

Metacognition and Studying

- In a perfect world, one would hope that:
 - Students spend the bulk of their time studying the most difficult material (after all, that is the material that will be hardest to get!)
- Under real-world constraints:
 - Students allocate study time strategically
 - Students spend disproportionate amounts of time studying the easiest material
 - Students also spend more time studying material rated as “interesting” rather than material rated as less interesting
 - Students get the maximum accomplished in the smallest amount of time.

Son, L.K., & Metcalfe, J. (2000). Metacognitive and control strategies in study-time allocation. Journal of Experimental Psychology: Learning, Memory, and Cognition, 26, 204-221.