Spotlight on T&L at Channing:
More ideas for embedding Retrieval Practice in your classrooms

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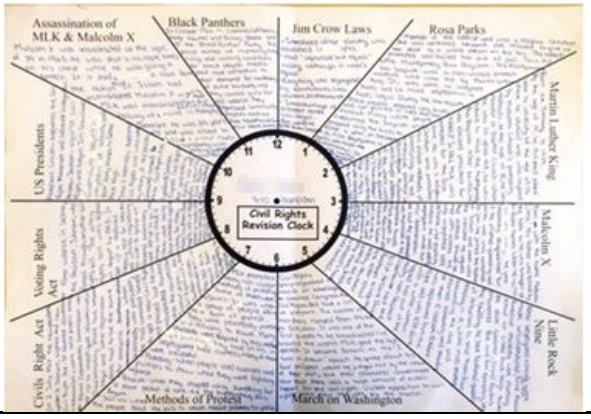
Once again this Spotlight focuses on practical ideas for how to embed retrieval practice into your lessons. *"What does this look like in my classroom"* and *"How can I apply the research and principles in my subject"*. Examples, templates and further details can be found in our Retrieval Practice shared folder in the T&L area on Staff Shared

Retrieval / Revision Clocks: The purpose of this activity is to give pupils a select amount of time, usually five minutes, to focus on one aspect or topic then move onto another. Students enjoy this revision clock challenge and it is a good way to recap on previous learning. There are plenty of examples that can be seen on Twitter using #RevisionClock.

There is a template in the shared area - download it and use it with your classes.

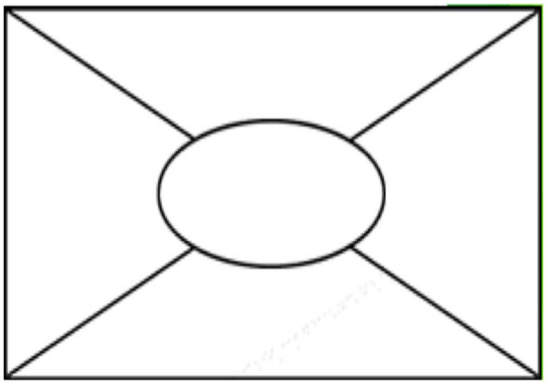
Also consider asking them to implement the concept of dual coding onto their revision clocks



Retrieval Consensus:

I always make sure that I have copies of this sheet with me.

Students attempt to recall as much as they can about a particular topic within a particular amount of time (see Brain Dump). They write in their 'corner' not looking at what others have written. They then have to come to a consensus about the most important material which is then written in the centre. Adapt this for the writing of essays - they braindump the material in their corner and then attempt to write a collaborative introduction/conclusion in the middle. This activity provides well-structured opportunity for group retrieval and discussion (see also 'Think, Pair, Share') Again there is a template to download in the shared area.



Retrieval Challenge Grids: there are a number of different versions of this retrieval activity[1] - there are loads of examples floating around Twitter. Retrieval Grids are simply a table with prompts for retrieval practice.

Retrieval Grids include spacing: Students are challenged to retrieve the concept or answer to a question. Each box is color coded for the time when students first learned or encoded the concept: concepts from the last lesson are in blue, last week in red, two weeks ago in green, etc.

Retrieval Grids include interleaving: Many grids include similar concepts (e.g., names for different historical figures) that require students to discriminate.

Retrieval Grids are perfect opportunities for feedback: After completing a grid, students can check their work individually, think-pair-share, and/or receive elaborative feedback from the teacher.

Retrieval Grids are low- or no-stakes: In some grids, students get a few points for how far back they can retrieve concepts, while in other grids, there are no points at all. Retrieval Grids are a great way to emphasize that retrieval practice is a learning strategy, not an assessment strategy. There are a number of templates in the shared area

[1] @RetrieveLearn

Retrieval Roulette (created by Adam Boxer)[2]. I have Claire Spinks to thank for bringing this to my attention. Boxer uses an Excel programme named 'Retrieval Roulette' to randomly select questions from a full set of questions he has created on a unit. These questions are contained in the spreadsheet. . He then displays the questions on the board for the class to answer. Boxer used to do this using Flash Cards. The quiz will contain five questions from any point in the course - linking the ideas of spaced, interleaved and retrieval practice in addition to including five questions from a current unit. The main strength is how easily it has been adapted by other teachers. Most interestingly Boxer emails a copy of the roulette to parents and students with a video of instructions.

Boxer also states that it has been really powerful in developing and deepening his pedagogical content knowledge, further enabling him to understand key components of the material he is teaching. He does recognise that there are some potential weaknesses as it does not allow for more extended questions of questions with diagrams. A quick twitter search shows the innovative and generous nature of the education community for sharing their templates. I have saved a copy in the Staff Shared area - please copy before you start to use the original template

Flash Cards: I have been speaking to students and parents about the use of flash cards. Here are the key ideas I have covered:

- They work across all subjects - recall of facts, figures, statistics, dates, quotes, definitions etc.
- They appear to be very popular amongst Channing students
- How effective flash cards are depends entirely on how they are used
- Students should create flash cards with questions on one side and answers on the other - this promotes self or pair testing to ensure active recall.
- The answers on the back provide instant feedback - informing students of gaps in their knowledge
- It is vital that consciously recall the answer either verbally or in writing before turning it over - this is because students struggle to 'self-test'
- Students may see a question, and then think they know the answer and before consciously recalling it, they have turned over th read the answer and told themselves they knew it - when in reality they just recognised the answer
- Students can also use dual coding when creating flash cards - combining images and with the Q&As
- Online flashcard creators: Quizlet, StudyBlue, Brainscape, Flashcards Maker

Further Flash card Top Tips[3]

- Use different colour flash cards for different subjects - purely for organisation, not recall
- Aim for one question per flash card
- Don't make questions on flash cards too ambitious - extended questions should be used for practice essays
- Students should consider creating flash cards from the beginning of the academic year and continue as the course progresses
- Students should encourage parents or peers to get involved with their flash cards by testing them
- Shuffle and mix them up
- Combine flash cards with spaced practice - don't use then for last minute cramming

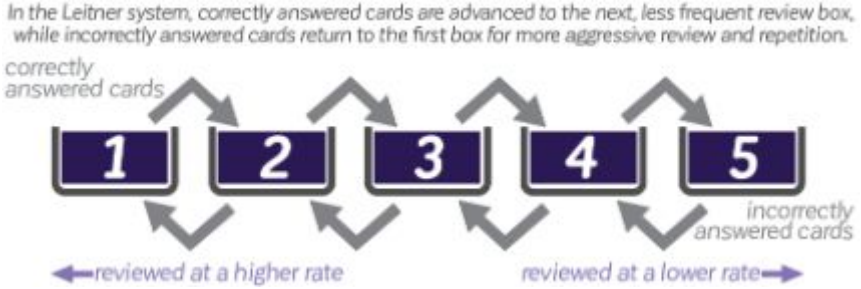
Flash Cards with the Leitner System

Start by writing the flashcards.
When you've written the flashcards, they're sorted into three different boxes: 1, 2 and 3 (or more if you want)
All cards start in Box 1. Do you know one? > Then it moves to Box 2. Do you know one from 2? > Then it goes to Box 3. Are you wrong? > Then the card goes back to Box 1.

You learn the cards from Box 1 every day
The cards from Box 2 learn every three days
You learn the cards from Box 3 every five days

A short video explains more:
shorturl.at/jHS36

Further reading on flash cards can be found in the staff shared folder



[2] @adamboxer1
[3] Kate Jones - Retrieval Practice