

'Desire to learn, attention, and engagement don't matter if people use shallow processing strategies.'

Stephen Chew, Psychology, Samford University

## Deep Processing Activities

Robert Bailey, UF Teaching Center 2017

**Create test questions.** Not just definitions, but deeper level of processing questions: Compare, Relate, What are the differences between terms? Bloom's taxonomy: explain. judge. Analyze. Categorize. Distinctions between.

**Create Concept Maps.** Don't focus on neatness, but instead on creating connections between vocabulary and concepts. The act of creating maps helps learners process the material at a deeper level.

**Practice Recalling** the information without referring to notes. Tell a friend, a tutor, write summaries, draw a diagram, reorganize the information. Then go back and see what you left out.

**Reorganize Information.** Turn notes into study guides. Write keyword summaries in the margins. Transform vocabulary lists into matrices. Look for ways to chunk similar material under general headings.

**Take Practice Exams.** Simulate test conditions. Practice exams present problems out of order from the way they were presented in class. Also there isn't a concept heading as there is in textbook review problems or looking over notes.

**Label problems by concept.** This will help you think deeply about what the question is asking. This may lead you to apply certain algorithms versus others.

**Don't Skip Hard Problems.** The more challenging the problem, the more opportunity to learn. Don't waste time by going over the problems you have already overlearned. Focus on those that are more difficult, going slowly and applying what you know, trying other solutions when stuck.

**Look Back at Exam Results.** Figuring out what you missed and why is critical to future success and concept mastery. Take the 'Test Autopsy' from Teaching Center Study Skills webpage.