

Retrieval Practice as an Effective Method to Instruct Learners on Teaching and Learning Myths

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Knowing how to learn effectively is a crucial factor for academic success. However, the widespread prevalence of myths about teaching and learning affects learners' decisions about how they study. Moreover, learners often struggle to distinguish myths from facts. One method that has been shown to enhance learning is the retrieval of previously studied information. In the present study, we aimed to analyze whether retrieval practice is an effective method to help learners identify myths and to differentiate them from facts.

A total of 103 learners (40 male, 63 female; mean age = 29.29 years, $SD = 13.13$) participated in this experimental study. 28 statements about teaching and learning were selected for the present study, with 14 statements classified as myths and 14 as facts. Without being informed of whether the statements were myths or facts, participants first rated their agreement with these statements on a five-point Likert scale. Subsequently, all participants were instructed on whether the statements were myths or facts. One group then restudied these statements, while the other group completed a test requiring them to identify whether the statements were myths or facts. Cognitive load and learners' agreement with the statements after the intervention were also assessed on a five-point Likert scale.

The results reveal that retrieval practice had a significant positive effect on the identification of myths in teaching and learning. Additionally, a significant effect of learners' initial agreement ratings for myths on their post-intervention agreement ratings was found. This effect, however, was not observed for the factual statements. No significant difference regarding cognitive load or the rating of facts was found. Overall, the findings suggest that retrieval practice is an effective method to teach learners to recognize myths in teaching and learning.

Is the first author also the speaker?

Yes

If first author is not the speaker, please indicate speaker's name here:

Please indicate up to five keywords regarding the content of your contribution

Teaching and learning myths; Retrieval practice; Cognitive load;

Primary author: ZEITLHOFER, Ines (Fachbereich Erziehungswissenschaft, Paris Lodron Universität Salzburg)

Co-author: ZUMBACH, Joerg

Presenter: ZEITLHOFER, Ines (Fachbereich Erziehungswissenschaft, Paris Lodron Universität Salzburg)

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