

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 4



1. In pictures:



“Maybe I should get somebody else to help me with my homework.”

2. In the classroom

Motivation:

Pupil motivation can be intrinsic (driven by the task itself) or extrinsic (driven by rewards and sanctions). Pupils who are motivated intrinsically are more likely to stay on task longer and persist when learning gets challenging (Lazowski & Hulleman, 2016).

Developing Intrinsic motivation: proficiency is our best long-term bet in terms of building motivation. If we remove extrinsic factors (enjoyable, approval) pupil motivation will return to its original value (or less). We should only use these extrinsic approaches as temporary scaffolds towards fostering proficiency and remove them as soon as we can.

Over time, we should aim to reduce extrinsic motivators and increase pupil intrinsic motivation. For example, helping pupils to master challenging content, and make links between their long term-goals and the work they are doing in school, can help pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. Building effective relationships with parents, carers and families can improve pupils’ motivation, as well as pupil behaviour and academic success (EEF, 2018). Schools need to communicate proactively with parents and carers to promote intrinsic motivation.

3. Did you know ?

T & L - The Evidence [EEF]: Homework

On average, the impact of homework on learning is consistently positive (leading to on average five months additional progress). However, beneath this average there is a wide variation in potential impact, suggesting that **how homework is set** is likely to be extremely important.

There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight months positive impact on attainment

Evidence also suggests that **how homework relates to learning** during normal school time is important. In the most effective examples homework was an integral part rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see *Feedback TL 5mins Issue 1*).

Studies imply that there is an **optimum amount of homework** of between 1-2 hours per school day (slightly longer for older pupils).

Cost	Evidence Base	Months Gained
£££££	🔒🔒🔒🔒🔒	+5

4. To ponder...

“Higher-order questions, which are also, by definition, open-ended questions (i.e. there need not be one particular answer), are so essential for more able pupils’ development.” Morgan and Saxton (1991)



Thoughts about Teaching and Learning...

Let us know so we can share!