

RETRIEVAL PRACTICE — SELF QUIZZING

Probably the BEST way to revise and embed learning into long term memory.



WHAT IS IT?

- It is a process of making learning more easily retrievable in the longer term.
- It is more active than things such as re reading notes or highlighting, which we know aren't going to help much.
- You have to practice retrieving learning from your memory to make it more likely that you will remember that information in the long term.

STEP 1 - NOTES

- MAKE DETAILED NOTES ON WHAT IT IS YOU NEED TO REVISE.

Cornell Notes X AVID Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work. Name: _____ Class/Period: Lang. ARTS Date: Oct. 12, 2009
Questions:	Notes:	
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - - voice that communicates a poem's ideas, actions, descriptions, & feelings. - similar to narrator - can be unknown or specific (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (i.e. parent, child, elderly person) - the person telling the story gives point of view and affects the message told. Po.V.	
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> - <u>Vocab.</u> - helps to understand meaning - "crystal stair" = luxuries (metaphor) - i.e. "Life for me ain't been no crystal stair" - "reachin'" - replace later at end of word (dialect) - "Cause" = because → slang - <u>Language</u> - things used by group of people	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Also the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

Re-read the notes once completed checking that you understand what you have written fully.

STEP 2 – REVISE IN STEPS

- E.g. from your detailed notes, aim to learn four things at a time – rather than all at once.

X

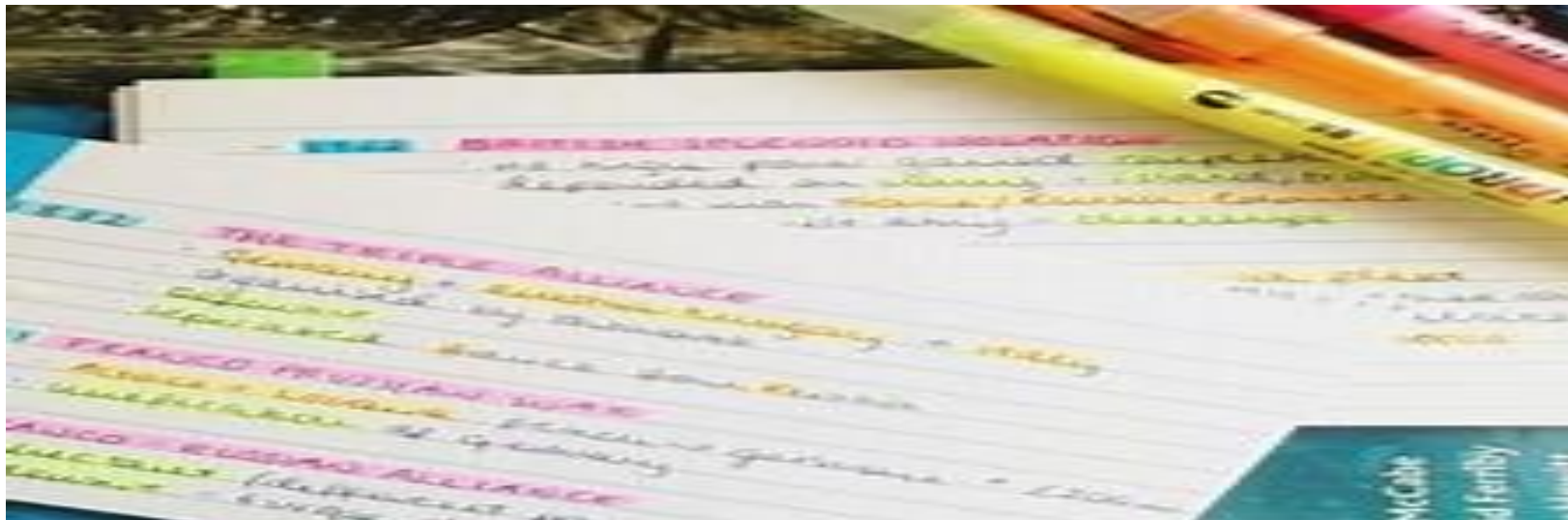
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Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Lift for me ain't been no crystal staircase."		



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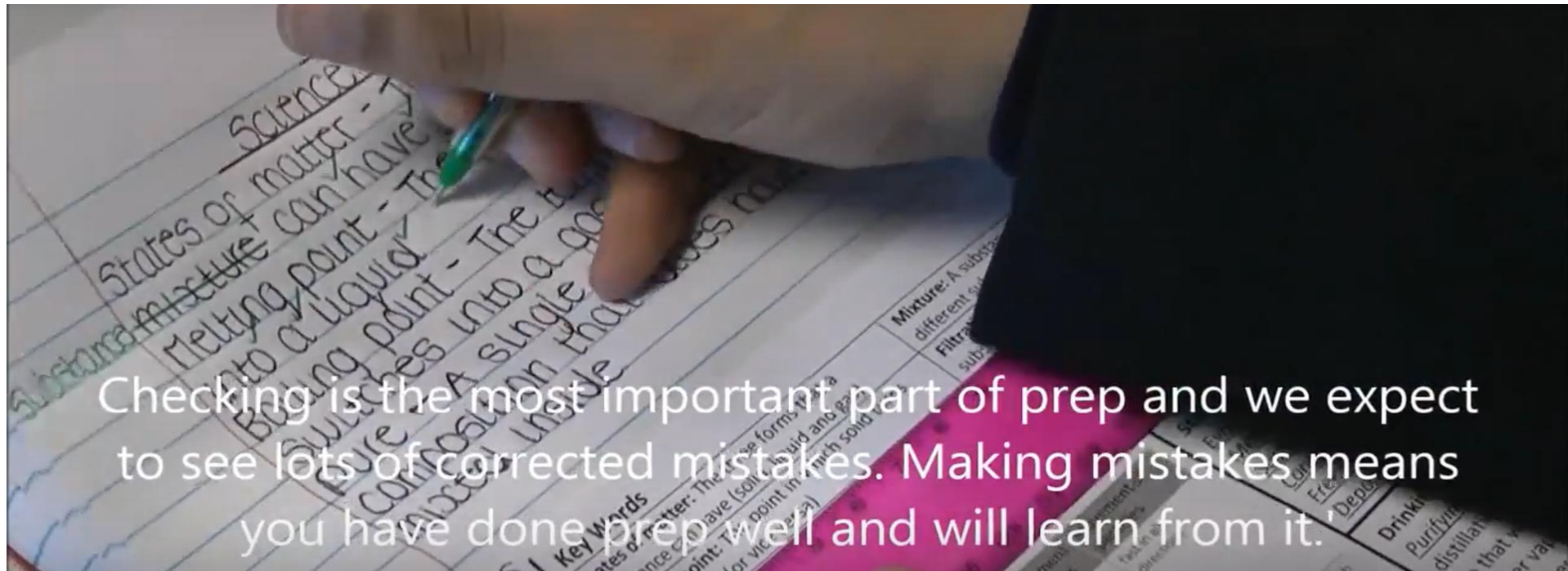
STEP 2 — HIDE THE NOTES

- Put the notes away
- Use blank paper or flashcards
- You write down what you can remember from these notes



STEP 3 — CHECK

- Now compare your answers with the original detailed notes. Use a different coloured pen to mark/add in what you have forgotten



WATCH

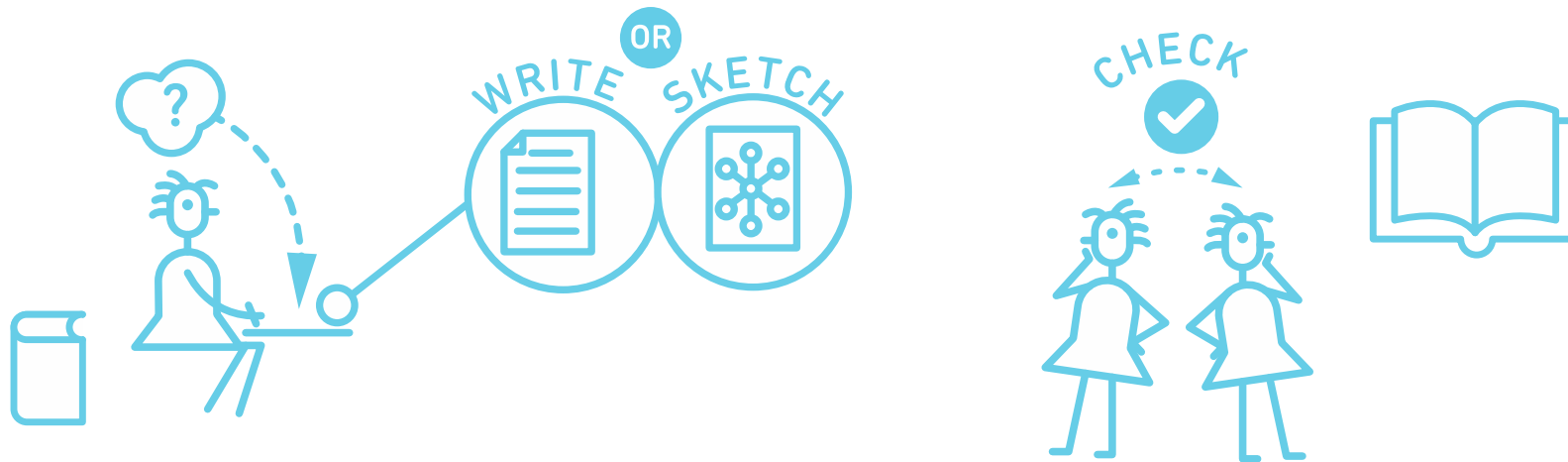
- <https://www.youtube.com/watch?v=Pjrqc6UMDKM&feature=youtu.be>



Retrieval Practice

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.

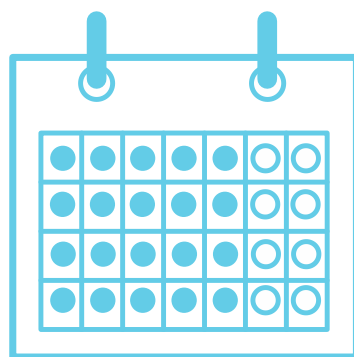




Retrieval Practice

HOW TO DO IT

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.

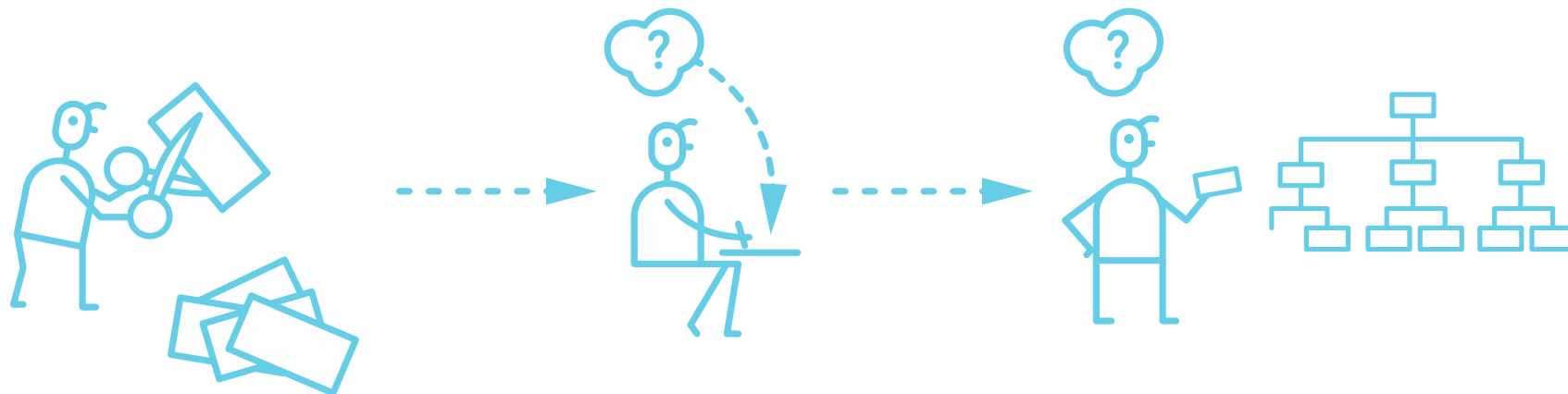




Retrieval Practice

HOW TO DO IT

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.





Retrieval Practice

HOLD ON!

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

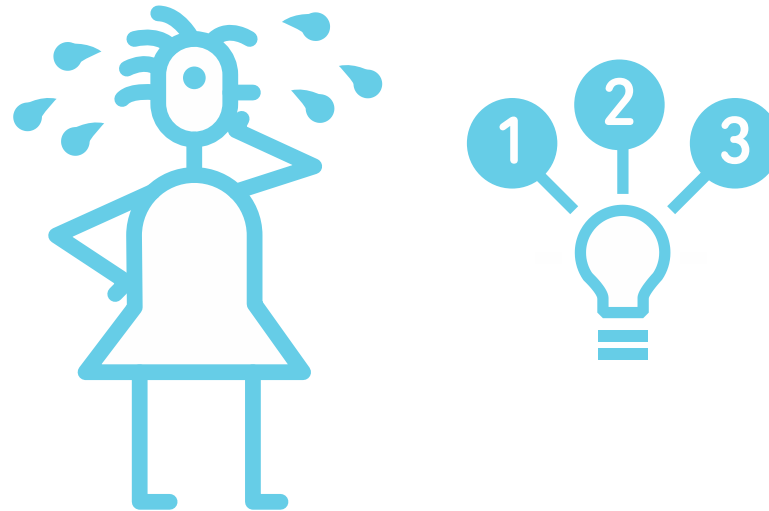




Retrieval Practice

HOLD ON!

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.

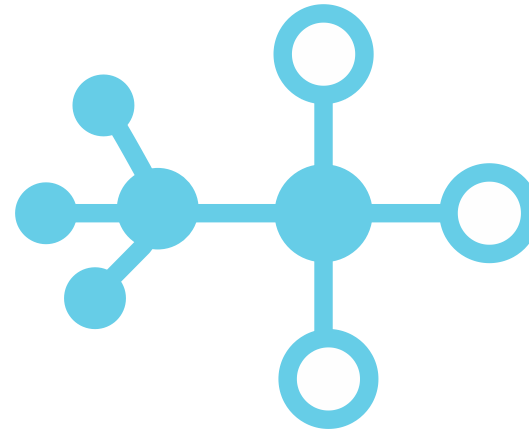
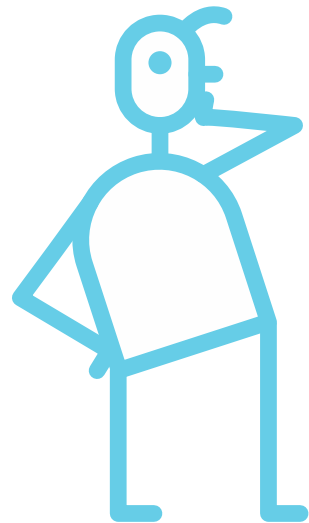




Retrieval Practice

HOLD ON!

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.





Retrieval Practice

RESEARCH

Read more about retrieval practice as a study strategy

- ◆ Learning how to Learn: Practicing Retrieval
<http://www.learningscientists.org/blog/2016/6/23-1>
- ◆ Concept Map: What Does Retrieval Practice Do?
<http://www.learningscientists.org/blog/2016/4/1-1>
- ◆ How to Study with Flashcards
<http://www.learningscientists.org/blog/2016/2/20-1>
- ◆ 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.