



RETRIEVAL PRACTICE— HABITS THAT ENHANCE LEARNING

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LEARNING OUTCOMES

- Make meaning of “retrieval practice”
- Experience and reflect on retrieval practice
- Practice teamwork
- Develop questioning frameworks or approaches that facilitate retrieval practice

RETRIEVAL PRACTICE

- It is not so much what goes in, but what can come out of your brain
- Mindfully recalling information, examining what you know
- Better than re-reading,

- Examples of retrieval practice?
- When is this useful or important?

BEST PRACTICES IN RETRIEVAL PRACTICE

- Practicing what you know is more effective for learning than
 - Re-reading
 - Taking notes
 - Listening to lectures
- Try to recall the answer rather than look it up
- Recall and write down the answer when using a flashcard
- The more challenging the retrieval, the better for learning
 - Put in the effort
 - Focus more on higher order thinking (analyze, synthesize, evaluate)
- Define/name→explain/describe→apply/use→analyze/compare→design/plan→decide/critique
- Engaging students
 - engage them all (clickers, response cards, wait several days rather than immediate recall of what has been taught)
 - Use retrieval practice as a learning strategy not just as an assessment!

RETRIEVAL PRACTICE TEAMS

- Remember your good teamwork skills
 - Communicate
 - Participate
 - Support
 - Collaborate
 - Mediate
- What are the most important things that a food scientist or nutritional scientist needs to know and why?
 - Write/share/question/reflect
 - Be prepared to share inferences and insights from this practice session—use “Windows to....” to facilitate your thinking

ORGANIZING QUESTIONS

- In your teams, decide on a set of organizing questions that might best guide ongoing retrieval practice for an expert food scientist or nutritional scientist
- Record your questions on the template provided
- Be prepared to share



WHAT OVERARCHING QUESTIONS DO
I NEED TO BE ABLE TO ANSWER AS A
FOOD SCIENTIST/NUTRITIONAL
SCIENTIST?