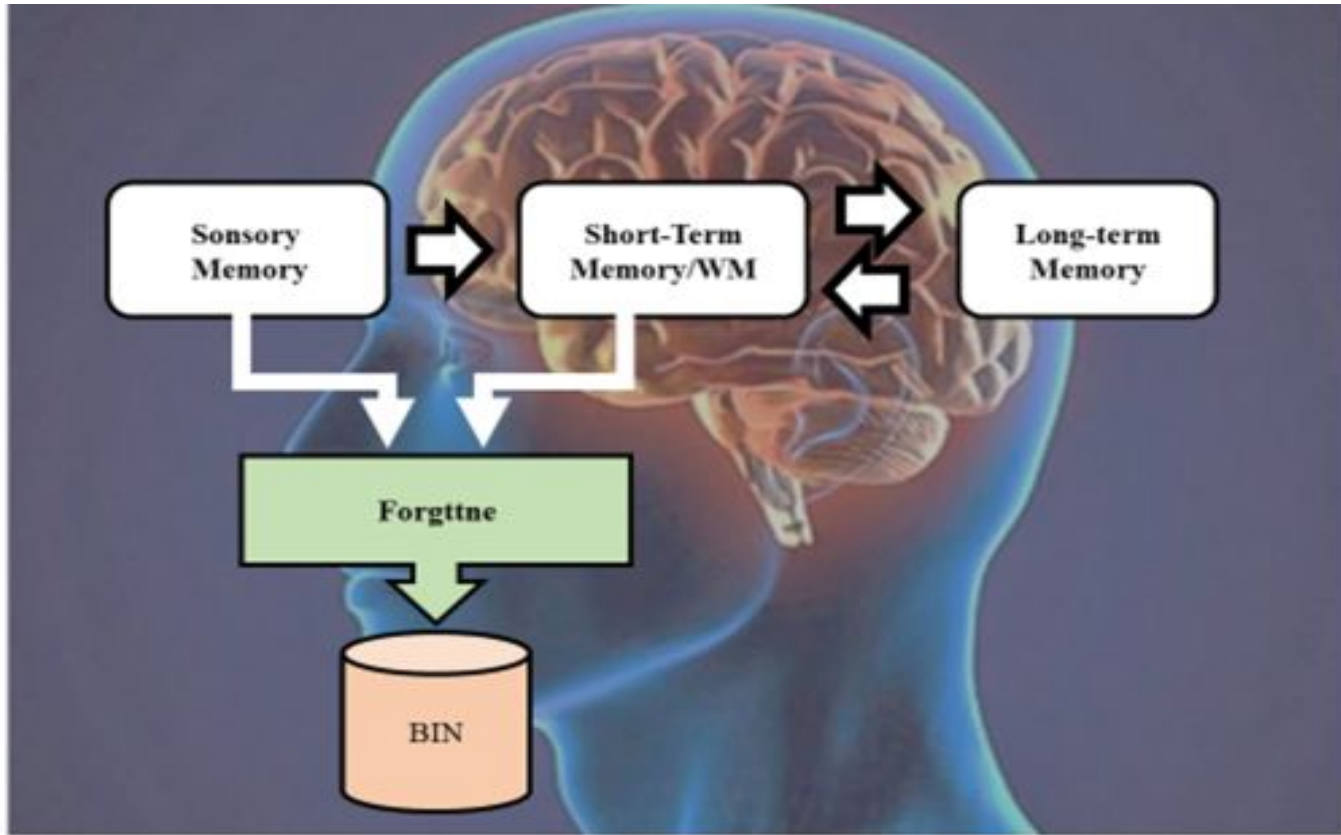




Taxonomy of Teaching Strategies to Enhance Students' Memory

Prepared by

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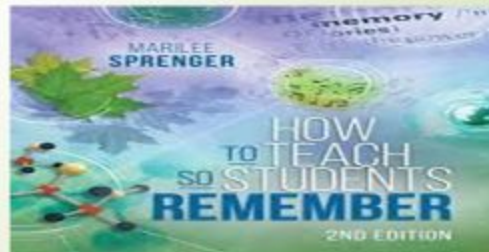
➡ Sprenger (2005-2018)

In her book, the 1st (2005) and the 2nd (2018) edition

“How to Teach so Students Remember”

- Sprenger (2005) offered **seven** actionable, concrete steps to aid students **retrieve** what they learned when needed.
- This approach provides strategies to improve student's outcome by consciously studying for maximum memory capacity to use it when it matters.

By **7Rs** Steps :



1. Reach.



- In this step students must **engage in learning**. They are no longer passive thus the classroom is **learner-centered** applying (**problem-based learning, discovery learning, inquiry learning, project-based learning**). We have to consider: **Learning styles, attention, emotion, motivation, and meaning** in order to make any information **be stored** after **being received** in the **Sensory Memory**.

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3. Recode



- It is considered as an **imperative step** which **organizes information** in the brain. Students **put down** information to be their own. In this process **Working Memory** is used as accessing knowledge through **Long Term Memory** allowing the learner to **put down** information into their own words, pictures, sounds, or even movements. Hence, when self-generated, it is better recalled.

4. Reinforce



- To investigate whether student perceptions match their expectations through recoding, teachers can take **feedback loops** (like informational feedback, developmental feedback). This step will give the teacher a better opportunity to **determine misconceptions** before they become in LTMs when difficult to change.

5. Rehearse



- Has a great effect in putting information into **Long Term**, Permanent **Memory**. Different ways of rehearsing involve higher stage of **thinking**, including **creating**, **applying** and **analyzing**. Rehearsal and the **spacing effect strategies** help teachers and students discover optimal rehearsal techniques. **Sleep** is also essential in establishing LTMs.

6. Review



- Whereas **rehearsing** puts information into **LTM**, **reviewing** provides the opportunity to **retrieve** that information and process it in **WM**. The products of this processing can then be returned to **LTM**. It should also include **testing** skills.

7. Retrieve



- It is an **assessment** used to improve student's ability in **retrieving stored information**. Specific cues are required like using **recognition** techniques as well as **recall**.



**Thank you for
Your attendance**