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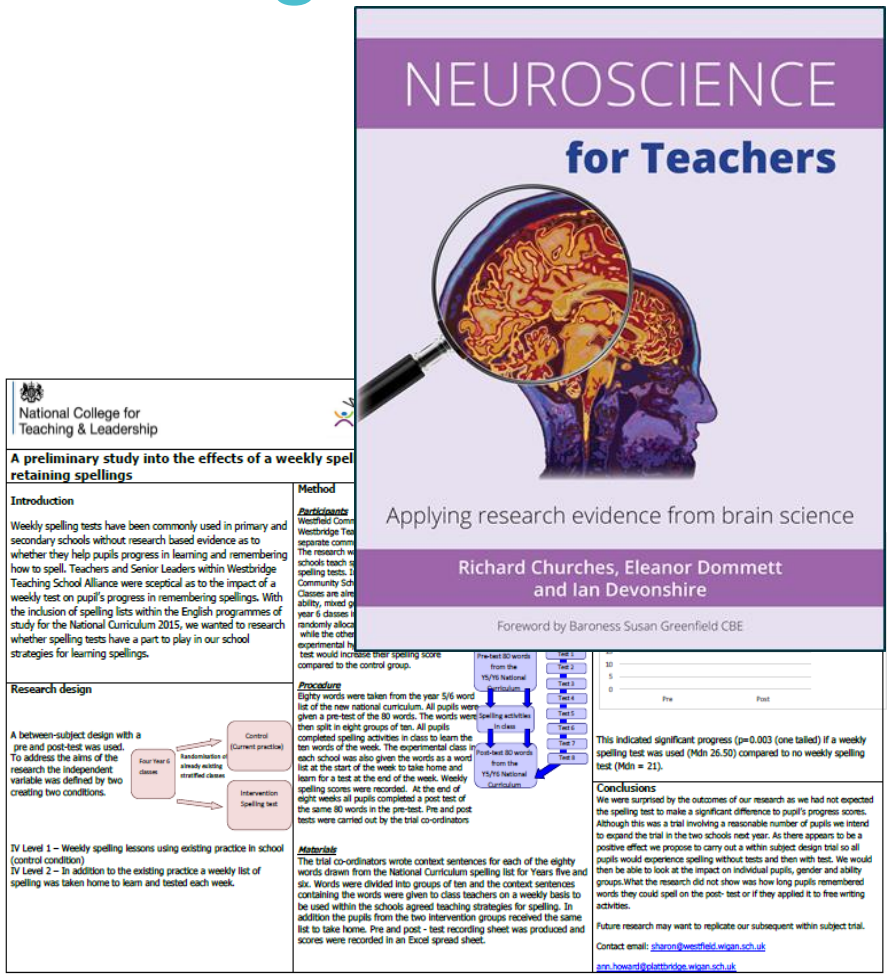
Meeting the Translation Challenge

Rationale

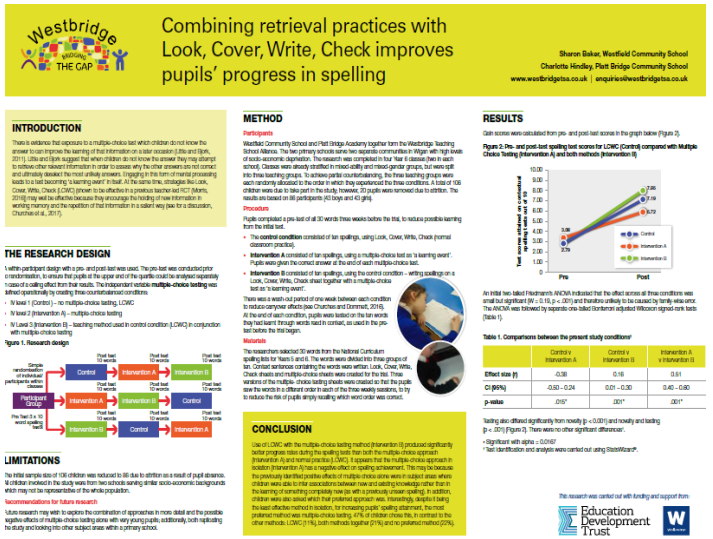
- Westbridge TSA – R&D
- Previous involvement in the ‘Closing the Gap’ research – The impact of weekly spelling tests on pupils’ recall
- TSA continually considering how pupils best learn spellings
- Opportunity to work on Wellcome trust funded project in Neuroscience
- Keen to combine Neuroscience research 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 Look, Cover, Write, Check improves pupils' progress in spelling

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INTRODUCTION

METHOD

RESULTS

THE RESEARCH DESIGN

CONCLUSION

LIMITATIONS

Combining retrieval practices with LCWC improves pupils' progress in spelling

Results

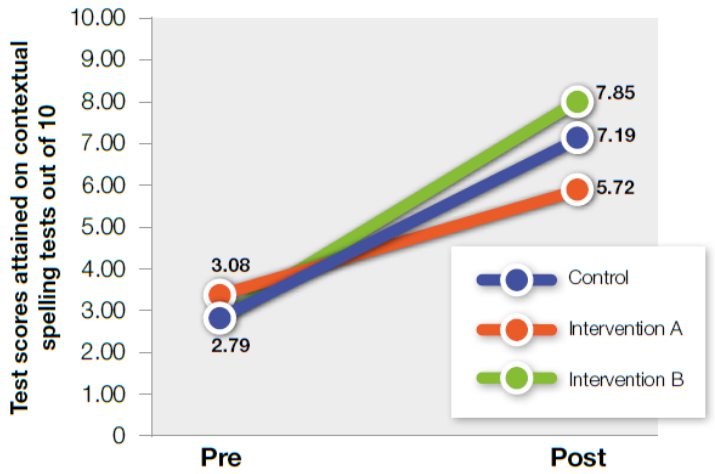
- Intervention B significantly better progress rates
- Intervention A negative effect on spelling
- 47% of children preferred multiple choice testing as a learning method

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

Gain scores were calculated from pre- and post-test scores in the graph below (Figure 2).

Figure 2: Pre- and post-test spelling test scores for LCWC (Control) compared with Multiple Choice Testing (Intervention A) and both methods (Intervention B)



An initial two-tailed Friedmann's ANOVA indicated that the effect across all three conditions was small but significant ($W = 0.19$, $p < .001$) and therefore unlikely to be caused by family-wise error. The ANOVA was followed by separate one-tailed Bonferroni adjusted Wilcoxon signed-rank tests (Table 1).

Table 1. Comparisons between the present study conditions†

	Control v Intervention A	Control v Intervention B	Intervention A v Intervention B
Effect size (r)	-0.38	0.16	0.51
CI (95%)	-0.50 – 0.24	0.01 – 0.30	0.40 – 0.60
p-value	.015*	.001*	.001*