

Handout: Module 1, Introduction to the UConn Learning Science Series

Advice for Students¹⁻⁴

Evaluate your habits of learning. Find a resource on learning science with which you are comfortable and read a little about it to gradually improve your habits of learning. Farther below are four excellent learning science resources. Each handout in the upcoming modules will recommend strategy-specific readings from these resources.

Advice for Faculty¹⁻⁴

Use learning science to inform your assignments, exams, and teaching strategies. Explain the rationale for the educational choices that you make with your students.

Recommended Readings on Learning Science

Presented in alphabetical order, the books below provide an excellent detailed description of learning science. Throughout the series, I will make reference to these works. If you are interested in reading about any one of the strategies that this series recommends, or if you are interested in a more information about learning science, I strongly recommend these books.

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.
2. Carey B. How We Learn: The Surprising Truth about When, Where, and Why It Happens. New York, NY: Random House, 2014.
3. Doyle T, Zakrajsek T. The New Science of Learning: How Learn in Harmony with Your Brain. Sterling, VA: Stylus, 2013.
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.

References Associated with the Introduction Video

¹For information about the number of neurons and the number of connections between them, please see pages 166-167 in 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.

²For more information about the power of the brain's visuospatial ability, please read Chapter 10, *Enhancing Your Memory*, 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.

³For more information about cues, please read Chapter 3, *Breaking Good Habits: The Effect of Context on Learning*, 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 power of learning through paraphrasing, please read pages 65-67 in Chapter 5, *Teaching and Pedagogy*, in: Leamnsen R. Thinking about Teaching and Learning: Developing Habits of Learning with First Year College and University of Students. Sterling, VA: Stylus, 1999.

⁵The idea for the trails in the woods came from page 6 of Chapter 1, *A New Look at Learning*, in: Doyle T, Zakrajsek T. The New Science of Learning: How Learn in Harmony with Your Brain. Sterling, VA: Stylus, 2013.



Contact Information

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