

Day 31 - Generation Effect

Welcome to the how to learn anything course from Play-Doh university, where you're going to learn the science-based tools of pro learners to accelerate your learning. Remember more and master any hard skills. These are the secret techniques. They didn't tell you in school.

If you're passionate about changing your life with learning, join us, at plato.university to get exclusive content with every lesson. I'm your learning guide, Brandon Stover and let's get started.

All right. Technique number 17, that generation effect

at the most basic level, the generation effect has the idea of creating something new. Do you feel like you can remember things better when you actively engage with the information and create your own version of it? That's called the generation effect. And a research paper published in 1978 in the journal of verbal learning and verbal behavior.

Scientists described it as the phone nomination where information is better remembered if it is actively created from one's own mind, rather than simply reading it in a passive way.

Learners are more likely to retain information when asked to produce or generate an answer compared to having that same information provided to them. However, students are unlikely to engage in generative learning on their own.

You often have to be prompted and guided to do so through providing learning activities that are consistent with generative.

Generating answers increases the likelihood that you will recall or recognize information later when compared to passive activities, such as reading. Generative activities, encourage learners to use methods during learning or encoding that can be invoked during retrieval of the learned information.

The learning benefits of actively constructing knowledge has been noted in several areas, including mathematics, reading comprehension and trivia questions.

Now a simple example, the generation effect is something that we already covered when we learned how to read effectively. When reading a book, you

can read a certain section or a chapter. And at the end of that started to come up with your own ideas about what the chapter spoke about from here. You're generating the information from your mind, actively recall.

Rather than just simply looking back over your notes

to take a one step further, you can start generating ideas or ways that the topics you learned about in that chapter could be used in real life here. You're starting to create something new based on the material that you.

now to this day, researchers are still not quite sure how the generation effect actually works. Something, creating your own material based on what you want to learn, may activate your somatic memory,

which is the general world knowledge that we have accumulated through our lives, such as facts, ideas, and. Others think the process of generating content may initiate some particular encoding process that does not happen when you're simply reading. Another theory is the actively manipulating new information may create relationships between each item, facilitating the retrieval of information when it's needed.

Whatever the origin of the generation effect has been shown to help a lot when it comes to learning and remembering information.

Now these generation activities can vary in form resulting in differing levels of cognitive process. On the surface, you could do things like rearranging letters or filling the missing letters in a word or recognition tests. But if you want to engage in deep processing, then you use the generation effect.

You need to start relating two concepts to one another, creating a hierarchy relationship between items

and doing things like summarizing a reading passage.

Now the results for you and using the generation effect. Is this going to build your muscle of actually applying the skills that you're learning, applying all the information and creating new ways that it can be used again, we're trying to recall things from our memory, all the things that we've learned in order to generate new things in our.

Obviously this ability is something that is great to have every great inventor thinker entrepreneur has created new things from all the material that they know.

So if you're gunning to be the next Steve jobs or Elon Musk, this is something that you're going to have to master.

Now Play-Doh university in every single one of our courses, you're creating something new as you learn concepts about it.

And now how can you start applying this in your learning? one of the ways you can apply this is by trying to solve problems before looking over the material that you learned. So for example, if. Solving math problems. You try and solve the problem yourself all from memory, using the processes and concepts that you learned before ever looking over the material to see if you're doing it correctly.

To take this a step further. You can even approach problems you've never seen before and trying to solve them based on the different concepts and information that.

This process of generation introduces desirable difficulty, where we're forced to find a solution before we know the answer. And when we finally get the solution, it's far more memorable.

The act of engaging in the problem solving process, hugely enhances our understanding of recall. This is even true. If we don't manage to get the correct answer by.

Now, this is possibly why the most effective one-to-one tutors ask students lots of questions during lessons. Not only does it assess their understanding, but it also promotes better learning.

You could even use this approach when you're reading or watching a video lecture.

Maybe read half the chapter and start asking yourself questions about what you're reading, trying to develop a concept and generate the idea before you finish reading the text. Likewise, if you're watching a video, maybe you watch it a quarter or halfway through and generate what you think.

The main idea of this is before finishing the.

Now, this is going to be much more difficult, but it's going to allow you to start building patterns within your mind, and then checking that pattern. When you finish the material,

other ways you can use the generation effect in your day to day. Let's say, for example, you're reading a blog post after you're done reading a blog post, go to another tab or open your notebook and try and write out a few bullet points about the content from your memory. Of course,

if you're doing something like learning, how to code, try to read a tutorial in a focused way and then apply what you learned without looking at the tutorial. Only check the tutorial when you feel like you get.

Or when you're trying to memorize anything, ask someone to quiz you so you can start generating your own answers on those concepts.

whatever strategy you begin to use, the big idea here is that you're taking a break midway through your learning and trying to generate those answers for yourself.

Now one of the best ways that you can start to create something new generating patterns, connections, and concepts, based on the material that you learning is to actually teach it to someone else. And that's what we'll cover next in our final technique.

But before we get there, practice the generation effect today.

After listening to this audio, write down in your own words, what the generation effect is and how someone else could use.

Or maybe go through some of the documents that we shared today about the generation effect and the different studies they've done and read about halfway through the document and then try and develop your own ideas about the generation of fight and continue reading the document and see if they match.

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