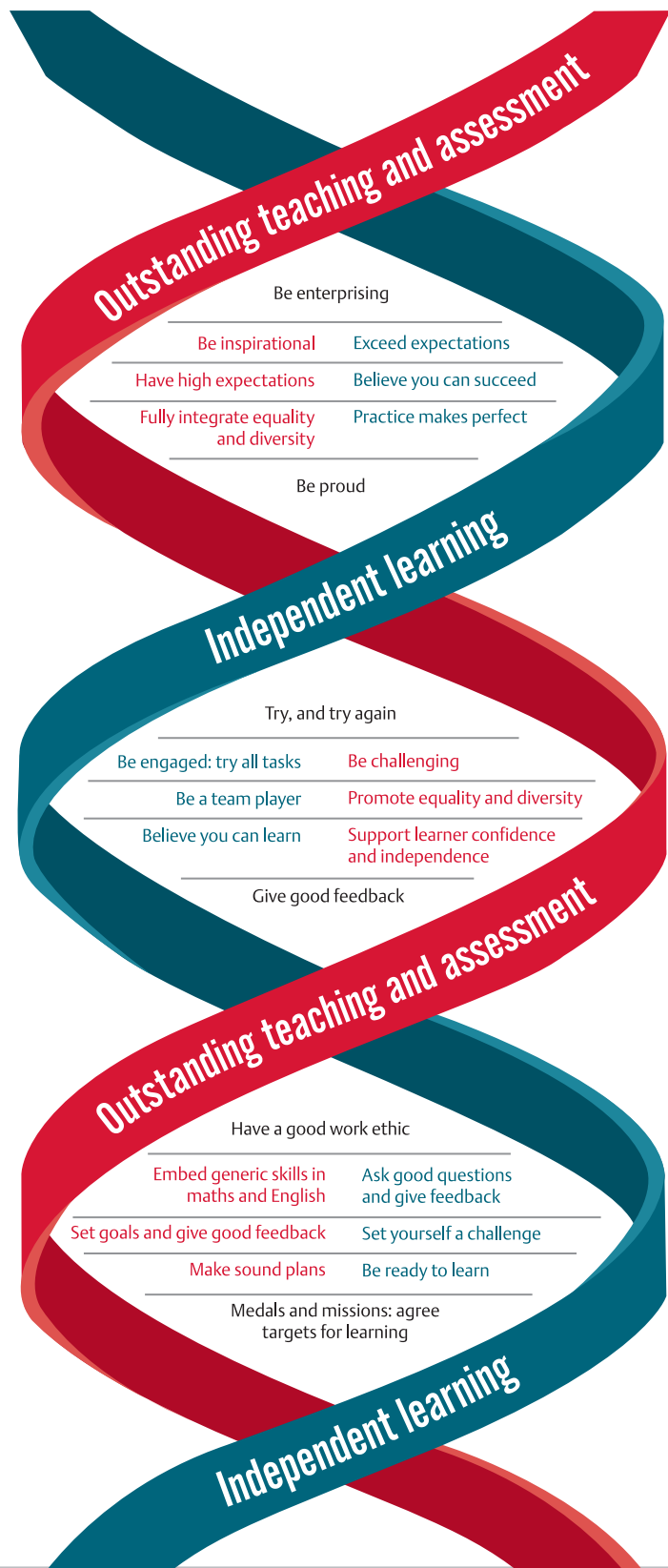


# DNA of standout teaching and learning

## Learning

## Teaching

## East Berkshire College's top ten teaching, learning and assessment methods



### Link to the known

We can understand new knowledge if it is related to things we already know. Science: "DNA is like a spiral staircase".

### Make our own meaning

Making our own notes is an effective way of learning.

- Write a summary of a topic.
- Make notes as someone talks.
- Make a mind map.

### Develop a growth mindset

The brain is like a muscle – practising makes it stronger. Effort and determination are more important than talent.

- We should praise effort, not just talent and we should see challenges as learning opportunities.

### Practice makes perfect

Repetition helps to secure memories.

- Write down or repeat (like remembering a phone number).
- Rehearse the information.
- The more information is practised, the better we remember.

### Go graphical

Visualising information is an effective way of learning.

- Create mind maps.
- Use pictures to help memory.
- Use graphical organisers.

### Work together

Co-operation helps learning.

- Discuss a question in pairs before answering.
- Work together to make a presentation.
- Work together on a practical task to solve a problem.

### Medals and missions

We work better and learn more if we have goals and objectives to help us see where we are going. Regular feedback shows us how far we are on this learning journey.

- Peer and self-assessment.
- Formative assessment to guide improvement.

### Important questions

When we ask, we learn. Questions help us tackle a problem.

Fitness: "What sort of training routine would suit someone with high blood pressure?"  
Teaching: "What are the benefits of an evidence-based approach to teaching and learning?"

### Building blocks

When we learn to make connections from our own experience or knowledge to new learning, we have a foundation or scaffolding upon which we can place new facts and ideas.

### Get the big picture

We learn more effectively if we can make links between the detail and the big picture. Using advance organisers can help this.

Engineering: "Today we are going to learn about the spark plug. This is part of our topic on the internal combustion engine".

## Expect to be challenged

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