

# Science of Learning Lecture Series



**IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY AREN'T GOOD ENOUGH BUT BECAUSE THEY COULD BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE.**

DYLAN WILIAM

**A series of provocative and stimulating lectures balancing evidence based research with practical strategies for the classroom for practitioners at all levels and phases who want to develop their understanding of research and its impact on young people's learning**

Partnership cost: £99  
for whole series or £30  
per lecture

Non Partnership cost:  
£249 for whole series  
or £75 per lecture

## Our Programme

### Lecture 1: Motivation

Intrinsic motivators can be key to student achievement – but extrinsic motivation dominates many classrooms. Pupil motivation is driven by both intrinsic and extrinsic factors, prior experiences and perceptions of success. Teachers who give students experiences of success build not only motivation but also resilience and belief in their ability to succeed. Join us to explore the balance of extrinsic and intrinsic motivation in schools and to hear some practical strategies for developing intrinsic motivation in your students

Monday 2nd October 4.00–5.30pm

### Lecture 2: Memory

Improving working memory has been proven to have a dramatic impact on student progress. Join us as we explore working memory and its importance to learning and teaching; what it is, why it's important for teachers and teaching assistants to know about it and how an understanding of working memory can inform the way we teach and support students

Monday 27th November 4.00–5.30pm

### Lecture 3: Metacognition and self regulation

Research has shown that development and use of metacognitive strategies is linked to exposure and role-modelling from adults in the home and teachers. Where children have not been able to practise these skills at home, the explicit teaching and practice of these strategies becomes even more important in classrooms to reduce variation. Join us to discuss what metacognition looks like in the classroom and how we can develop student's metacognitive skills to make them more reflective and self-regulatory

Monday 29th January 4.00–5.30pm

### Lecture 4: Independence and learning

Successful independent learning depends on both external factors (strong relationships between teachers and students, and the establishment of an 'enabling environment') and internal factors (such as cognitive, metacognitive and affective skills related to feelings and emotions.) This lecture addresses which are the most influential factors in supporting students to develop greater ownership of their learning, and how we can encourage student autonomy

Wednesday 13th March 4.00–5.30pm

### Lecture 5: Adaptive teaching

Using adaptive teaching has been proven to have a huge impact on learning and progress for all. In this lecture we will explore practical strategies behind adaptive teaching, where dynamic pedagogical approaches meet the individual needs and learning styles of every child.

Monday 20th May 4.00–5.30pm