



Chunk and chew information

OK. I'm going to finish
my report in an hour,
study for math, take a
break, and then start
next week's reading.



5 hours later...
**I DIDN'T GET
ANYTHING
DONE.**





Chunking: Learning Technique for Better Memory

<https://www.youtube.com/watch?v=hydCdGLAh00>





Chunk and Chew

- Break information into bite-sized 'chunks' and dedicate time to 'chew' the learned information for consolidation (10:2)
- Processing the information helps to move it into long-term memory for easier retrieval.
- The size of the chunks will depend on the newness of the information and its complexity
 - if the information was covered in a previous unit the chunk could be larger and the chew could focus on activating prior learning and finding links
 - If the information is more complex the chunk could be smaller and chew could be more detailed





Integrating into study

- Chunk: Group information into manageable and relevant sections, this could be across units, topics, skill areas, or assessment objectives
 - Chew: There are many ways to process dependent on the complexity and skills required:
 - Summarise, draw images/symbols, pose questions, answer dedicated questions, discussions
- *Guide for chewing: 2-5 mins for every 10-15 minutes of learning (novice), 1-2 mins for every 20 minutes of learning (experienced/not new)*



For assignments: Break up the task into sections and allocate time to each section.



Assignment and test planner

SUBJECT		
CATEGORY <small>(Circle either the assignment or exam option for each section)</small>	SPECIFIC TASK	Time (Days)
STEP 1: Assignment : Research OR Exam/Test : Prepare Notes	_____ _____ _____	_____ _____ _____
CATEGORY <small>(Circle either the assignment or exam option for each section)</small>	SPECIFIC TASK	Time (Days)
STEP 2: Assignment : Write OR Exam/Test : Memorise	_____ _____ _____	_____ _____ _____
CATEGORY <small>(Circle either the assignment or exam option for each section)</small>	SPECIFIC TASK	Time (Days)
STEP 3: Assignment : Presentation OR Exam or Test : Practice	_____ _____ _____	_____ _____ _____
Total Days To Complete Tasks =		_____
Due/Exam Date : _____		
Total Time Needed to Prepare : _____		
Date I Need to Start My Preparation: _____		



Research Content

- Students break the research needed for the project into steps, e.g. write essay thesis, two supporting articles, read the novel, plan essay structure, etc.



Write and draft

- Students start to write the first draft of the assessment, peer draft the work and submit their final draft for feedback.



Present

- Students address draft feedback, format reports, cover pages, complete and check bibliography, etc.



Building long-term memory

- Regular and repeated, spaced study broken into small manageable sections will help students to move information from working memory into long-term memory.
- This reduces ‘cognitive load’ and allows students to more easily access information for application in the external assessment.