Student misperceptions about learning and what we can do to change them

Dominic Simon
Psychology

Tuesday, March 6
9–11 a.m.
Room 50 Milton Hall

A recent *New York Times* article* highlighted several ways in which common intuitions about learning and how to study are at odds with a raft of research from experimental psychology. This workshop will have two main parts: The first will be a presentation highlighting many of the ways in which students’–and sometimes teachers’–approaches to learning do not seem optimal in light of several decades of empirical findings. Examples include: distinguishing between recall and recognition, spacing of practice, variability of encoding, and the role of context in remembering. The second part will be a general discussion of those findings and specifically of the ways in which we as teachers can incorporate such findings into our classes, and help our students to take advantage of what is known about learning and memory.


**Dominic Simon, Ph.D.,** is an associate professor in the Department of Psychology. He received his B.S. in physics and human movement science from St. Mary’s College, Twickenham, in the UK. He then did a year of secondary school teacher training before attending UCLA where he received his M.A. and Ph.D. degrees in psychology. After a post-doc in kinesiology at McMaster University in Ontario, Canada, he joined the cognitive area of the NMSU Department of Psychology in 2002. His research interests center around issues of verbal, motor and procedural learning, as well as metacognition–what learners know about what their own states of knowledge.

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