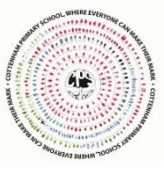




# How to solve the 80/20 question...(part 2)

22<sup>nd</sup> January 2019





# Dual Coding...

- Dual coding theory postulates that both visual and verbal information are used to represent information.
- Visual and verbal information are processed differently and along distinct channels in the human mind, creating separate representations for the information processed in each channel.
- Both visual and verbal codes can be used when recalling information.
- Therefore, when the information can be stored as a stimulus as both a word and an image.
- When asked to recall the stimulus, we can retrieve either the word or the image individually, or both simultaneously (if the word is recalled, the image is not lost and can be recalled at a later point in time).
- The ability to code a stimulus two different ways increases the chances of remembering that item compared to if the stimulus was only coded one way.





# Dual Coding Year 1/2

Wednesday 16<sup>th</sup> January 2019

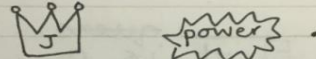
To understand how Magna Carta led to the creation of parliament

Magna Carta was signed in 1215 because...

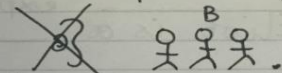
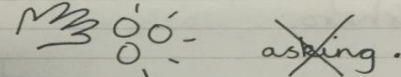
Magna Carta was signed in 1215 therefore...

Magna Carta was signed in 1215 but...

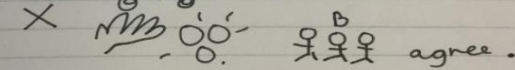
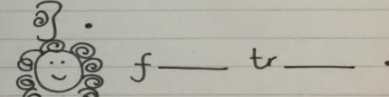
Magna Carta was signed in 1215 because...



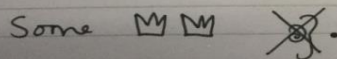
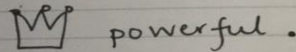
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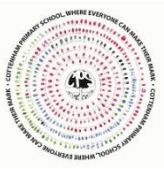


Magna Carta was signed therefore...



Magna Carta was signed in 1215 but...





# Dual Coding Year 1/2

nts

Continent

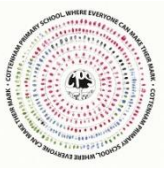
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Continental shelves make up the continents. That is why we are part of Europe!

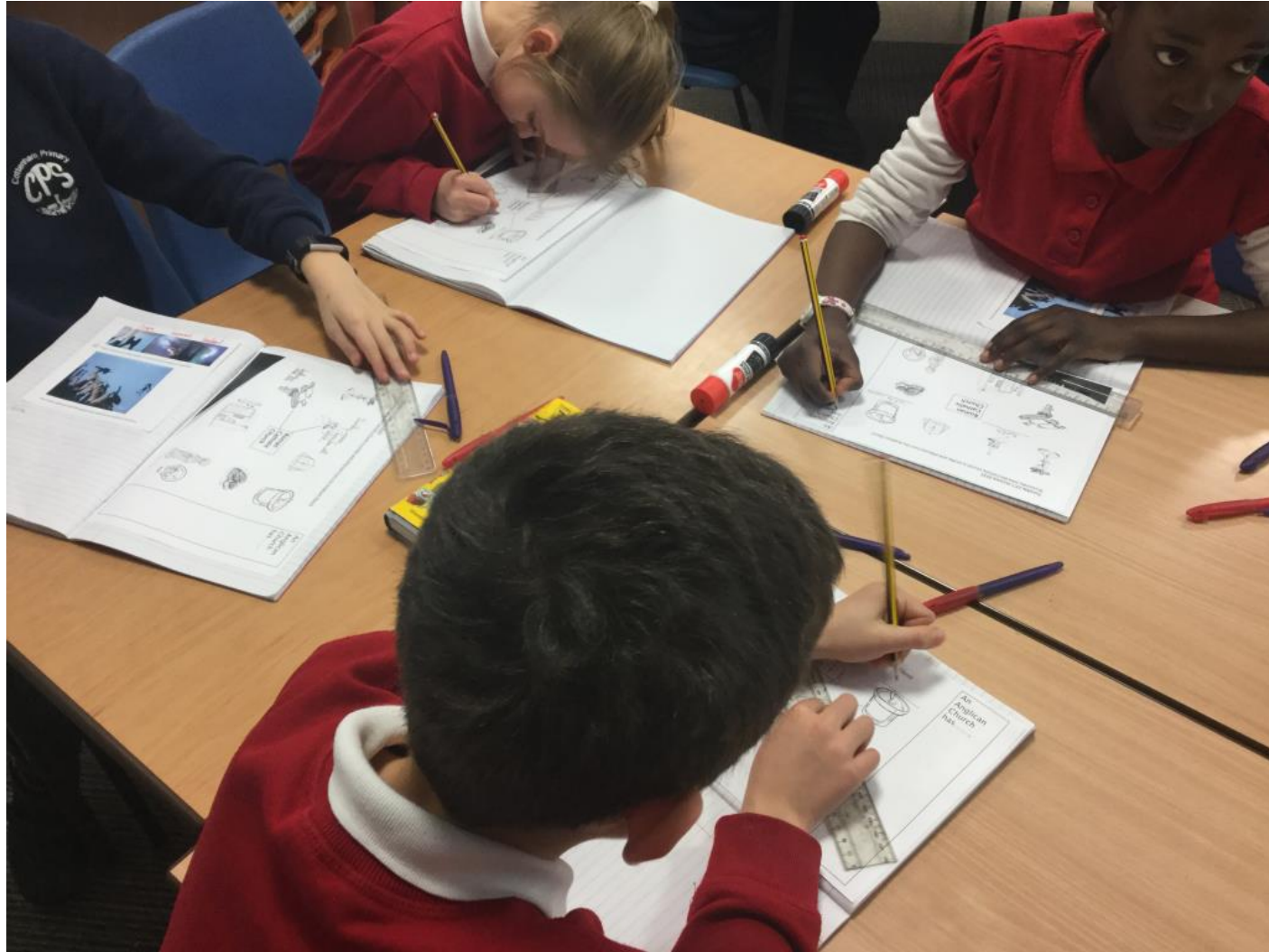
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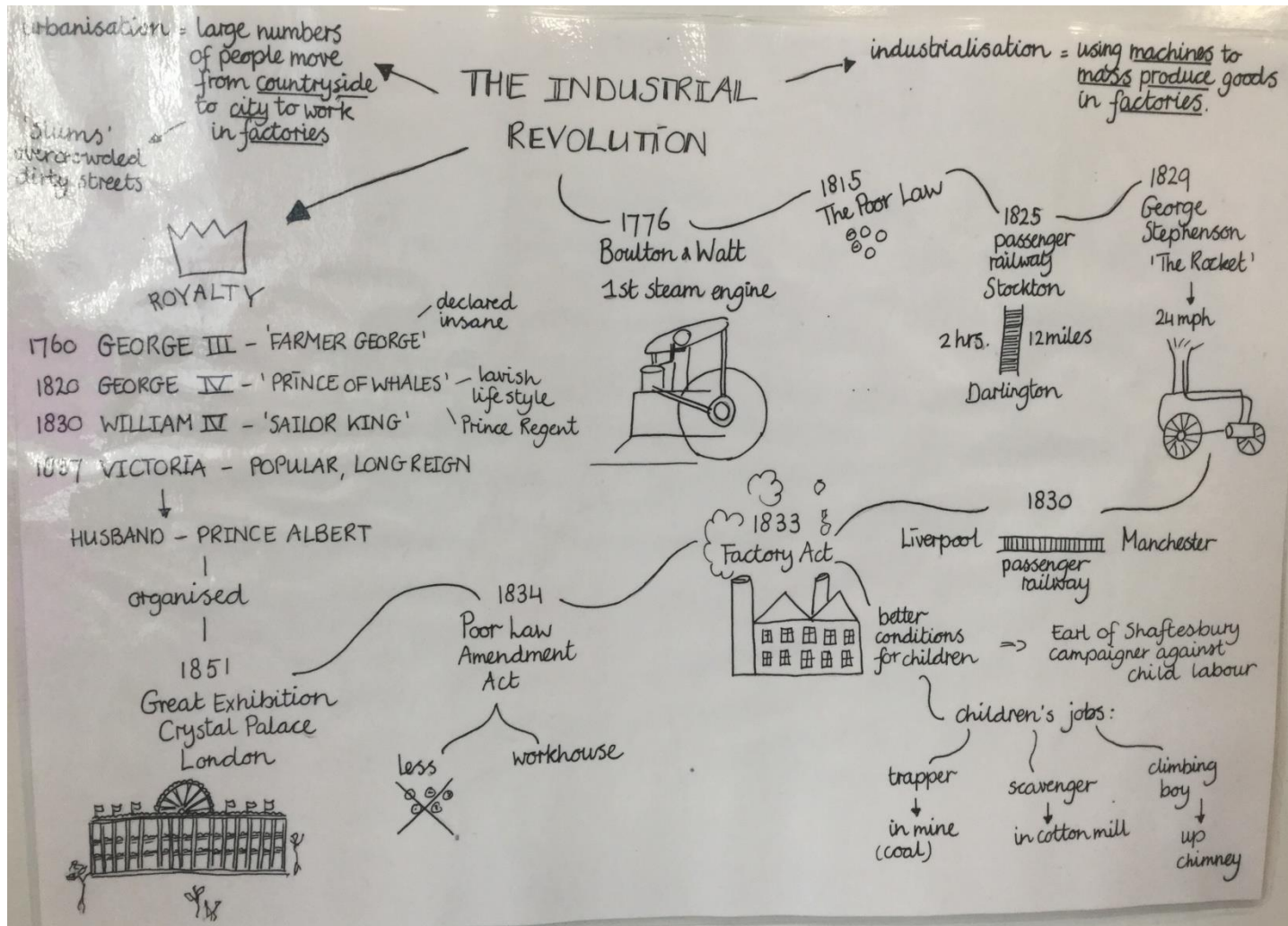
# Dual Coding Y4





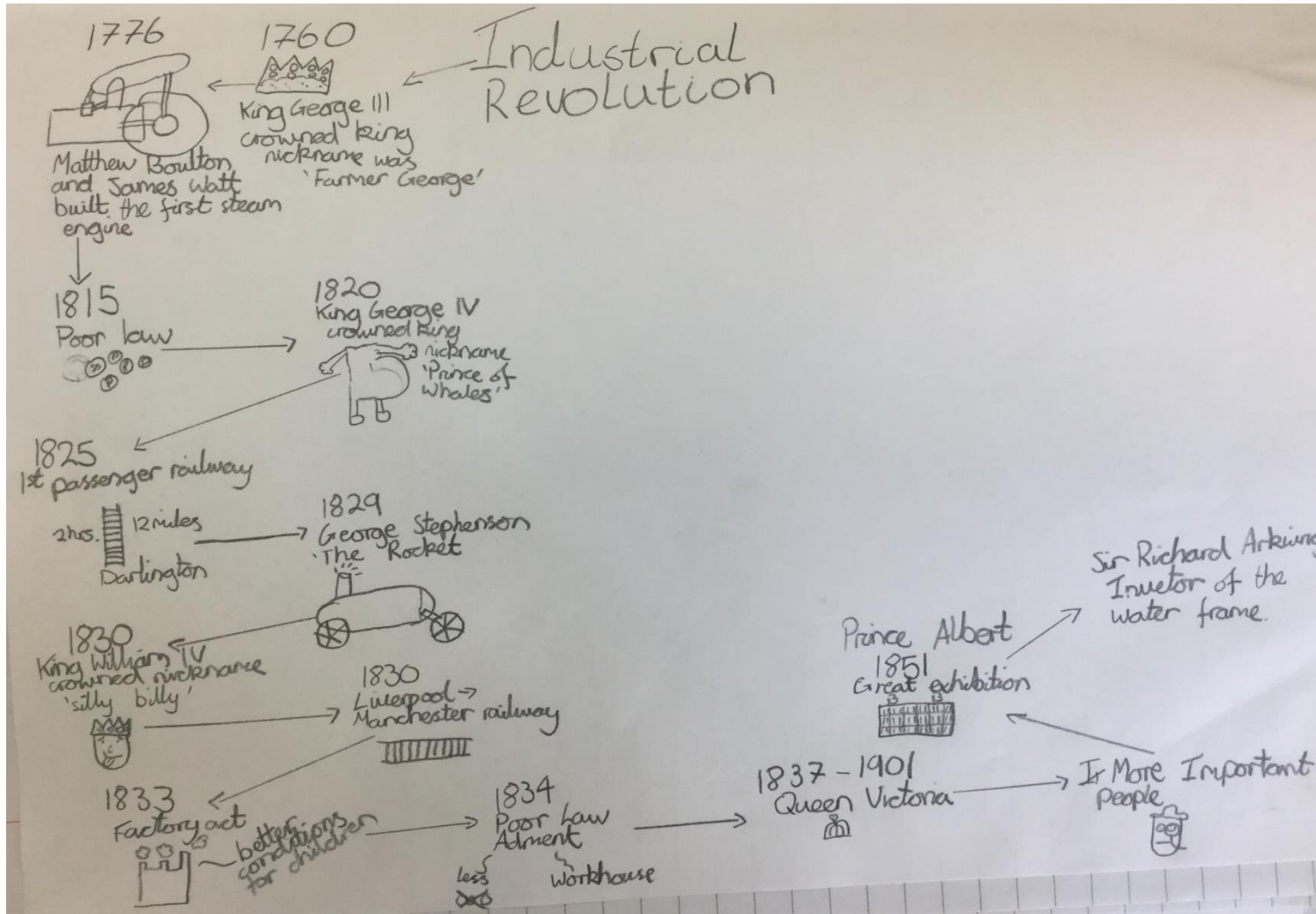


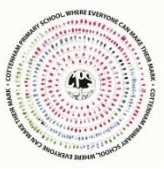
# Dual Coding Year 5 Teacher





# Dual Coding Y5 pupil





# Dual Coding Year 6







# The Learning Scientists...

- <http://www.learningscientists.org/blog/2016/9/1-1>

*For information on their six 'study guides':*

- Spaced Practice
- Concrete Examples
- Elaboration
- Retrieval Practice
- Interleaving
- Dual Coding



## Concrete Examples

- Using specific examples to understand abstract ideas
- Think about how you can turn the ideas you are teaching into vivid, concrete examples...

