A picture containing clipart

Description generated with very high confidenceResearch-Based Learning Strategies

|  | What is it? | Why? | Classroom Strategies |
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| Retrieval | * Recalling or remembering knowledge from memory. | * Provides the basic understanding needed to think, analyze, and problem-solve. | * Give a quiz after 15 minutes of instruction. * Read a passage, then write down everything learned from memory. * Play a game that uses the content. |
| Generation | * Attempting to answer a question, solve a problem, or predict an outcome BEFORE being shown the answer or solution. | * Makes the mind more receptive to learning new information. | * Give a pretest. * Fill in missing content. * Play a game to introduce new content. |
| Elaboration | * The process of finding additional layers of meaning in new material. | * Improves understanding of new material and multiplies the neural pathways available for later recall and application of content. | * Explain something in your own words. * Metaphors or mental imaging. * Teach/explain something to others and answer their questions. |
| Reflection | * Taking time to think about what has been learned, asking “What went well?” and “How could I have done this better?” | * Creates an understanding of the experience so that it can be applied in the future. | * Debrief a learning activity. * After playing a game, ask students to think about what they were thinking and feeling during the game. |
| Spacing | * Studying information more than once with time between each study period. | * Forgetting and relearning strengthens memory and proficiency. | * Study a small amount every day. * Spread out content to be learned on different days and in different contexts. |
| Interleaving | * Studying more than one type of content at a time. * Mixing related but distinct material during study. | * Improves the ability to discriminate between characteristics, which allows the learner to apply the correct solution. | * Mix up units or problem types. * Add test questions from previous tests with each new unit test. * Play learning games that include mixed or previous content. |
| Variety | * Using a variety of instructional strategies that directly support the desired learning outcomes. | * Meets the learning needs and preferences of students in a diverse population. | * Use a variety of instructional strategies: cooperative learning, role play, discussion, simulation, project-based learning, quizzes, games, puzzles, multi-media, etc. * Use the best strategy to achieve the desired learning outcome. |