

EVIDENCE-BASED TEACHING PRACTICES

HIGH-IMPACT

Evidence-Based Teaching Practices

1. High Learning by Learning from Examples

Use worked examples to illustrate an important problem-solving or process strategy and provide a model for students to follow. This is the primary strategy for learning a procedural skill.



2. Practice with Feedback on Individual Items

Give students individual practice opportunities to give them the chance to correct errors and receive feedback on their work.



3. Spaced Practice in Time

Practice items are spaced out over time, allowing for repeated practice and reinforcement of the skill.



4. Self-Explanation and Student Explanations

Ask students to explain their work to themselves or to a peer. This helps them identify and correct errors and reinforces their understanding of the concept.



5. Metacognitive Strategies and Self-Reflection

Encourage students to reflect on their learning process, identify their strengths and weaknesses, and set goals for improvement.



6. Use Feedback Effectively

Provide specific feedback that helps students understand their errors and how to improve their work.



7. Focus on Understanding

Encourage students to focus on understanding the underlying concepts and principles rather than just memorizing facts.



8. Use Assessment as a High-Impact Strategy

Use formative assessment to monitor student learning and provide feedback to guide instruction.



9. Use Structuring and Support

Provide students with clear instructions and support to help them understand and complete their work.



Evidence-Based Teaching Practices

Identify and describe teaching practices that are supported by research and provide a brief description of each practice. This is the primary strategy for learning a procedural skill.

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ADULT GUIDANCE

Using Evidence In Teaching Practice

Helen Timperley, Judy Parr



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Using Evidence in Teaching Practice Helen Timperley, Judy Parr, 2004 Using Evidence in Teaching Practice is a text designed to assist pre service and practicing teachers to examine the implications of student achievement information for classroom teaching It is based on research that showed when teachers used evidence in this way student achievement improved

The Emerald Handbook of Evidence-Informed Practice in Education Chris Brown, Joel R. Malin, 2022-01-31 Generating understanding into how to more routinely foster evidence informed teaching practice globally this ground breaking handbook is vital reading for educational researchers and especially those working close to practice in all settings

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First, supplementary, and second reports, with minutes of evidence and appendices. 1872 (c.536) Great Britain. Royal Commission on Scientific Instruction and the Advancement of Science, 1872

Using Evidence in Social Work Practice Harold E. Briggs, Harold Eugene Briggs, Tina L. Rzepnicki, 2004 This comprehensive text is designed to provoke discussion Part I raises questions about the ethics the nature of evidence and the role of theory in evidence based practice Chapters in the second part serve as models for developing practice aimed at addressing particular problems and client populations Part III raises practical issues in implementation Critical thinking is stressed throughout the collection

Minutes of Evidence Taken Before the Departmental Committee Appointed ... to Inquire Info and Report Upon the Subject of Agricultural Education in England and Wales, and Index Great Britain. Departmental Committee on Agricultural Education in England and Wales, 1908

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Legal Education, Its Aim and Method ... Gerard Brown Finch, 1885

Minutes of Evidence Taken by the Committee Appointed by the Lords Commissioners of His Majesty's Treasury to Consider the Organisation of Oriental Studies in London, with Lists of Witnesses Examined and Index Great Britain. Committee on the Organisation of Oriental Studies in London, 1909

Report[s] of the Royal Commission Appointed to Inquire Into the Working of the Elementary Education Acts, England and Wales [with Evidence, Etc.] ...: 3rd report, 1887-1888 Great Britain. Royal Commission on Elementary Education

Acts,1887 *Minutes of Evidence* Cape of Good Hope (South Africa). Education Commission,1911 *Minutes of Evidence Taken Before the Departmental Committee Appointed by the Board of Agriculture to Inquire Into and Report Upon British Forestry* Great Britain. Board of Agriculture. Committee on British Forestry,1903 *Report, Together with Copies of Commissions, Diagrams, Statistical Evidence, and Statistical Exhibits, &c* New South Wales. Royal Commission on the Decline of the Birthrate and on the Mortality of Infants in New South Wales,1904 *Minutes of Evidence Taken Before the Royal Commission on Local Government* Great Britain. Commission on Local Government,1928 *The Training of Teachers in Missouri* Central Missouri State College,1920 **Annual Register** University of Chicago,1919 **Annual Catalogue** University of Chicago,1919 *Vocational Education Magazine* ,1922 **International Record of Medicine and General Practice Clinics** Frank Pierce Foster,1903 **General memoranda and oral evidence** India. Calcutta University Commission, 1917-1919,1919

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