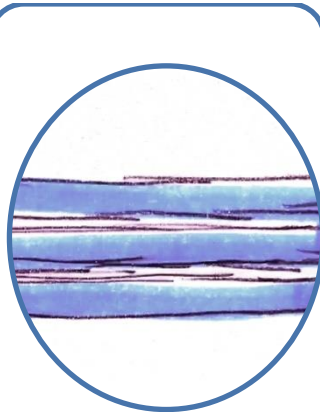


SURFACE - acquiring

- Integrate with prior knowledge (ES 0.93)
- Outlining and transforming (ES 0.85)
- Mnemonics (ES 0.76)
- Summarisation (ES 0.66)
- Organising (ES0.60)
- Record Keeping (ES 0.54)
- Underlining and highlighting (ES0.50)
- Note taking (ES 0.50)
- Imagery (ES 0.45)



SURFACE - consolidating

- Deliberate practice (ES 0.77)
- Effort (ES 0.77)
- Rehearsal and memorisation (ES 0.73)
- Giving/Receiving feedback (ES 0.71)
- Spaced versus mass practice (ES 0.60)
- Help seeking(ES 0.60)
- Time on task (ES 0.54)
- Reviewing records ES 0.49)
- Practice testing (ES 0.44)
- Teaching test taking and coaching (0.27)
- Interleaved practice (ES 0.21)



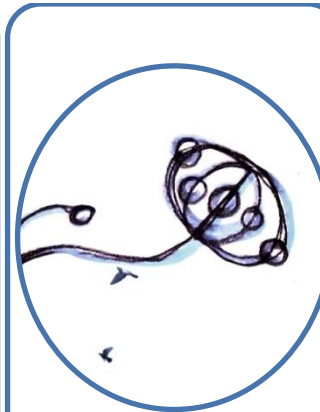
DEEP - acquiring

- Elaboration and organisation (ES 0.75)
- Strategy monitoring (ES 0.71)
- Meta - cognitive strategies (ES 0.61)
- Self – regulation (ES 0.52)
- Elaborative interrogation (ES 0.42)



DEEP - consolidating

- Seeking help from peers (ES 0.83)
- Classroom discussion (0.82)
- Evaluation and reflection (ES 0.75)
- Self consequences(ES 0.70)
- Problem – solving teaching (ES 0.68)
- Self – verbalisation and self-questioning (ES 0.64)
- via becoming a teacher (peer tutoring) (ES 0.54)
- Self - explanation (ES 0.50)
- Self-monitoring (ES 0.45)
- Self – verbalising the steps in a problem (ES 0.41)
- Collaborative/Cooperative learning (ES 0.38)
- Critical thinking techniques (ES 0.34)



TRANSFER

- Similarities and differences (ES 1.32)
- Seeing patterns to new situations (ES 1.14)
- Far transfer (ES 0.80)

Hattie, J. A. C. and G. M. Donoghue (2016). Learning strategies: a synthesis and conceptual model. Npj Science of Learning <http://www.nature.com/articles/npjscilearn201613>

#skill