

# The research behind *Future Proof*.

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## Memory & spaced practice

**Ebbinghaus, H. (1885). Memory: A Contribution to Experimental Psychology.** reprint Annals of Neurosciences (2013) 20(4). [doi.org/10.5214/ans.0972.7531.200408](https://doi.org/10.5214/ans.0972.7531.200408)

**Murre, J.M.J., & Dros, J. (2015). Replication and analysis of Ebbinghaus' forgetting curve.** PLoS ONE 10(7): e0120644. [doi.org/10.1371/journal.pone.0120644](https://doi.org/10.1371/journal.pone.0120644)

**Cepeda, N.J., et al. (2006). Distributed practice in verbal recall tasks: a review and quantitative synthesis.** Psychological Bulletin 132(3): 354–380. [doi.org/10.1037/0033-2909.132.3.354](https://doi.org/10.1037/0033-2909.132.3.354)

**Latimier, A., Peyre, H., & Ramus, F. (2021). Spacing out retrieval practice episodes: a meta-analytic review.** Educational Psychology Review 33. [doi.org/10.1007/s10648-020-09572-8](https://doi.org/10.1007/s10648-020-09572-8)

**Dunlosky, J., et al. (2013). Improving students' learning with effective learning techniques.** Psychological Science in the Public Interest 14(1): 4–58. [doi.org/10.1177/1529100612453266](https://doi.org/10.1177/1529100612453266)

**Roediger, H.L., & Karpicke, J.D. (2006). Test-enhanced learning.** Psychological Science 17(3): 249–255. [doi.org/10.1111/j.1467-9280.2006.01693.x](https://doi.org/10.1111/j.1467-9280.2006.01693.x)

## Adaptive diagnostic & item response theory

**van der Linden, W.J., & Glas, C.A.W. (Eds.) (2010). Elements of Adaptive Testing.** Springer. [doi.org/10.1007/978-0-387-85461-8](https://doi.org/10.1007/978-0-387-85461-8)

**Reckase, M.D. (2009). Multidimensional Item Response Theory.** Springer. [doi.org/10.1007/978-0-387-89976-3](https://doi.org/10.1007/978-0-387-89976-3)

**Embretson, S.E., & Reise, S.P. (2000). Item Response Theory for Psychologists.** Routledge. [scholar.google.com/scholar?q=Item+Response+Theory+for+](https://scholar.google.com/scholar?q=Item+Response+Theory+for+)

**Anderson, L.W., & Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching, and Assessing.** (Bloom's revised). [scholar.google.com/scholar?q=A+Taxonomy+for+Learning+T](https://scholar.google.com/scholar?q=A+Taxonomy+for+Learning+T)

## Interleaving & confusion pairs

**Rohrer, D., & Taylor, K. (2007). The shuffling of mathematics problems improves learning.** Instructional Science 35: 481–498. [doi.org/10.1007/s11251-007-9015-8](https://doi.org/10.1007/s11251-007-9015-8)

**Rohrer, D., Dedrick, R.F., & Stershic, S. (2015). Interleaved practice improves mathematics learning.** J. Educational Psychology 107(3). [doi.org/10.1037/edu0000001](https://doi.org/10.1037/edu0000001)

**Brunmair, M., & Richter, T. (2019). Similarity matters: a meta-analysis of interleaved learning.** Psychological Bulletin 145(11). [doi.org/10.1037/bul0000209](https://doi.org/10.1037/bul0000209)

**Kornell, N., & Bjork, R.A. (2008). Learning concepts and categories: is spacing the enemy of induction?** Psychological Science 19(6). [doi.org/10.1111/j.1467-9280.2008.02127.x](https://doi.org/10.1111/j.1467-9280.2008.02127.x)

**Birnbaum, M.S., Kornell, N., Bjork, E.L., & Bjork, R.A. (2013). Why interleaving enhances inductive learning.** Memory & Cognition 41. [doi.org/10.3758/s13421-012-0272-7](https://doi.org/10.3758/s13421-012-0272-7)

**Soderstrom, N.C., & Bjork, R.A. (2015). Learning versus performance: an integrative review.** Perspectives on Psychological Science 10(2). [doi.org/10.1177/1745691615569000](https://doi.org/10.1177/1745691615569000)

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