

Handout: Module 2, Distributed Practice

Essence of the Distributed Practice Strategy¹⁻⁴

Spread out learning across many separate study sessions separated by at least one day or more.

Advice for Students¹⁻⁴

Study or practice regularly, that is, nearly every day, for 1-2 hours at a time in each of your subject areas. Create a schedule that reflects this habit, and stick to your schedule.

Advice for Faculty¹⁻⁴

In addition to giving assignments, suggest how students should spread out the workload associated with the assignments. Explain why you are doing this.

Recommended Readings on Distributed Practice

Presented in alphabetical order, the books below provide an excellent detailed description of learning science. Below each, I have noted particular chapters from each that relate to distributed practice. You may also wish to look in each book's index under such terms as *distributed practice*, *practice*, *spaced repetition*, *repetition*, and *spacing* for additional, relevant information.

1. Brown PC, Roediger HL III, McDaniel MA. Make It Stick: The Science of Successful Learning. Cambridge, MA: Belknap Press of Harvard University Press, 2014.

Chapter 3, *Mix Up Your Practice*

Chapter 4, *Embrace Difficulties*

2. Carey B. How We Learn: The Surprising Truth about When, Where, and Why It Happens. New York, NY: Random House, 2014.

Chapter 4, *Spacing Out: The Advantage of Breaking Up Your Study Time*

3. Doyle T, Zakrajsek T. The New Science of Learning: How Learn in Harmony with Your Brain. Sterling, VA: Stylus, 2013.

Chapter 2, *Sleep, Naps, and Breaks*

4. Oakley B. A Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra). New York, NY: Jeremy P. Tarcher/Penguin, 2014.

Chapter 3, *Learning is Creating: Lessons from Thomas Edison's Frying Pan*

Chapter 11, *More Memory Tips*

References Associated with the Distributed Practice Video

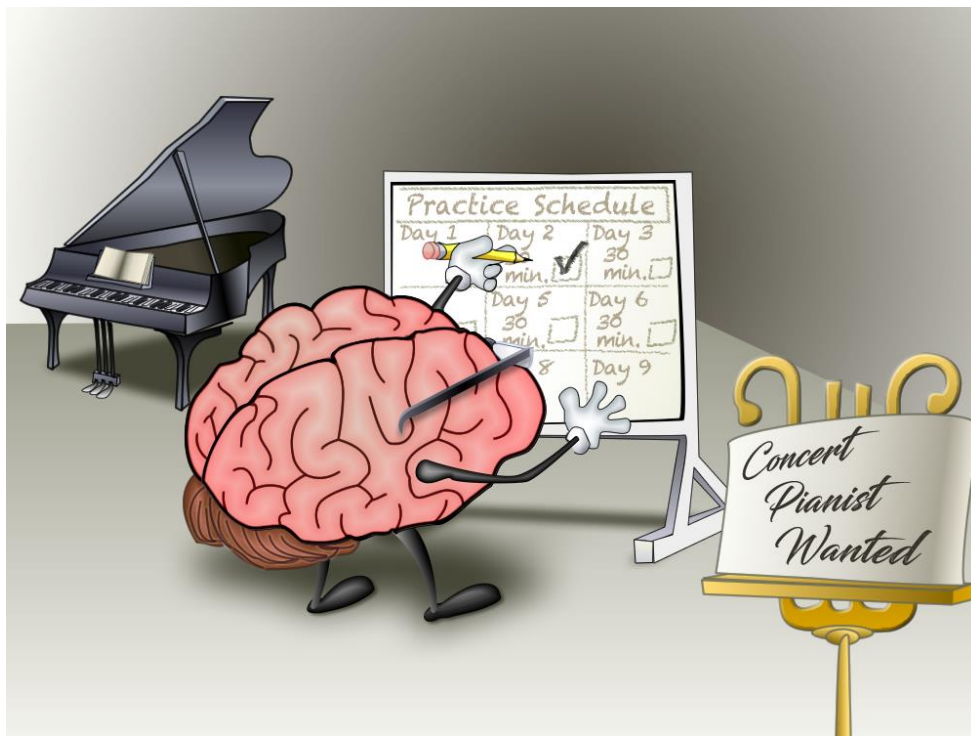
¹For more information about preparing the brain to learn and about focusing in order to learn, please read Chapter 2, *Easy Does It: Why Trying Too Hard Can Sometimes Be Part of the Problem*, in: Oakley B. A Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra). New York, NY: Jeremy P. Tarcher/Penguin, 2014.

²For more information about developing expertise (see pages 183-185 in particular), please read Chapter 7, *Increase Your Abilities*, in: Brown PC, Roediger HL III, McDaniel MA. Make It Stick: The Science of Successful Learning. Cambridge, MA: Belknap Press of Harvard University Press, 2014.

³For more information and repetition and the relationship of short term to long term memory (see pages 74-75 in particular), please read Chapter 4, *Spacing Out: The Advantage of Breaking Up Study Time*, in Carey B. How We Learn: The Surprising Truth about When, Where, and Why It Happens. New York, NY: Random House, 2014.

⁴For more information about the importance of sleep to learning and memory, please read Chapter 2, *Sleep, Naps, and Breaks*, in: Doyle T, Zakrajsek T. The New Science of Learning: How Learn in Harmony with Your Brain. Sterling, VA: Stylus, 2013.

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