

SIPP Newsletter

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Issue 13



XABEC Promotes SIP Project

On 3rd June, XABEC held presentations with representatives from 120 companies. The session focused primarily on the work of XABEC as an institution, but also about the institutions international dimension. This provided the opportunity for the SIP Project to gain exposure amongst the 120 businesses and instructors present.

Key Project Updates:

1. XABEC Promotes SIP Project
2. Update from GRETB
3. The Science of Learning
4. SIPP Website



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Update from GRETB

We have been busy here in Ireland since returning from Zlinsky Krai. We met as a team just after Easter to decide the movements forward over the next few months. We have made our first video – we decided to do the video on our Leaving Certificate Applied (LCA) course – what it is, what students do the course, where they can go with the course in further education and how the grade predictor tool can help students determine whether or not they will do the LCA programme. We interviewed our principal, teachers, students and the career guidance teacher in GTI. The video has been shared amongst project partners and will be available via the SIPP website shortly.

We have also been working on the user manual and hope to submit it shortly along with the example strategy paper for others. We go on summer holidays in June and return in August. We will then regroup to roll out the grade predictor tool with 240 more students and arrange the Irish visit in November.

The Science of Learning

The Science of Learning By Bradley Busch and Edward Watson published by Routledge highlights seven strategies that the authors think are based on strong research and can be quickly and easily implemented straight away in order to help students maximise their learning:

Retrieval Practice

Retrieval practice is any activity that prompts students to generate an answer to a question. This can include past papers, multiple choice tests or answering questions verbally.

Space out Learning

Spacing is technique in which students look to learn a little information often, rather than learning a lot all at once (i.e. cramming).

Interleaving

Interleaving involves students varying the type of problems they answer within a topic. The effectiveness of interleaving was demonstrated in a recent study, which found that when students interleaved the type of question they answered, they scored an average of 63% on a test a week later, whereas those who used blocking (where students answer the same types of problem), only scored an average of 20%.

Pre-Questions

Pre-questioning is where a teacher asks questions about the material, before they teach it. Research has demonstrated that when teachers ask pre-questions, not only is their memory of the material that was pre-questioned better, but also their memory of unrelated information.

Elaborative Interrogation

Elaborative interrogation involves students asking themselves questions on the material they are learning. This may include “why is this the case?” or “why is this true for X but not Y?”

Dual Coding

Dual coding is a technique where students combine words and pictures when learning. Research has found that when students studied with both they correctly answered twice as many questions as those who studied with just words.

Reading Out Loud

If students do decide to revise by reading their notes, they should read them aloud rather than in silence, as this allows for much more of the information to be retained.

You may find some of these techniques useful in your institutions.

SIPP Website

More information on the SIP Project is available on the project’s dedicated webpages <https://schoolimprovementpartnershipproject.com/>.



If you would like more information about the School Improvement Partnership Project, email us at office@learningplusuk.org or call +44 118 324 6696.

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