

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

Lei Huang



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

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

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

Test Theory for A New Generation of Tests Norman Frederiksen,Robert J. Mislevy,Isaac I. Bejar,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

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.

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.

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.

Immerse yourself in heartwarming tales of love and emotion with Explore Love with is touching creation, Experience Loveis Journey in **Long Term Retention Of Knowledge And Skills** . This emotionally charged ebook, available for download in a PDF format (PDF Size: *), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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Long Term Retention Of Knowledge And Skills Introduction

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