

Designing Practice

Education

How much practice, of what kind, and when it should stop being identical.

Fluency first, then variation, then mixing. In that order.

1

Practise the single step

Enough repetition for the procedure to become automatic.

2

Vary one feature at a time

Change the numbers, then the format, then the context.

3

Add non-examples

Items where the method does not apply, so pupils must decide.

4

Interleave related types

Mix in the types that get confused with this one.

5

Space the return

Come back days and weeks later, briefly, without warning.

Applies spacing and interleaving, both well supported. Expect in-lesson accuracy to fall when you start mixing; that is the effect working.