

SMHS Teaching & Learning Book Study Reading Guide

Make It Stick: The Science of Successful Learning

By P. Brown, H. Roediger, and C. McDaniel

As you read this text, use these questions to guide you (you are not required to fill out this document)! Bring your thoughts on these prompts and your own takeaways from each set of chapters to our meetings.

Your facilitator is Dr. Adrienne Salentiny. As an experienced leader in instructional and curriculum design, faculty development, teaching, and training, she'll help translate the book's insights to practical applications in medical and health care education.

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We will meet three times:

- November 21, 2019 from 1:00-2:00 PM in E493
 - December 12, 2019 from 1:00-2:00 PM in E493
 - January 16, 2020 from 1:00-2:00 PM in E493
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Meeting #1: Thursday, November 21

We will discuss Chapters 1, 2, and 3 (64 pages).

1. Did any of the learning misconceptions discussed in these pages surprise you? Why or why not?
2. Considering your own experiences and those of your students, do you agree or disagree with the authors' position on "massed practice?" Why or why not?
3. Think of a personal or professional experience from which you learned a lot. How do elements of your experience fit with one or more of the types of practice explored in these chapters (e.g., interleaving, massed, spaced, varied)?
4. What is one change you could make today to improve students' learning in your course(s) based on one or more of the practices discussed in the book?

(Continued on reverse)

Meeting #2: Thursday, December 12

We will discuss Chapters 4, 5, and 6 (92 pages).

1. Consider context, long-term memory, and memory cues. The authors describe the difference between reciting an old address from memory and picking an old address from a list. How do these ideas relate to different types of assessments in measuring student learning?
 2. How could the concepts of durable learning and embracing difficulties translate to student mastery of your course topics? What are some strategies you could apply to help students achieve durable learning?
 3. How do the perceptions of “illusions of knowing” and learning styles compete with the concept of metacognition?
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Meeting #3: Thursday, January 16

We will discuss Chapters 7 and 8 (94 pages) and the overall takeaways from Make It Stick.

1. Having a growth mindset and the habit of deliberate practice seem to go hand-in-hand. Knowing what we now know about learning, how can you encourage students to prioritize deliberate practice? Are there things you can do to foster students’ growth mindsets?
2. In a lecture course with a large body of facts and systems to learn, how can we embody the strategies and concepts explained by *Make It Stick* while still ensuring coverage of the necessary material?
3. Final thoughts: Has reading *Make It Stick* generated questions about teaching strategies or educational concepts? What would you like to learn more about?