

# Foundation Learning: memory & retrieval 2



## Big Questions:

- How can 'retrieval' help us to strengthen memory and improve learning?
- How can I use the information / feedback I gain about my learning when we do retrieval practice in class?

### Retrieval – what can you remember?

You have 5 minutes to revise from your flashcard.

You could:

- Test yourself
- Share your card with your partner and let them test you.
- Say it out loud

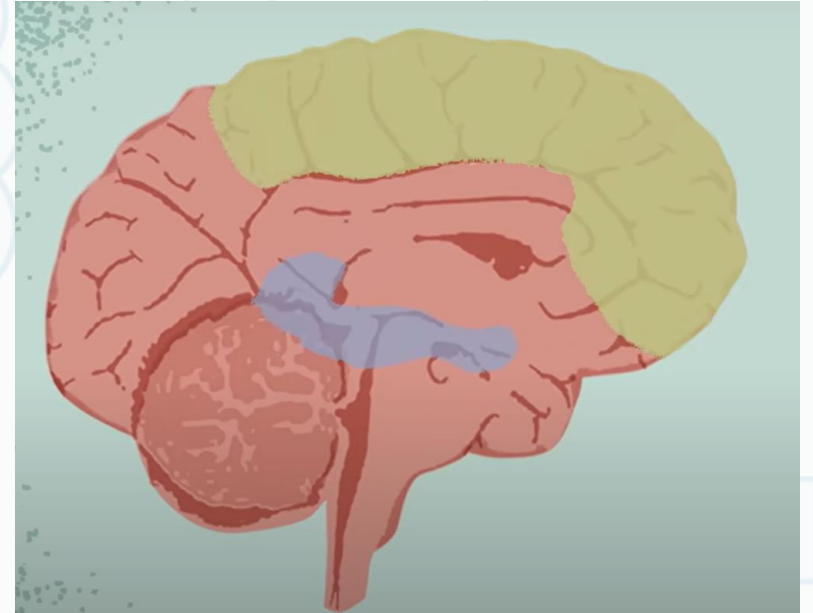
LEARNING &  
THE BRAIN



# Let's see what you can remember about the brain

For this activity, you need your GREEN PEN.

1. Which animal has the largest brain of any animal?
2. What is short-term memory?
3. Which stage of learning / remembering is sleep very important for?
4. Have a look at this picture – label the green and blue sections.
5. What are neural pathways?



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# How can you use flashcards?



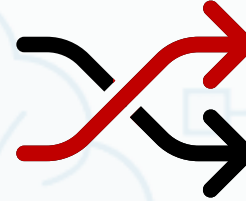
## Self-explanation

Using the information on the card, explain the details and steps to yourself (or somebody else). It works well when you talk through the *process* (e.g. now I multiply this...).



## Testing

Test that you have remembered and understood the details on the card. You can do this on your own or with somebody else.



## Mixing

Mix your flashcards up so that you encounter them in different orders and from different topics. This will help you see connections.



## Spacing

Don't revise the same things all the time – space your retrieval out so that you combat “the forgetting curve”. You will remember more over time.

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# What should you do next?

Retrieval practice gives you useful information – this is feedback! For example:

- Retrieval practice can give you information about how many questions you got correct (e.g. in a quiz).
- Retrieval practice (e.g. self-explanation from flashcards) can help you to identify what you can and cannot explain.
- Retrieval practice shows you gaps in what you can and cannot remember.
- Retrieval practice shows you how *automatic* your learning has become.

## Discussion in pairs

You just completed a short retrieval quiz about the brain. What sorts of things could you do next if...

- You got all 5 correct?
- You got some answers wrong?

Mind-map these ideas.

**Next: think of another school subject. How might you use these techniques in that subject?**

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# What should you do next?

## Things you might have said....

### All questions correct

- Take some confidence from your hard work.
- Come back to this topic in the future to check your knowledge is still secure. Mix and space practice.
- Use your knowledge to help somebody else – research shows explaining to others strengthens your own knowledge.

### Getting some questions wrong

- Embrace it – we learn most from our mistakes.
- Make a note of the questions / topics you got wrong to prioritise these next time you revise.
- Write the correct answer.
- Revise from your flashcard by self-explaining or self-testing and check your knowledge again soon. Keep retrieving it... we know from how the brain works that it will get stronger.

**Your GREEN pen is helpful for reminding you where you have feedback in your books.**

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# Feedback

Feedback, whether positive or negative, plays a crucial role in personal and professional development.



**"The only real mistake is the one from which we learn nothing." – Henry Ford**  
*What do you think Henry Ford meant by this?*



**How does getting feedback feel...both positive and negative feedback?**

## Positive

Reinforces behaviour or actions so you know to do these again

Provides specific insights on areas to improve

Helps with self-awareness: you understand strengths and weaknesses more clearly and make better decisions

Builds trust and relationships because we work together to improve

## Negatives

Can be hard to hear and demotivate us

If it is too vague it can be hard to know what to do and can lead to frustration

Feelings of defensiveness or resistance

Complacency – becoming comfortable with your current performance and neglecting opportunities for growth



**How could we overcome these negatives?**

# Feedback is a gift

But accepting it can be hard...



Watch the video, and then discuss the following questions:

1. What is the moral of the story?
2. What reactions did foxy have to feedback and what impact did that have?
3. What admirable qualities did you notice in foxy?

**Task** – create a set of advice that you'd share with another student about feedback.

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# Homework

Complete the reading activity on **page 12** of your booklet.

Having read the speech, highlight how it convinces you about the benefits of feedback.

