

TEACHING AND LEARNING GUIDANCE FOR PARENTS

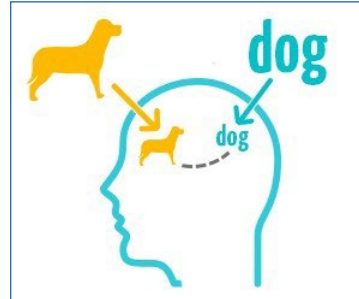
Welcome to our monthly Learning Newsletter. These newsletters look to help you to implement tried and tested learning strategies at home, in order to benefit your child and further enhance their educational experiences in the long term.

Dual Coding

One of the current 'buzzwords' in education is 'dual coding'.

Dual coding is the process of combining verbal materials with visual materials.

There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers.



When you have the same information in two formats - words and visuals - it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study and we're using it more and more in class with pupils.

To use these techniques at home, consider asking your child to look over class materials, find visuals that go along with the information and compare the visuals directly to the words. Ask them, how are the words describing what is in the visuals? How do the visuals represent what is described in the text? They could then work their way up to the point where they can put away the class materials and both write out the ideas in words and draw pictures, diagrams, or other graphics to go along with them.

Retrieval

When we think about learning, we typically focus on getting information into students' heads. Teachers might lecture, show videos, encourage note taking, and/or provide review sheets. Students often study by re-reading their textbooks, highlighting information, and/or reviewing their notes. In both of these situations, the focus is on getting information 'in', with the hope that it sticks.

strengthen our memory, and we can also identify gaps in our learning.

Scientists are finding that tests (or short quizzes) dramatically improve learning. More recently researchers have demonstrated that more than simply, tests and quizzes improve learning: flashcards, practice problems, writing prompts, etc are also powerful tools for improving learning.



We've all had the experience of feeling like these methods work – if I cram, and re-read, and study my notes, I feel fairly confident that I know the information. And indeed, cramming sometimes pays off – we tend to do well on a test. So what's the problem?

There are lots of simple ways to test your child's retention of knowledge and asking them what they did at school and if they can explain it are a really good start.

The problem is that these methods only lead to short-term learning.

Often, we think we've learned some piece of information, but we come to realise we struggle when we try to recall the answer. It's precisely this 'struggle' or challenge that improves our memory and learning – by trying to recall information, we exercise or

Tip of the Week

Literacy tip of the week...

**Woman/
Women**

These words are totally different.
The first refers to one lady and the second to two or more. It's the same rule as 'man' and 'men'.

Part of the problem is that 'women' should be pronounced 'wimmin'

Do not use 'women' when you only mean one lady!

Learning Newsletter
April 2019

Issue Focus: Dual Coding

email l.cowell@priory.lancs.sch.uk
if you wish to discuss anything
covered in this newsletter