



1 Question
Can a computer ensure that successful retrieval is always the most difficult retrieval, and therefore maximize the benefit of tests?

2 Memory Enhancers
Testing: tests > presentations (e.g., Roediger & Karpicke, 2006)
Effortful Retrieval: When retrieval is more difficult (i.e., closer to impossible), it is more beneficial (e.g., Modigliani, 1976).

3 Static Optimization
Adding interference/delay (in an amount determined *a priori*) between learning events. Examples include expanding retrieval practice (Landauer & Bjork, 1978) and Bjork & Allen (1970), who interpolated distractors of varying difficulty between learning events.

4 Dynamic Optimization
Giving participants *just enough* help so that two conditions are met:
1. Learners are (ultimately) successful on every retrieval attempt.
2. Each success is the most difficult possible retrieval.

References
Bjork, R. A., & Allen, T. W. (1970). The spacing effect: Consolidation or differential encoding? *Journal of Verbal Learning and Verbal Behavior*, 9, 567-572.
Landauer, T. K., & Bjork, R. A. (1978). Optimum rehearsal patterns and name learning. In M. M. Gruneberg, P. E. Morris, & R. N. Sykes (Eds.), *Practical aspects of memory* (pp. 625-632). London: Academic Press.
Finley, J. R., Benjamin, A. S., Hays, M. J., Bjork, R. A., & Kornell, N. (2011). Benefits of Accumulating Versus Diminishing Cues in Recall. *Journal of Memory and Language*, 64, 289-298.
Modigliani, V. (1976). Effects on a later recall by delaying initial recall. *Journal of Experimental Psychology: Human Learning and Memory*, 2, 609-622.
Roediger, H. L., III, & Karpicke, J. D. (2006). Test enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, 249-255.

5 Paradigm
1. Study: 48 word-pairs (half weakly related, half unrelated), 5s per presentation
2. Practice: 4 rounds, each pair randomly assigned (per participant) to one of three within-subjects "assistance" conditions:

Accumulating Cues (AC) **Diminishing Cues (DC)** **Standard Feedback (SF)**

Practice Phase

problem _____	problem difficu__	problem _____
problem d_____	juvenile suggest__	problem difficulty
problem di_____		
problem dif____		
⋮		

(until correct response)

NEXT PRACTICE ROUND

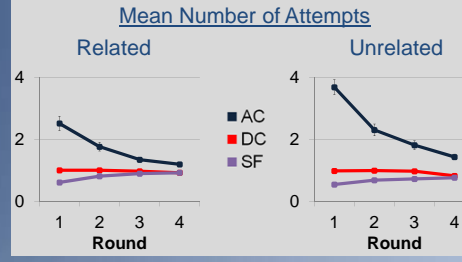
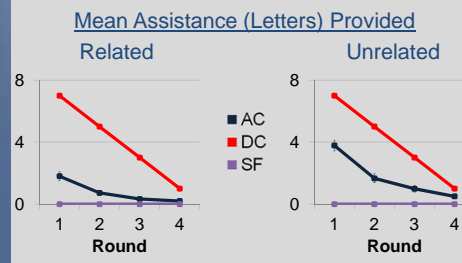
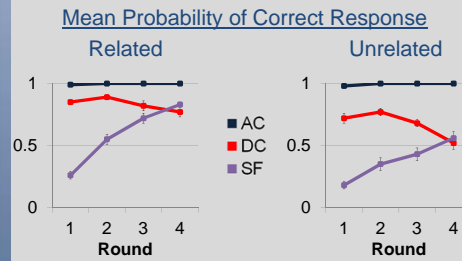
problem _____	problem diffi__	problem _____
⋮		

3. Distractor: 10 minutes of Tetris

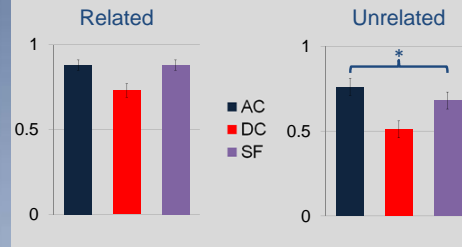
4. Final recall test

problem _____	problem _____	problem _____
---------------	---------------	---------------

6 Retrieval Practice Results



7 Mean Final Test Recall



8 Conclusion
Yes.