



Rethinking the Use of Tests: A Meta-Analysis of Practice Testing

Olusola O. Adesope
Washington State University

Dominic A. Trevisan
Simon Fraser University, Canada

Narayankripa Sundararajan
Washington State University

The testing effect is a well-known concept referring to gains in learning and retention that can occur when students take a practice test on studied material before taking a final test on the same material. Research demonstrates that students who take practice tests often outperform students in nontesting learning conditions such as restudying, practice, filler activities, or no presentation of the material. However, evidence-based meta-analysis is needed to develop a comprehensive understanding of the conditions under which practice tests enhance or inhibit learning. This meta-analysis fills this gap by examining the effects of practice tests versus nontesting learning conditions. Results reveal that practice tests are more beneficial for learning than restudying and all other comparison conditions. Mean effect sizes were moderated by the features of practice tests, participant and study characteristics, outcome constructs, and methodological features of the studies. Findings may guide the use of practice tests to advance student learning, and inform students, teachers, researchers, and policymakers. This article concludes with the theoretical and practical implications of the meta-analysis.

KEYWORDS: practice test, testing effect, retrieval practice, meta-analysis, systematic review

Johnny comes home from school exhausted. He's scheduled to take five tests within the next few days (American literature, C++ programming, U.S. and Global Economics, Calculus, and Forensic Science), and results will determine whether he can graduate. Despite spending hours each night preparing for exams, he becomes overwhelmed grappling with complex topics. "Why do we have tests?" Johnny exclaims to his parents. "How do I study for these tests? I don't know!" Johnny's parents notice his frustration and are concerned that he's considering dropping out of high school, since he struggled to make it to Grade 12.

Rethinking The Use Of Tests A Meta Analysis Of Practice

Michael Rajnik



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