

Teaching and Learning – 5 minutes

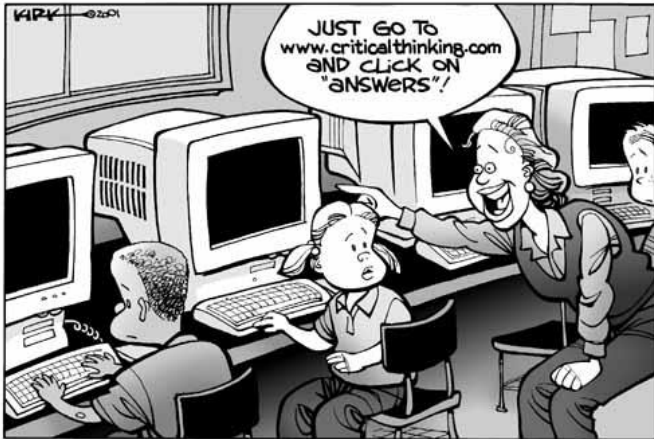
...over a hot brew!

Research, Resilience, and Reflection

Issue 24:



1. In Pictures:



Memory is the residue of thought! Learning should, indeed needs to, ensure that there are a series of 'desirable difficulties'!

2. Education Research

Home Communication

The research found that the text messages acted as a catalyst for educational conversation; parents were much more likely to engage in discussion with their children about school in general and this in turn helped to foster a culture of collaboration and partnership between parents, students and teachers. Whilst this affected attitudes to learning with specific subjects in mind, it also resulted in significant improvements regarding pupil attendance, generic effort, mind-set and consequently learning outcomes. Furthermore, the system prompted parents to be proactive regarding contacting the school; because a line of communication had been opened for them they were encouraged to move from passive participants in their child's education to taking a much more active role. For example, researchers found that parents were more likely to contact the school with questions or concerns they had regarding the student's well-being, or to ask how they can better support their child in preparing for their exams. Independent evaluators from Queen's University Belfast also noted that pupils receiving the intervention made an additional month's progress in Maths.

3. To ponder...

“Give someone a bow and arrow and tell him to, “**SHOOT!**” and their first response will be, “*At what?*” When there is no target there is no purpose for shooting. Give the archer a target and challenge them to hit the bullseye – *everything changes*. You gave them something to aim at, something to measure progress against, and something that gives all that effort – *purpose*. All by adding a target”

Remember Rosenshine proposes a success rate of 80% to generate motivation. Setting a target can be effective, but it must be the right target –we must know our students.

4. Did You Know: Retrieval Practice:

Retrieval practice (RP) is the act of bringing something to mind that you have learned before. On a basic level RP strategies benefit learning because when we put effort into retrieving information we remember it better. What's actually happening is not that straightforward though. It's not like recording something as a voice memo on a phone, as if it is saved and we need to play it back. By retrieving a memory we:

- **modify, reorganize and consolidate** it better in our long-term storage.
- **create additional retrieval pathways to that memory** when we recall (making it easier to find it later).
- **activate information connected to that memory and link it in a more networked context** for easier future access (in a process called [elaboration](#)).

Because retrieving information requires mental effort, we often think we are doing it poorly if we can't remember something. It may feel like progress is slow, but that's when our best learning takes place. This is an important point to make when you teach using RP to students.



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

Gateacre School – The Best We Can Be