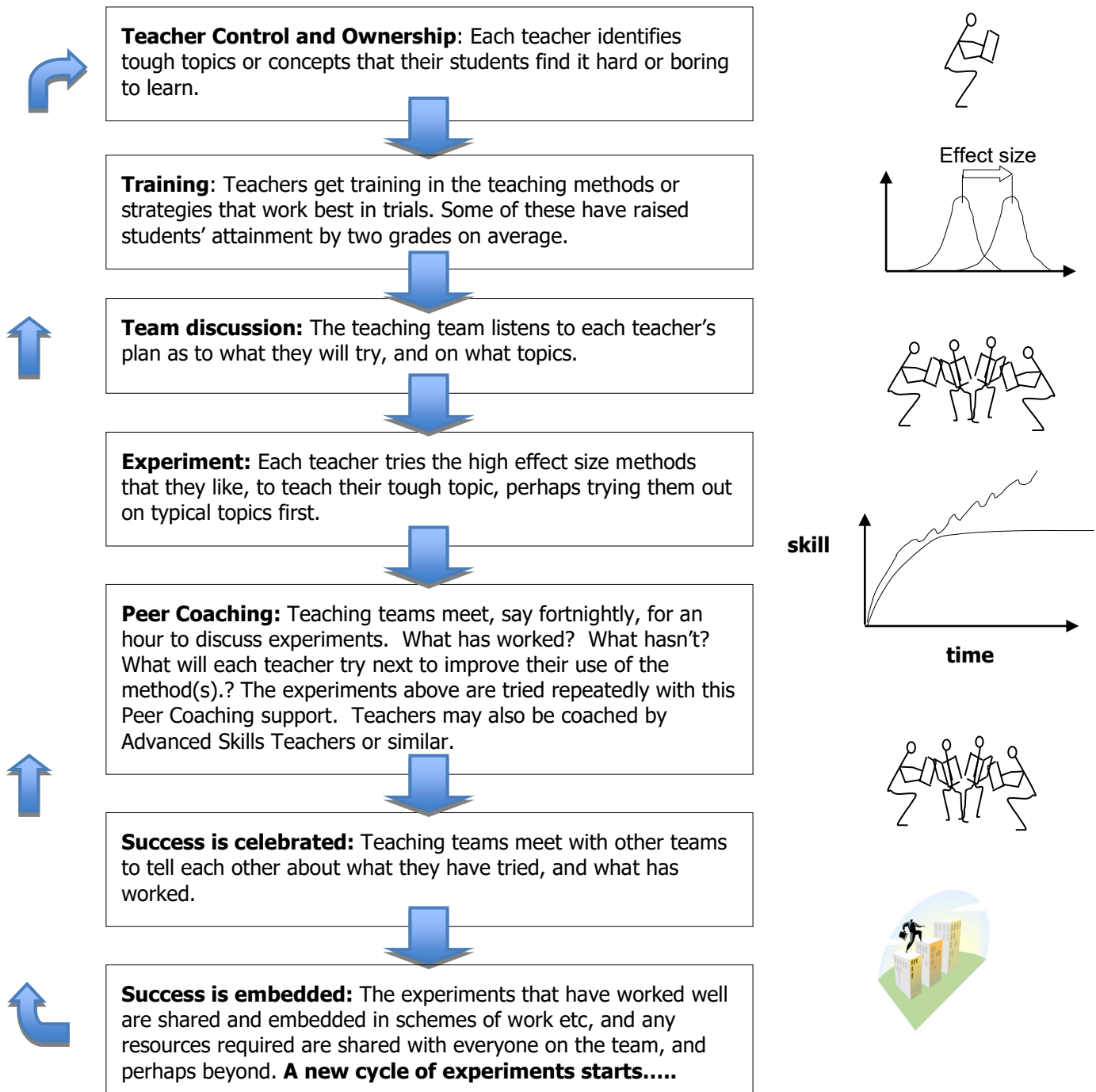


Supported experiments

Geoff Petty www.geoffpetty.com

This is a continuous improvement strategy. Reviews of research show this strategy works best, and the teaching methods experimented with are also what works best.



Why does this work?

Teachers are engaged because they are solving their own problems, and they are in control. They take the credit for the improvements they develop, and tell others about them – which can create a real ‘buzz’. Everyone improves, not just the weakest.

Major problems are solved, and high performance teaching methods are used more often.

How do we know it works?

Two comprehensive summaries of all good research on CPD have concluded this approach is by far the best, and most other approaches hardly work at all. See the references below for Joyce & Showers & Helen Timperley’s reviews.

There are hundreds of thousands of rigorous studies that show that high effect size methods work best. They engage students, motivate them, and help them learn. This is probably because they set a challenging task, and then give the teacher and student feedback information on how well the task was done, and the learning understood.

It’s not surprising that Supported Experiments work, the idea has been found to work in all professions, medicine nursing for example. It is in line with what we know about motivation at work, see for example the research summary in book form, by Daniel Pink called ‘Drive’.

References:

Petty, G. (2009) “Evidence Based Teaching” 2nd Ed, Nelson Thornes www.geoffpetty.com/experiments.html

Joyce and Showers (2002) ‘Student Achievement through Staff Development’ 3rd ed. ASCD www.ascd.org

Maynard and Martinez (2002) “Pride or Prejudice? College Teachers’ Views on Course Performance” London LSDA.

Pink, D. (2009) Drive: the surprising truth about what motivates us. Riverhead books

Search for RSA Daniel Pink to find an engaging summary of his ideas here:

<https://www.youtube.com/watch?v=u6XAPnuFjJc>

Timperley H et al (2007) "Teacher Professional Learning and Development"

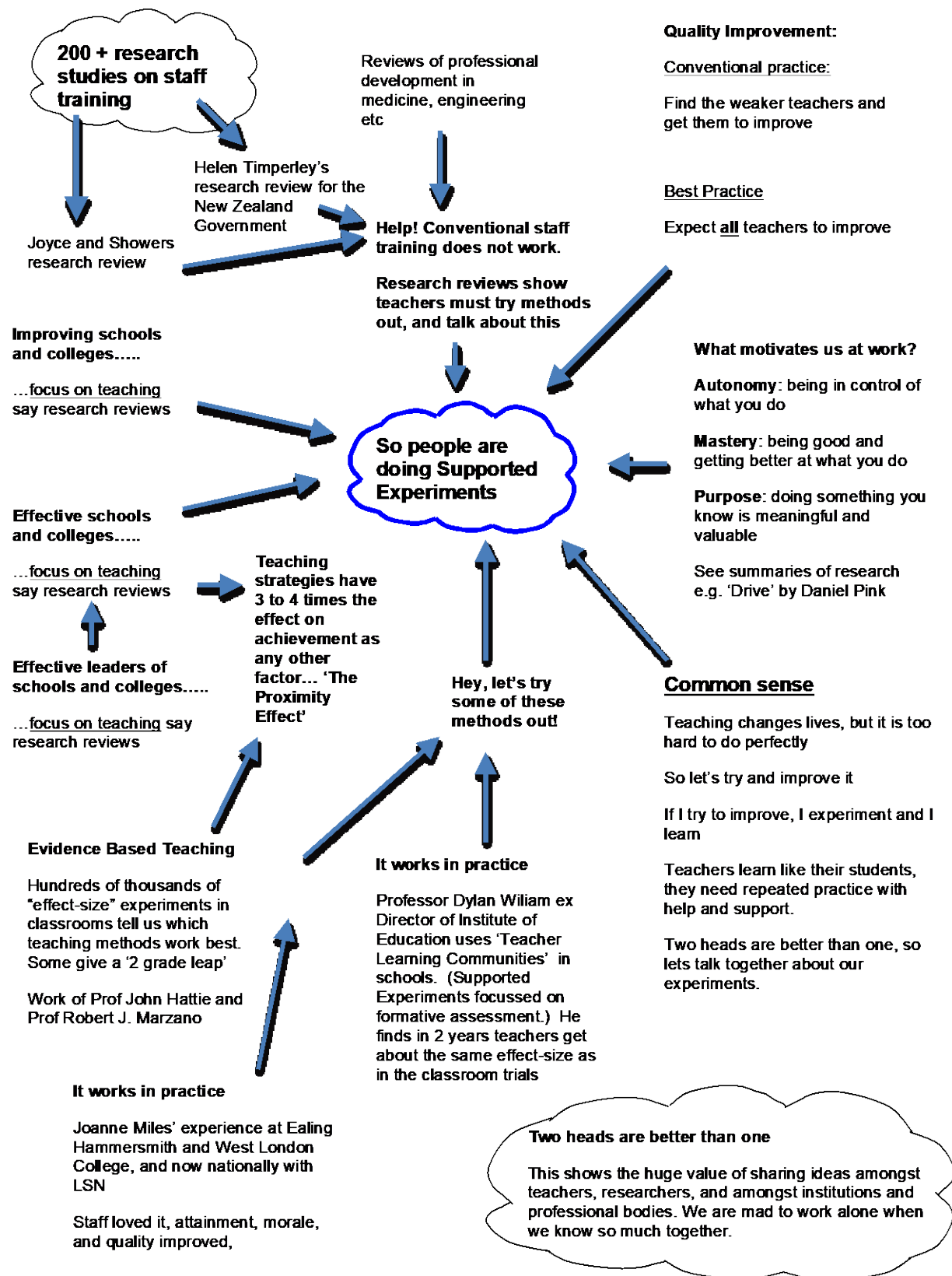
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Hattie, J. (2009) “Visible Learning: a synthesis of over 800 meta-analyses relating to achievement”

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Marzano R. Pickering, D. Pollock, J. (2001) “Classroom Instruction that works” Alexandria: ASCD

<http://www.selfdeterminationtheory.org/>



See 'Evidence Based Teaching' Geoff Petty and www.geoffpetty.com for the detail