USC Center for Excellence in Teaching

# Students producing self-explanations

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing students learning through producing self-explanations.

**Chi, M., de Leeuw, N., Chiu, M., & LaVancher, C. (1994). Eliciting Self-Explanations Improves Understanding. *Cognitive Science: A Multidisciplinary Journal of Artificial Intelligence, Linguistics, Neuroscience, Philosophy, Psych, 18*(3), 439–477.**[**https://doi.org/10.1016/0364-0213(94)90016-7**](https://doi.org/10.1016/0364-0213(94)90016-7)

Demonstrates that students who verbalize an explanation of new information had a greater performance when tested on the new information. Includes a review of other research supporting this self-explanation effect.

**Hattie, J. (2009). *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*(pp. 203-4). London: Routledge.**

Student learning is improved through reciprocal teaching, wherein students take the role of instructor.

**Mayer, R. E., & Alexander, P. A. (2016). *Handbook of research on learning and instruction* (2nd ed.). New York: Routledge.**

“Students generating self-explanations can experience greater comprehension." (see Chapter 16)