

HANDOUT 3: Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249-255.

Research Question

[The] purpose of our experiments was to determine whether testing facilitates learning beyond the benefits of restudying the material.

Participants

One hundred eighty Washington University undergraduates participated in partial fulfillment of course requirements... Two prose passages were selected from the reading comprehension section of a test-preparation book for the Test of English as a Foreign Language... and each was divided into 30 idea units for scoring purposes...

Procedure

Subjects learned one of the two prose passages under one of the three conditions (S = study, T = test): repeated study (SSSS), single test (SSST), or repeated test (STTT). Ninety subjects were given a final recall test following a 5-min retention interval, and 90 took a final test after 1 week. Thirty subjects passage during four consecutive periods. Subjects in the SSSS condition read the passage during four 5-min study periods; subjects in the SSST condition studied the passage during three periods and then took one recall test; those in the STTT condition studied the passage during one period and then took three consecutive recall tests. Students in the multiple-test condition were instructed to try hard to recall the entire passage on each successive test were assigned to each of the six between-subjects conditions...

Subjects were tested during two sessions, in small groups (4 or fewer). In Phase 1, they were told that they would be learning one. Subjects in the SSSS condition read the passage during four 5-min study periods; subjects in the SSST condition studied the passage during three periods and then took one recall test; those in the STTT condition

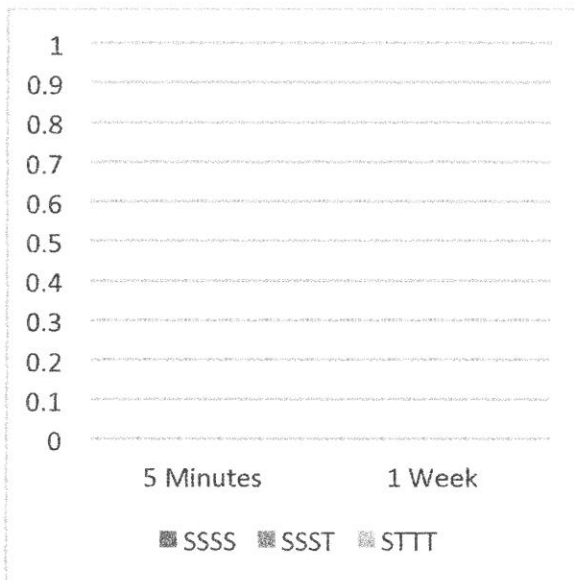
studied the passage during one period and then took three consecutive recall tests. Students in the multiple-test condition were instructed to try hard to recall the entire passage on each successive test.

During test periods, subjects were given a blank sheet and were asked to recall as much of the material from the passage as they could remember, without concern for exact wording or correct order. Each test lasted 10 min...

At the end of Phase 1... subjects in the 5-min retention-interval condition took the final recall test, and subjects in the 1-week condition were excused, returning for the final test 1 week later. The final recall test (Phase 2) was identical to the initial recall tests... Subjects' recall responses were scored by giving 1 point for each correctly recalled idea unit (out of 30).

Results

Mean Proportion of Idea Units Recalled



Hershock, C., Lovett, M., Sanders, M., & Walsh, K.* (2017, October). *Evaluating the evidence in "evidence-based": Leveraging research in our work*. Pre-conference workshop presented at the annual POD Network conference, Montreal, Canada. *authors presented alphabetically