

## Learning Well ...Together Strategies for Teachers

remotely can be challenging. Motivation can be improved through activities that increase competence, autonomy, and a sense of connection (1). The Science of Learning Research Centre has developed a set of evidence-informed strategies designed to help students to be motivated and to 'Learn Well...Together' with others, even when learning remotely.

Keeping students motivated when learning

strategies utilise social connection as a motivator. Individual study or learning can be lonely, particularly for young people. Working purposefully online with friends can increase accountability, enjoyment, and achievement.

The 'Learning well...Together'



#### In Strategy #1 students set up a regular time to meet online. Before

Hush Up and Work! (2)

these with the group at the start of the session. After setting a synchronised timer, the students work independently. When times up, they share what they have achieved, what was challenging, and what they will do next time **Remembering Stuff!** 

used for individual reading, writing, or studying in tasks across a range of subjects.

This strategy can be

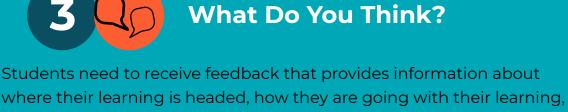
to discuss answers, clarify misconceptions, and elaborate on responses.

Encourage students

#### recalling information improves retention, particularly when the

Strategy #2 is built on the principle of Retrieval - that actively retrieval is spaced out over time and is effortful (3).

Encourage students to build Flashcards or Quiz guestions on important concepts/information to share with their online groups. Utilise these in regular class quizzes or homework revision tasks.



each task.

#### Students need to receive feedback that provides information about

What Do You Think?

and what they need to do to improve (4). Feedback also needs to be recieved in order for students to do something with it (5). Support your students to know how to give and receive feedback, including making sure they are familiar with the success criteria for

Strategy #3 encourages students to share their work with their peers, and to give, receive, and act upon meaningful peer feedback.

**Developing Deep Understanding** 

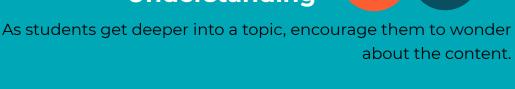
developing a deeper understanding of in their online groups

Invite the students

to share what they

have been

## Strategy #4 supports the students to pose questions the require

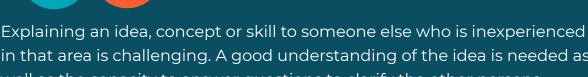


elaboration about the 'how', 'why' and 'what if' of a topic or concept.

In your lessons, include activities that ask the students to compare

and contrast ideas/ events/ objects/ performances/ theories/

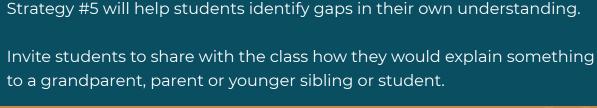
perspectives, and also to make connections.



#### in that area is challenging. A good understanding of the idea is needed as understanding.

#### well as the capacity to answer questions to clarify the other persons

**Get To The Point!** 





# "What happen's

collate.

"How might...?" "What if ...?"

# knew?" Puzzle Pieces

construct a shared understanding.

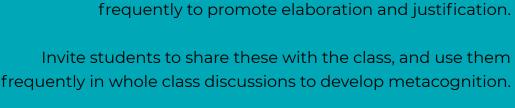
"Why did you...?"

"How did this build on

what you already

### These questions could be used in a range of subjects and topics,

**Justify That!** 



Strategy #6 encourages students to work with their online group

to come up with some sentence starters that they could use

including creative tasks, innovations, and performances.

particularly good when there is a lot of content to cover or information to Look for ways you can help students to break topics or assessments into

how it connects to the work of the rest of the group.

various parts, and encourage opportunities for students to share with the **Making Connections** 

Strategy #8 encourages students to make connections between emerging related ideas and concepts. Using a collaborative online tool the students can talk in their

Represent It

Strategy #7 is an online version of the traditional Jigsaw: as a group, the students break apart a topic/chapter/activity to work on individually, and

then they return to the group to put the pieces back together to

This strategy can work with a range of subjects and topics , and is

class what they have been responsible for, what they have learnt, and

images helps to improve the recall of that information later on (See

groups about what ideas and concepts are related, why and how.

Presenting verbal or written information in a visual way through Weinstein et al. 2019 for more detail). This strategy invites students to identify ways to visually represent key terms or ideas, to share these with their group and to explain how the image relates.



They can continue to build this map over time.

In class, invite students to share connections and justify.



**Make It Concrete** 





develop, and encourge them to explain them.



10.1146/annurev-psych-113011-143823

Strategies developed by the SLRC. The 10 Strategies are available for Students.

1 Ryan, R. M.; Deci, E. L. (2000). 'Self-determination theory and the facilitatio\n of intrinsic motivation, social development, and well-being'. American

5. Hattie, J.A.C., Gan. M. & Brooks, C. (2016). Instruction based on feedback. In R. Mayer & P. Alexander (Eds.), Handbook of Research on Learning and

4. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77, 81-112. doi: 10.3102/003465430298487

Invite students to share the concrete examples their groups

These Home Strategies support the

# Psychologist. 55: 68-78. doi:10.1037/0003-066X.55.1.68.

'Learning Well...Together' Remote Learning

2. Based on the concept by Rennie Saunders of 'Shut Up and Write'. See https://shutupwrite.com/about/ 3. Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. Annual Review of Psychology, 64, 417-444. doi: