

Using Low Stakes Quizzes To Advance Remembering And Learning

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Memory is the foundation of learning. From the moment we are born, we learn that if we cry we receive attention. As we get older, we remember how to dress ourselves and tie our shoes. When we begin kindergarten memorization is required to sit in an assigned seat and to learn the alphabet.

We can all relate to these examples, yet some still argue that memorizing is not essential to learning. In reality, memorization is critical to learning, but only when learners can retrieve and recall stored information. In Bloom's Taxonomy, knowledge, based on memorization is the important first step toward developing critical thinking. Without memorization, higher-level thinking and creative problem solving cannot occur.

Research by Brown, Roediger and McDaniel (2014) find that creative problem solving is enhanced when based on a strong foundation of knowledge. When faced with a complex problem, people of all professions must recall basic information to creatively solve new problems. Marketers must remember basic terminology of the practice such as needs and wants, competitive advantage, target marketing and much more if they are able to bring new solutions to existing problems in the industry.

Brown, Roediger & McDaniel (2014) have written that for learning to take place, retrieval must be repeated frequently in spaced out sessions, requiring cognitive effort for recall to occur. Their research shows that repeated recall strengthens and multiplies neural routes, enabling retrieval of knowledge. Repeated retrieval results in knowledge and skills firmly lodged within the brain. When stored information needs retrieved, retrieval becomes reflexive. Bain (2004) writes that learning creates intellectual and personal changes that occur when people develop new understandings and reasoning abilities. These changes can only occur if a foundation of knowledge has been built and recall has become reflexive.

Developing a foundation of knowledge through memory is only the first step in higher-level thinking and creative problem solving. Using Bloom's Taxonomy, learners must also be able to understand, analyze, apply and evaluate information.

The purpose of this position paper is to explore the benefits, drawbacks and workload complications associated with the use of frequent low-stakes quizzes in a marketing classroom to aid in both remembering and understanding information. Low-stakes quizzes are used to enhance long-term retention, retrieval and recall but have little impact on a student's grade in a course. Evidence shows students learn more effectively when given frequent opportunities to recall information. Most research on low-stakes quizzes focuses on remembering. The hypothesis is that low-stakes quizzes can also aid in understanding information.

References available upon request.