**RETRIEVAL PRACTICE**

First Name, Middle Initial(s), Last Name

Author's Affiliation

Course Number and Name(s)

Instructor's Name

Assignment Due Date

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| Topic | 1. **Answer with Just Your Brain** | 1. **Answer with Notes/Textbook/Discussion. Extend Answer with Why or How?** |
| Positive habits I have learned this semester | I have learned to exercise, eat a healthy diet, and never give up. | Structure and routine myself, to never give up, and to embrace the good study habits  Positive habits will give me a good mindset and accomplish my daily goals. I will have faith in my abilities and my ability to solve challenges. My productivity will be highly regarded in the corporate world, and I will be critical in my personal life. |
| Bad habits that I still need to work on | * Being distracted by cell phone and social media * Doing assignment during the last minute | Poor timekeeping and refusing to take part in teamwork  Through poor timekeeping, I cannot learn or interact with new content, leading to a downward spiral in my academic results (Agarwal et al.,2017). by refusing to participate in teamwork, productivity and creativity have become almost impossible. |
| Learning strategies that I learned in EDUC 1300 and how were they used this semester | * Elaboration strategy for a better description of ideas * Dual coding to reinforce the concept in my brain | • Spaced learning strategy to learn much more effectively  • To do retrieval practice strategy for better understanding  Since information vanishes from the head with time, studying in smaller chunks is needed for more long-term learning.  We can learn much more quickly if we can recall details without supporting materials.  We should ask ourselves open-ended questions about the material, answer in as much detail as possible, then check the materials to make sure their understanding is correct. |
| Time management strategies I learned in EDUC 1300 and why they are important or how I have used them | * Focus without distraction * Prioritize on the important things first * Record my daily routine | A better time management strategy gives me a clearer idea of what I need to do and how long each task can take if I learn to block time out of my day for all of my essential duties (Agarwal,2019). Time management has assisted me in focusing on only the most critical tasks at hand and avoid time-consuming distractions. |
| Metacognition – specific strategies and things I have learned about myself and the way I know best | I have always learned to think aloud, reading comprehension, and practice via essays, | keep my journals, take time to reflect on my coursework, and trust my brain for the process (Agarwal et al.,2017)  This skill motivates me to figure out how I learn best. It also aids in developing self-awareness skills, which become essential as I grow older. |
| Active Listening Tips | * Maintain eye contact * Stay focused always * To listen without judging | Active listening tips include not interrupting, not to prepare and listen at the same time, and don't force solutions and opinions  Active listening strengthens bonds, and it is a vital communication ability as it takes determination and practice to become an outstanding listener. Still, it will be worth it in my personal and professional life. |
| Note-taking styles that work best for me | * The outlining method * The sentence method * Writing on slides method | Note-taking styles include the Cornell method and mapping method  Taking good notes is a crucial part of college academic achievement (Agarwal,2019). Taking notes during class will help me concentrate and understand key concepts. Active listening, understanding, and retention would all benefit from good note-taking. |

**References**

Agarwal, P. K. (2019). Retrieval practice & Bloom's taxonomy: Do students need fact knowledge before higher-order learning?. Journal of Educational Psychology, 111(2), 189.

Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger III, H. L. (2017). Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764-771.