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**Individual and Collaborative Retrieval Practice Effects on Long-Term Learning**

The present study examined the effects of collaborative retrieval practice on long-term retention. Subjects read educational texts and either recalled individually, recalled collaboratively with another subject, or engaged in no activity in a control condition. One week later subjects were given a final short answer test, either individually or collaboratively. The questions required students to make inferences, apply knowledge, or remember concepts directly from the text. Results showed collaborative inhibition during initial performance, as groups recalled less than individuals. Subjects who practiced retrieval initially, either individually or collaboratively, performed better on the final test than subjects in the control condition. However, there was no difference in the effectiveness of individual or collaborative retrieval practice conditions. These findings are beneficial for future pedagogical tools pertaining to retrieval practice in groups.