

TEACHING & LEARNING JOURNAL - EDITION 20

Implementing Retrieval Practice in GCSE Business

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Having taught now for 20 years retrieval practice did not look like anything new that I hadn't re-visited in previous teaching models and that I hadn't already incorporated into my teaching. However, after researching further I realised that whilst I often used knowledge testing at the end of topic areas, I would fail to re-visit them again until close to the final exams. I had often failed to test pupil's knowledge of all facts after a topic had finished or assess if they remember them perhaps months or a year later. With this in mind, I started to develop knowledge quizzes using different techniques to improve recall from previous months work rather than just weeks. During my lessons, I incorporated a number of quick but engaging knowledge testing activities that encouraged recall from previous topics. Students would hear a sound and then would work on a knowledge test in a set time limit. These were then peer assessed. Students recorded their score on a tracker sheet (creates competition and they are able to see topics they are weak at). It also gave students the opportunity to link this to current learning. Below are just a few examples that I have used:

60 Second Challenge- student cards



| Key Term | Definition |
|----------|------------|
| A | |
| B | |
| C | |
| D | |
| E | |
| F | |
| G | |
| H | |
| I | |
| J | |

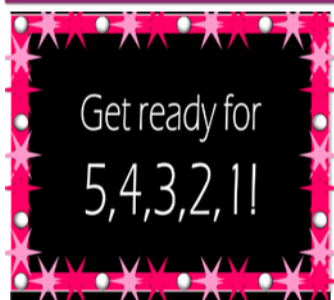
This is a simple way to recall key terms against definitions.



This is effective in recalling students' knowledge of formulas/ calculations.

A business has a capacity utilisation of 75%. It wants to increase its capacity by 25%. Assuming it produces the same amount of units, what will be the new capacity utilisation?

$$(75/125) \times 100 = 60\%$$



- 5 5 Ways to Add Value
- 4 4 ways to segment the market
- 3 Methods of primary research
- 2 Risks of setting up a business
- 1 Benefit of segmentation

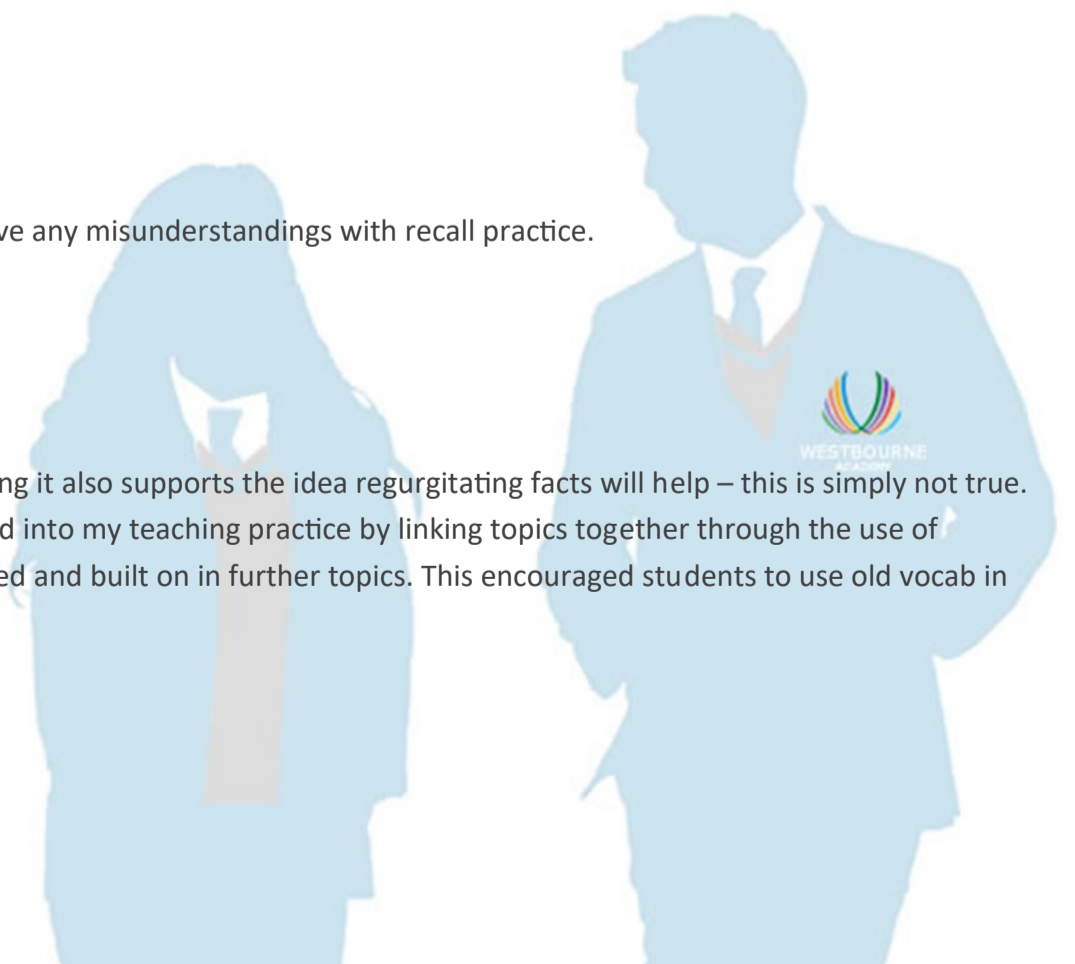
This allows students to recall a number of facts for different topics.

What's The Difference?



This can help remove any misunderstandings with recall practice.

However, knowledge or fact tests repeated continuously can become boring it also supports the idea regurgitating facts will help – this is simply not true. From this, I recognised that retrieval practice could be also be incorporated into my teaching practice by linking topics together through the use of knowledge word banks. Knowledge learnt in each topic could then be linked and built on in further topics. This encouraged students to use old vocab in new thinking.



Below are examples of methods I implemented into my teaching practice, which has led to a more formal way to encourage students to make links with key terms in previous topics. Due to these techniques, students have been able to up level their exam responses, which should enable them to access the higher grades in the new 9-1 GCSE specification.



MAKE LINKS TO LAST MONTHS LESSON- HOW MIGHT CHANGES IN TECHNOLOGY EFFECT THE MARKET FOR MAGAZINES AND THEIR CUSTOMERS?

What businesses might you create from looking at the data?



How does this data relate to market segmentation from the previous lesson?



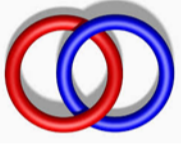
Students see the 'link symbol' and then try to apply their current learning to previous topics.

Below students are provided with word banks to enable them to select previous key terms that they can use in their responses.

Level 7+- Have you:

Described at least 6 stakeholders interest in the London Dungeons

Describe how at least 5 stakeholders are affected by 3 decisions at London Dungeons using THREE CONNECTIVE'S for each stakeholder– BLT- This is because/ This leads to/ As a result



Can you up level your responses by using AT LEAST 6 of the following key terms from past lessons - Revenue/ Fixed/Variable Costs/Marketing M Location factors/cash flow/sources of finance/ liability/ highly competitive/customer needs/ adding value

