Temporal Spacing to Increase Retention

Guest Lecture by Hal Pashler
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12:00 – 1:15 pm, Education 2010

Abstract: Memory researchers have long known that distributing learning effort over time can make a difference. In recent years, we have studied the effect of temporal spacing of review on remembering of facts and skills over substantial periods of time. The effects are very large but also complex—with optimal spacing depending upon how long the material needs to be retained. Implications for instructors at all levels will be described, along with recent efforts to provide advice and tools to help people take advantage of these principles of learning.

Link to Learning Attention and Perception Lab: http://laplab.ucsd.edu/

Bio: Dr. Pashler's research interests are learning and memory, attention, and higher-level visual perception. His foci in recent years are factors that may increase the efficiency of learning - from acquisition of facts, vocabulary and concepts to the distinction between subtly different visual patterns. Dr. Pashler is also interested in all aspects of selective and divided attention, including visual awareness and processing bottlenecks. He is involved in a variety of efforts to promote greater replicability of psychological and neuro-imaging research, as well as greater responsibility in reporting results in these areas. Dr. Pashler received his BA in Logic and Philosophy of Science from Brown University and his PhD in Psychology from the University of Pennsylvania.