<table>
<thead>
<tr>
<th>When you study:</th>
<th>How you study:</th>
<th>Where you study:</th>
</tr>
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<tbody>
<tr>
<td><strong>Cramming:</strong> feels like it works because you remember things short-term; but it doesn't work for remembering things long-term.</td>
<td><strong>Re-reading:</strong> (unless you need clarification or additional information) creates familiarity with the words on the page and leads to over-confidence.</td>
<td><strong>Studying in the Same Places:</strong> will help you remember during study time, but on test day you won't be where you studied; mix it up to prevent yourself from linking new information to your physical environment.</td>
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<td><strong>Spaced (Distributed) Practice:</strong> Put time in between your session; study a little bit of new material each day to add to your mental “map” of content.</td>
<td><strong>Practice Tests/Questions:</strong> measure what you know so you know what to study more. Use short-answer questions over multiple-choice or vocab.</td>
<td><strong>Multiple Places for Studying:</strong> be in the best mindset for studying by always studying in the same places; doing the same activity in the same place multiple times forms a link between the two.</td>
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<td><strong>Begin by reviewing what you studied last time, studying a bit of new material, &amp; then reflect on how they relate. Use apps to study flash cards on the go.</strong></td>
<td><strong>Make flash cards asking short-answer questions to test what you know; try to answer the question fully before looking at the correct answer.</strong></td>
<td><strong>Find multiple places to use only to study; a coffee shop, a certain desk in the library, a specific chair in the RSC; link the act of studying to the location, rather than the specific information you’re studying.</strong></td>
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2. Roediger & Karpicke, 2006  
5. Anderson & Armbruster, 1984; Gaddy, 1998  

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