

Je doet het niet goed!





Voorstellen



A perspective view of a long, empty hallway. The walls are covered in a repeating pattern of ornate, black and white wallpaper. The floor is made of dark wood planks. A row of doors is visible in the distance, each with a small handle. The lighting is soft and even.

Wat gaan we doen?

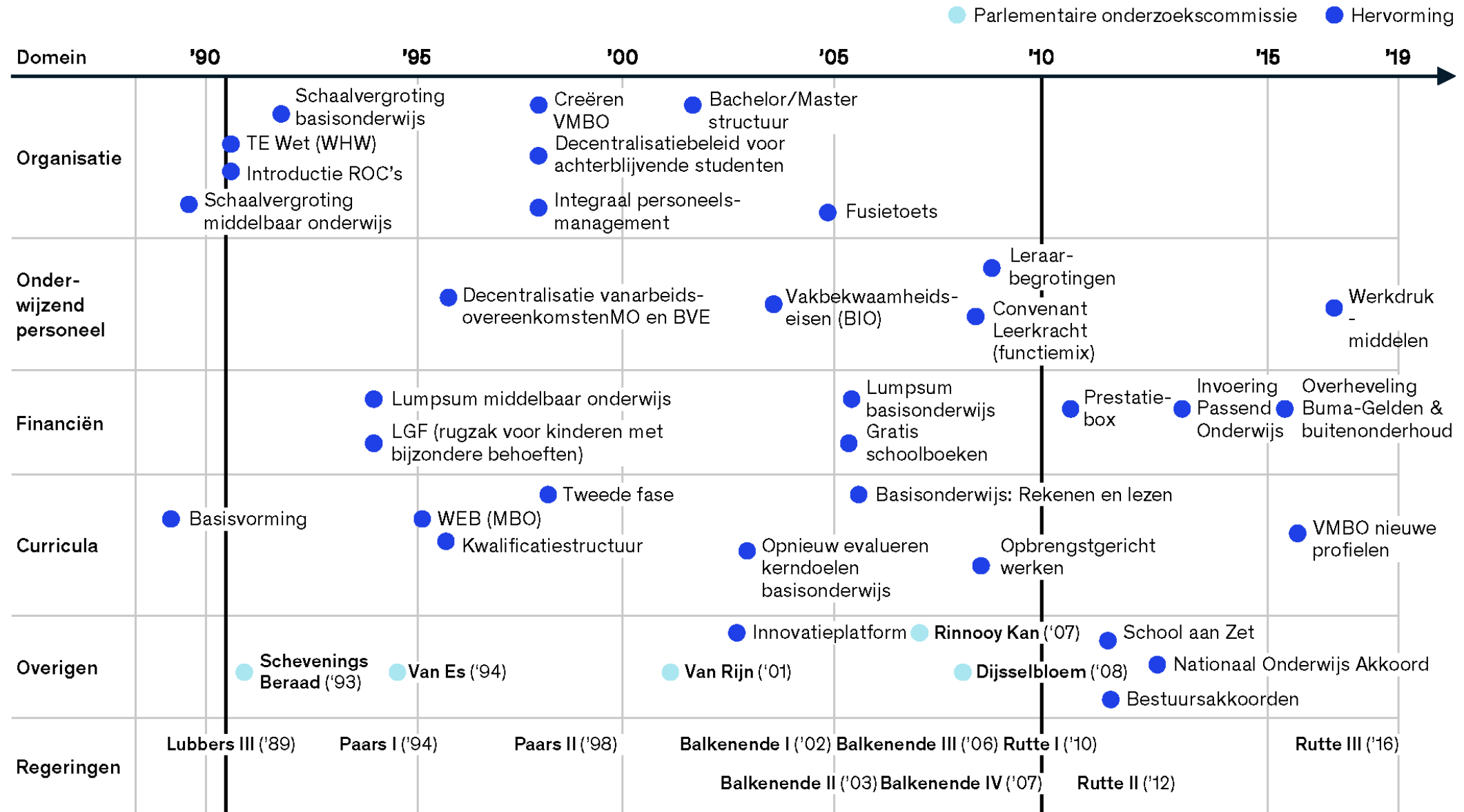
Een korte geschiedenis



- Mammoetwet
- Middenschool
- Basisschool
- Lumpsum
- Basisvorming
- Tweede Fase
- Gratis schoolboeken
- Passend Onderwijs
- PTA's scherper (Maastricht)
- Afstandsonderwijs (corona)
- Inspectie op afstand
- Etc. etc. etc.



Het aantal ingrijpende hervormingen in het onderwijs is afgenomen sinds 2010



Het nieuwe leren,
studiehuis,
zelfstandig werken

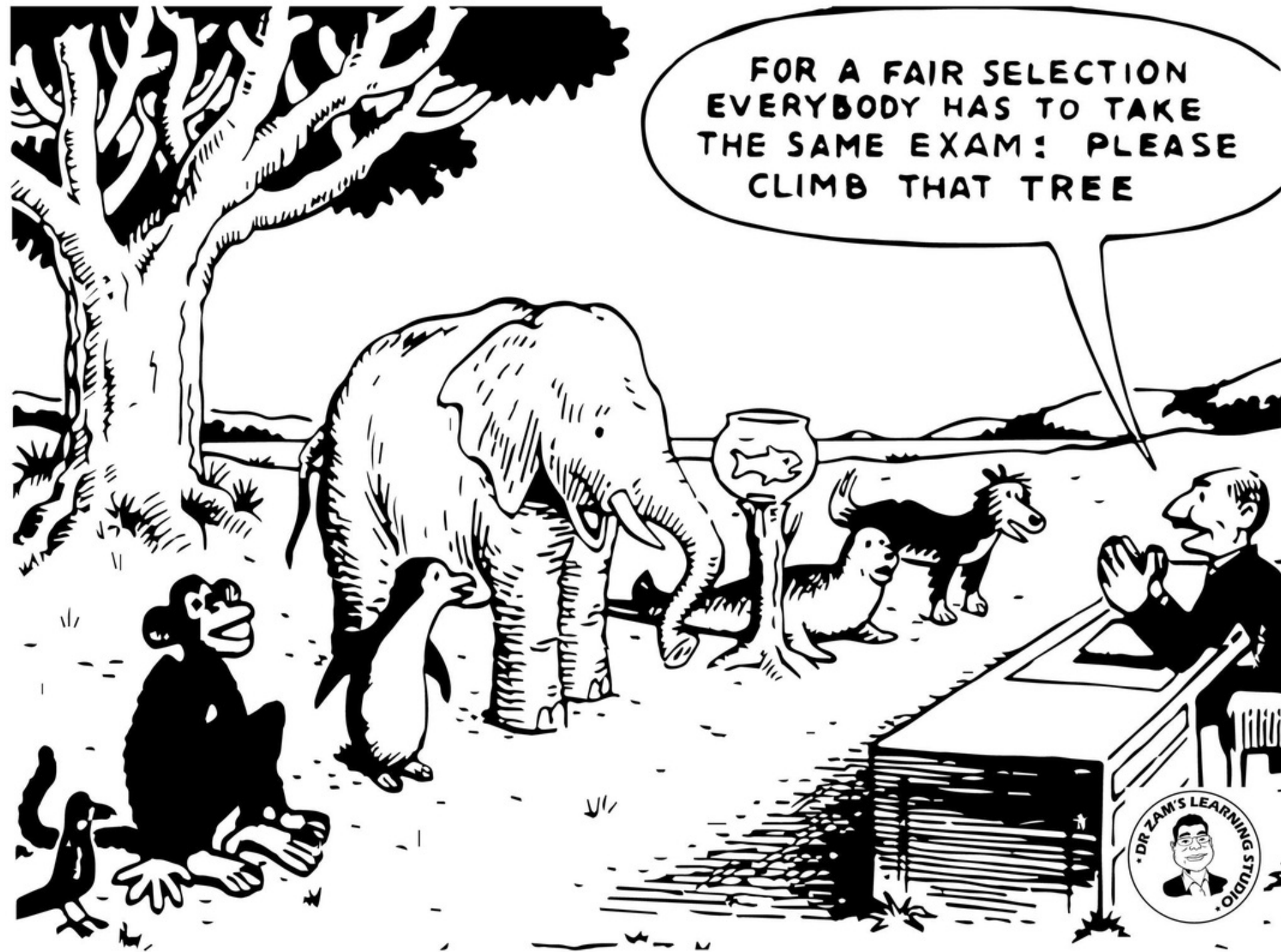




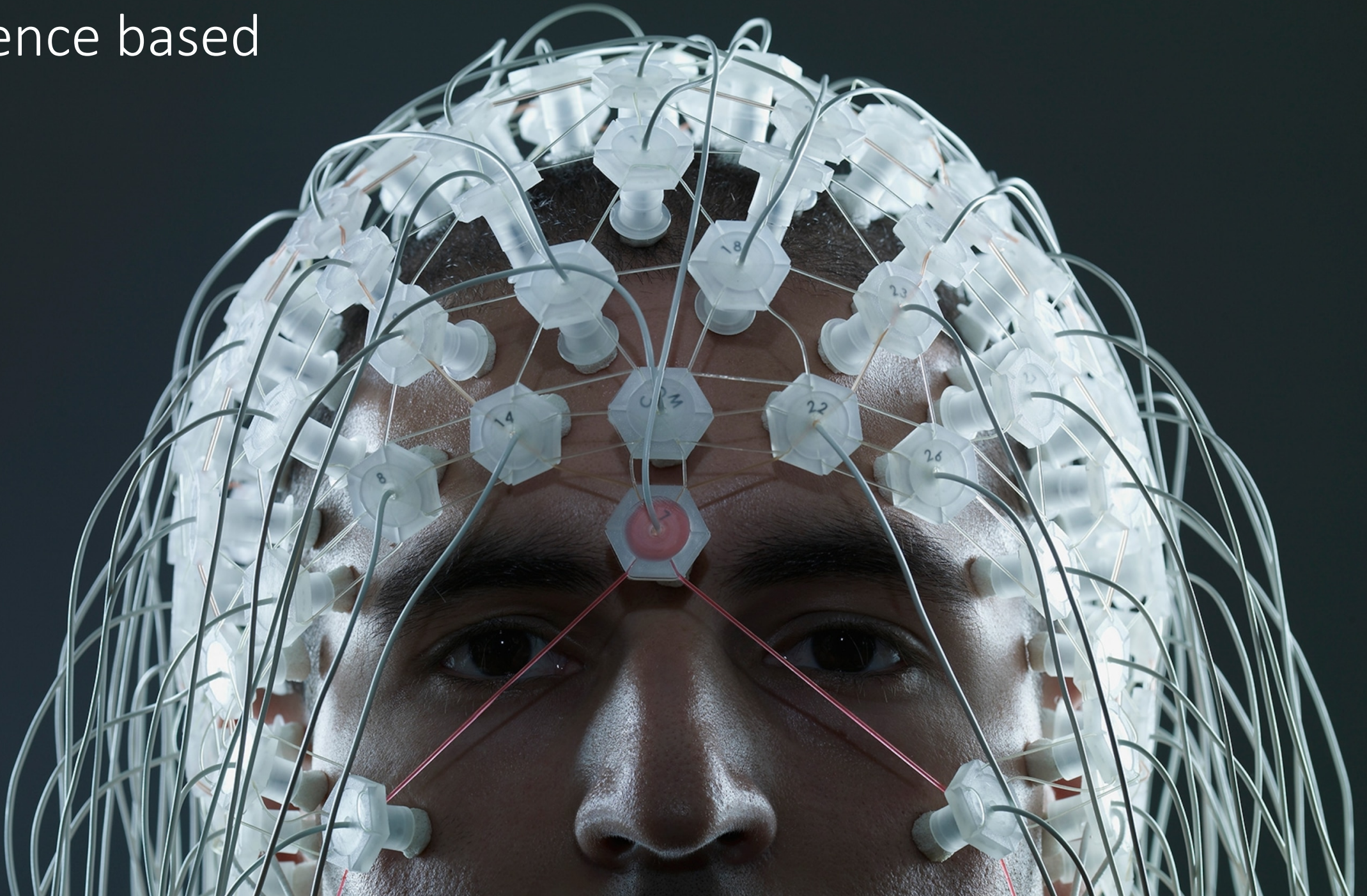
Leerstijlen

Denken
Horen
Voelen
Zien

Differentiëren



Evidence based



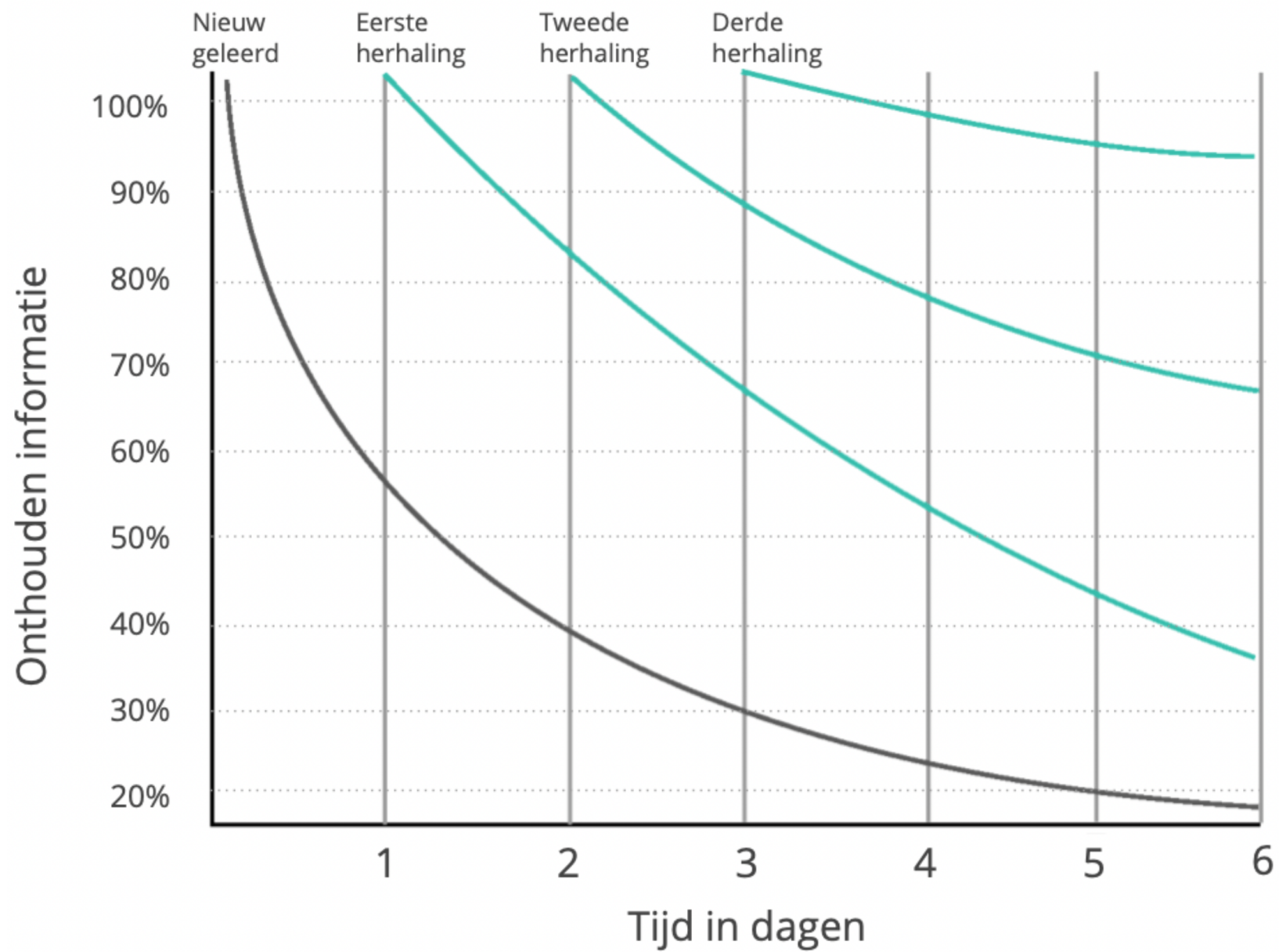
~~Evidence based~~
~~Evidence informed~~
Research informed



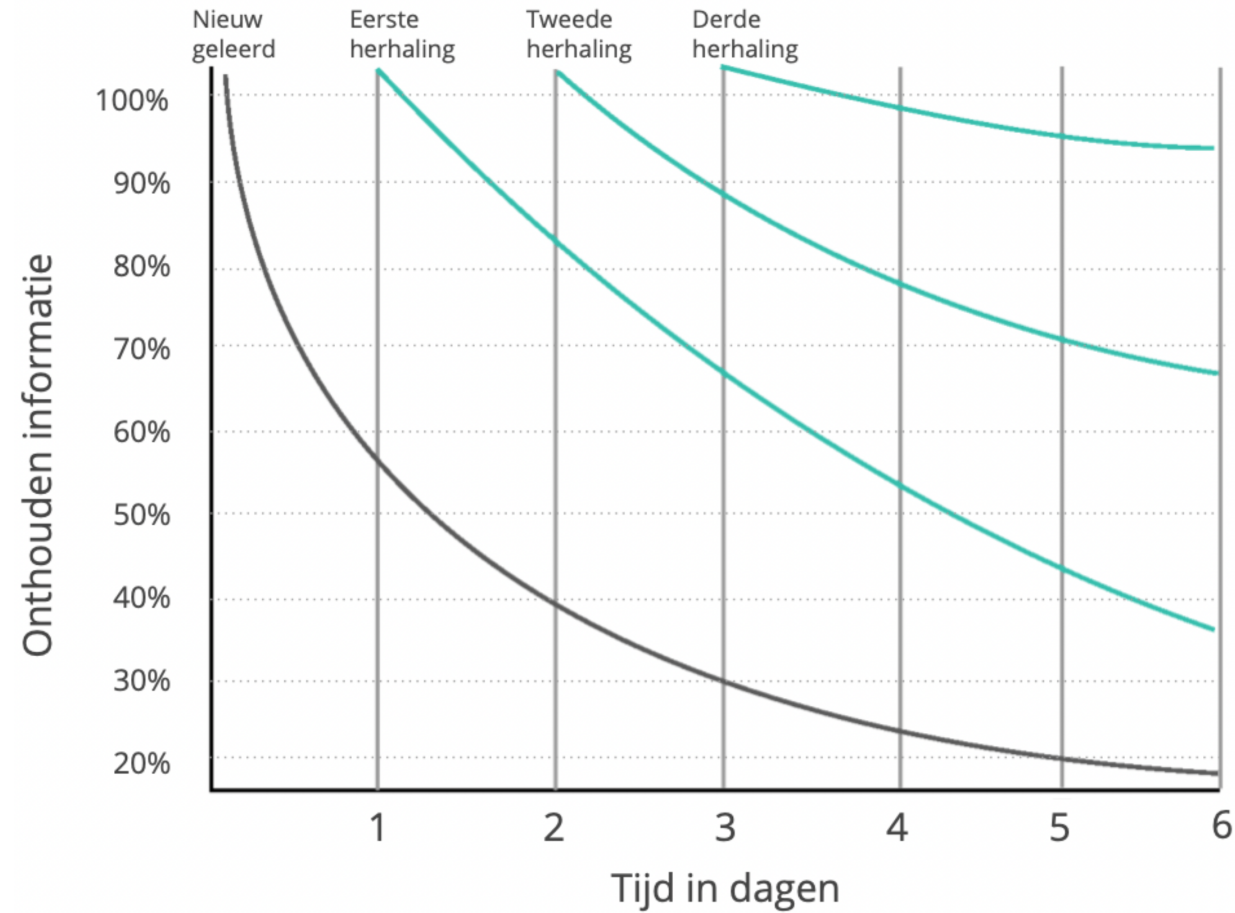
WAAR
KOMT DIT
VANDAAN?

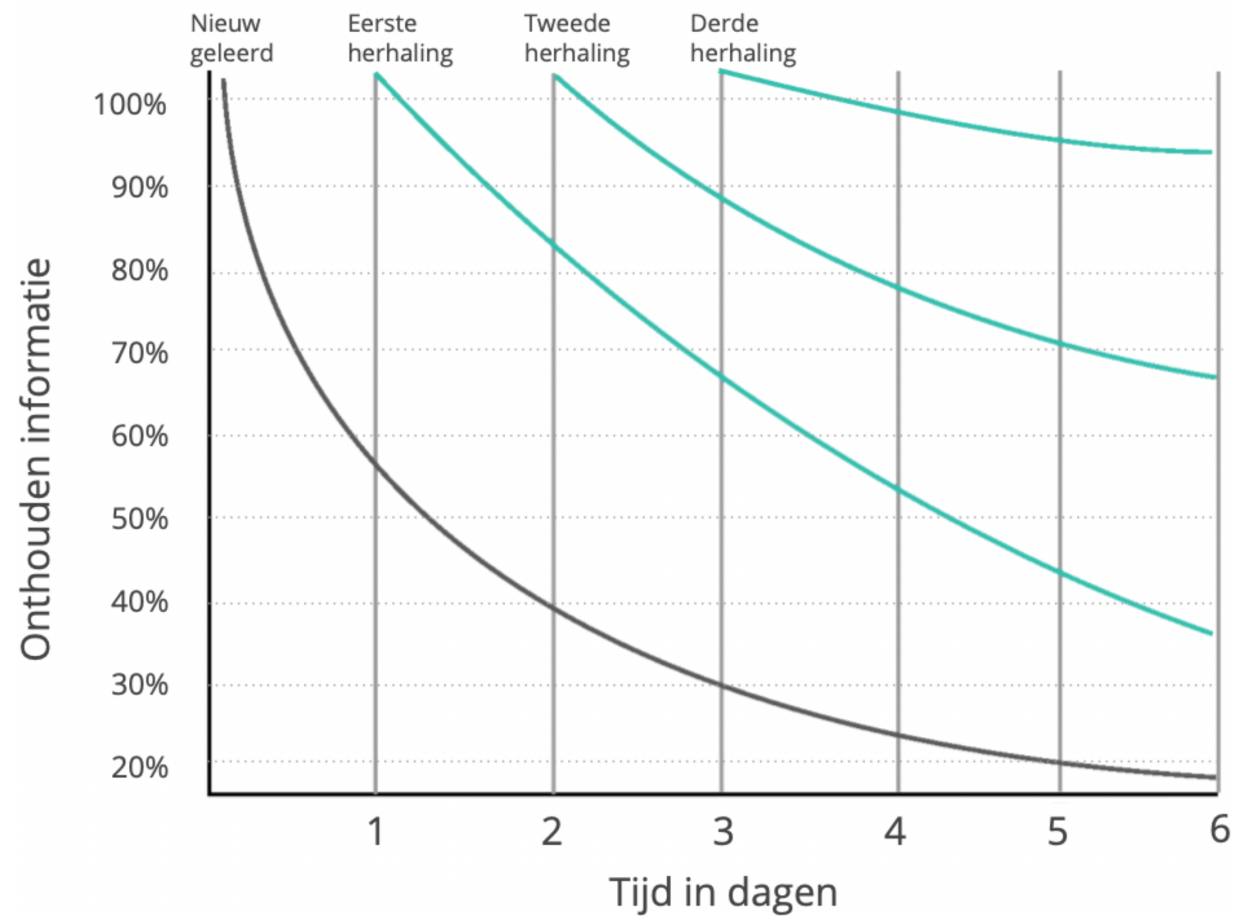




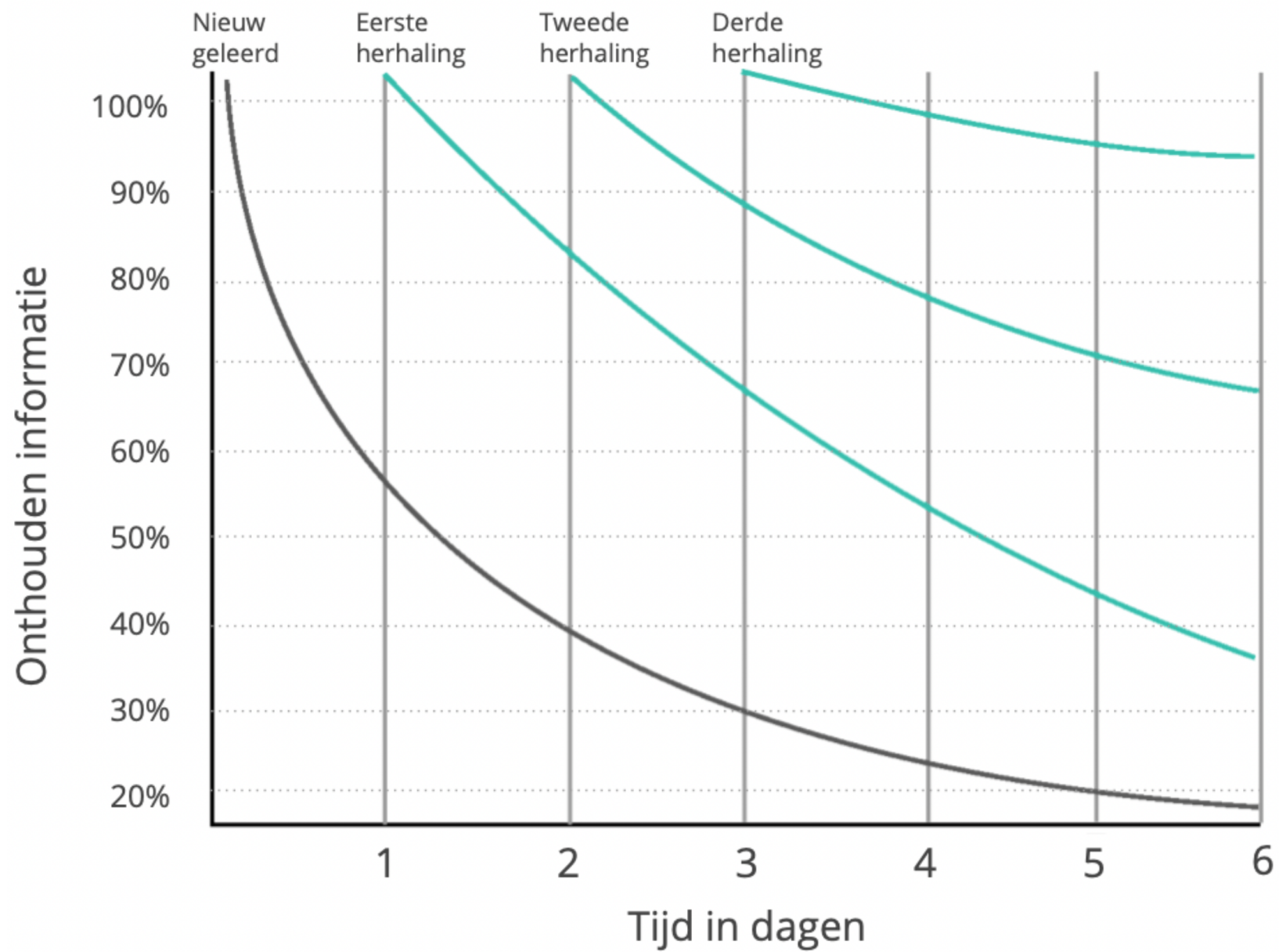


Alle leerlingen hetzelfde?





Na hoeveel dagen dan wel?



Vergeetcurve



Graham Nuthall



Students need time to process new concepts; not simple repetition but opportunities to come at material in different ways.

(team van Graham Nuthall)

Vergeetcurve



3x regel Nuthall



It matters how to recall – task differences in retrieval practice

Tino Endres¹  · Lena Kranzendorf¹ · Vivien Schneider¹ · Alexander Renkl¹

Received: 7 January 2019 / Accepted: 26 October 2020 / Published online: 10 November 2020
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Abstract

The type of a recall task may substantially influence the effects of learning by retrieval practice. In a within-subject design, 54 university students studied two expository texts, followed by retrieval practice with either short-answer tasks (targeted retrieval) or a free-recall task (holistic retrieval). Concerning the direct effects of retrieval practice, short-answer tasks led to increased retention of directly retrieved targeted information from the learning contents, whereas free-recall tasks led to better retention of further information from the learning contents. Concerning indirect effects, short-answer tasks improved meta-cognitive calibration; free-recall tasks increased self-efficacy and situational interest. These findings confirm the assumption that the effects of retrieval practice depend on the type of recall task: short-answer tasks help us remember targeted information units and foster metacognitive calibration. Free-recall tasks help us remember a broader spectrum of information, and they foster motivational factors.

It matters how to recall – task differences in retrieval practice

UPDATE

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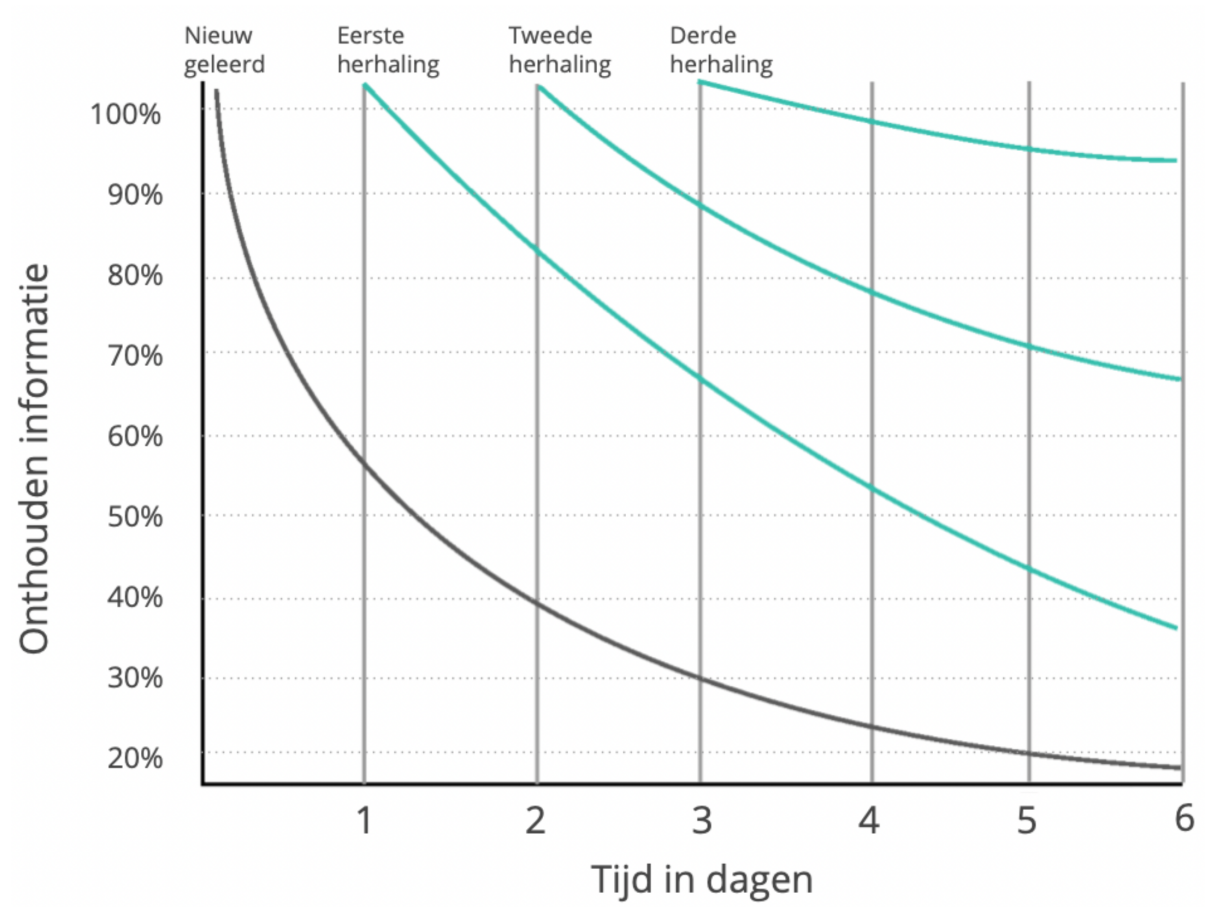
Vergeetcurve



3x regel Nuthall

Retrieval practice





Fundering





NOBELPRISET I FYSIK 2022 THE NOBEL PRIZE IN PHYSICS 2022



KUNGL.
VETENSKAPS-
AKADEMIEN

THE ROYAL SWEDISH ACADEMY OF SCIENCES



Photo: Royal Society

Alain Aspect

Université Paris-Saclay &
École Polytechnique, France



Photo: Peter Lyons

John F. Clauser

J.F. Clauser & Assoc.,
USA



Photo: Sepp Dreieringer

Anton Zeilinger

University of Vienna,
Austria

*"för experiment med sammanflätade fotoner som påvisat brott mot Bell-olikheter och
banat väg för kvantinformationsvetenskap"*

*"for experiments with entangled photons, establishing the violation of Bell inequalities and
pioneering quantum information science"*



EVA OLSSON

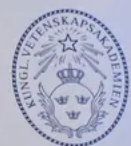


HANS ELLEGREN



THORS HANS HANSSON

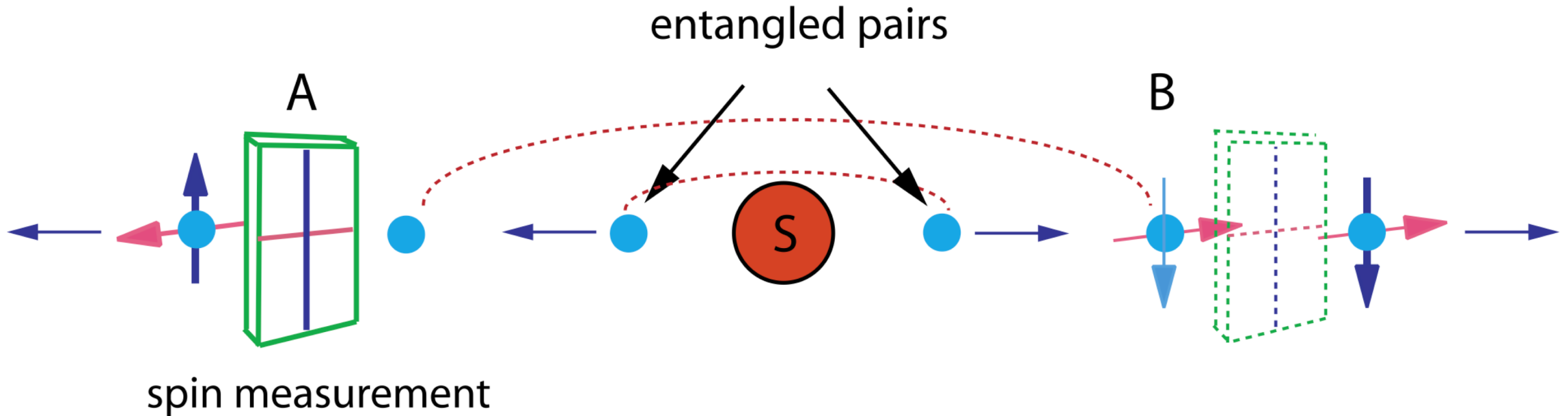
Je vak



KU
VE
AK

THE ROYAL SWEDISH

EINSTEIN ATTACKS QUANTUM THEORY



**Believe a Whole Description of
'the Physical Reality' Can Be
Provided Eventually.**

New York Times, May 4, 1935

