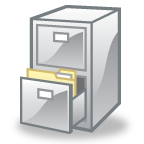
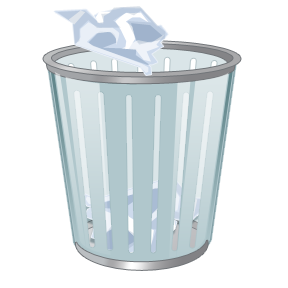
For more information:

Sousa, D (2006). How your brain learns: Sage Publication. ISBN# 1-4129-3660-8

*Where do you want the information you’ve worked so hard to share with them to go?*



*OR*

Including closure activities in your lessons will invite the working memory to summarize the learning for itself and complete a rehearsal that will increase the probability of retention!

Ways to include closure in your lessons include:

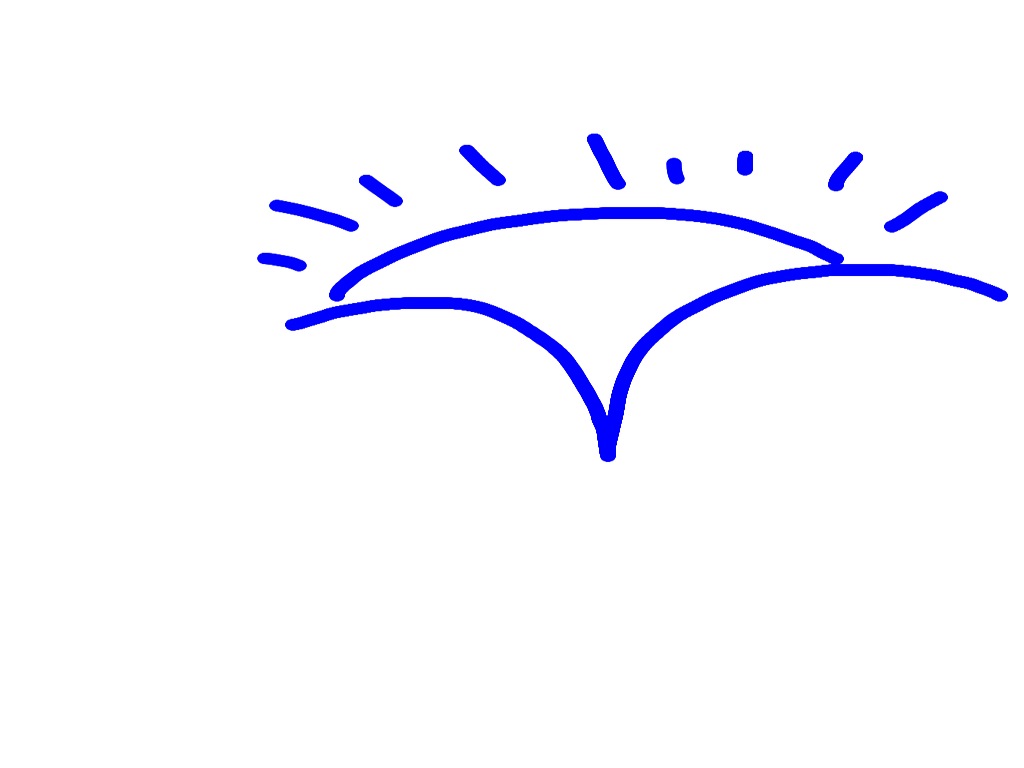
Give them a set time (ex: 2 min) to complete a specific direction related to thinking with the intent to discuss as a class.

Let them mentally rehearse and summarize what they’ve learned.

Use closure to start a lesson by having them think about yesterday’s lesson

Procedural closure helps when you move from one subtopic to the next

Terminal closure ties all the learning of subtopics together.



# Based on information from “How the Brain Learns”

**How to Increase Retention**

Plymouth State University

Winter 2013-14

Dr. Fran Rancourt

Prepared by:

Betsy Damon

#### Importance of Closure

*All the teaching in the world doesn’t help if they don’t remember!*

# Structuring Your Lessons for Greater Success

* Students must feel safe in their environment including taking risks in answering questions and trying out activities.
* Limit chunks of information to 3-5 per lesson.
* 15-20 minute lessons will be keep students engaged better than one 40 minute lesson.
* If students say, “I don’t understand” then they aren’t making sense of the material and it won’t be remembered
* Include an answer to “Why do I have to know this?” and/or “When will I ever use this?” to help provide more meaning for the learning.
* Believing “I can’t” will trigger an information discard.
* Learners must believe they will be successful in order to be open to processing and saving information.
* Different modality preferences will affect information received and teachers need to include activities that address all styles for greater overall success.
* Humor creates positive emotions which increases retention and recall
* Motivation to learn increases processing time of working memory.
* Active participation helps develop understanding and enhance sense and meaning.
* Feedback that is prompt, specific and corrective will help increase processing time.
* Connect to past experiences and prior knowledge.
* Models can help learners perceive the new information when they can’t rely on past experience.

Putting in a little more effort in the planning and preparation of lessons will save from having to spend time reteaching! As Ben Franklin said: “A penny saved is a penny earned.” So save those pennies by planning lessons that encourage students to remember what has been taught!

# How Information becomes a Memory

Students learn from different resources and for different reasons but the processes to creating lasting memories are the same.

Sensory data is evaluated and unimportant signals are dropped while the rest moves to immediate memory.

Items in immediate memory are reevaluated over a longer time span (avg 30 seconds) and items that are deemed important are moved to working memory

Over the next time period (about 10-20 minutes) items are evaluated based on sense and meaning (with a dash of emotion) and stored in long-term memory or discarded.



It begins and ends with the student but teachers are important too!

#### Keys to Increasing Retention Success