**Quick weekly training plan 1: Dunlosky et al. (2013a) printable summary (print two per page and cut as shown)**

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| **‘Improving students’ learning with effective learning techniques: promising directions from cognitive and educational psychology’ (Dunlosky et al., 2013a)**  **Overview:**   * This document is a monograph (a detailed written study on a specific subject) of effective learning techniques. * The study looks at ten common learning techniques and reviews the previous studies, rating them in order of effectiveness based on the evidence available at the time. * The techniques focused on are those that students are able to implement themselves, therefore excluding more complex techniques that might require technological input or extended teacher input in order for them to be successful. * The study therefore outlines some very simple ideas that can easily be transferred and considered in your own context. * The ten learning techniques reviewed are either used widely by students already (such as highlighting/underlining and rereading), should be used more often (such as practice-testing and distributed or interleaved practice) or should be used more cautiously (such as key word mnemonics or summarisation) according to the authors of this monograph. * The overall findings suggest that of the ten learning techniques explored, only two are deemed to have robust and durable results, and therefore they are the ones that should be recommended to students and teachers as effective learning strategies. * At the end of the paper, the study suggests that the two most effective techniques and the only two with high ‘utility’ ratings are practice-testing and distributed practice – both of which lean heavily on scientific research and theory of long-term memory. |
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