

## HIGH IMPACT

Do students know how to revise effectively?



Ebbinghaus' research found that the average person forgets **50%** of new information after 1 hour, **70%** of new information after 24 hours, and **90%** of new information after 1 week. Our task as teachers is to fight forgetting by programming sequences of lessons incorporating moderate/high utility strategies for revising content and encouraging active student recall over time.

Dunlosky, et al. (2013) found that study strategies involving mental effort were the most productive.

- 1. LOW UTILITY: Summarising, highlighting, mnemonics, using imagery for text learning, re-reading.
- 2. MODERATE UTILITY: Interleaved practice, self-explanation, elaborative interrogation.
- 3. HIGH UTILITY: Practice testing, distributed practice.





## BRAIN DUMP

## What have students remembered?



A brain dump is a simple, high impact task that builds confidence by highlighting content that students remember, whilst also strengthening memory through recall.

- At the start of the lesson ask students to write down everything they know about a topic (3 minutes).
- At the end of the lesson ask students to add content they have learned during the lesson (2 minutes).
- 3. For homework, ask students to repeat the brain dump (5 minutes) and compare it to the one completed in class, identifying areas they have forgotten.
- 4. At the start of the next lesson, ask students to recall the three main points from the previous lesson (3 minutes). Check their work.





## DUAL CODING

Can students make connections?

Simultaneously providing both verbal and visual explanation strengthens memory. Teachers may use this method to support instruction while students may adopt it to aid retrieval.

- Ask students to summarise complex or lengthy content in a drawing or diagram. Oliver Caviglioli offers useful inspiration e.g. flow charts for sequencing, Venn diagrams for comparisons, fish bone diagrams for cause and effect.
- 2. At the beginning of the next lesson, ask students to explain their diagram to a partner.
- 3. Allow students 2 minutes to adjust their diagram by incorporating aspects of their partner's explanation.

This process requires students to transform and revisit content in different forms, strengthening their memory.



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