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RETRIEVAL PRACTICE IN FIRST YEAR OF SECONDARY EDUCATION

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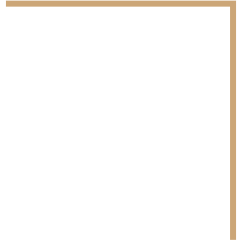


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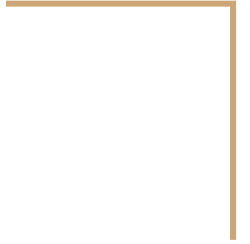


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Let's play!



We pair up



1. 1-2-3 game in pairs (one answer each)

2. One of the two people writes the answers on a piece of paper.

3. If the partner can't come up with an answer and the other person can, he/she can give hints (don't tell the answer to the other person!).

4. We will have 1 minute and 30 seconds to try to fully answer the question (there are a number of correct and possible answers).

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South American countries (there are 13)

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We thank my partner for what we have learnt
together and...
Change partners!



Zodiac signs

This time it's going to be different, as I'm going to give you a clue with the illustrations.

Let's see if you manage to complete them all.



Zodiac signs



ARIES



TAURUS



GEMINI



CANCER



LEO



VIRGO



LIBRA



SCORPIO



SAGITTARIUS



CAPRICORNUS



AQUARIUS



PISCES

What do you usually do when...


- you start the class session?
- you want to link to something that has come before or that the learners might know?
- you want to know what they know (e.g., to be able to adapt)?
- you explain how to learn (to remember, to apply...)?

1 minute to write them down individually


The above activities could be used at the beginning of a class session (or at other times as well).

For example, let's focus on the beginning of the session.

What activities do you usually do?
1 minute to write them down individually




What key ideas or elements of learning have emerged from these reflections and from thinking about the activities you do at the beginning of the sessions?






Retrieval Practice:
one of the most effective strategies for learning





It consists of trying to retrieve what we have learned from our memory, either to explain it, to interpret a new situation or to solve a problem.






Key concept:

It is to make the **effort** to remember it





Evocation helps us to recognise what learning we have not been able to acquire with sufficient fluency.




But how do we know what we know?

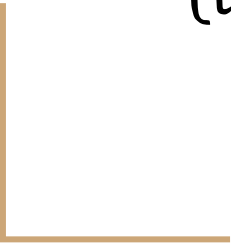


First we have to look for it in our memory -
and we may not find it.







Secondly, when we reread a text rather than recall it, it feels familiar and this feeling can lead us to assume that we 'know' it




(although rereading and underlining are not effective learning strategies).




But there is a big difference between being familiar with something and being able to recall it when needed (e.g. in an exam).






Therefore, students who use retrieval practices for studying, and do self-testing, can make better decisions about what they need to review for reinforcement (goal setting).





Teachers also benefit from the information that emerges from an assessment (graded/scored or not) to make decisions about what to do next.







This is the basis of formative assessment: using the evidence of learning provided by an assessment activity to guide the next steps in the teaching-learning process.



And to give learners responsibility for their own process.




Recalling what has been learnt helps to consolidate it much more than re-studying it. (Reminder: underlining and rereading are not very effective strategies).






If retrieval is unsuccessful, having tried to recall it
makes the following review more effective

(this knowledge is "sensitised" and what is not
known is identified).






A few more ideas:


- Increases self-efficacy
 - Reduces exam anxiety and prevents blank slates
 - Facilitates what needs to be learned next and making connections
- 

Key ideas:

- Make the effort to retrieve without looking at class materials.
- All students participate
- Start individually = 100% participation, all students reflect, everyone has an opinion, etc.
- It is better if students write down their reflections or learnings they have evoked on paper.



In the light of the above, what activities do you do in class along these lines, or what new or adapted activities can you think of?





Let's take a look at some ideas



4 Methods of Retrieval Practice

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Before you start put away all your books & classroom materials.

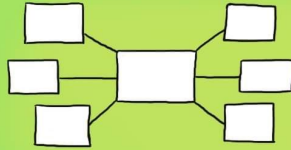
After this slide, let's look at it in parts

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

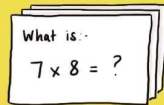
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Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

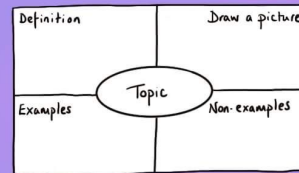
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

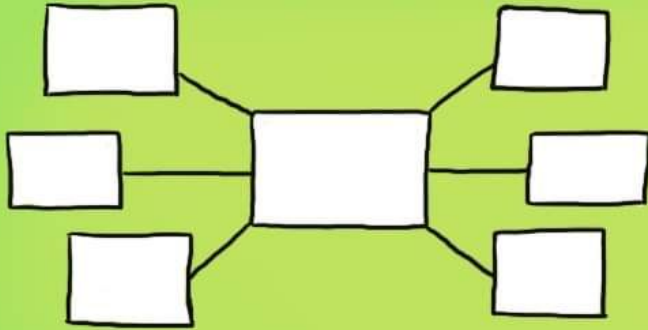


You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

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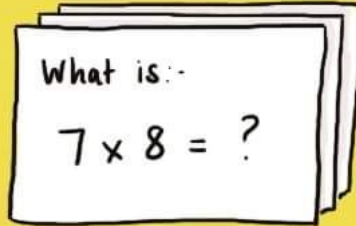
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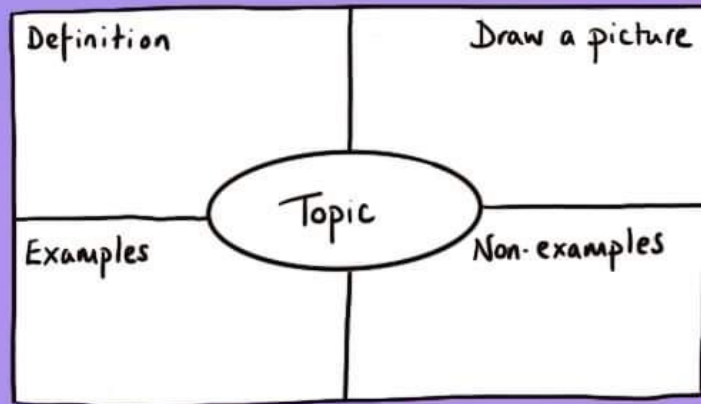
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* Starter quizzes

* Multiple choice quizzes

* Short answer tests

- EdTech: Kahoot, Socrative, Google Forms, Plickers...
- Project the questions on the screen and students write down the answers on a sheet of paper.
- Etc.

* Exit Tickets

Example of an exit ticket:

- A question about today's lesson (something that was not clear to me).
- Two important things I learned
- Three things I can work on, review...

*Challenge grids

CHALLENGE _____

Write about three aspects of this topic

Explain a concept that has been difficult for you to understand in the last week

What skills related to this topic have you learnt that you could use in other contexts?

Write a question you would like to ask about this topic from last week

How could you use what you have learned outside the school?

How has your view/perspective/opinion on the topic changed in the last two weeks?

What skills have you used in the last two weeks?

What key words did you learn in the last session?

How does this relate to the content/topic?

Last session

Last week

Two weeks ago

Much further back

Use case

*Challenge grids

Challenge grid

How much was Senator McCarthy voted to be censured against what?	What name one of the films made about Propaganda to communism	What is communism?	What is meant by a senator?
How many times was Alger Hiss accused of being a communist and what year?	What is meant by the Soviet Union?	What date (8 year) did the Public Censure Senator McCarthy?	Which country made the atomic Bombs, what year?
What were the 4 countries that split up Berlin/Germany?	Was North Korea Communist or no?	What was the Marshall Plan?	Why was it called 'The Red Scare'?
Which actor was the actor name who supported Hollywood Ten?	Explain the Cold War.	What is McCarthyism?	What was the president's name in 1953?

Four points

Three points

Two points

One point

How many points can you score?

* Free write

* Think, pair,
share

* Ranking &
sorting

4 Methods of Retrieval Practice

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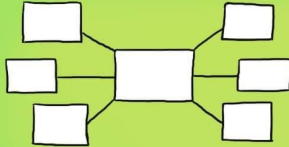
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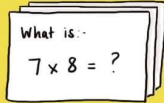
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Examples	Non-examples
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What activities could you implement in your subjects with these new ideas?

(I show them again in the next slide)

(1'30" to think and write individually and then share)

4 Methods of Retrieval Practice

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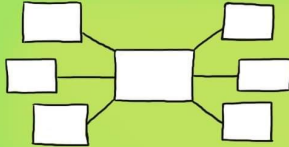
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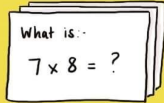
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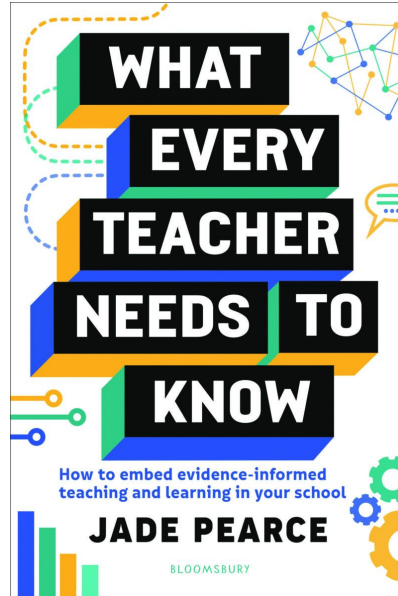
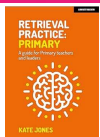
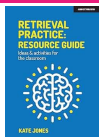
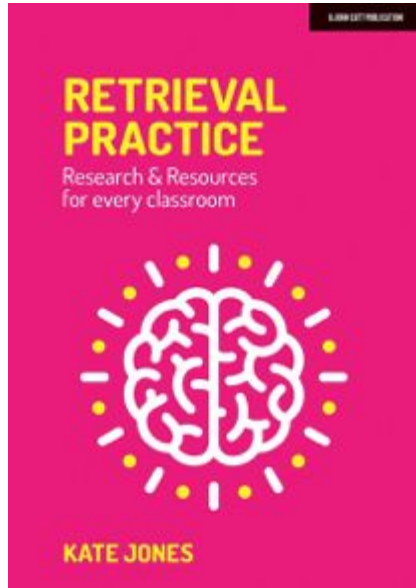
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Additional resources:



Playbook
de este
proyecto
Erasmus+

Exit ticket

(we write individually and then share or, if there is no time, we share directly):

- **A doubt** that comes up for me from today's session: it could be something that hasn't been clear, it could be a doubt about how to fit it with some group, etc.
- **Something you'd like to address in the next session**, whether it's for doubt, to go deeper, to move forward, curiosity, etc.
- **Two golden nuggets that I take away**: said by Joos or said by a colleague who does it with his/her group and I found it wonderful.

Thanks!



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