

Article Review

Studying on Borrowed Time: How does testing impair new learning

Major Findings

The major findings from the study includes,

- Interpolated testing
- Self regulated learning
- Test enhanced new learning
- Testing effects
- Test potentiated learning

According to the researchers, an important conclusion was made as per the evaluation of collected data for the same. Testing is helpful in impairing new learning techniques. Study materials are chosen to be the best options for any new acknowledgement. Hence, the new collected materials can be used for new learning. In this study, evaluation of the psychological dilemmas integrated the symptoms of new learning and the timing of learning. Whence the retrieved material enhances or impairs new learning techniques.

Factually it became evident that, testing impairs new learning as the researchers concluded that participants can relearn the tested information at the expense of new materials. According to the results of the collected data, testing proved to be enhancing new learning only when, the test trials and new learning trials are presented in separated blocks.

Implications for the Field of Psychology (how the findings could be used/applied in the field)

In the field of Psychology, it is evident that the major findings happen to be proved to be the best learning outcomes. In case of cognitive learning, testing and validating data impairs new learning methods or acknowledgement techniques. The major findings in that case are also important for the same.

Interpolated learning suggests new learning from new materials and continuation of knowledge distribution. As an instance, taking notes from own acknowledgement is a great way of learning and adapting new things based on long term improvement.

Another important measure regarding interpolated learning includes reduction of study time while learning via interpolated testing. So, if the finding is applied on a basic field of Psychology, it can benefit the candidates or the participants.

Test potentiated learning is also helpful for the future relearning perspective as the previously learned information is represented to the participants and acknowledging the learned things can be considered as relearning. Hence, the relearning will be helpful in making clear ideas for the studies.

The findings are important for this field as the participants can actually benefice their knowledge boundary and increase it with the help of these techniques. The importance lies when the process is successful within a lesser time boundary. So it can be stated that when applied practically, the major findings help in reducing time for learning activities.

The best things that the psychology professionals might take away from the findings are the applicable processes that incur findings as their best possible ways of learning new things and adapting quick.

Methods/Participants

The study was conducted in order to acknowledge the process of reducing time accordingly based on learning and adaptation techniques. The learning processes included several major processes like, interpolated learning, time reduction technique, biased cognition etc. The research method was totally based on primary findings as the survey was made on the students, who participated in the study.

The participants in this research process are the students involved with the research. The participants are students as the process is to identify the best possible ways of various learning and adaptation techniques.

The data collected was the responses of the participants on how they could achieve their goals through different testing procedures. Hence, the procedures stated that major findings are helpful for a psychology professional. Basic reading and learning process are included in the major areas of psychology and outcomes are variable for the studies. The variation is based on the

participation and time of research, although majority of the participants responded as per their findings from the experiments.

Strengths/Limitations of the study

While describing the strength and limitation of the study, it can be stated that the participants were really helpful with the whole project. One of the major strengths was that each and every experimental process included a shortage of time used for the study. In case of interpolated learning or testing effects, it was seen that the time usually taken for acknowledgement is gradually reduced with the help of the techniques.

A limitation that was discovered from the study is relearning. Often it was observed during the whole experiment that, once a relevant knowledge is distributed through any of the process as in quizzes or materials, the participants seems to forget the acknowledgements for the first time, but if the materials are presented again to them, they seem to adapt in the second time. Although, the time is reduced, one attempt seems vague for the researcher and here the limitation occurs. Hence, the limitation suggests a restudying of this same for the sake of new outcomes.

References

Davis, S. D., & Chan, J. C. (2015). Studying on borrowed time: How does testing impair new learning?. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41(6), 1741.