

NE709 The science of learning

Reflection grid template

<p>Successes</p> <p><i>I've had a look at the text on some of my PowerPoint slides and thought about when I'm talking at the same time as the students are reading.</i></p>	<p>Problems</p> <p><i>I need to investigate some more ways of helping students make connections with prior learning, so I'm not using the same strategies all the time.</i></p>
<p>Eureka moments</p> <p><i>Finding out that the part of children's brains which makes connections with prior knowledge is still developing was a complete surprise to me. Now I feel I understand why some children have real difficulty with this!</i></p>	<p>Questions</p> <p><i>What other evidence from cognitive load theory would make a difference to my teaching?</i></p>

What I have discussed with colleagues this week

How students can develop their learning at different rates, not determined by age.

Ideas I would like to explore further by looking for more research on the subject or carrying out my own action research:

Read a bit more about cognitive load theory, and find some more practical examples of how to reduce cognitive load.

Keep a record of your reflection grids each week and refer back to them as part of the final reflective activity at the end of the course. Post any outstanding questions to the question and answer session, or after the course, post to the STEM Group (details in the final step of the course).