



Improving Study Habits Through The Use of Cues

PRESENTED BY: RITA OBEID

THE GRADUATE CENTER, CUNY

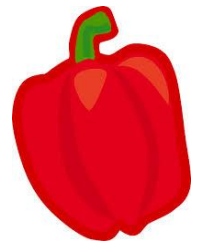
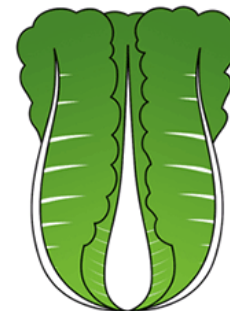
ACTIVITY DEVELOPED BY PROFESSOR STEPHEN CHEW

Purpose

- ▶ Show students that our memory is not perfect
- ▶ Teach students to use cues when studying
- ▶ Appropriate for both large and small classes
- ▶ Promotes personal development

Activity:

- ▶ Take out a piece of paper
- ▶ I'm going to ask you to generate a list of 20 words based on cues that I give you and ask you to write down the 1st, 2nd, or 3rd word that comes to your mind
- ▶ For example, if I say “vegetable, the second” you should write down the second vegetable that comes to your mind



Go about
your class...



Back to our word generation game...

- ▶ Now take out a blank piece of paper and write down as many of the words from your original list as you can recall (No cheating! Don't peek back at your original list)
- ▶ How well did you do?
- ▶ Now I'm going to give you the cues again and let's see if you are better at remembering your original list
- ▶ How well did you do this time?
- ▶ What does this mean in terms of learning?

Learning Outcomes

- ▶ Teaching students that memory is not perfect
- ▶ The use of effective cues (e.g. mnemonics) to learn material effectively for an exam

- ▶ *Very short activity and effective in any course regardless of class size



Reference

- ▶ This activity was created by:

Professor Stephen Chew

Professor & Chair

Psychology Department, Samford University

Webpage:

<http://www.samford.edu/departments/academic-success-center/how-to-study>