Meeting the Translation Challenge

Rationale

• Westbridge TSA – R&D
• Previous involvement in the ‘Closing the Gap’ research – The impact of weekly spelling tests on pupils’ recall
• TSA continually considering how pupils best learn spellings
• Opportunity to work on Wellcome trust funded project in Neuroscience
• Keen to combine Neuroscience research with our interest in spelling
Combining retrieval practices with LCWC improves pupils’ progress in spelling

Research Design

• Building on previous research, interested in multiple choice testing as a learning experience

• Within participant design

• Pre and post-tests

• IV level 1 (Control) – no multiple choice testing, LCWC

• IV level 2 (Intervention A) – multiple choice testing

• IV Level 3 (Intervention B) – teaching method used in control condition (LCWC) in conjunction with multiple-choice testing
Combining retrieval practices with LCWC improves pupils’ progress in spelling

Results

• Intervention B significantly better progress rates
• Intervention A negative effect on spelling
• 47% of children preferred multiple choice testing as a learning method

Impact

• Replicated in different context – Multiplication
• Intervention also had negative effect on recall
• Children unable to infer using existing knowledge with spellings and times tables
• Impact in schools: Whole school reward scheme linked to testing and informed practice