

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 15:



1. In Pictures: Cognitive Overload

A need for strategic thinking and forethought...?



“Think this is bad? You should see the inside of my head.”

2. Did You Know

Parental Engagement (according to the EEF):

1. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with **all** parents to avoid widening attainment gaps.
2. Consider how to tailor school communications to encourage positive **dialogue about learning**. There is some evidence that personalised messages linked to learning can promote positive interactions.
3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.
4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.

Cost	Evidence Base	Months Gained
£££££	🔒🔒🔒🔒🔒	+4

3. To ponder...

“Success is a lousy teacher. It seduces smart people into thinking they can’t lose.” [\[Bill Gates\]](#)

4. Education Research

Do certain seating arrangements affect the degree of participation by students?

A German Study (Marx, Fuhrer & Hartig, 1999) looked at whether different seating arrangements led to students asking more questions. The researchers observed 53 German and maths lessons over eight weeks and in all cases the teacher was at the front

They tested two seating arrangements – traditional rows and a semicircle. Results showed that question-asking was more frequent when the children were seated in the semicircular arrangement than in the row-and-column arrangement.

However, in both arrangements **they found two ‘action zones’** – one shaped like a T and the other like a triangle. Children in these zones (essentially, those with a more central seating location) asked more questions per lesson.

The researchers also pointed out that, when it comes to student participation, factors such as teacher personality and their teaching style/techniques are also immense influences. In short we can affect the degree and nature of participation.

In a later study Fernandes, Huang & Rinaldo (2011) underlined that such participation and engagement is essential is deeper learning is to take place: **‘Classroom participation is associated with the generation and promotion of higher order thinking skills, which promotes positive and effective learning experiences’.**

