

**Marshall J. Farr**

**The Long-Term  
Retention of  
Knowledge and Skills**  
*A Cognitive and  
Instructional Perspective*



**Springer-Verlag**

# Long Term Retention Of Knowledge And Skills

**Harry P. Bahrick, Lynda K. Hall, Melinda  
K. Baker**



## **Long Term Retention Of Knowledge And Skills:**

The Long-Term Retention of Knowledge and Skills Marshall J. Farr, 2012-12-06 A INTRODUCTION AND BACKGROUND  
2 This report reviews and interprets research on the nature and magnitude of the effects of those factors which influence how well knowledge and skills K 1 I am indebted to Dr Jesse Orlansky Institute for Defense Analyses for his encouragement and guidance through all phases of this report

**The Long-Term Retention of Knowledge and Skills** Marshall J Farr, 1987-06-01

**The Long-Term Retention of Knowledge and Skills**, 1998 We received three classes of guidelines we found to optimize long term retention The first class concerned ways to optimize the conditions of training We discussed three general guidelines in this class The first concerned the contextual interference found for example with random sequences of tasks as opposed to fixed or predictable sequences The second concerned training parts of a task versus the whole task The third concerned the distinction between generating and reading The second class of guidelines concerned ways to optimize the strategies used We found that in tasks that require deliberate retrieval from memory training that promotes efficient encoding strategies maximizes long term retention The third class of guidelines concerned ways to attain direct access or automatic retrieval from memory We found in several domains that achieving automaticity requires extensive practice Further even when retrieval appears automatic after extensive practice mediators may still continue to exert their influence

**Learning and Memory of Knowledge and Skills** Alice F. Healy, Lyle E. Bourne, 1995 By analyzing the results of experiments that use a wide variety of training tasks including those that were predominantly perceptual cognitive or motoric this volume answers such questions as Why do some people forget certain skills faster than others What kind of training helps people retain new skills longer Inspired by the work of Harry Bahrick and the concept of permastore the contributors explore the Stroop effect mental calculation vocabulary retention contextual interference effects autobiographical memory and target detection They also summarize an investigation on specificity and transfer in choice reaction time tasks In each chapter the authors explore how the degree to which reinstatement of training procedures during retention and transfer tests accounts for both durability and specificity of training Researchers and administrators in education and training will find important implications in this book for enhancing the retention of knowledge of skills You have to read this book Anyone interested in training will want to read it This book provides the theoretical bases of the acquisition of durable skills for the next decade It advances and demonstrates a new principle of skill learning that will prove to be as important as the encoding specificity principle and its corollary the principle of transfer appropriate processing This new principle is that highly practiced skill learning will be durable when the retention test embodies the procedures employed during acquisition This principle and the other important findings reported in this text will have a great impact on the evolution of memory theory and on the wide range of applications Douglas Hermann University of Maryland

**Test Theory for A New Generation of Tests** Norman Frederiksen, Robert J. Mislevy, 2012-11-12 The editors of this volume

suggest that there are missing elements in the conceptualization upon which standard test theory is based Those elements are models for just how people know what they know and do what they can do and the ways in which they increase these capacities Different models are useful for different purposes therefore broader or alternative student models may be appropriate The chapters in this volume consider a variety of directions in which standard test theory might be extended Topics covered include the role of test theory in light of recent work in cognitive and educational psychology test design student modeling test analysis and the integration of assessment and instruction

**Cognitive Plasticity in Neurologic Disorders** Joseph I. Tracy, Benjamin M. Hampstead, K. Sathian, 2015 This volume makes clear that the cognitive and

behavioural symptoms of neurologic disorders and syndromes are dynamic and changing Each chapter describes the neuroplastic processes at work in a particular condition giving rise to these ongoing cognitive changes

*The Acquisition of Knowledge and Skills for Taskwork and Teamwork to Control Complex Technical Systems* Annette Kluge, 2014-05-05 This book provides the first comprehensive literature review on the acquisition and retention of complex skills in High Reliability Organizations Based on this review it introduces a theoretical model of how skill and knowledge acquisition for complex tasks is accomplished and shows how this model can be used to derive training methods and instructional techniques Successful acquisition and retention of complex technical skills within High Reliability Organizations requires a full understanding of the learning process knowledge structure and skill requirements associated with the effective operation and management of technology For researchers and for organizations the understanding of these processes is vital for designing training programs as well as for reducing errors with severe consequences for human lives and the environment Until now only theoretical fragments exist on this topic and only a very limited number of publications actually address complex tasks in vocational occupational settings The Acquisition of Knowledge and Skills for Task Work and Teamwork to Control Complex Technical Systems uses its literature overview and theoretical model to formulate training principles that can be used to develop training experiments for further empirical investigations as well as training methods for applied organizational contexts

The Leadership Brain David A. Sousa, 2003-04-30 How can you use the growing body of research on how the brain learns to become a more effective leader Cognitive neuroscientists are gaining greater insights into how the brain interacts with and learns from the environment Now David A Sousa one of the foremost experts in translating this research into classroom practice examines the brain compatible leadership practices that sustain effective teaching and learning The Leadership Brain provides a new model for a whole brain approach to educational leadership Examining what we know about the adult brain and how to apply these lessons to effective school leadership and team management this powerful resource provides you with the necessary tools to Understand the differences in learning and retention left and right hemispheric preferences higher order thinking and the nature of creativity Initiate and lead productive change within your school Effectively shape and manage school culture Address the call for ethical and spiritual leadership Understand how thinking

habits influence our actions especially with problem solving and conflict resolution Reduce misconceptions about students with disabilities gifted and minority students Use information about the influence that modern society has on student learning and their different expectations The Leadership Brain includes valuable self assessment tools resources and practical applications that will help instructional leaders develop a modern creative team centered school where all students and teachers can reach their full potential

**Trends in Cognitive Psychology** Serge P. Shohov, 2002 Cognitive psychology is concerned with several mental processes including those involved in perception attention learning memory problem solving decision making and the use of language It is often said that cognitive psychology tries to understand how people represent their experience and then use these representations to operate effectively Cognitive psychology holds that people are not passive organisms whose mental representations are simple or direct reflections of the outside world Rather they are active processors of environmental events and as such they bring their past knowledge and their biases to bear on how they perceive and understand all current events Thus perceiving imagining thinking remembering forming concepts and solving problems indeed all aspects of people's mental lives define the domain of cognitive exploration This book presents important research which was carefully selected and screened for both current relevance and long term advancement of the field

Essential Guide to Generic Skills Nicola Cooper, Kirsty Forrest, Paul Cramp, 2008-04-15 This is a vital text to help you with the competency assessment in the UK Foundation Programme giving practical advice in an easy to follow format It advises new doctors on note keeping time management organisation communicating with colleagues the structure of the NHS and how to deal with the ethical and legal issues they face when on call Also looks at emotional intelligence learning styles or how different personality types can work together more effectively

The Handbook of Aging and Cognition Fergus I. M. Craik, Timothy A. Salthouse, 2011-03-15 Cognitive aging is a flourishing area of research A significant amount of new data a number of new theoretical notions and many new research issues have been generated in the past ten years This new edition reviews new findings and theories enables the reader to assess where the field is today and evaluates its points of growth The chapters are organized to run from reviews of current work on neuroimaging neuropsychology genetics and the concept of brain reserve through the mainstream topics of attention memory knowledge and language to a consideration of individual differences and of cognitive aging in a lifespan context This edition continues to feature the broad range of its predecessors while also providing critical assessments of current theories and findings

**Life-Span Maintenance of Knowledge** Harry P. Bahrick, Lynda K. Hall, Melinda K. Baker, 2013-06-07 This volume describes how well we maintain the knowledge we acquire throughout life Research traditionally focuses on memory for events that are retained over short time periods that can be accommodated in experiments This book by contrast uniquely describes the evolution of methods suitable for investigating memory of complex knowledge acquired over several years and retained during the entire life span The methods substitute statistical for experimental controls and the investigations involve several hundred participants whose

memory is tested up to 50 years after they acquired the knowledge in question The book covers educational content such as mathematics and foreign languages knowledge acquired incidentally such as the streets and buildings of the cities in which we live and knowledge acquired through the media Previously unpublished research on age related access to knowledge is included The analyses are based on the accessibility availability ratio a metric presented for the first time This metric allows comparisons of the portion of available knowledge that can be recalled as a function of age education and other individual differences and as a function of the domain of knowledge in question The ratio can be used to evaluate methods of instruction and methods of studying It can also be used to evaluate memory development and to diagnose memory pathology The volume will be of interest to researchers in human memory developmental psychologists gerontologists in academic and applied settings and educators

*The Oxford Handbook of Memory* Endel Tulving, Fergus I. M. Craik, 2005-05-05 The strengths and weaknesses of human memory have fascinated people for hundreds of years so it is not surprising that memory research has remained one of the most flourishing areas in science During the last decade however a genuine science of memory has emerged resulting in research and theories that are rich complex and far reaching in their implications Endel Tulving and Fergus Craik both leaders in memory research have created this highly accessible guide to their field In each chapter eminent researchers provide insights into their particular areas of expertise in memory research Together the chapters in this handbook lay out the theories and presents the evidence on which they are based highlights the important new discoveries and defines their consequences for professionals and students in psychology neuroscience clinical medicine law and engineering

Psychology of Learning and Motivation, 1993-12-07 With a long standing tradition for excellence this series is a collection of quality papers that are widely read by researchers in cognitive and experimental psychology Each chapter thoughtfully integrates the writings of leading contributors who present and discuss significant bodies of research relevant to their discipline

**Memory** Elizabeth Ligon Bjork, Robert A. Bjork, 1996-09-18 Memory conveys the state of knowledge regarding human memory This book is composed of seven parts beginning with a discussion on different memory structures and the processes that regulate the flow of information between those structures A chapter follows on the distinction between explicit and implicit memory Other chapters address the different aspects of storing information in long term memory how information in long term memories is accessed and the controlling and monitoring of such storage and retrieval processes How memory capacities and characteristics vary as a function of individual differences and aging as well as the implications of memory research for two real world domains of strong interest witness interrogation and testimony and the long term retention of skills and knowledge are also addressed This handbook will be an important resource for students of human memory

**Student Teams That Get Results** Gayle H. Gregory, Lin Kuzmich, 2010 Busy teachers struggle daily with the demands of increased accountability and the need to develop skill and proficiency in diverse groups of learners Focused on the power of student teams to advance learning this book shows how students working together and

expressing ideas with one another can clarify their thinking and deepen their understanding of essential concepts Combining effective grouping strategies with other research based practices this resource for the differentiated classroom demonstrates how teachers can raise achievement and critical thinking by showing students how to practice three key skills attentive listening accepting others ideas and disagreeing with ideas rather than people Student Teams That Get Results shows teachers how to prepare students for deeper and more successful thinking on assessments using an innovative collection of best practice teaching tools that help learners Scaffold critical layers of meaning Generalize and infer Integrate content Identify patterns Increase adaptive and analytic reasoning This book offers more than 100 reproducible lesson planners assessment tools checklists graphic organizers and more Each teaching tool used as presented or customized to meet learners unique needs includes a reproducible template examples of the teaching tool in action across grade levels and content areas and a brief how to use it description

**The SAGE Handbook of Industrial, Work & Organizational Psychology** Deniz S Ones, Neil Anderson, Chockalingam Viswesvaran, Handan Kepir Sinangil, 2017-12-04 The first volume in The SAGE Handbook of Industrial Organizational and Work Psychology introduces key concepts in personnel and employee performance from cognitive ability and the psychological predictors used in assessments to employee and team values The editor and contributors present a clear overview of key research in the areas of behaviour change and how to assess individual job performance making Volume I indispensable for anyone working in or studying Human Resource Management

Learning and Memory W. Scott Terry, 2023-05-25 Learning and Memory provides a balanced review of the core methods and the latest research on animal learning and human memory Topical coverage ranges from the basic and central processes of learning including classical and instrumental conditioning and encoding and storage in long term memory to topics not traditionally covered such as spatial learning motor skills and implicit memory The general rules of learning are reviewed along with the exceptions limitations and best applications of these rules Alternative approaches to learning and memory including cognitive neuroscientific functional and behavioral are also discussed Individual differences in age gender learning abilities and social and cultural background are explored throughout the text and presented in a dedicated chapter The relevance of basic principles is highlighted throughout the text with everyday examples that ignite reader interest in addition to more traditional examples from human and animal laboratory studies Research examples are drawn from education neuropsychology psychiatry nursing and ecological or everyday memory Each chapter begins with an outline and concludes with a detailed summary Applications and extensions are showcased in text boxes as well as in distinct applications sections in every chapter and review and recapitulation sections are interspersed throughout the chapters

Individual and Team Skill Decay Winfred Arthur, Jr., Eric Anthony Day, Winston Bennett, Jr., Antoinette M. Portrey, 2013-09-02 Skill and knowledge retention is a major issue and concern in learning and skill acquisition especially when trained or acquired skills or knowledge are needed after long periods of nonuse The goal of this book is to summarize and advance the thinking of critical

issues related to skill retention and decay in the context of individual and team training on complex tasks This volume will be of interest to researchers and practitioners in the fields of industrial and organizational psychology human factors organizational behavior and human resources management     **From Learning Theory to Connectionist Theory** William Kaye Estes, Alice F. Healy, Stephen Michael Kosslyn, Richard M. Shiffrin, 1992



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