

End Stage Retention Disease (ESRD) When Re-Watching Lectures Does Not Improve Long-Term Retention

TAKE HOME POINTS

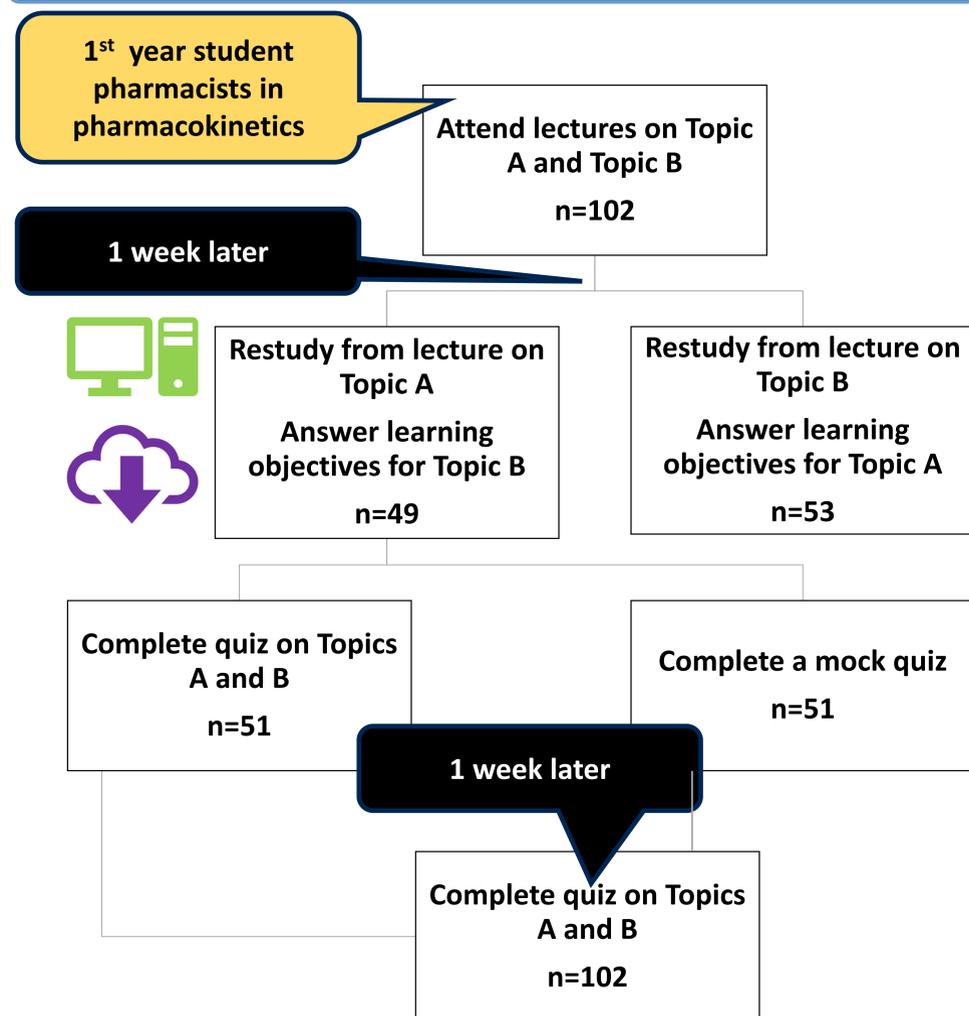
Objective: To assess the relative effectiveness of re-watching a class recording vs. retrieval practice as a learning strategy after students attended a class session on the material.

1. Re-watching lecture did not lead to greater retention than retrieval practice (testing)
2. Testing is more cost-effective than re-watching lecture
3. Students perceive re-watching lecture as an effective strategy

WHY did we do this study?

- Students have found value in re-watching videos as a method to prepare for final exams.¹
- Retrieval practice, otherwise called the testing effect, has been found to be better at improving long-term retention compared to rereading.²

HOW did we do this study?



WHAT did we find?

Do students perform differently on measures of long-term retention when they Restudy or Test?

Restudy
56%

Test
53%

No difference at 1 week between restudy and testing

Restudy
1.4

Restudy+Test
1.6

Test
2.7

Test+Test
4.9

The effect (performance) to cost (time) ratio favors testing

What strategy is most cost-effective for long-term retention of knowledge?

Do students have different perceptions on the effectiveness of Restudy or Testing?

Restudy
82%

Test
43%

Students feel restudy is more effective than testing

WHY do we think this is important?

- Students view re-watching lecture as an effective learning strategy
- Re-watching lecture may result in high immediate effects but does not promote long-term retention
- Students may view effective learning strategies as ones that provide high immediate performance or that feel like they are learning
- Re-watching lecture takes more time and delivers similar results to testing making it less cost-effective for students
- Students are balancing increasingly busy schedules and should utilize study strategies that impact long-term retention with the least time commitment

WHAT can instructors do?

1. Encourage students to self-test after study
2. Provide opportunities for students to retrieve information from memory
3. Provide information to students on successful study strategies for long-term retention

REFERENCES

1. Davies TL, Cotton VK, Korte L. Student Usage And Perceptions Of The Value Of Recorded Lectures In A Traditional Face-To-Face (F2F) Class. J College Teach Learn 2016;13(3):85.
2. Rowland CA. The Effect of Testing Versus Restudy on Retention: A Meta-Analytic Review of the Testing Effect. Psychol Bull 2014;140(6):1432-63.