Learning from failure?

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Learning and testing

- **Optimising learning is important for both students and educators.**
- **The *testing effect* (Roediger & Karpicke, 2006)**
- **Tests seem to help even when performance is poor (Kornell et al. 2009) …**
- **… and even for arbitrary pairings such as vocabulary learning (Potts & Shanks, 2014).**

Potts & Shanks (2014)

Generate: roke - ? / roke – man / roke – mist

Study: roke – mist

Test:

‘roke’ means: lament threat mist loud

RESULT: Generate better than Study.

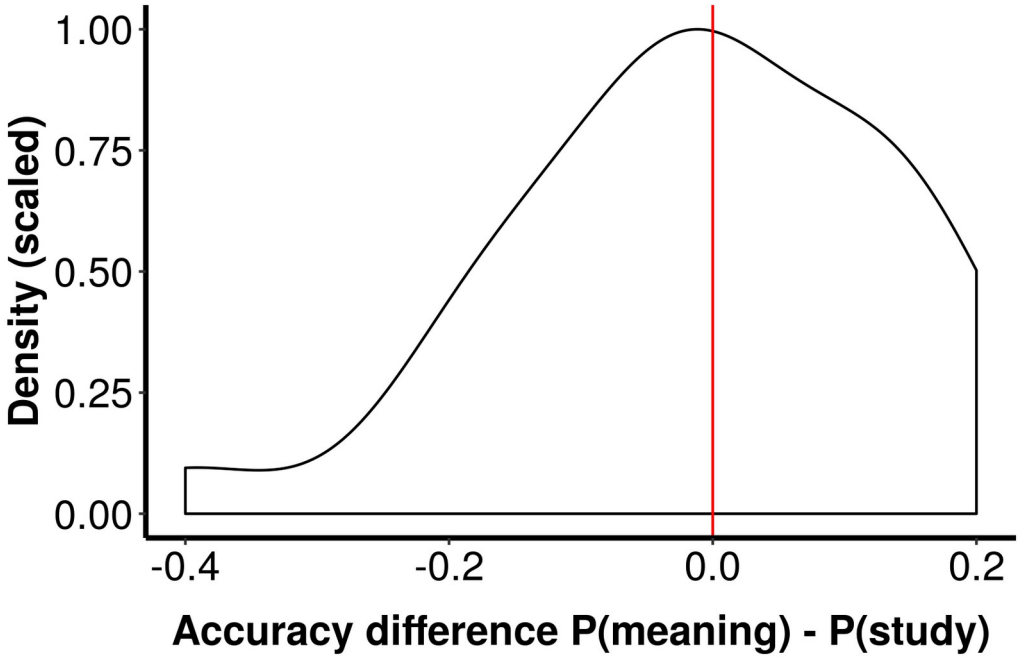
Our question

Would the Potts & Shanks result generalise to a more challenging type of test? (i.e. recall rather than recognition)

Method

- **27 participants (**2 lost due to technical errors**)**
- **Within-subjects (**Generate vs. Study**)**
- **15 word pairs per condition (**e.g. gadoid = fish**)**
- **Generate:**
  - 10 seconds: cue (gadoid) and guess
  - 7 seconds: pair (gadoid – fish)
- **Study:**
  - 17 seconds: gadoid – fish
- **Recall test: All 30 cues**
  - What does this word mean? gadoid

Results



Meaning: 0.13
Study: 0.14

BF = 0.30

No effect of study type in a cued recall test.

Next steps

- **Performance very low – floor effect?**
- **Test after each encoding coding.**

Any questions?

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