you know and can recall, the greater your knowledge base, and the more connections *across* courses and knowledge you can create

Retrieval Practice

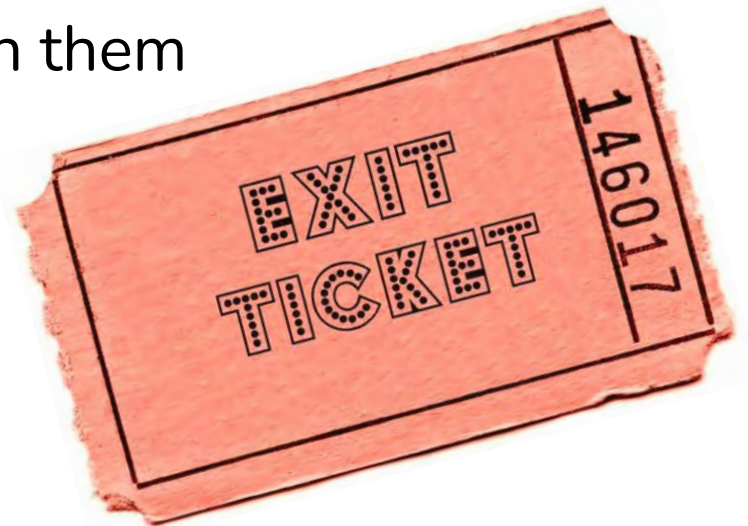
What it looks like

- **Flashcards:** quiz yourself by trying to recall answer to a question before checking
- **Practice Tests:** Take low-stakes quizzes on previous material to check recall
- **Concept Maps:** Creating a visual representation of a topic by drawing connections between different concepts from memory
- **Brain Dumps:** Writing down everything you've already learned about a topic without looking at your notes

What else?...

Next Steps...

- Pick one class you're taking this semester
- Then choose one strategy we discussed today
- Next, take 3 mins. to write down **how to incorporate this strategy into your learning for the course this week**
- Then turn to a neighbor and share your plans with them





Questions?



Final Thoughts?

References

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