

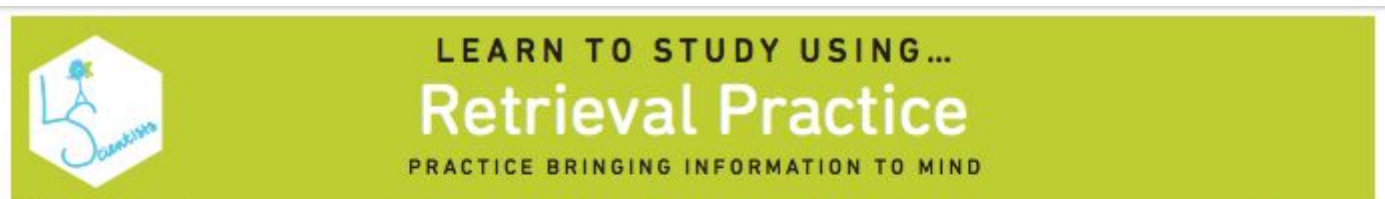
This term we are going to have a T&L focus on Metacognition. The first strategy we are going to look at is Retrieval Practice. In many ways this builds on and blends well with our focus on Feedback. This Spotlight steals from the The Learning Scientist website, and is a simple introduction to Retrieval Practice for you (and your students).

Retrieval practice, or reconstructing knowledge by bringing it to mind from your memory, has been shown by numerous researchers to improve student learning (Roediger et al., 2011).¹ Saying that retrieval practice promotes learning in the classroom is all well and good, but what does this actually mean for teachers who want to implement retrieval practice in their classrooms?

- How successful do students need to be for retrieval to promote learning.
- How difficult should retrieval opportunities be?
- Does the format of retrieval practice matter?
- How should I time the questions within a lesson?

We will explore these questions over the coming weeks to find the best ways to utilise retrieval practice in our classrooms.

I am keen for us to engage our student body in what the research says....(after all that is what metacognition is all about)....more of this at next week's T&L Briefing



LEARN TO STUDY USING...
Retrieval Practice
PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSCIENTISTS.ORG



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



¹ <https://impact.chartered.college/article/sumeracki-weinstein-optimising-learning-retrieval-practice/>



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.



RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.