

THEORY CORNER

ScEI Club



Aug 2026

Retrieval Practice

**Practice with purpose.
Master through repetition.**

Retrieval Practice is one of the most evidence-based learning strategies in cognitive psychology. It involves actively recalling previously learned information from memory rather than passively rereading or reviewing notes. The effort required to retrieve information strengthens memory traces, improves long-term retention, and enhances understanding. Research has consistently shown that learners who regularly practice retrieval retain information longer than those who rely on additional study alone (Roediger & Karpicke, 2006). Common retrieval strategies include low-stakes quizzes, flashcards, brain dumps, discussion, and reflection. When combined with spaced repetition and interleaving, retrieval practice not only improves retention and knowledge transfer but also helps learners identify gaps in their understanding and develop stronger metacognitive awareness (Dunlosky et al., 2013; Brown, Roediger, & McDaniel, 2014).

Further Reading

Karpicke, J. D. [Retrieval-based learning: A decade of progress](#). In: Byrne, J. H., ed. *Learning and Memory: A Comprehensive Reference* (2nd ed.). Elsevier. 2017.

Serra, M. J., et al. [The use of retrieval practice in the health professions: A state-of-the-art review](#). *Behavioral Sciences*. 2025.

Trumble, E., et al. [Systematic review of distributed practice and retrieval practice in health professions education](#). *Advances in Health Sciences Education*. 2024.

