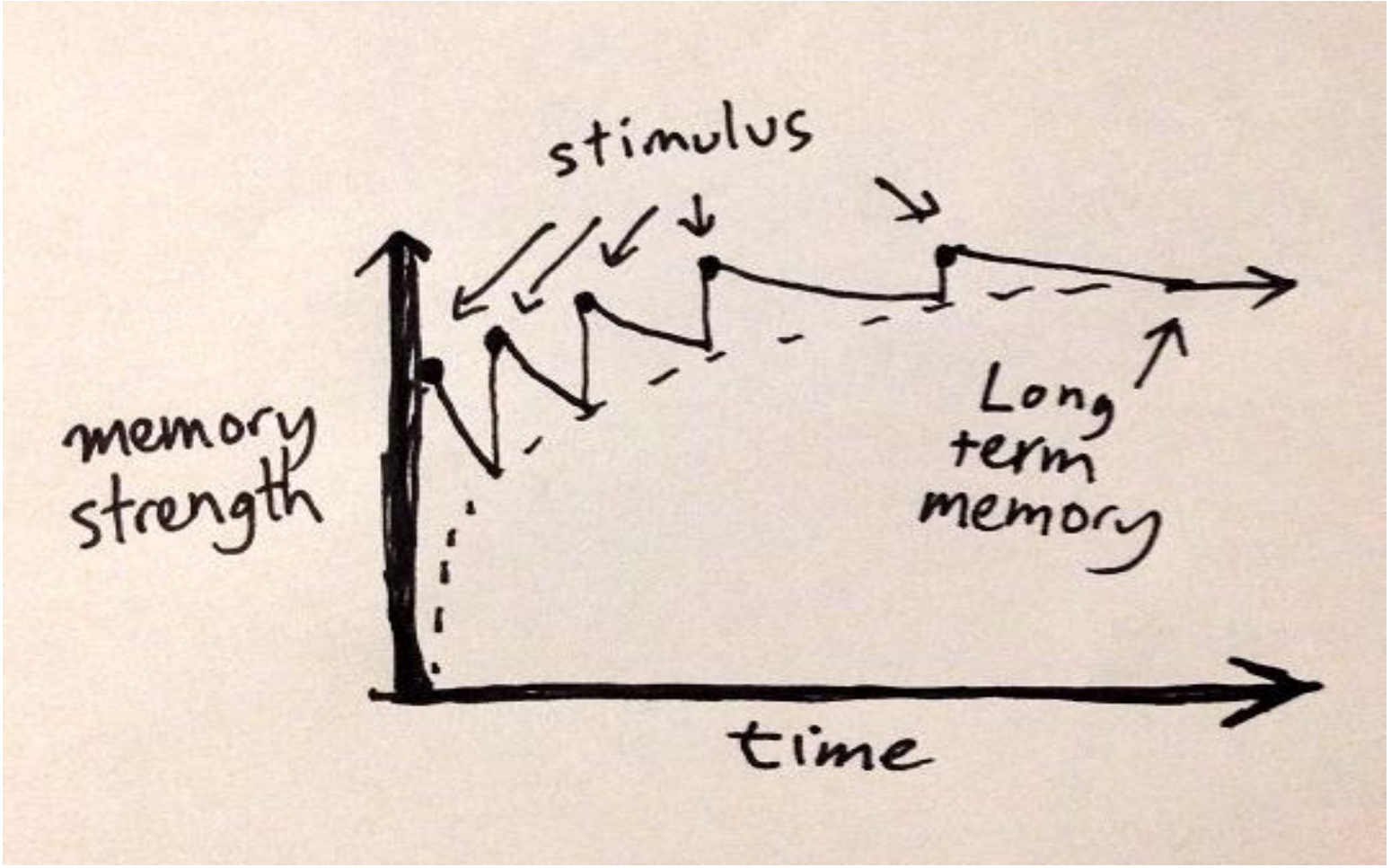
Spacing Effect (Distributive Practice Effect) for better retention



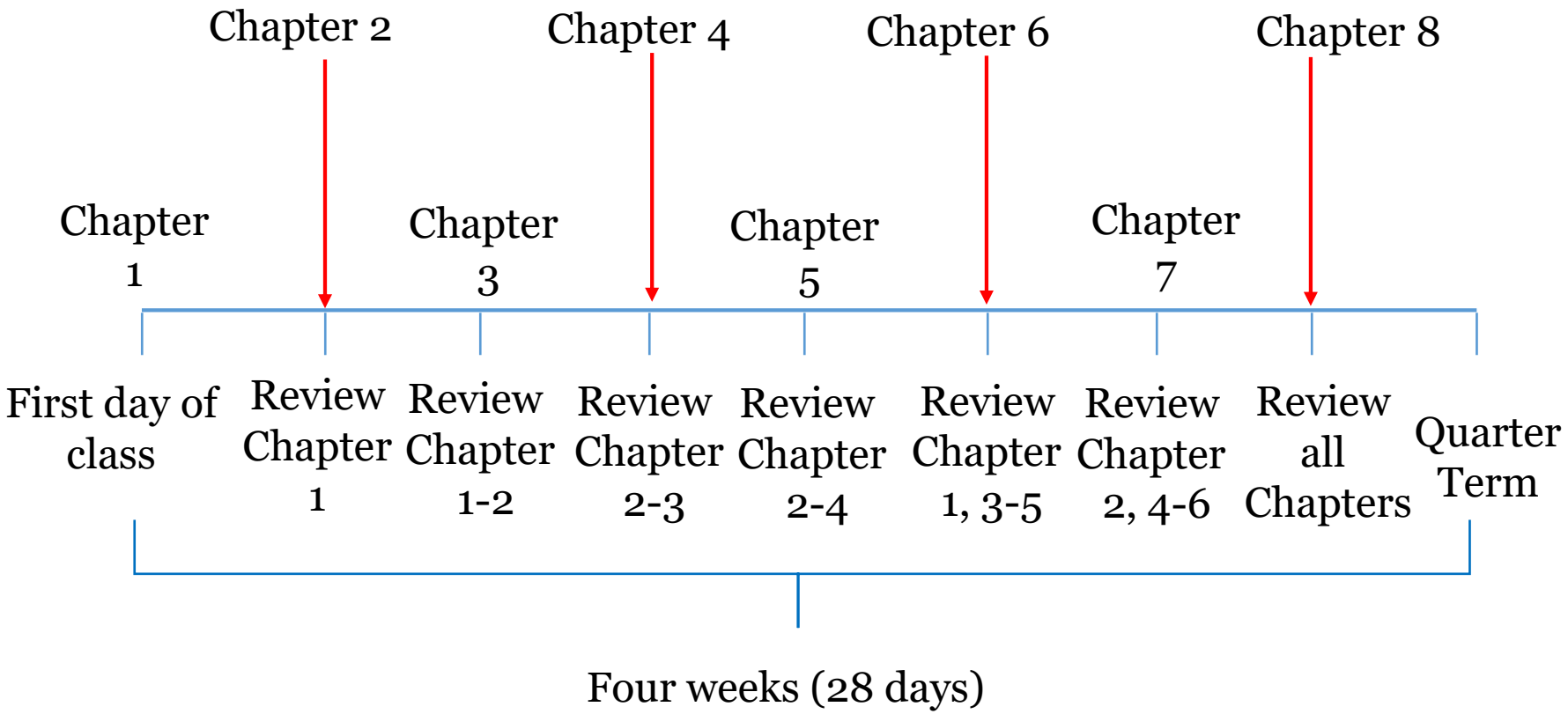
Herman Ebbinghaus

- First to propose an experimental study of memory, inspiring a new science of learning and memory.
- Tested a single subject: himself … for over 2 years.
- To minimize the effects of previous learning, he:
  - Studied, tested, and relearned nonsense syllables comprising consonant–vowel–consonant combinations, e.g. WUX.
  - Avoided making associations with real words.
- He always tested himself under similar conditions, including time of day.
- He aimed to determine the rate of learning and forgetting.

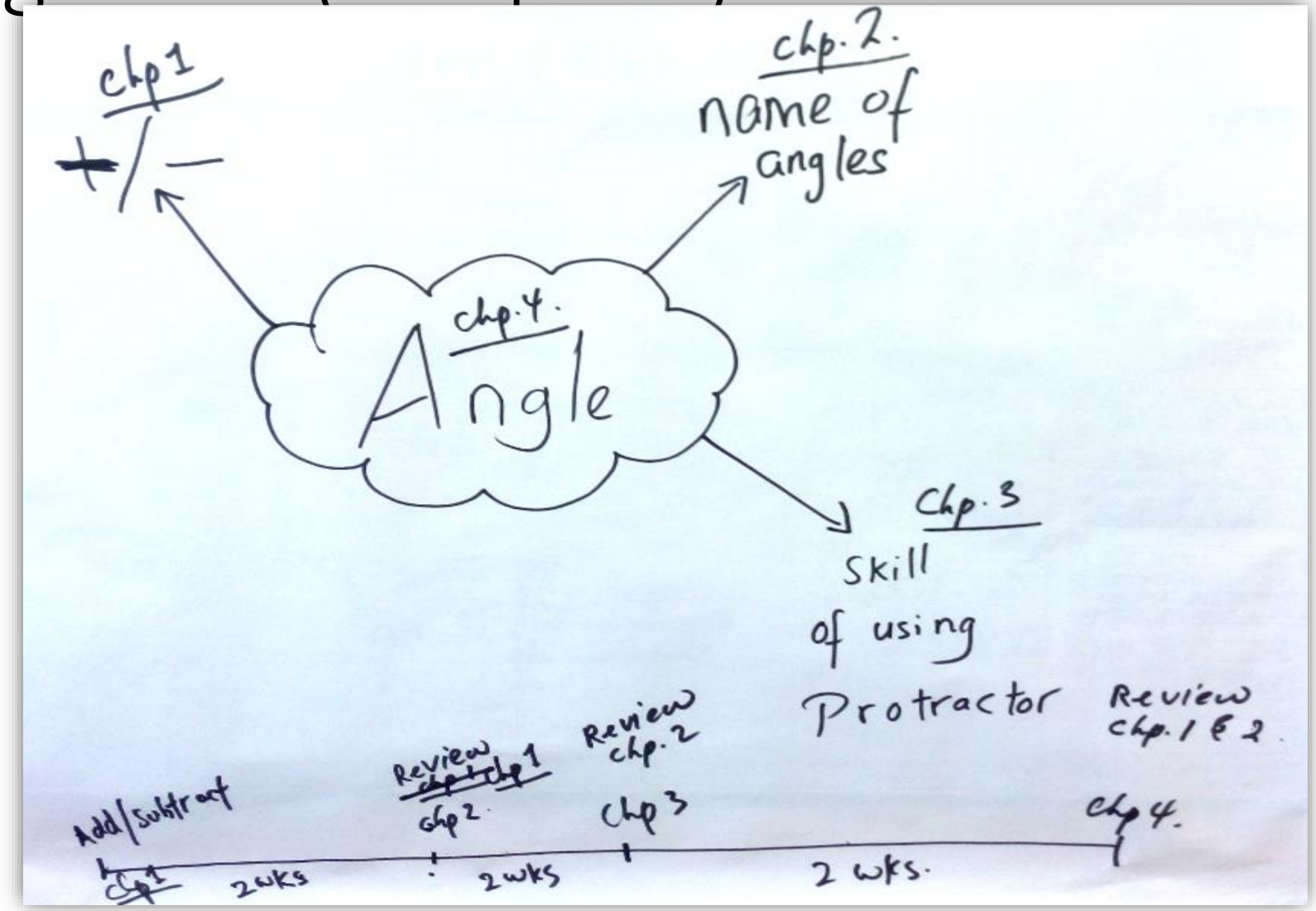
Spacing Effect Practice

- **The Spacing Effect**:
  - It is better to space out learning trials sparsely (thinly) across a period of time than to mass them together into a single learning block.
    - This leads to faster improvement rates and more lasting retention.
    - The benefit is *not* related to fatigue with denser learning.
  - The Adverse Effect:
    - As distributed practice takes longer in absolute terms (i.e. less actual training, but more days), it is not always practical or convenient.
    - Individuals using distributed practice often paradoxically feel as though they're being less efficient.

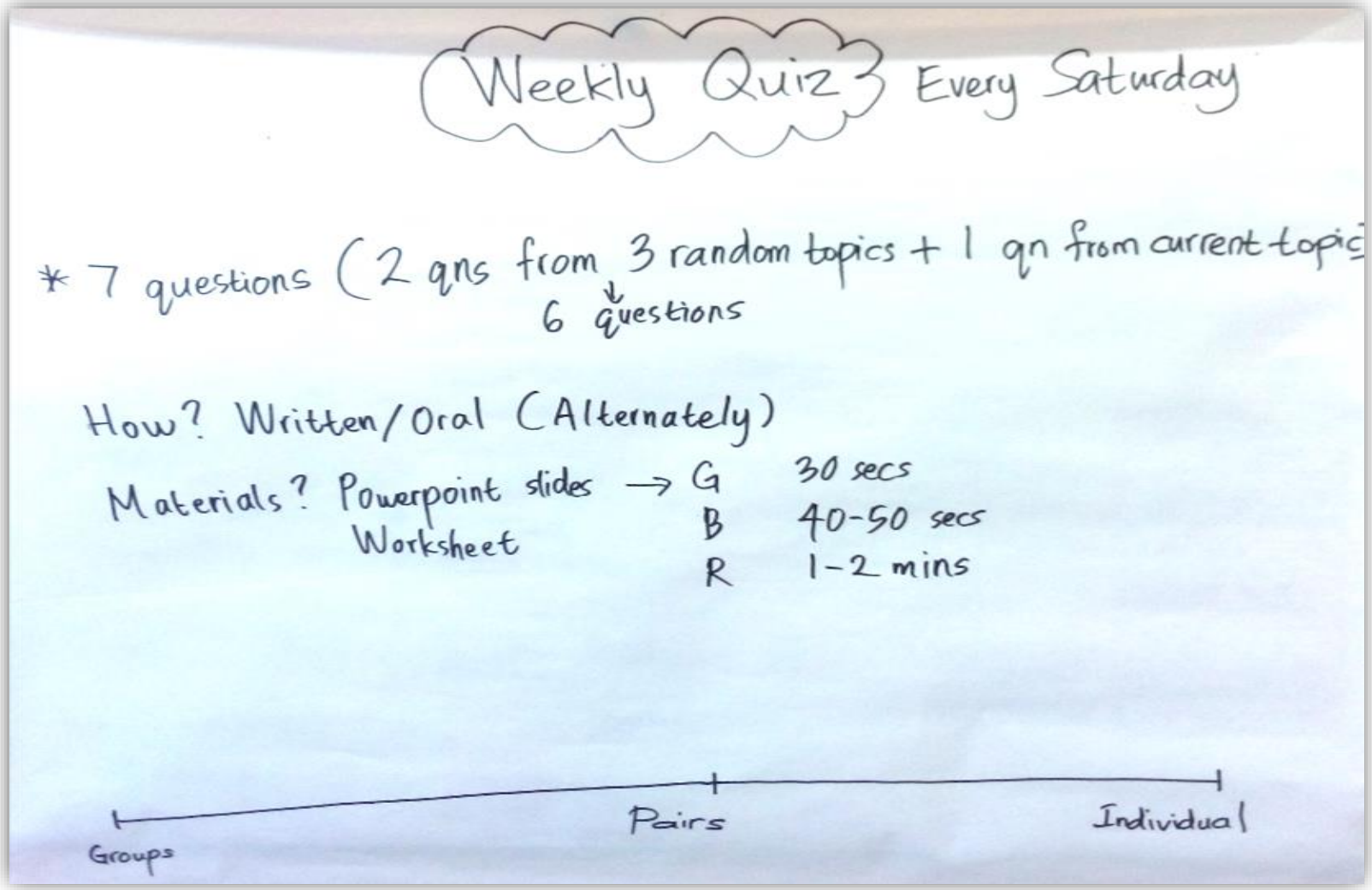
Spacing of Study Sessions-Sample for every levels



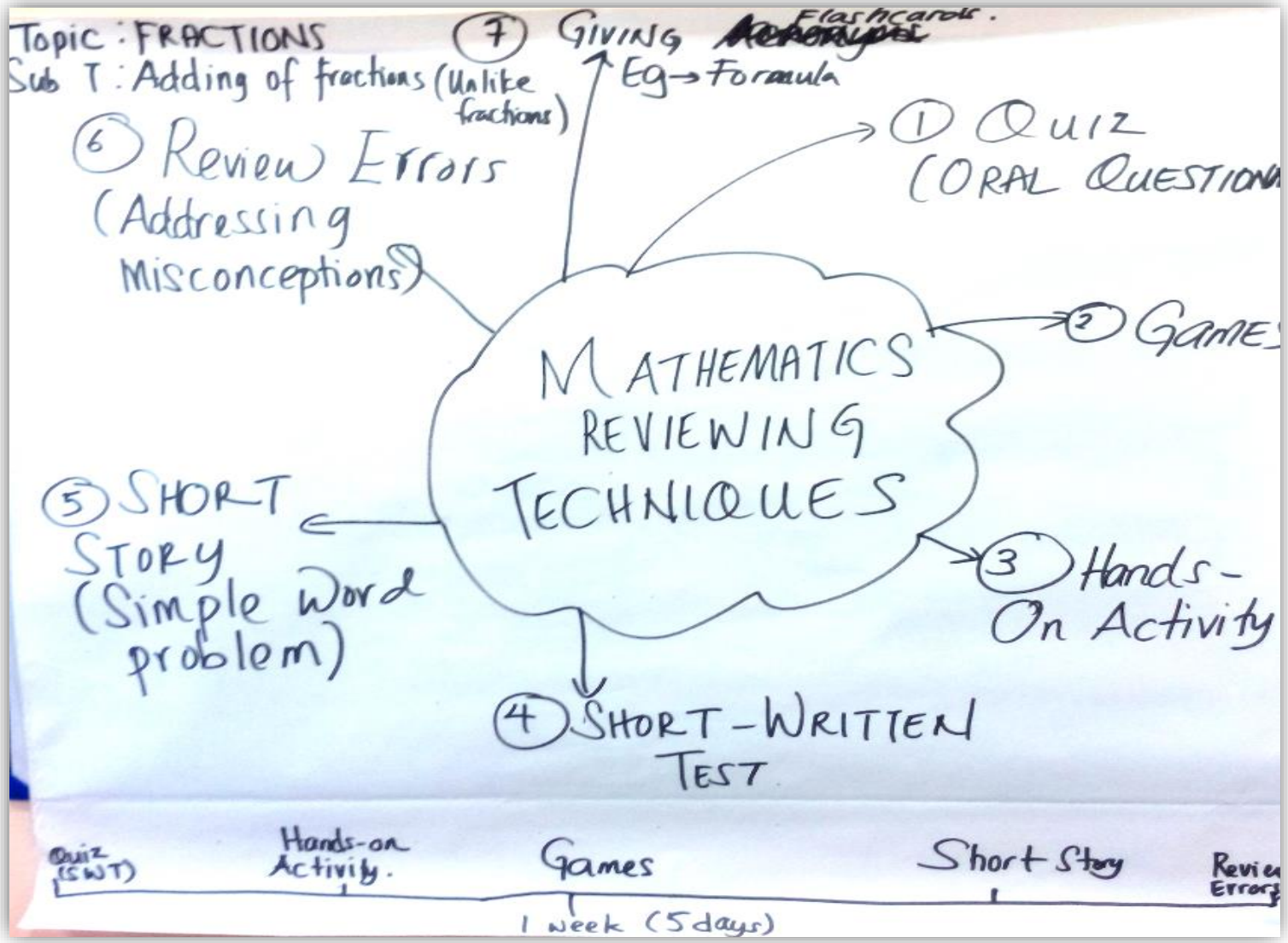
Spacing Effect (Sample-1)



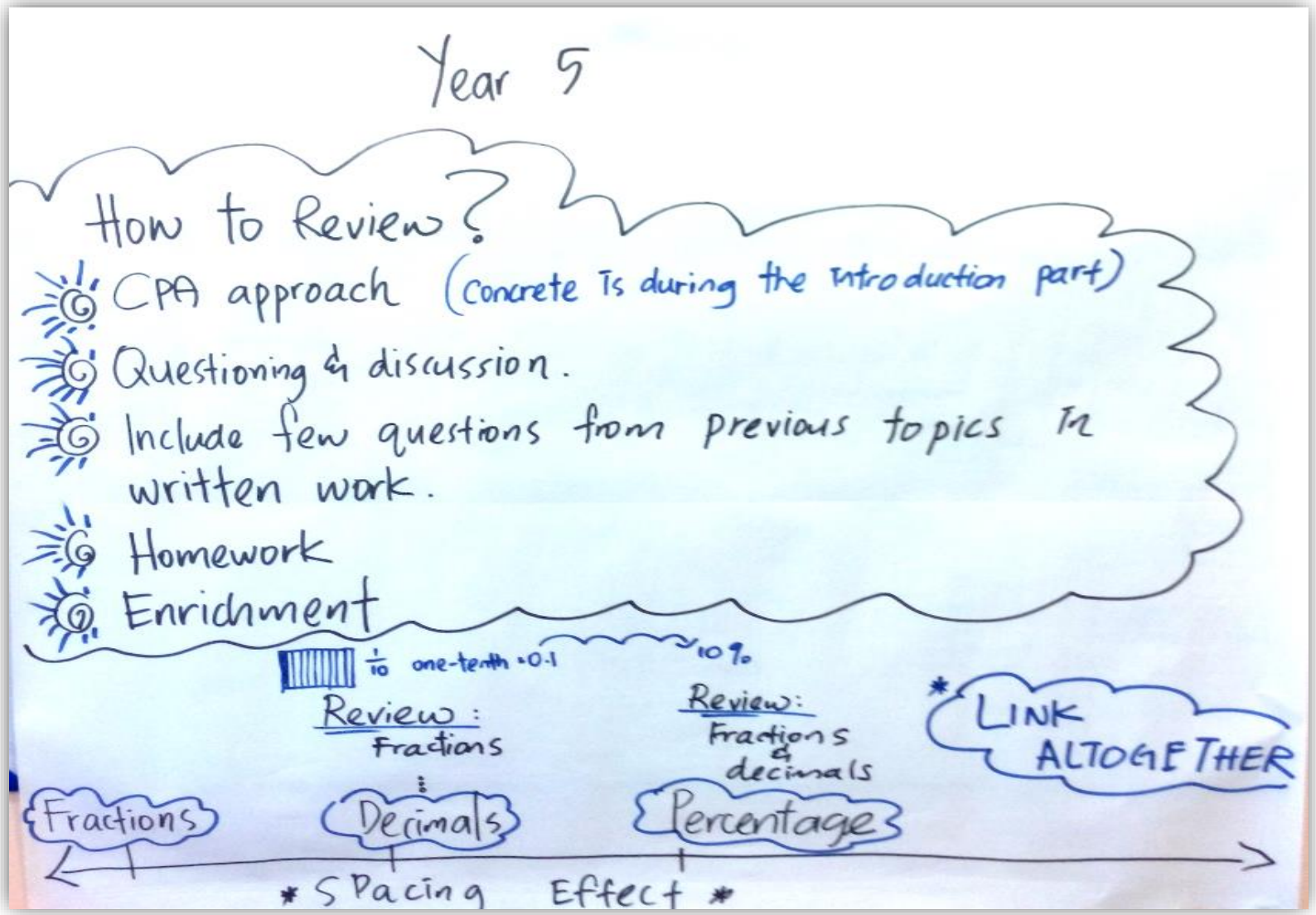
Spacing Effect (Sample – 2)



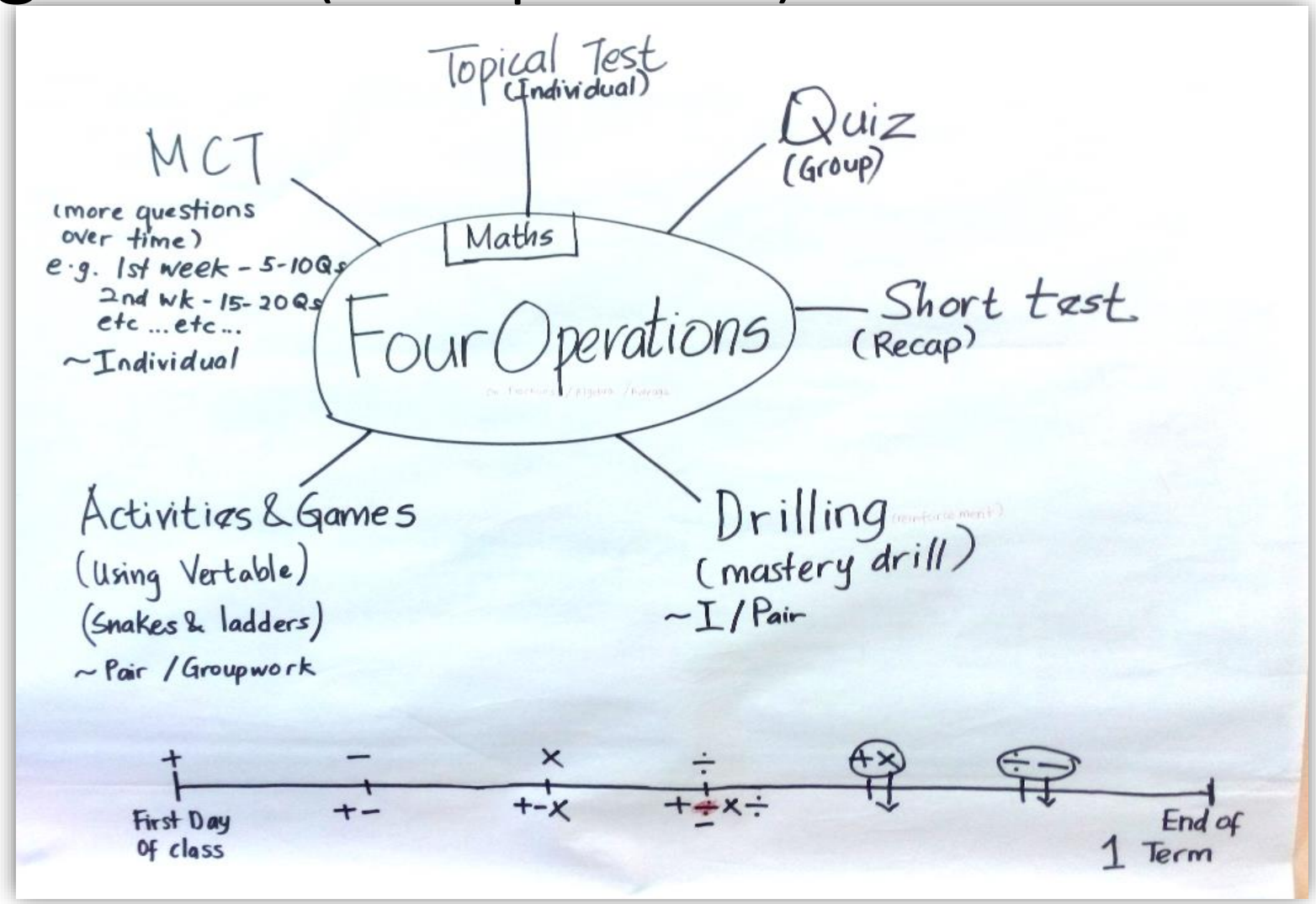
Spacing Effect (Sample – 3)



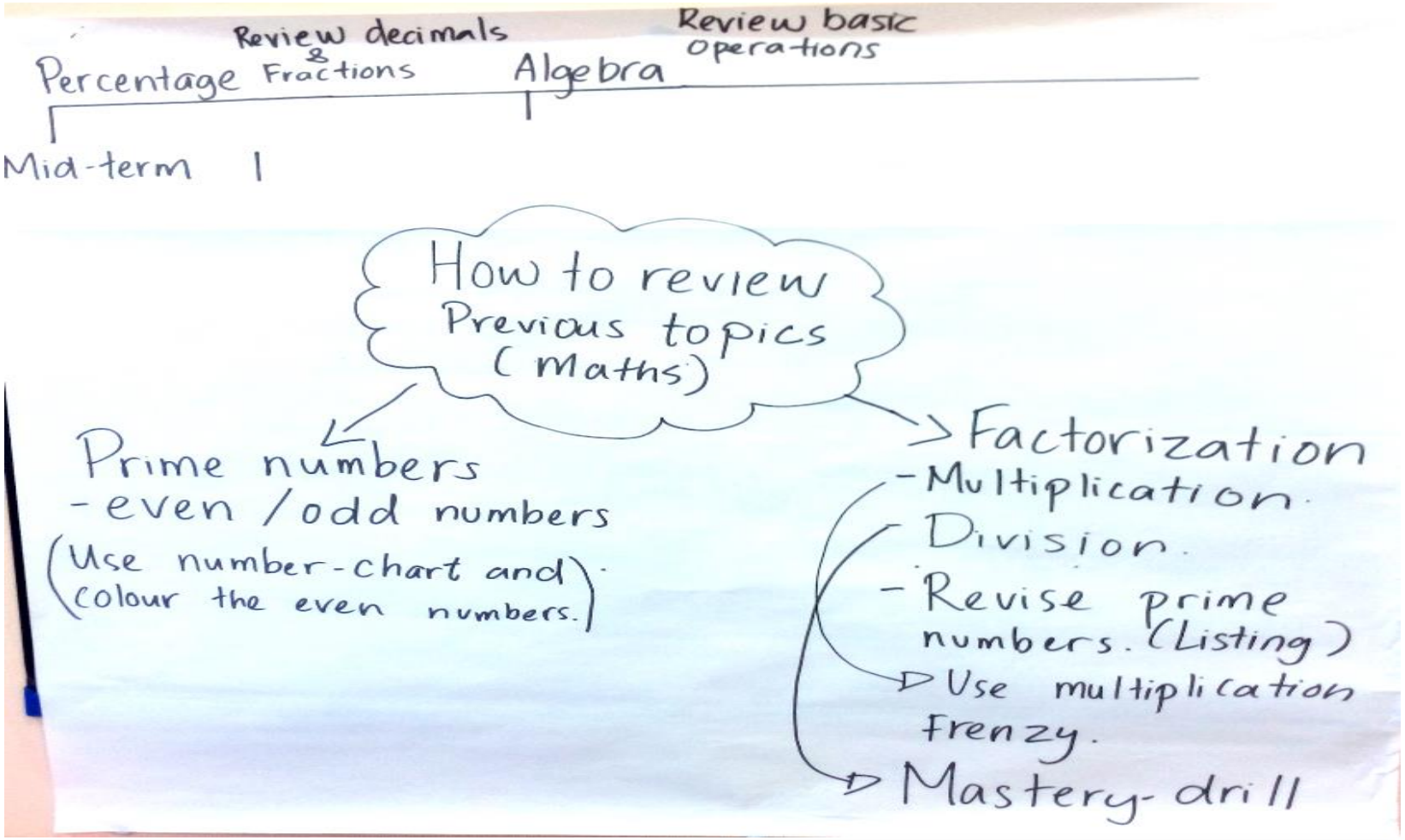
Spacing Effect (Sample – 4)

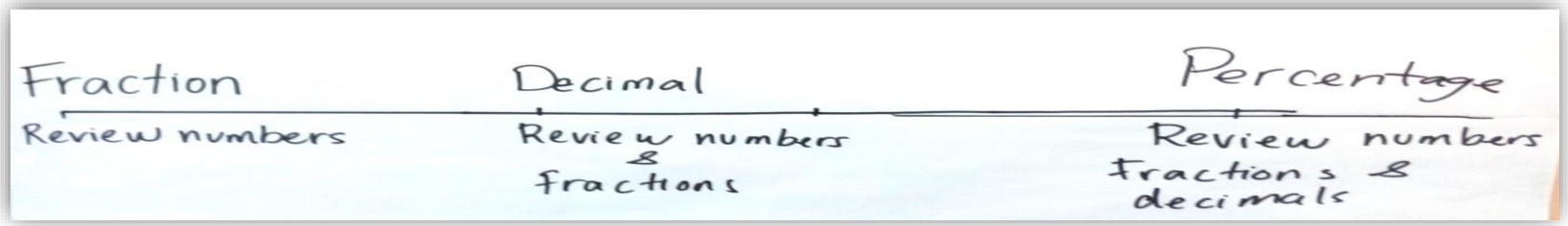


Spacing Effect (Sample – 5)

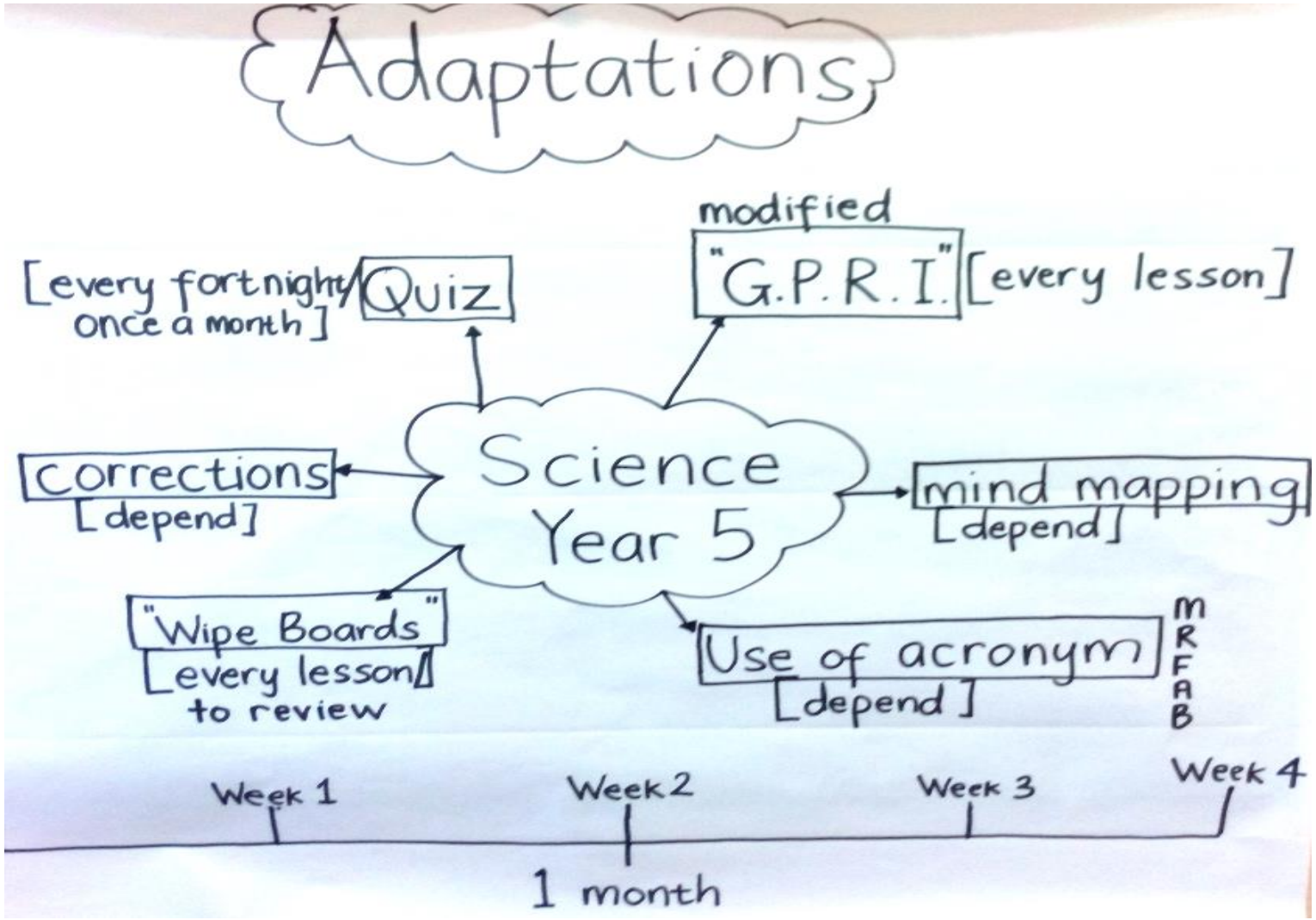


Spacing Effect (Sample-6)





Spacing Effect (Sample -7)



Methodology Resources:

- Full Powerpoint on Spacing Effect (Distributive practice effect) for better retention.

https://goo.gl/uW286D

- Or QR code (The spacing effect- Teachers in action- Memorial University)

https://goo.gl/Ko86ln

For inquiries:

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