

# Teaching and Learning – 5 minutes

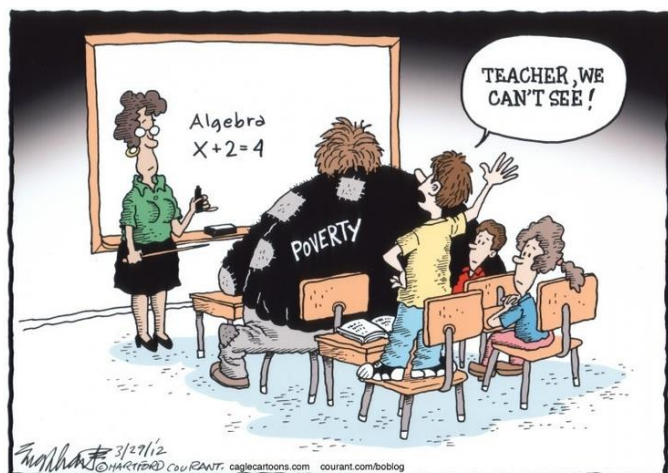
...over a hot brew!

Research, Resilience, and Reflection

Issue 21:



## 1. In Pictures:



Overcoming barriers – we can't let a postcode be one!

## 2. Did You Know: Retrieval Practice:

Teaching students about the importance of retrieval practice is all about the framing: "I'm teaching you a strategy that is going to save you time." A good way to start is to survey current revision strategies. Most students think that the best strategies are rereading information, highlighting text or recopying their notes. But these strategies provide the least impact; retrieval practice feels 'painful' but is far more effective.

Teach the steps of retrieval practice. Flashcards are good – but students need teaching how to use them: they often write all of the information on one card, rather than a question and answer on different sides; they spend too much time making them look pretty, which is a form of procrastination; many students make them, use them once and forget about them (not a lot of retrieval there!).

Retrieval technique in a nutshell:

- Think hard about the answer before checking the answer
- If you're wrong, try a different strategy to learning the information (Dual coding, mnemonics etc.)
- If you get it right, come back to it later. Allow time to forget so that retrieval is difficult and meaningful - as it should be!
- If you keep getting it right, rewrite the question to make it harder (answer in different ways or information to a problem).

The bottom line: Retrieval Practice is a tremendously powerful process if carried out correctly but students need to be taught how – we can't simply assume they know.

## 3. Education Research

### Creating Autonomous Learners – 5 Simple Tips...

Carrying on from the recognised work by Carol Dweck, Dr. Donna Wilson and her team have added further research and resulting advice regarding learning and a growth mindset. Here are five tips, she and her team suggest, regarding how educators may encourage the development of a growth mindset in their students...

1. Encouraging optimism about learning: Optimism helps struggling students become more motivated, alert, and ready to learn, so that neurotransmitters that enable learning can be released.
2. Teaching Students to Learn More Effectively: Students are more effective learners when they are aware of and employ appropriate cognitive strategies. In short, metacognition is good!
3. Maintaining Success Files: provide evidence that helps students internalize and remember their learning successes; this supports an optimistic outlook (point one).
4. Using formative assessments: formative assessments help guide student learning and monitor progress. Students with learning challenges benefit when teachers check often and provide additional instruction and feedback when necessary.
5. Student Centred Learning: The study of topics that are of personal interest to the student are more likely to maintain interest and motivation. Giving students choices in topic selection underscores that they are in charge of their learning

## 4. To ponder...

*The essence of independence is to be able to do something for one's self. Adults work to finish a task, but the child works in order to grow, and is working to create the adult, the person that is to be. Such experience is work they must do in order to grow up.* [Dr Maria Montessori](#)



Thoughts about T&L  
Let us know so we can  
share!

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