

RESEARCH@one

Newsletter - No. 4

In this issue:

- Research@ONE update
- The Learning Scientists
- Impact articles

“Without data, you are just another person with an opinion” —W. Edwards Deming

The Learning Scientists

Blog run by cognitive psychological scientists interested in research in education, attempting to make scientific research more accessible to students and teachers. Today's topic.

- **Dual Coding, Visual Note Taking, and Sketchnoting**

Note-taking has been shown to improve retention and learning, especially when combined with visuals. Check out these links to various pieces of research.

[Click](#) here for links.



- **Retrieval Practice promotes Deductive Reasoning**

A case for testing (if done correctly) - practicing retrieval of factual information DOES improve deductive reasoning. In order to apply information, students need to be able to retrieve it.

[Click](#) here for evidence.

Impact

Impact is the termly journal of the Chartered College of Teaching, connecting research findings to classroom practice, with a focus on the interests and voices of teachers and educators. It supports the teaching community by promoting discussion around evidence within the classroom, and enabling teachers to share and reflect on their own use of research.

Notable articles in this term's edition:

- **Medium matters: The effect of print and digital text on comprehension**

Competent readers learn less from visuals in text, based on their comprehension performance when reading digitally then when reading in print. A case for using books over laptops/tablets for some tasks.

Please [click](#) here for the full article.



ONE Research Champions

Introducing our Research Champions!

- Paul Rea– **Can active learning episodes improve task persistence?**

The capacity of students to concentrate and persevere with tasks has been recognised as a factor that can significantly impact on their attainment in formal education and their subsequent success in adulthood (Andersson & Bergman, 2011). Evidence exists that intermittent physically active episodes in class have a positive impact on concentration and task persistence in lessons (Bartholemew et al. 2018).

Our research will investigate this link by exposing BTEC sports students to tasks that reinforce knowledge either via traditional static learning or via active phases in lessons. We will then compare attainment, as well as qualitative observations of both students and teachers to assess the impact.

[Click](#) here for further information/updates about the project.

