

# Using the practice

## Spacing and retrieval practice

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### Activities that promote retrieval

There are many activities that you can use in your classroom to help students retrieve information from their memory and commit information to their long-term memory. These activities do not need to take up much class time and can happen at many points of the lesson. Some example activities include:

- start each lesson with a connection to prior learning in the form of a “do-now” activity where students are asked to list things that they already know about the topic you are studying
- use an exit ticket to ask students to reflect on how your lesson connects with another piece of learning they have done in your class
- use a regularly scheduled trivia (or another type of low stakes quiz) every few weeks as a revision tool that incorporates questions from previous units of work
- ask students to summarise a concept in a certain number of words, or on a piece of paper, and then ask them to do it again in less words or on a smaller piece of paper
- after learning some new information, have each student write a question for a class discussion that you will hold later in the week
- have students create a flashcard when learning a new concept that they can revisit later when studying
- create a wall display where students can add summaries or visuals over time that shows how concepts in your subject area link to each other
- use homework activities to focus on retrieving previously learnt concepts, not just on what is currently being learnt.

### Retrieving information in different ways

Helping your students to retrieve what they have learnt in different ways is important for their long-term retention of their learning. To enable this, you can have your students complete tasks that encourage increasing higher-order thinking, such as:

- remember what they learnt (such as asking students to define or summarise concepts)
- show that they understand what they learnt (which can be done through explaining it to someone else, or demonstrating it independently)
- connect what they learnt to other ideas (through comparing or relating the learning to other learning areas)
- evaluate the concept or create a new piece of work based on what they have learnt (such as debating about the concept or developing their own experiment or composition that explores the concept in more depth).

Over time, these practices will help students’ knowledge shift from simply recalling facts to a deeper understanding.