

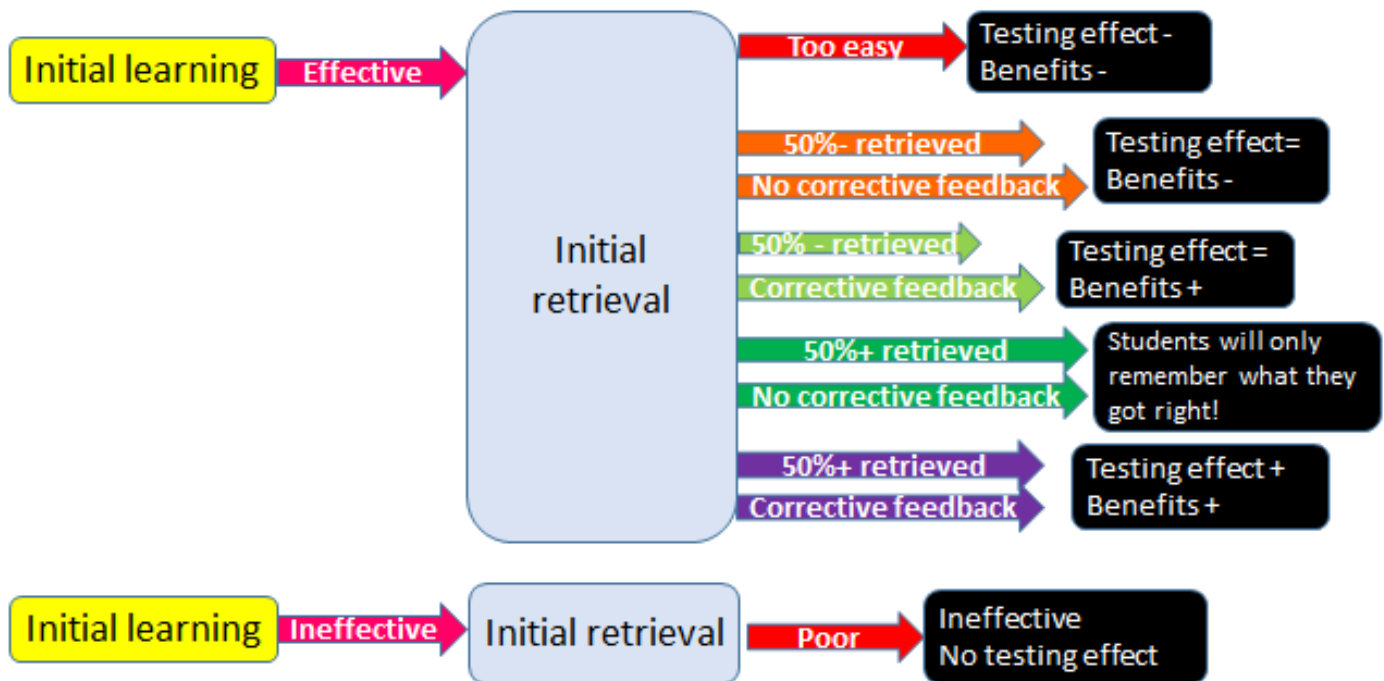
Welcome to Central Learning and Teaching Newsletter 4!

In this edition, we will explore what "Diminishing Cues" and how they can help us and students bypass some limitations of regular retrieval practice.

What does research tell us about retrieval practice limitations?



Below is a simplified diagram of the pitfalls of retrieval practice summarised from this research article by Fiechter and Benjamin on diminishing cues. [Here.](#)



What does this suggest?

- Pitch matters: too hard and you lose the benefits, too easy and the same happens.
- Lack of corrective feedback can lead to students' only ever remembering what they knew in the first place. It can also reinforce misconceptions if errors aren't addressed.
- You can only retrieve what has been secured to long-term memory in the first place.

What are diminishing cues and how can these help?

These are essentially scaffolded retrieval tasks over time.

Benefit: securing a degree of success for students.

Pitfall: maintaining challenge.

Condition: remove cues over time over several practice sessions/ vary your sequencing of tasks.

Examples of cued tasks:

- picture and word cues/ mnemonics
- sentence starters and prompts.
- gap-fills and match ups
- thinking and linking tasks. See example shared by Rachel below.



THINK AND LINK

Find more exciting retrieval tasks on Padlet! [Here](#)

BOX 1	BOX 2	What is the link between the two?
Overpopulation	Desertification	
Deforestation	Ecotourism	
Impermeable surfaces	Flooding	
Footpath erosion	Glaciated areas	



Literacy and retrieval practice

	When	Where	Which	Who	What	How	why
Is...?	Retrieval / Knowledge						
Are....?							
Was...?							
Does...?							
Did...?							
Will...?							
Can...?							
Could...?							
Would...?							
Might...?							Evaluate

Lisa shared this question grid with us earlier in the year. Here is a great way to cue and scaffold recall and ensure we go beyond the factual questions when we ask retrieval questions.

Could you use this grid to promote oracy in the classroom?

Could students use it to create their own recall questions for a partner up retrieval task?

Classroom Culture and retrieval practice

Creativity is...

1. Challenging yourself
2. Learning from mistakes
3. Being an independent learner

At the core of Central Classroom Culture sits our 3Cs.

Retrieval practice allows us to champion our core principles by challenging students to take more ownership of their learning and to see mistakes as formative.

A message to reinforce with our students when we use retrieval practice and discuss what learning is with them.