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| **The Central Line on Classroom Practice** | |
| **Retrieval Practice – Desirable Difficulties** | |
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| **Retrieval Practice** | | |
| **WHY?** | **HOW?** | **WHAT?** |
| Consistently using retrieval strategies:   1. Improves long-term recall by strengthening memories. 2. Helps identify gaps in knowledge. 3. Improves transfer of content to new contexts. 4. Provides teachers with feedback. 5. Alleviates exam stress and anxiety. 6. Improves metacognition. 7. Facilitates the next steps of learning for students. 8. Encourages students to study more. | Some strategies may be:  Hinge questions and quizzes  Broad retrieval tasks such as List its, Brian dumps, cops and robbers etc  Using visual cues to prompt recall  Gapped mind-maps and time lines  Odd one out  Linking tasks  Spot the errors  Exit tickets  Self-testing and quizzing  Revision clocks  Challenge/retrieval grids  Organising tasks  Summarising | Retrieval Practice: deliberate recalling of learning through quizzes and self-testing.  Image result for retrieval practice |
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| **Spaced Practice** | | |
| **WHY?** | **HOW?** | **WHAT?** |
| Research reveals that the key to successful learning via retrieval is not so much the total time spent learning, but the way in which that time is distributed.  “Spaced practice” is a technique that can drastically improve learning without changing the amount of time spent learning.  Immediate repetition of content give students the “illusion of knowing” but information quickly acquired is also quickly forgotten. | Strategies  Break up lessons in smaller sessions.  Revisit concepts that have been taught in previous lessons.  Use technology to schedule quizzes, using cumulative retrieval practice – Carousel and retrieval roulettes are great with this.  Look at your mid-term planning and schedule cumulative recall tasks over time. | Spaced Practice: “involves taking a given amount of time devoted to learning, and arranging that time into multiple sessions that are spread over time. In this way, the learning sessions are said to be “spaced” apart in time.  Image result for spaced learning This can be compared to the more popular approach—known by many as “cramming”—in which students do all or most of their studying in one long session shortly before the exam.” |
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| **Interleaving Practice** | | |
| **WHY?** | **HOW?** | **WHAT?** |
| Interleaving improves the brain's ability to differentiate, or discriminate, between concepts and strengthens memory associations.  “Whereas blocking involves practicing one skill at a time before the next (for example, “skill A” before “skill B” and so on, forming the pattern “AAABBBCCC”), in interleaving one mixes, or interleaves, practice on several related skills together (forming for example the pattern “ABCABCABC”).  Training students to practise multiple strategies within lessons mirrors most exam paper questions where they are tested upon several topics and skills. | Strategies  Challenge and retrieval grids  Quizzes  Multiple choice questions  Mix up different types of practice or questions within a lesson.  Get students to use multiple strategies | Interleaving practice: a process where students mix, or interleave, multiple subjects or topics while they study in order to improve their learning. Blocked practice, on the other hand, involves studying one topic very thoroughly before moving to another topic.  It bears similarities with spaced practice in that it is the opposite of blocked practice.  Image result for interleaving practice benefits |
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