The Mystery Game Adapated by Julie McGrane

Quote ref. 025/PL/NLC

"Mysteries are a great example of interventions...that engage pupils' cognitive learning (thus) giving bigger return on effort."

Charles Desforges, 2002

The *Mystery Game* is the result of months of research and development in direct consultation with various networks. It has been designed for teachers, but will hopefully model the kind of activity which promotes challenging pupil learning activities.

The video which accompanies this pack and the PowerPoint presentation outlined on the CD are designed to help you use the *Mystery* to facilitate a discussion around the aspects of pupil learning considered in the enclosed think piece 'On Learning and Teaching', by Charles Desforges. You may also choose to use this to model a pupil learning strategy which promotes high order thinking. At whichever level you choose to use this resource, we make some recommendations in the 'Guidelines' leaflet for managing its use.

Contents

- Think piece, 'On Learning and Teaching' by Charles Desforges (Emeritus Professor, University of Exeter)
- Video
- Mystery activity cards (primary and secondary versions, six sets of each)
- CD further supporting materials (including pupil learning PowerPoint presentation template)
- Suggested agenda
- Transcription of video extract
- Suggested reading list
- Guidelines and overview

Julie McGrane is a network facilitator with the Networked Learning Group

Available now	
Quote ref. 025/PL/NLC	
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From Aptitude to Effort: A New Foundation for Our Schools Lauren B Resnick

Available now **Quote ref. 016/PL/NLC**

"Aptitude is not the only possible basis for organising schools. Educational institutions could be built around the alternative assumption that effort actually creates ability. Our education system could be designed primarily to foster effort. What would such a system look like? How might it work?"

In this short article Lauren Resnick provides possible answers to a range of challenging questions. Although written within the context of the American system, Lauren's rigorous evidence-based arguments about how and when pupils learn best are both thought-provoking and compelling. It is not difficult to draw parallels with our own education system and our own schools.

This paper covers the key concepts outlined during Lauren's input at the Launch Conference in June 2002. It could be used in full or in part, with teachers and teaching assistants as a basis for group discussion and debate, or as a stimulus for further enquiry.

Lauren Resnick is Director of the Institute for Learning in Pittsburgh, an organisation working with educators in school systems both in the US and beyond. The Institute is a close partner of the Networked Learning Communities programme.

To find out more about the Institute, visit their web site at www.instituteforlearning.org

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On Learning and TeachingProfessor Charles Desforges

Available now

Ouote ref. 023/PL/NLC

"We know as much about learning in its basic principles as Isaac Newton did about movement and motion. When NASA sent rocket ships to the moon, it was Newton's physics they used, such was the quality of his knowledge. It took three or four hundred years to do the engineering on that knowledge to make it practically effective, but basically the knowledge was present – it was just a question of what to do with it."

Charles Desforges, 2002

We asked Charles Desforges to write a short, practical paper outlining research into how pupils learn and the impact of teaching on learning. Using a wealth of sources, the paper aims to give an overview of the key findings of such research, helping readers to tackle the evidence base in a straight-forward, grounded and comprehensive way.

The paper covers some of the key themes outlined during Charles' input at the Launch Conference in June 2002, and builds on them to introduce new ideas and suggestions for action. In particular, the paper looks at what really makes the difference to how pupils learn, what impact the environment has on learning and how both pupil and teacher expertise and experience have roles to play in the learning process.

This is an excellent resource for networks, which could be easily digested by a wide range of professionals. It is clearly and frankly composed and would make an ideal stimulus piece for small cross-school research groups, for the entire staff in a school or for your whole network.

Charles Desforges is currently
Director of the ESRC Teaching and
Learning Programme at the
University of Exeter, where he was
previously Head of the School of
Education. Charles is the author of
seven books on classroom processes
in teaching and learning, and was
a teacher of maths and science for
11 years.

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Pupil Involvement in Teaching and LearningDevelopment and enquiry programme

www.ncsl.org.uk/nlc

'The programme will raise awareness and establish the value of pupil involvement in teaching and learning, to enable active participation in networked learning communities. We will learn from the best available public knowledge and explore, share and develop resources from those who are presently doing the work in schools'

This development and enquiry programme will engage in mapping existing work, for instance, around pupil voice and leadership and students as researchers and make links to other networks and organisations.

It will identify the particular role of pupil involvement in networked learning communities and networked learning processes. The dimension of the web and on-line communication is particularly important to provide access and opportunity for young people to connect. By consulting with teachers and students we aim to refine the focus of the project around pupil engagement in networked learning communities.

One copy of 'Consulting Pupils – a Toolkit for Teachers', is available to all networks. This will be a major resource for the work. Pupils will be involved in the design and operation of the programme.

Through bringing people together at gatherings such as seminars, conferences and network-to-network meetings we hope to share and co-construct supportive practices, resources and materials from the networks which will be made more widely available.

For further information, please visit www.ncsl.org.uk/nlc or contact Marisa Ramsay on 08707 870 370 or email marisa.ramsay@ncsl.org.uk