
In this article, Dunlosky et al. synthesize the research on 10 learning techniques and evaluate the relative utility of those techniques. The authors chose the 10 techniques according to the techniques’ ease of use and frequency of use among students. Dunlosky et al.’s evaluation considered whether the techniques generalized across learning conditions, student characteristics, materials, and criterion tasks. The review and evaluation of the 10 learning techniques considered in this article is highly relevant not only to instructors but also to learning specialists (and others providing academic support to students). Learning specialists’ primary job is to help students “learn how to learn.” In other words, learning specialists teach students techniques and strategies for successful learning. This article can provide instructors, learning specialists, and other academic support professionals with a list of strategies to teach and the contexts in which to teach them.

**Learning Techniques**

1. Elaborative interrogation (moderate utility): Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation (moderate utility): Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization (low utility): Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/underlining (low utility): Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic (low utility): Using keywords and mental imagery to associate verbal materials
6. Imagery for text (low utility): Attempting to form mental images of text materials while reading or listening
7. Rereading (low utility): Restudying text material again after an initial reading
8. Practice testing (high utility): Self-testing or taking practice tests over to-be-learned material
9. Distributed practice (high utility): Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice (moderate utility): Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session

Note: There may be contexts in which the low utility techniques are useful. See the article for further discussion.