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Enhancing students’ engagement and learning using retrieval practice with think-pair-share activity

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Student engagement is a fundamental step to optimize learning in the learning process which is not only about whether the students are attending the lectures and spending time, but it is about how actively students engage in the tasks. Additionally, diversity in the classroom increases the issue of engagement and learning of struggling students. For instance, students who are struggling with catching up the module content and failed to complete their in-class work neither ask the questions in the class nor they consult the office hours to discuss their issues with the lecturer. Therefore, this study tries to address the issue of students’ engagement and learning by using retrieval practice with think-pair-share activity that can improve students’ engagement and help their learning. Retrieval practice is the process of recalling a piece of information from the memory. Think-pair-share is a technique of cooperative learning in which students first listen to the question, spend some time to think about it, then discuss in pairs about their ideas and opinions, and finally, share their findings/answers in the class. The results of this study showed that students were more engaged in retrieval practice with think-pair-share activity and both the quantitative and qualitative evaluations demonstrated that retrieval practice with think-pair-share activity is more efficient in terms of students’ engagement and learning than retrieval practice alone.

