

research ED

Nederland 2020

ENGLISH PROGRAMME

11 JANUARY 2020

Corlaer College

Henri Nouwenstraat 8, 3863 HV Nijkerk

KERK = 'De Fontein' Church
Dominee Kuiperstraat 2

A 220 = Auditorium

D4 = Domein 4 (level 3)

9:30	KERK	Welcome <i>Tom Bennett & Jan Tishauser</i>
9:55	A 220	Why teaching will never be a research based profession <i>Dylan Wiliam (pre-recorded)</i>
10:50	A 220	Why are Barak Rosenshine's Principles of Instruction so popular and so good? <i>Tom Sherrington</i>
11:40		Behaviour lessons from the best UK schools <i>Tom Bennett</i>
	D4	Dual Coding with teachers - part 1 <i>Oliver Caviglioli</i>
12:30		Lunch - vmbo-building
13:15	244	Critical thoughts on cognitive load theory <i>Casper Hulshof</i>
14:05	A 220	What teachers need to know about classroom culture and social norms <i>David Didau</i>
14:45		Break
15:05	A 220	Dual Coding with teachers - Part 2 <i>Oliver Caviglioli</i>
15:55	335	Closing the gap: How research can help us to understand the relationship between teaching and learning <i>Jan Tishauser</i>
16:45	AULA	Closing

On the following pages you can find descriptions for each session.

SESSION 1 – 9:55-10:35

A
220

Why teaching will never be a research based profession

Dylan Wiliam

Research juggernaut Dylan Wiliam explains where the teacher stands in research based education.

SESSION 2 – 10:50-11:30

A
220

Why are Barak Rosenshine's Principles of Instruction so popular and so good?

Tom Sherrington

Barak Rosenshine's Principles of Instruction are a set of 10 ideas that characterise effective instructional practice. In recent years they have gained in popularity around the UK with some schools even adopting them as a core framework. Why is this? In this session we will explore what the principles are, how teachers can apply them in practice and discuss the reasons for their popularity.

SESSION 3 – 11:40-12:20

Tom Bennett's session has been cancelled.

Behaviour lessons from the best UK schools

Tom Bennett

~~In this session Tom will outline the most effective strategies that schools (and classrooms) utilised in order to create safe, calm and nurturing environments where students and staff could all flourish. Behaviour is closely connected to the classroom culture, and the school leaders need to be the conscious architects of that culture. When this happens, everything is possible.~~

D4

Dual Coding with Teachers - Part 1

Oliver Caviglioli

There are two major reasons why dual coding works in the classroom. One it addresses the problem of the vanishing words in teacher explanations, and, two, it offers an easier route to understanding meaning than words alone. We will both experience what this feels like, as well as learn the research behind these situations. Then, a solution. I will teach the participants a topic that is unfamiliar to them such that they will demonstrate perfect recall by virtue of a sequence of activities based around peer explanation and embodied cognition.

LUNCH BREAK 12:30 - 13:05

SESSION 4 – 13:15-13:55

244

Critical thoughts on cognitive load theory

Casper Hulshof

Cognitive Load Theory, developed and elaborated by John Sweller, is an indispensable, unavoidable and broadly applicable theory for teachers. My presentation is an account of a search for the background of this theory, and how it has become what it is. I will describe recent developments and their consequences for the application of the theory in education. I think it's important to make a number of comments regarding the theory. Some of the potential shortcomings may seem obvious, others not so much. All in all, it promises to be a thrilling experience!

SESSION 5 - 14:05-14:45

A
220

What teachers need to know about classroom culture and social norms

David Didau

One way to improve students' behaviour is to understand and make use of some of the findings from social psychology about the ways in which people respond to social norms. This session will explore some of ways in which 'normative messages' can either unwittingly communicate negative messages or be explicitly harnessed to communicate more positive messages.

BREAK 14:30 - 14:50

SESSION 6 – 15:05-15:45

A
220

Dual Coding with Teachers - Part 2

Oliver Caviglioli

I will build upon the concepts discussed in part 1.

SESSION 7 – 15:55-16:35

335

Closing the Gap: How research can help us to understand the relationship between teaching and learning.

Jan Tishauser

Teachers will be reluctant to engage in educational research that does not answer the questions they encounter in their daily practice. Teachers become experts on the basis of their own experience and reflection. This means that research must be able to add something that does not come from experience and reflection. Ultimately, educational research should tell us what the relationship is between how we teach and what our students learn. In 2004, the year of his death, Graham Nuthall wrote a comprehensive, critical review of the state of educational research. He described a research practice that can effectively contribute to the teaching practice. In this session, Jan Tishauser will reflect on these ideal research practices on the basis of our current reality and will explore with you what we can do to further bridge the gap between research and practice.

CLOSING 16:45 - 17:00