Casey Carnnia

Professor Costa

Psychology 202

1 June 2014

Study Skills

In studying chapter eight, I find testing effect to be by best allay even though I had practiced it without having a name for it[[1]](#footnote-1). This is to say that if I quiz myself about what I study, I improve my memory of the subject. This practice deepens my grasp of the subject and helps me remember the data better. It does not have to take a form of a actual quiz either. A simple act of sitting up after reading a passage and thinking about the meaning of the text is enough. Trying to repeat the concept in my own words is another way of thinking about this. Often this practice reveals gaps in my understanding of what I had just studied which leads me back to the beginning of the passage. However since I am rereading the process of covering the passage takes a shorter time and the gaps are eliminated.

Maybe I am mixing multiple concepts. After all what I described before sounds a lot like repeating. Although I have always considered repetition as a efficiency device rather than a memory tool. For example, repeating the concept of opportunity cost in economics does not help me better understand it. But repeating exponential equation in algebra helps me become faster at the basic steps and allows me to catch myself making simple mistakes that produce a wrong answer.

Another useful study tool for me has been the context effect. This is especially practical in study of subjects like history where I need to remember dates and places of historic events. I find it more productive to study the subject as a whole and think of the date of an event within the context. This provides a frame of reference that allows for retrieval of those dreaded dates. I have known students that rather shorten the entire chapter into a few sentences. They try to memorize these sentences and relay on that information for the test. Instead, I find it easier to know the context of historic event relative to other key events such as the civil war, the world wars, the communist collapse, and the Middle East wars. This allows me to have a better plausible date range to work from when choosing the answer among multiple choices.

Given the time it requires, I think I can benefit from spacing effect the most as a new study skill. To come back and review a concept is nothing short of a guaranteed way of remembering the concept for a long time. The only obstacle as I see it is lack of time. I suppose we all practice this skill to some extent. We study a chapter and come back to it when studying for the midterm and final. One of the best computer programmers that I work with makes it a point to read a particular programing book called The Wizard Book and complete all the practice problems every year. He proved the value of this practice by retrieving his solution to particular problem when he was a junior and comparing it to the solution that he came up with the year that he was made a team leader. Although both solutions got to a correct result, in the later years he code was shorter and more efficient.

Chunking, as in putting relevant information together, is another good study skill to add to my program. It is very sensible to schedule computer classes with math classes in the same semester, knowing that they reinforce each other. Similarly American history and art history can have positive effects on one another.

Works Cited

Myers, David G. *Psychology.* 10th ed. New York: Worth Publishers, 2011. Print.

1. Myers, David G. Psychology. 10th ed. New York: Worth Publishers, 2011. Print. [↑](#footnote-ref-1)