

Stephen Chew (and others) on How to Get the Most Out of Studying

A Video Series for University Students - and Their Teachers

- 5-part [YouTube](#) playlist

Additional Resources

- How to Get the Most Out of Studying, the five-part [video series](#)
Think-Pair-Share Activities for Videos on How to Study, [sample prompts and questions](#) for each video in the series.
- Making Students More Effective Learners by Challenging their Misconceptions about Learning, one of Chew's [presentations](#) posted to YouTube.
- Do Your Job Better: Metacognition and Student Learning, written by James Lang for *The Chronicle* – incorporates [an interview with Chew](#).

Context

Stephen Linn Chew, whose PhD in experimental psychology is from the University of Minnesota, recently introduced his video series “How to Get the Most Out of Studying” to a UMinn audience of instructors who’d come to learn more during a session titled: “Why Do Academic Do Research Like Scholars but Teach Like Dummies?”

Drawing on his scholarly research *and* teaching experience, Chew created this series of five videos for first year college students – and their teachers – to address “the tenacious misconceptions about learning that students bring with them into the classroom.” In parallel, Chew helps teachers understand that we can teach in ways to assist students in lessening errors in metacognition and to build class sessions that help identify and redirect misconceptions regarding subject content.

Regarding the “Development of the Videos”, Chew notes this about the main focuses of the series with an audience of both learners *and* teachers in mind:

The videos represent both the latest in cognitive research on how people learn and my many years of experience teaching undergraduates. My approach is different from the popular collections of tips, gimmicks and folk wisdom one sees in most books and videos on studying.

I present basic principles of how people learn and I try to correct counterproductive misconceptions so that students can improve their learning by devising their own effective study strategies. These videos should help students identify effective and ineffective study strategies so they understand that, although there is no magic bullet, they can learn to get maximal learning out of their study time.

Although the videos are aimed at students, I believe they are a valuable resource for teachers as well.

Of course, there's the immediate practicality of incorporating the videos as support resources students can opt to or be required to consult in learning how to prepare for course work. Already into course terms, a teacher might incorporate students' attention to the videos as part of scaling up to a next or course-ending major exam. In viewing the videos and accompanying sample Think-Pair-Share concept tests, instructors will learn more about how learning happens – specifically about the role of metacognition in learning, the ways *our* beliefs about learning can also interfere with the work of learning *and* of teaching.

Chew provides a set of starting-out TPS prompts for teachers to adapt or incorporated in whole. As he notes, using formative assessment during teaching is vital to reducing the impact of poor metacognition. These quick-to-use, low-stakes questions require students to *show* their levels of learning relative to the subject matter, and the responses surfaced in student responses will help teachers gain a sense of just which misconceptions to address *right now* - just in time teaching. With insights about learning and from formative assessments, a teacher can make choices about how to assist an individual student or a whole class of students in new learning. The questions, like the videos, can be incorporated into Moodle as required or optional quizzes, or can be brought into a class session with the concept questions answered via the range of personal responses systems available to teachers.

As a resource for students, the videos and the TPS queries powerfully pair learning about the work of learning with strategies that can boost the effectiveness of study practices.

For teachers, these resources serve to introduce us to scholarly information about how learning works while providing practical examples of how to “check in on” learning to reveal misconceptions.

As students and teachers, Stephen Chew's scholarly teaching work benefits us in general and in our specific classroom interactions.