

Teaching and Learning – 5 minutes

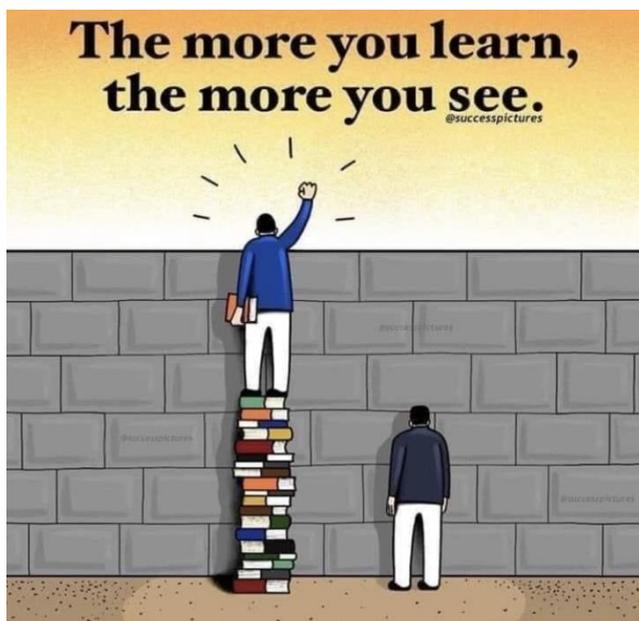
...over a hot brew!

Research, Resilience, and Reflection

Issue 16:



1. In Pictures:



Learning leads to more learning: Knowledge leads to discussion, understanding and cultural capital. Learning is a path that leads to better things.

2. Did You Know

Performance related pay according to the EEF

1. The impact of performance pay is low (+1 month), schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development.
2. Given the lack of evidence that performance pay significantly improves the quality of teaching, resources may be better targeted at developing existing teachers.
3. Implementing performance related pay can narrow the focus of teachers to particular groups or particular measures, so care should be taken to try and minimise undesirable effects.

| Cost | Evidence Base | Months Gained |
|-----------|---------------|---------------|
| £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +1 |

3. To ponder...

“Success consists of going from failure to failure without loss of enthusiasm.” [\[W. Churchill\]](#)

4. Education Research

Instruction versus Guidance: A spectrum, a Debate?

There are those who believe that all people—novices and experts alike—learn best when provided with instruction that contains **unguided** or **partly guided segments**. On the other side are those who believe that ideal learning environments for experts and novices differ: while experts often thrive without much guidance, nearly everyone else thrives when provided with full, explicit instructional guidance.

In the field of cognitive science, **constructivism** is a widely accepted theory of learning; it claims that learners must construct mental representations of the world by engaging in active cognitive processing. Research, however, suggests that learning should not be one large ‘Construct Stage’ – the controlled instruction, the demonstration, the study of worked examples, the careful feedback and review are essential; this is especially true of less expert learners. Indeed, controlled experiments almost uniformly indicate that when dealing with new information, learners should be explicitly shown all relevant information, including what to do and how to do it.

It appears that there is no body of sound research that supports using minimal guidance with anyone other than the most expert students. Evidence from controlled, experimental studies almost uniformly supports explicit instructional guidance rather than partial or minimal guidance for novice to intermediate learners.

For a full discussion and explanation of the science behind the discussion see [Putting Students on the Path to Learning - The Case for Fully Guided Instruction](#)

