

Individual differences moderate the benefits of retrieval practice: Is it beneficial for all students?

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EDITORIAL

Our learning ability is affected by each variation in different learning-related genres, such as Working Memory Function (WMC), personality traits, social, emotional, and physical factors, and teaching ability. This means that student's experiences are partly based on their learning needs. The goal of the education community should be to give all students an equal chance to succeed in achieving the required educational goals. Another way to provide equal opportunities is to investigate and apply evidence-based learning strategies that are useful for learning regardless of individual needs. The current study focuses on the process of retrieving learning strategies and their relationship to working memory and personality traits. Practicing retrieval is a learning technique often shown to increase long-term retention compared to other learning methods such as re-reading, group discussions, and mind mapping. This benefit based on long-term learning recovery is often described as a test result. There are several explanations for the test result, for example, the desired difficulty framework states that the desired struggle during learning improves long-term retention. The most recent addition is an episodic context account. According to this account, the maximum retention of readable material following the retrieval practice is related to the retrieval of contextual elements associated with the target. During practice

and retrieval things to learn are constantly updated with contextual clues making the memory richer. This ongoing process blocks the search set and increases the chances of finding a target in the future. The test result is a well-designed structure and many ways to maximize their effectiveness have been found. For example, it has been found that some test formats are more desirable than others that a certain number of successful acquisitions are required for a lasting result and that the correct response is useful for learning and retention. Giving the right answer keeps the reader from learning the wrong answer and also provides an opportunity to remember the correct answer. Another important factor for incorporating feedback in a study conducted is retrieval to measure the exposure of learning materials between learning contexts. Some aspects of the success of the recovery process are still uncertain. For example, it is still being considered that each variation of the individual traits associated with learning will measure the effect of the acquisition of practice, or if the approach is equally beneficial regardless of academic merit has shown that comprehension and personality can interact in such a way that people with higher levels of personality traits, such as characteristic anxiety concerns, and lower levels of understanding benefit less from recovery activities than people with higher levels of understanding. However, in the follow-up study, they were unable to repeat the results, which required further research.

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