

Getting to Grips with the Research: Lessons from ~~38~~ 47 Book Summaries (and Counting!)

By Helen Reynolds

What	Content	Resources
1. Most Important Ideas	a. A model or memory/modal model of memory b. Retrieval practice/the testing effect c. Cognitive Load Theory	<ul style="list-style-type: none"> Daniel Willingham: http://www.danielwillingham.com/articles.html Efrat Furst (schema diagram): https://sites.google.com/view/efratfurst/home Lovell, O. (2020). Sweller's cognitive load theory in action. John Catt Educational Jones, K. (2021). Wiliam and Leahy's Five Formative Assessment Strategies in Action. John Catt Educational. Jones, K. (2020). Retrieval practice: Resources and research for every classroom. John Catt Educational.
2. The Books to Read	<ul style="list-style-type: none"> Watson, A. C. (2017). <i>Learning begins: The science of working memory and attention for the classroom teacher</i>. Rowman & Littlefield Publishers. Tomsett, J. (2021). <i>Cognitive apprenticeship in action</i>. John Catt Educational. Wiliam, D., & Leahy, S. (2024). <i>Embedding formative assessment: Practical techniques for K-12 classrooms</i>. Solution Tree Press 	

Lenses

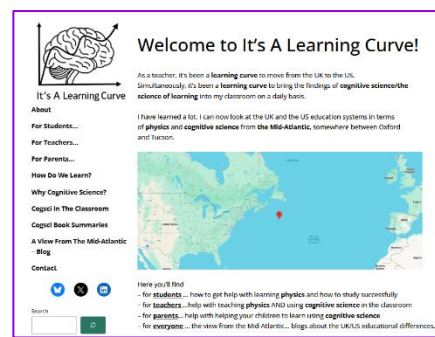
- To 'see it like I see it' is why we are here
- The 'curse of the expert' is a real thing
- Novices are **not** little experts; they learn differently.
- Working memory is **limited**; load it wisely; Long-term memory is **infinite**.
- Learning involves a **change to a learner's long-term memory**
- Having a **model of memory** and learning (Willingham) is extremely helpful if you are trying to learn anything as it helps you choose **strategies that are likely to work well**.

Website: <https://itslearningcurve.education/>

- This presentation and handout
- Strategies for using cogsci in the classroom
- Cogsci reading list
- All my book summaries!

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