How Do You Know that You Know the Information?

A common problem in learning is overestimation of your own ability to recall material that you studied, often called the **illusion of knowing** (Glenberg, Wilkinson, & Epstein, 1982).

Self-questioning and practice questions will help you to be more accurate in estimation of your knowledge.

Here are some useful tips:

- After reading, cover the material, and try to say it out loud or write down a summary.
- Study with a friend or a classmate and quiz each other.
- Answer practice questions given by instructors, and the questions that you find at the end of a chapter or review books.
- Use **self-questioning** .You will be predicting questions that you might be asked on an exam.
- Answer practice questions given by instructors, questions that you find at the end of a chapter or review books.
- Self-questioning will help you to recall information and improve your ***critical thinking***.
- Examples of self-questions for **factual knowledge** include: **What** (are the main symptoms)? **When** and **where**(a condition has started)? **How many** (characteristics). **What** are the main steps?
- You will assess your **understanding** of a topic by asking questions: **How does it relate to what I already know?** What is underlying pathology; how does it work? How is the function or structure different or similar? What is the relationship between them.
- Application type of questions might include: What would happen if….? If a dosage of medication increases, what will be the consequences? How will a patient be affected? What else might cause the same condition? The lesion in the brain is ___, what symptoms a patient exhibits?
- To **analyze** the material, you might ask: What conclusion can be made?" Why is it important? What is the evidence for it? How does it compare/contrast to? What does it mean?

- You will need to **synthesize** different information and use **critical thinking** to solve a case scenario problem (e.g. a patient history, physical exam, lab, X-rays, etc. You can ask" What is a differential diagnosis? How does it work and why? How is it connected? What would be the best treatment? How would you explain it to somebody else?

References

Glenberg, A. M.,Wilkinson, A. C. & Epstein W. (1998). The illusion of knowing. Failure in the self-assessment of comprehension. Memory & Cognition, 10(6), 597-602.

David Geffen School of Medicine at UCLA, Office of Learning Skills: Levels of learning: Blooms' taxonomy in action,