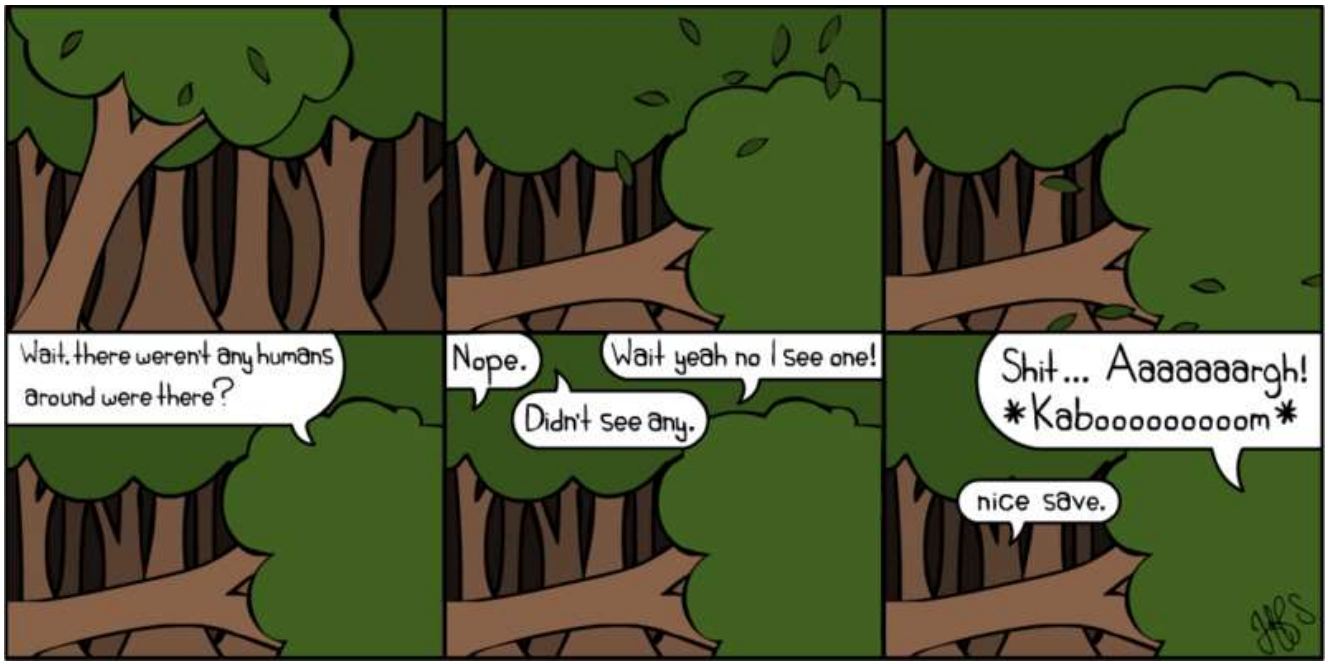
“I Need Some Space”:

Incorporating Spaced Retrieval Practice into Your Classes

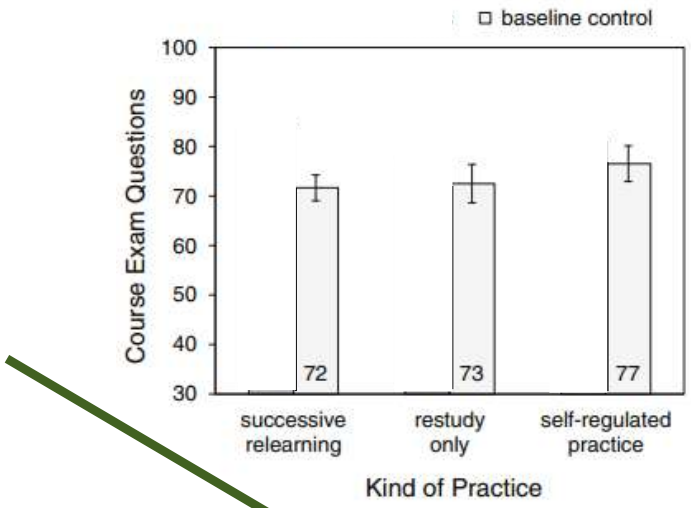
Celebration of Teaching and Learning

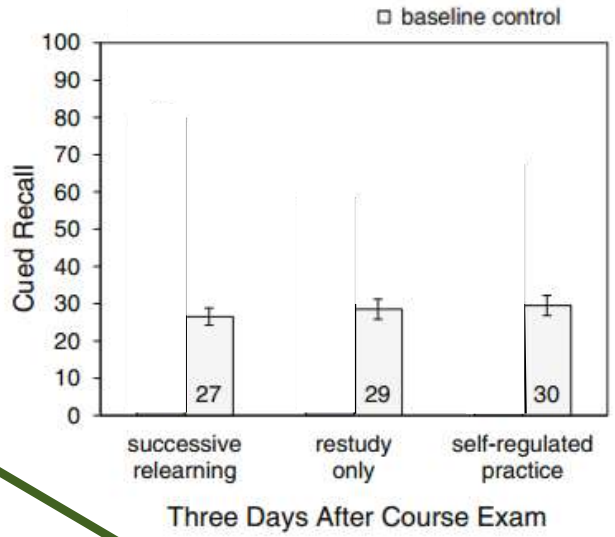
February 9, 2018

If a tree falls in the forest but nobody's around to hear it, does it make a sound?



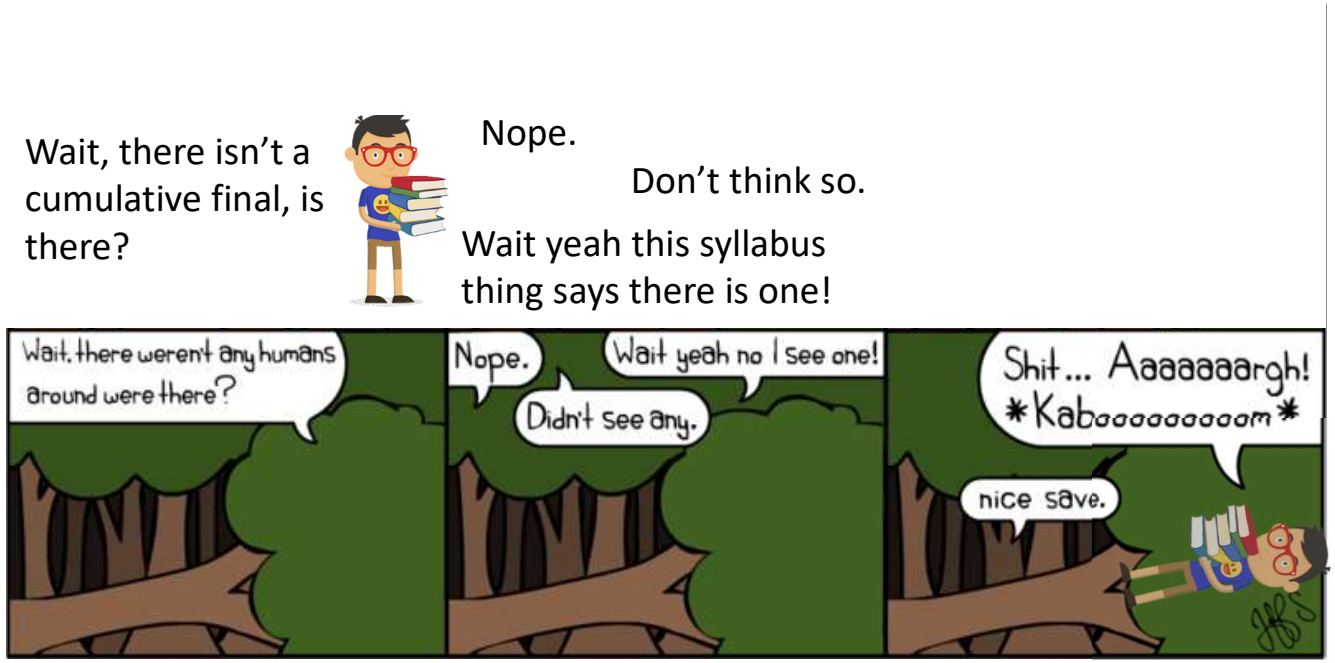
If students are taught something but don’t remember it, did learning ever happen?

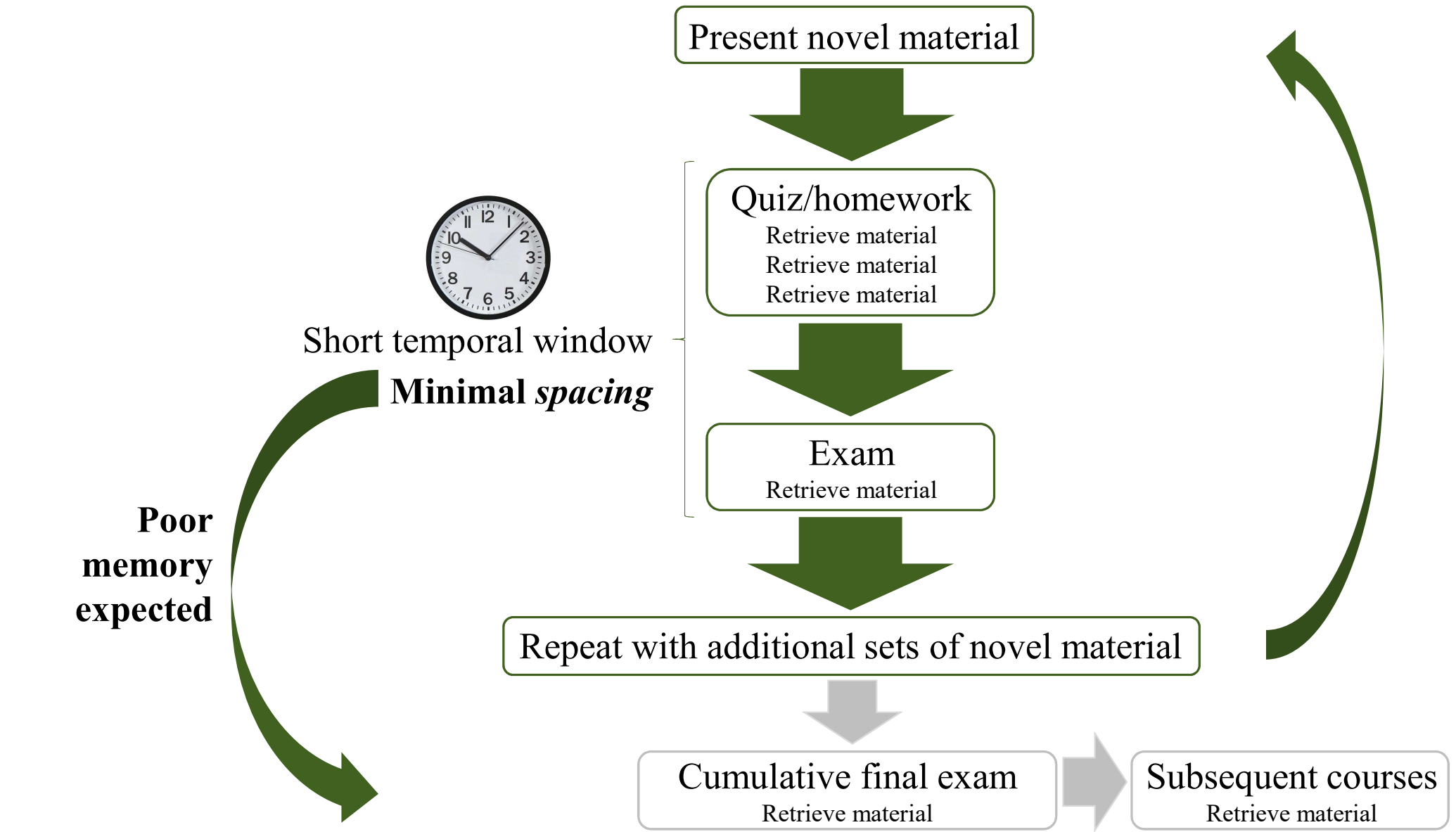




Rawson et al. (2013)

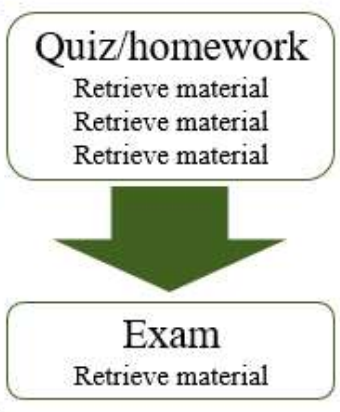
If students are taught something but don't remember it, did learning ever happen?



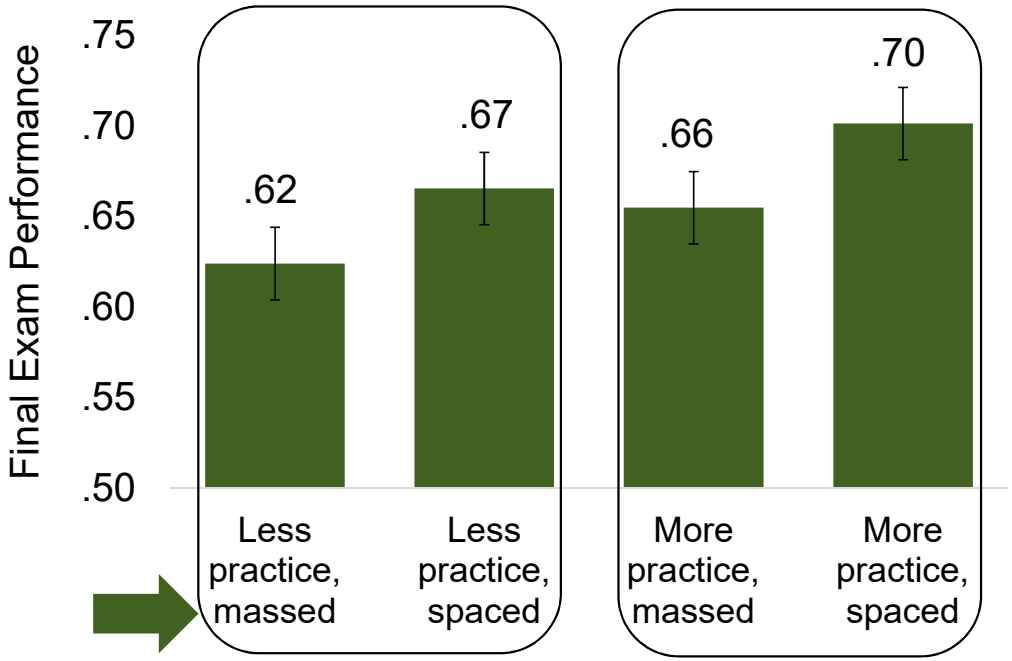

Present novel material
Quiz/homework
Retrieve material
Retrieve material
Retrieve material
Short temporal window
Minimal spacing
Exam
Retrieve material
Poor memory expected
Repeat with additional sets of novel material
Cumulative final exam
Retrieve material
Subsequent courses
Retrieve material

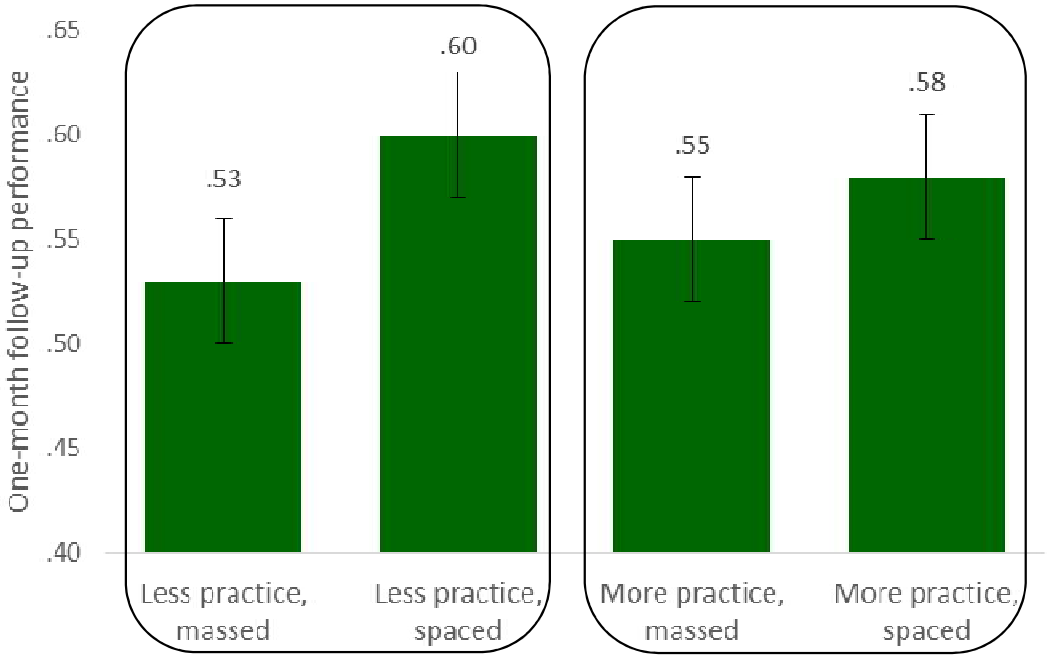
Short temporal window

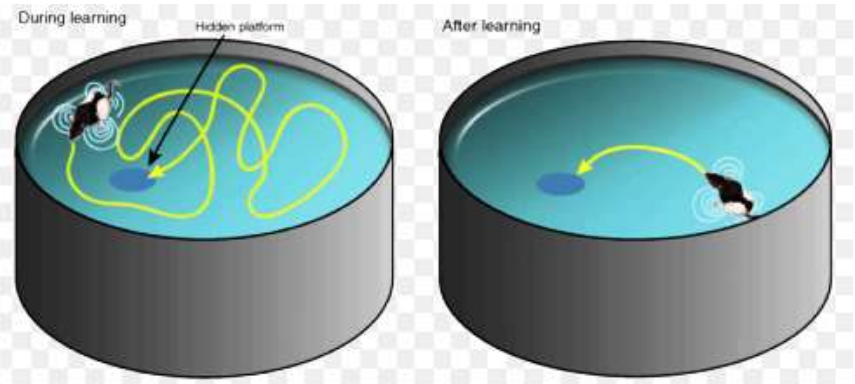
Minimal *spacing*

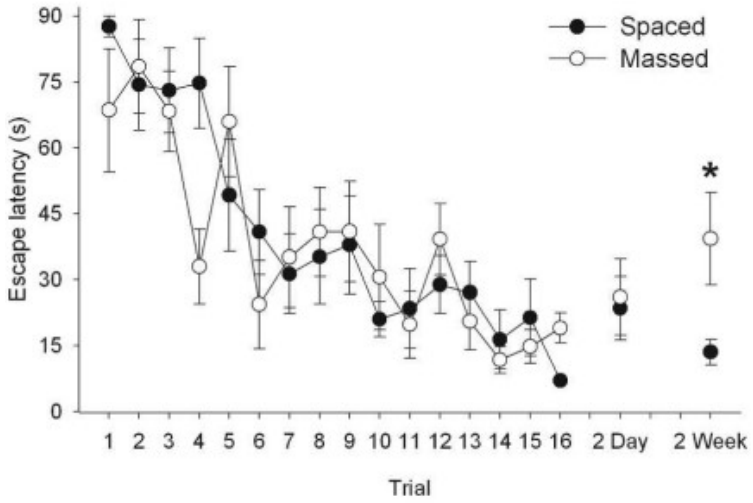


Objective and condition	Quiz/**Week**			
	1	2	3	4
A – Spaced	Question 1	Question 2	–	Question 3
B – Massed	Questions 1, 2, and 3	–	–	–


Final Exam Performance
.75
.70
.65
.60
.55
.50
.62
.67
.66
.70
Less practice, massed
Less practice, spaced
More practice, massed
More practice, spaced


One-month follow-up performance
.65
.60
.55
.50
.45
.40
.53
.60
.55
.58
Less practice, massed
Less practice, spaced
More practice, massed
More practice, spaced





Sisti et al. (2007)

If spacing were effortless, you'd already be doing it

To-be-spaced material must be selected

Spacing schedule must be developed

Vehicle for spacing must be identified/created

New questions may need to be created

Spaced ret. exercises must be integrated into grading scheme

Questions pile up as semester progresses

Difficult to space material presented near end of semester

Workshop it!

We need partners!

Interested in testing whether spaced retrieval practice increases retention in your STEM class?

Take a pamphlet

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