

RESEARCH@one

Newsletter - No. 3

In this issue:

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

“Research is to see what everybody else has seen, and to think what nobody else has thought”—Albert Szent-Gyorgyi

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.

- **Open access educational journals**

Please find below a link to 5 open-access journals that cover education. These journals are all peer-review, but free for anyone to download and read.

[Click](#) here for links.

- **Strengthening the student toolbox**

An article about study strategies.

[Click](#) here for link to article.

Research Library@ONE

We now have a small ‘library’ of books relevant to research (e.g. methodologies, data analysis) located in the orange zone. Feel free to talk to Janet Poole to borrow any books.



ONE Research Champions

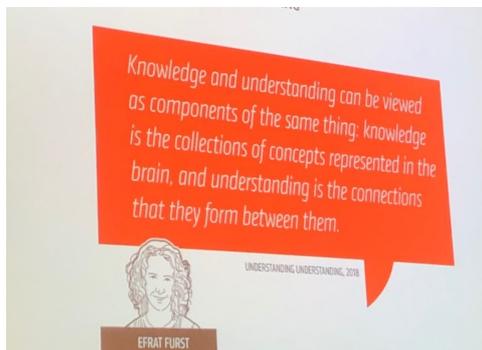
Introducing our Research Champions!

- Helena Lambert-Clarke- **Can independent learning and metacognitive strategies improve exam performance in business and economics A-level?**

To aid enhancement of student outcomes we have been researching the impact of different independent learning mindsets and strategies on student performance in exams. As part of this, the importance of students’ metacognitive knowledge and the role we can play as teachers in helping students be equipped in planning, monitoring and evaluating their own learning has been shown as significant in research findings, including that of the Education Endowment Foundation.

In Business and Economics, we will be providing instruction and support with a series of independent learning tasks to aid students in identifying where their strengths and weaknesses may be and their own knowledge of how they learn. Students will be evaluating the effectiveness of techniques and outcomes throughout the study with the aim of being able to effectively self-select learning strategies appropriate for them in the future.

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



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:

- **Effective use of technology to support revision: daily emails to parents**

As previously mentioned, **parental engagement** has been demonstrated to greatly impact on student engagement and attainment. This article provides one way of providing parents with tools to help their son/daughter with revision.

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