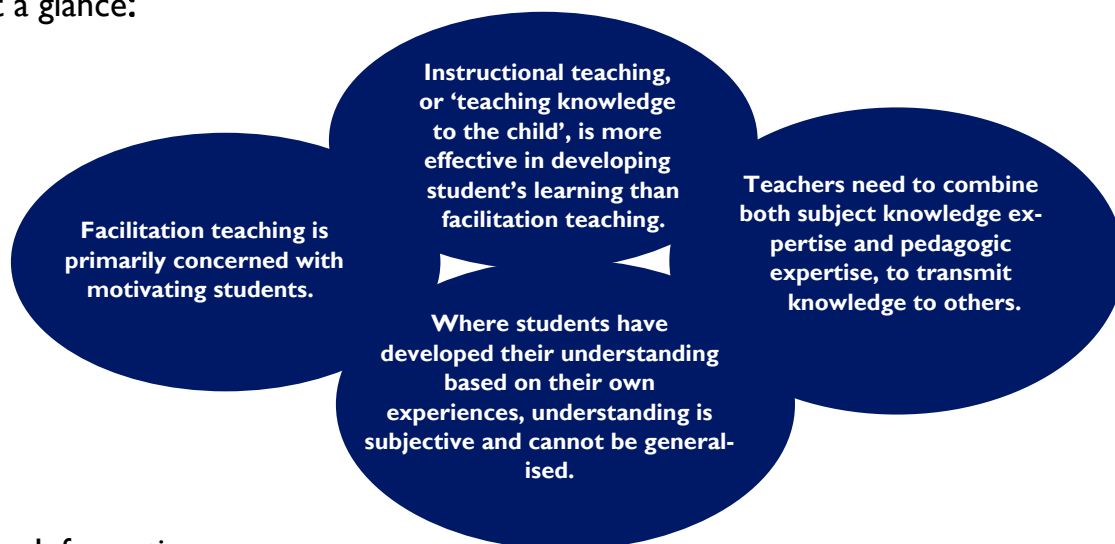


Knowledge and Teaching.

Rata, E. (2017)

Knowledge and Teaching. *Journal of the British Educational Research Association* 43 (5): pp.1003-1017.

At a glance:



Key Information:

- Since the 1970s the popularity of facilitative teaching has risen substantially, despite convincing critique. The idea that students can always develop their own understanding based on their own experiences is restrictive, particularly where new specification GCSEs require the ability to apply and generalise understandings. This article suggests that it is the understanding of ideas, that should be the logic for teaching. It does not suggest that experiences are useless, but that these must be connected to ideas.
- Research suggests that, for students to be able to contribute actively and effectively in society, teachers need to transmit knowledge through an engaging pedagogy, that links structured ideas to application to real life.

Ways that you can use this in your classroom today:

- Break down ideas before elaborating on them. This may sound straight forward – but it is important to offer ideas before adding examples and experiences.
- Explicitly state the connections between one idea and the next. Without this, students may view concepts in random ways, thus leading to weak coherence.

Further Reading:

McPhail, G. (2016) The fault lines of recontextualisation: The limits of constructivism in education. *British Journal of Educational Research* 42(2): pp.294-313.