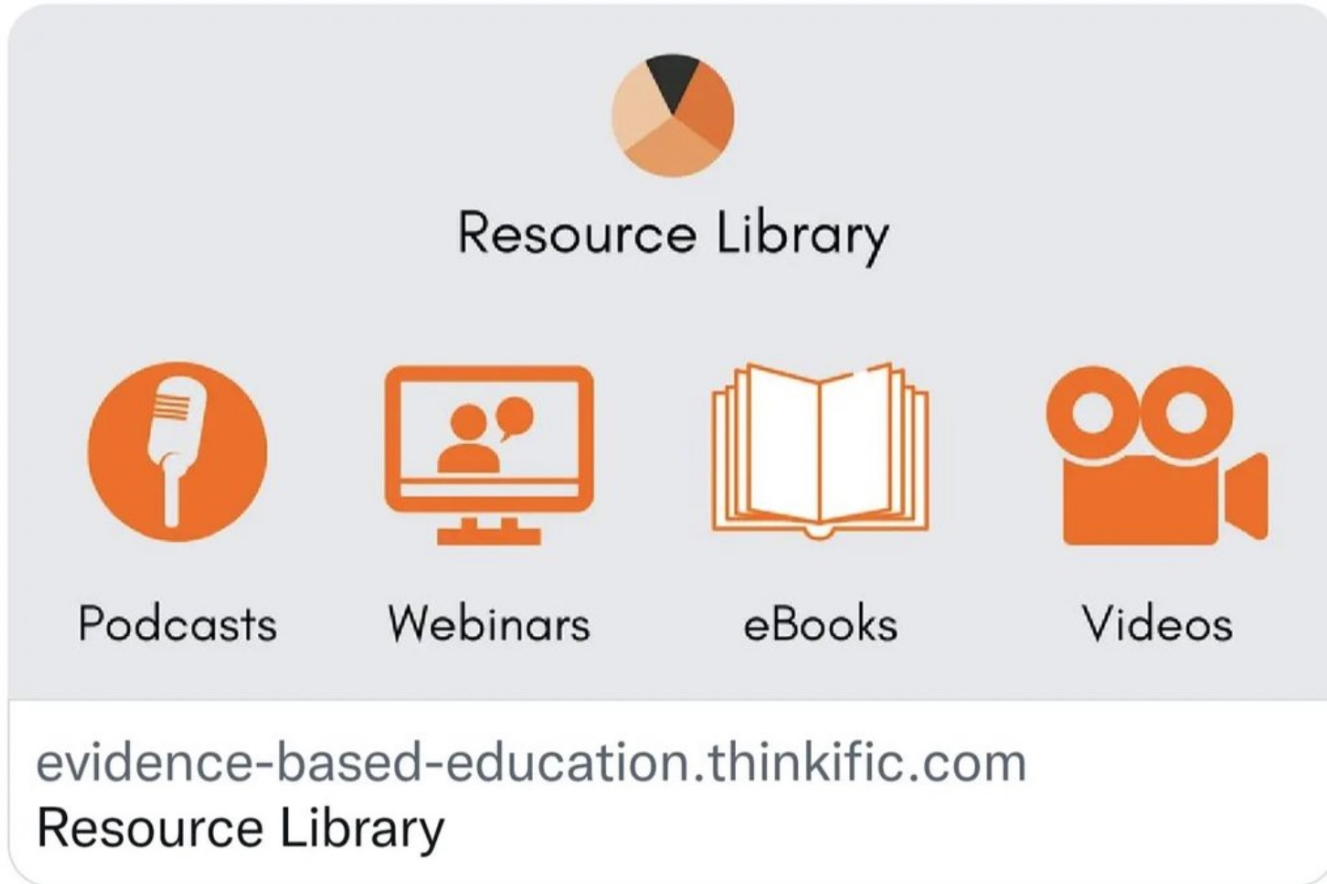
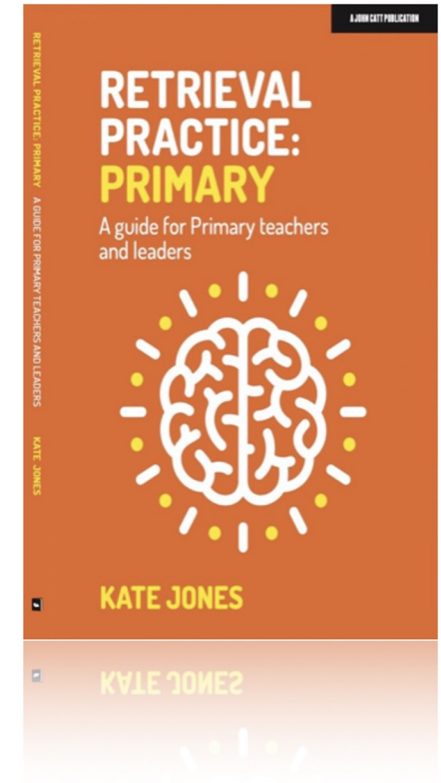
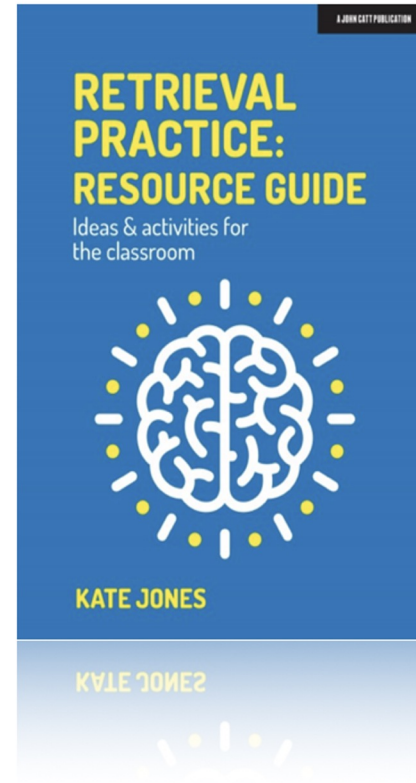
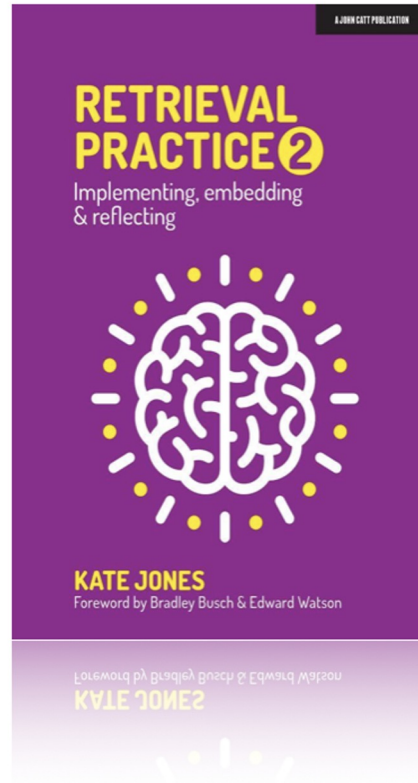
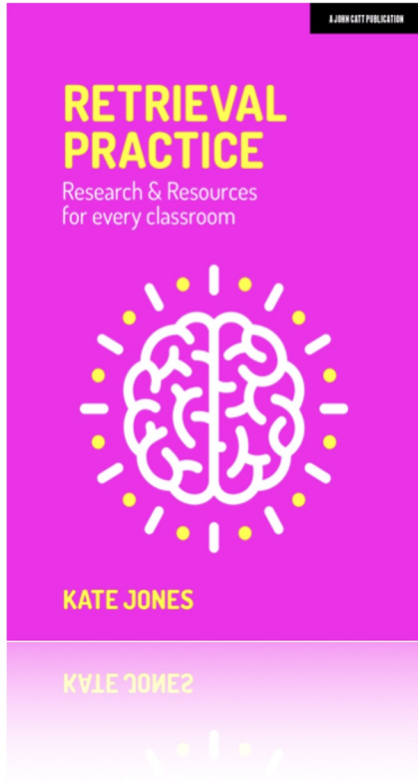


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Kate Jones - Retrieval Practice



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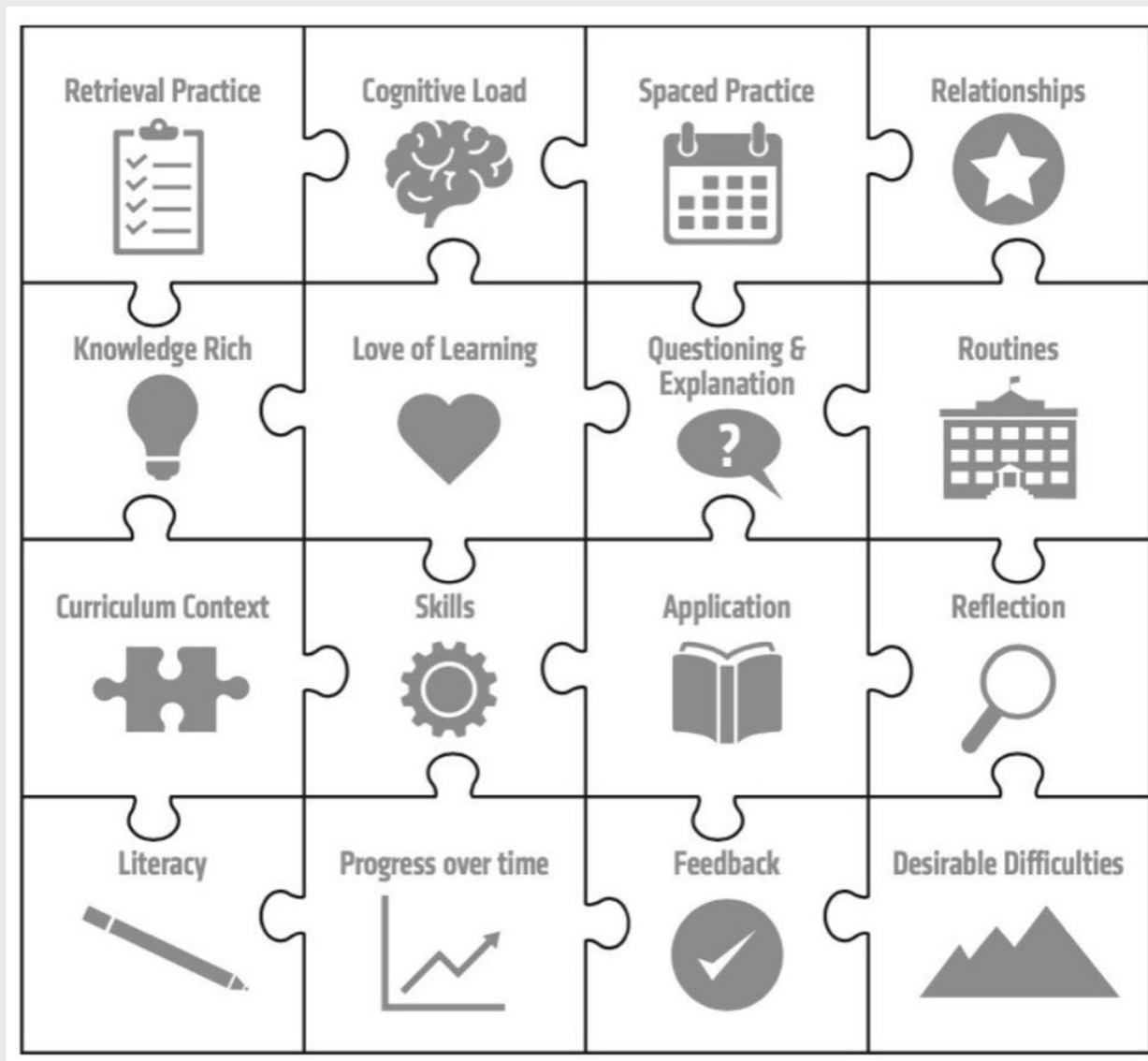


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Great Teaching Toolkit

What makes great teaching?



© Evidence Based Education

What makes great teaching?



A Model for Great Teaching

01



Great teachers understand the content they are teaching and how it is learnt

02



Great teachers create a supportive environment for learning

03



Great teachers manage the classroom to maximise opportunity to learn

04



Great teachers present content, activities and interactions that activate their students' thinking



**How would you
describe your memory?**

The Learning Process - Professor Arthur Melton (1963)



Attention & Encoding



The Learning Process - Professor Arthur Melton (1963)



**Attention &
Encoding**



Storage



The Learning Process - Professor Arthur Melton (1963)



Attention & Encoding



Storage



Retrieval



Professor Robert Bjork



***"Using your memory,
shapes your memory.
Using your memory,
changes your memory."***

The Learning Process ... 2022



Multiple Choice Questions



Who won the Battle at Stamford Bridge
in 1066?



Harald Hardrada

Harold Godwinson

William

I don't know yet

Multiple Choice Questions



What was the name of Juliet's cousin in Romeo & Juliet?



Benvolio

Tybalt

Mercutio

I don't know yet

Multiple Choice Questions



Q) What is 5×10 ?

A) 15

B) 50

C) 500

Multiple Choice Questions



Q) What building did Guy Fawkes and the people he worked with try to blow up?

- A) Buckingham Palace*
- B) Houses of Parliament*
- C) Westminster Abbey*

Multiple Choice Questions



Which of the following was a contender to the throne in 1066?

Harold Godwinson

William Duke of Normandy

Harald Hardrada

All of the above

Multiple Choice Questions



Which of these battles took place in 1066?

Battle of Britain

Battle of Dunkirk

Battle of Bosworth

None of the above

Multiple Choice Questions



Multiple Choice Question <i>Read the question carefully, then highlight what you think is the correct answer.</i>	Elaboration <i>Do you know anything else you can add that is linked to this question? Any further information can be included in this column.</i>
<p>Q1) What year did WW2 begin?</p> <p>a) 1914 b) 1939 c) 1945 d) I don't know yet</p>	<p><i>I know that WW2 started in 1939 and lasted six years because it ended in 1945. In 1945 people celebrated VE day in the UK with lots of parties and celebrations in the streets.</i></p>

Cued recall



Retrieval Practice - Picture Prompt

Task: Explain how each image is connected to Henry VIII and the break with Rome.
Explain in your own words, from memory.



Cued recall



GO FOR GOLD



Bronze:

Mountains

Tourism

Valley

Silver:

Summit

Range

Ridge

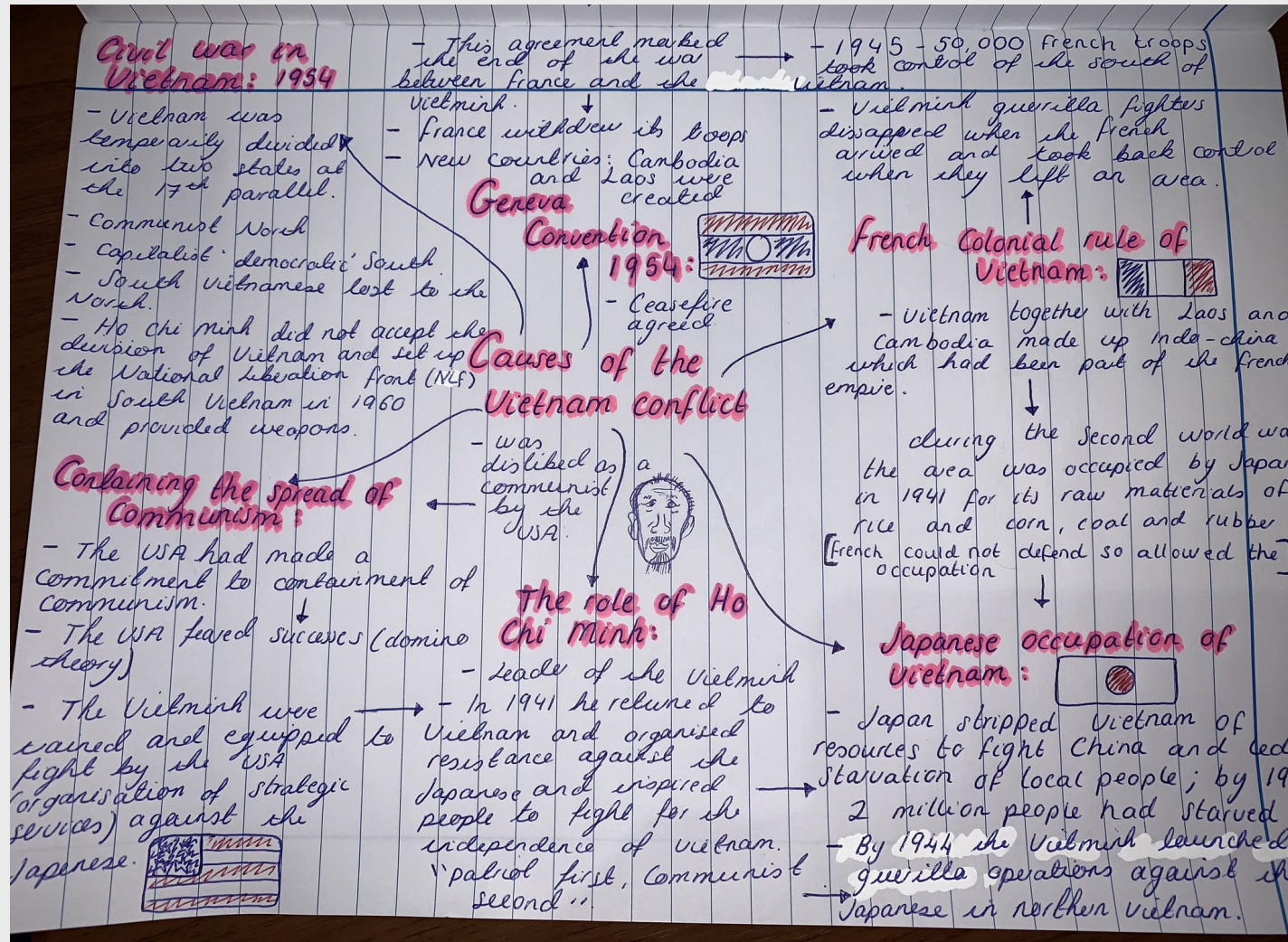
Gold:

Tectonic Plates

Altitude

Climate

Free recall



Free recall



Brain Dump Task ... with a buddy!



What can you recall from memory?

What can you add from your buddy?

Verbal recall

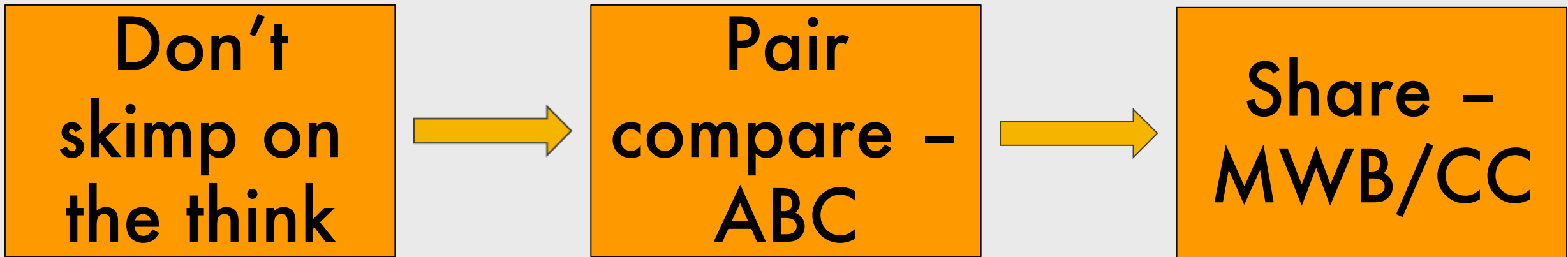


Think and talk like an expert!



Abstraction	Algorithm	Bug
Data	Decompose	Loop
Key features	Predict	Debug

Think, Pair & Share



Retrieve & Reflect



Retrieval Reflection Ticket



Areas of strength/confident recall	Gaps in knowledge
<ul style="list-style-type: none">• I can remember a lot of information about the Treaty of Versailles. I was able to recall the 'Big Three', the different terms of the treaty and how the German people reacted. I am confident about an exam question on this topic.• I am also good at remembering information about life in Nazi Germany, especially how life changed once Hitler came into power. I can give specific examples too about the roles of women, unemployment and propaganda.• I know the key dates, end of WW1, Treaty of Versailles, Wall street crash, Hitler coming into power and WW2.	<ul style="list-style-type: none">• I struggled to remember much about the Weimar Republic, maybe because we did this so long ago? I need to go over the Weimar being established with the constitution, proportional representation and a basically that time period at the beginning.• I get confused between the Spartacist uprising and the Kapp Putsch. I need to go over that again.• I couldn't recall much about Gustav Stresemann. I need to look at that again.

Independent Retrieval Practice



Study Strategies



Brain Dump



Write down what you can remember about three topics.

Flashcards



Create a set of Q&A flashcards to quiz yourself on content.

List it



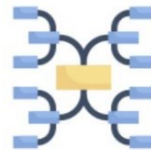
Select one of the following to list: terms, facts or quotes.

Sketch it



Sketch what you can recall about three topics.

Mind Map



Create a mind map, with points extended and elaborated.

Exam Question



Answer a past exam question in timed conditions & use the mark scheme to self assess.

Retrieval Practice Top Tips

(not exhaustive!)



1. Keep retrieval practice low stakes.
2. Use a variety of retrieval practice techniques and questions.
3. Don't just restrict retrieval practice to the start of the lesson.
4. Make time for feedback & reflection.
5. Keep retrieval practice low effort (for the teacher) & high impact (for the learner).

A Model for Great Teaching

1. Understanding the content

- 1 Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3 Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

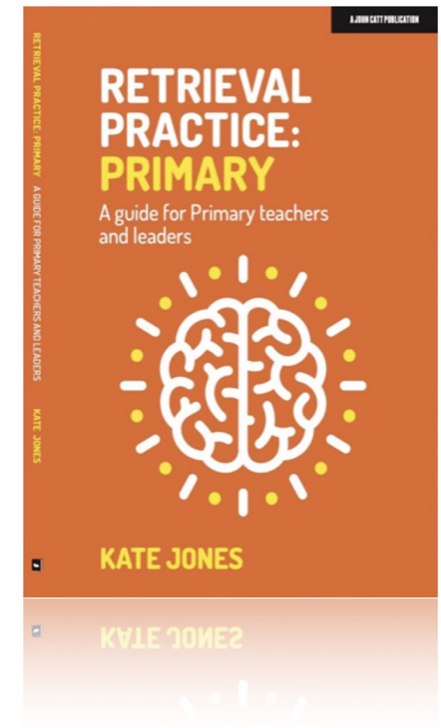
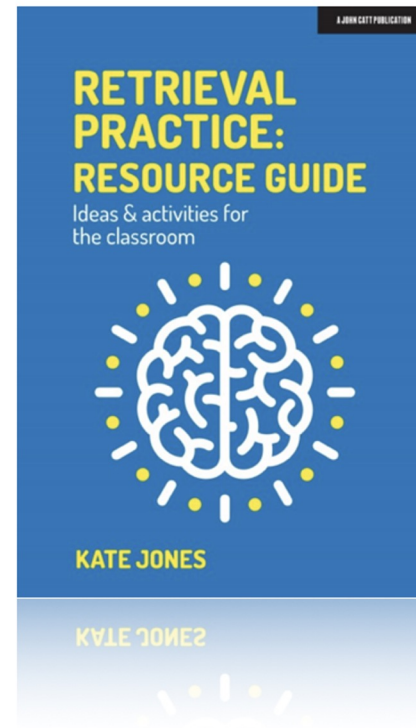
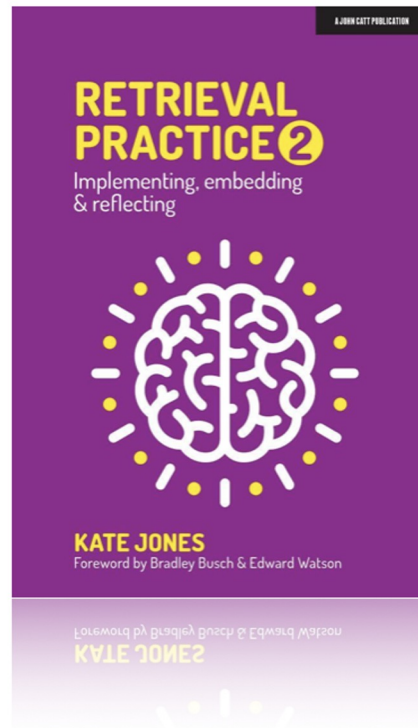
- 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learned material is reviewed/revisited to prevent forgetting
- 6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise



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