



MAKE IT STICK BOOK REVIEW

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I have no known conflict of interest to disclose.

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Book Review

The book focuses on assisting learners in mastering the learned content through a systematic process of learning, testing, and retaining what has been learned. It involves the following processes: Fluency and mastery, active retrieval, interleave curves, elaboration, and thinking that you can. By following the five steps, one is impacted positively by the content learned.



Fluency and mastery

When one reads a concept fluently, they can store it in mind. Each time they come across the concept, they can remember it easily without too much struggle. However, one can only recall the concept for a short period of time since they are only familiar with the concepts but have not mastered them. When a learner works on mastering the concept, it means that they can easily recall it; hence they will be fluent in using it for a longer period.

Active retrieval

The book explains how one can master the learned concepts through the process known as active retrieval. After a learning process it involves conducting tests on oneself to assess how well they have mastered the concept. It explains that learning can occur in phases whereby one tests themselves after every phase to determine how well they have mastered the concepts. The main question that one aims to answer is: How much have I learned so far?

Interleave curves

After one learns a concept, they first learn to understand all the necessary information. After that, they seek for ways to perform it better. An example is the case of mathematical

concepts where one can practice what they have learned. They understand the concept so well that they desire to keep on receiving more problems so that to solve them. The problem is handled in phases instead of handling it as a single problem.

Elaboration

After one has completed a learning process, they should try to give the main ideas from the concept in their own words. This can be done by explaining the main ideas to someone else or writing down the ideas in one's own words. The ideas should be explained by connecting the main points that have been learned. This shows a high level of content mastery.

Think you can

The concept explains that one is always right to think that they can handle a problem and, they are right to think that a task is difficult to handle. For one to initiate a learning process, one must create the right mind-set towards the process. That way, they will be handling the task with positivity. By connecting all the above, the learning goal can be achieved successively. (Roediger et al. 2014).

Concrete Response

When I first attended the university, I recall I spent the entire night continuously reading my notes while I waited for the continuous assessment test the following day. I felt that I understood the concept so well that I believed that I could never forget the content. The following day I sat for the test, and it was so easy. I was to do the final exam a month later on the same course. The main point of concern was that I believed that I knew everything, and I was sure that I would score high marks just like in the first test. The surprising part came when I was

given the exam. I would tell that the questions looked familiar but could not accurately remember what I learned a month ago. I was lucky that I did not fail the course entirely due to the mistake.

I also recall another period when I had to take a mathematics-related course. Everyone who had covered the unit before stated that it was difficult and that one could barely perform well. Each time I took the learning materials, I would feel discouraged as everything appeared to be difficult. However, as we approached the exam, one of my colleagues explained to me that she intended to try to learn a few sums that she would concentrate more on during the exam. I gave her idea a try whereby I used YouTube to learn on how to handle the calculations slowly. Within no time, I found myself handling even the hardest ones. This was clear proof of how a positive mind can increase performance.

Reflection

As I read the concept, I had a tough time understanding the third concept, interleave curves. I came to understand it after reading it several times. The author would have explained it better so that the readers would understand it clearly. An example highlights how one can segment a problem into phases starting from what is known to what is unknown. This can be important to subject such as mathematics, where one is introduced to calculations that get complex at higher stages of learning. As the learners advance in each stage, the calculations get easier, and concepts can be understood easily. (Dyson & Gains, 2018).

I also feel that the first two points can be merged so that to improve content mastery. An example is encouraging the learners to practice what they have learned by giving themselves the tests. The tests develop the learning process from cramming to ensuring that the brain retains

what was learned in class. According to my career field, it is always important to work on assisting the learner in achieving the intended goal as per the set objectives. Dividing the work into phases enables the learner to set achievable targets. (Sumeracki & Weinstein, 2018).

Action

The concepts from the book will be important when it comes to improving my career, especially because I am an educational developer and, at the same time, a student. I will first use the content to improve my learning habits and help learners improve their classroom learning activities to assist in meeting the learning objectives.

On my side, the first goal is to improve the view on allocated tasks that I will be expected to read and understand. This includes mathematical concepts. I will always begin by creating a positive attitude that it is easy to achieve the intended goal of the learning process. I will then subdivide the allocated topics into sections whereby I will test my understanding at the end of each phase. In case some of the content is not clear, I will take time to revisit it so that to have a better understanding. I will also explain the understood concepts to fellow group members so that to determine how well I have mastered the concepts.

For the case of classroom learning, I will structure contents into phases from what is known to the unknown. After that, I will explain the concepts for them to understand even before giving notes. I will also give them tests to determine how well they have understood the content. Group work will also be used whereby each learner will explain to others what they understood regarding the concept. It's also important to keep on letting them understand how easy the concepts are so that to create a positive learning mind. The learning process's main idea will not

emphasize testing how well a learner can narrate the learned content but how well they have mastered it through the application.

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