Permanent Learning

Our aim is the transference of knowledge into the long-term memory and the ability to quickly and accurately retrieve this.
Stage Analysis of Memory

- Encoding
  - Storing a memory trace
  - Perception leaves representation in memory

- Storage
  - retaining trace in memory
  - latent, available for use

- Retrieval
  - recovering encoded trace from storage
  - using available knowledge in cognition/action
Stage 1: learning needs to be encoded

This is connecting new information that you learn into your existing knowledge framework.
A large and highly organised knowledge framework is vital to academic success

*Breadth of knowledge is the single factor within human control that contributes most to academic achievement, E D Hirsch*
Knowledge Organisers

Hence the importance of Knowledge Organisers and highly effective folder management to develop your personal Knowledge Framework.
Folder management

An effective folder assists the learning process by ensuring that work is complete and clearly organised in a manner that optimises:

a. Effective understanding of required knowledge/skills
b. Effective transfer of required knowledge/skills into the long-term memory
c. Effective recall of required knowledge/skills
Folder management check list

1. It uses **effective organisational devices**: hard back folder, dividers, plastic wallets or ring-reinforcers, tabs, hole punch, post its, colour etc. to promote a-c above
2. It is in **good working order and fit for purpose** – no broken ring binders, pages falling out etc.
3. It is organised **exactly following the manner outlined by the subject teachers** at the front of each subject folder which will be based on a-c above: It contains the clear sections that subject teachers have requested separated by dividers: for example it may contain separate sections for assessed work
4. It is in **school and in lessons with the student**, not left at home as it plays a key role in the daily learning process
5. It is **organised by unit** with all unit information kept together to assist complete learning of any unit studied, and it contains all unit work: for example previous assessments are not thrown away but kept in the section directed by the teacher
6. It contains **clear sign posting** to assist with a-c above in a manner agreed with the subject teachers e.g. signposting of homework done/ handed in
7. It **demonstrates engagement with learning** in line with a-c above e.g. RAG-ing work, Response Tasks in a different colour and clearly completed, evidence of going back over learning to review and consolidate this
8. It contains sections for **wider reading**

**Green**: meets all 8 criteria above  
**Amber**: meets criteria 1-7 above  
**Red**: meets criteria 1-5 above  
**Purple**: fails to meet criteria 1-5 above
2. Learning needs to be stored in the long-term memory

For Year 10-11 your course completion hours will be based on the number of hours you need to practice to achieve GCSE success.

This involves **practising deliberately:**

- Classwork
- Homework
- Reading

For knowledge or skills to be stored permanently you need to ‘overlearn’ information by about **20%**
Deliberate practice refers to a special type of practice that is purposeful and systematic. While regular practice might include mindless repetitions or your attention drifting, deliberate practice requires focus attention and concentration and is conducted with the specific goal of improving performance.
3. Learning needs to be quickly and accurately retrievable from the long-term memory.

This is achieved through regular retrieval activities such as testing.
Benefits of testing  (Roediger *et al.* study)

1. It helps you to retrieve knowledge more quickly and easily

1. It is the ONLY way that you will know what you don’t know

   *Studies found that testing reduced students’ confidence even while aiding their performance.*

3. The more you test yourself, the greater the Testing Effect of improved performance
Find out more here ...

https://teachingacademy.wisc.edu/what-are-the-best-ways-to-study-read-this-review-from-scientific-american/
Or here ...