

# In this issue of the Bulletin...

## Ros Neilson, Editor, LDA Bulletin

The theme of this issue of the Bulletin is *Thinking about Learning*. Stanislas Dehaene characterises human beings as not merely *homo sapiens*, the thinking species, but also *homo docens* – the species that teaches itself (Dehaene, 2020). The contributors to this LDA Bulletin invite readers to think about *homo docens* in the context of the classroom, and have addressed the topic from the point of view of both students and teachers. We are invited to think about how students learn, and also to think about how teachers can learn about best practice for teaching.

This Bulletin starts with a report from an ongoing research project that we hope we will be hearing more about over the next few years: the Q-Project, carried out at Monash University by a group of researchers who are interested in how teachers make use of current research developments in their field. They start with a theoretical model of how research can best be used in the educational context, and then present a case study of interview data from one teacher who was a confident user of research. Their model and the case study intrigued our Bulletin co-editors, and we decided to provide a sequel to their contribution that simply raised some of the questions and challenges that seem inevitable at the chalkface as teachers keep trying to learn how to be better teachers. We hope that our readers will continue the conversation – letters to the Editor will be welcome.

Two very practical contributions follow, bringing research on learning directly into the classroom. Ollie Lovell provides a distillation of important

ideas from Cognitive Load Theory, with a wealth of examples of classroom activities to explain the concepts. David Morkunas allows readers to look into his own classroom to see how he implements the critical cognitive psychology concepts of spaced and interleaved practice and retrieval in the Daily Review routine.

Dr Sally Robinson-Kooi provides a practical summary of what teachers of EAL/D students (students whose first language is not English) have to understand about the learning challenges involved.

Dr Kevin and Dr Robyn Wheldall re-ignite the WARS, providing a sequel to their article published in an earlier LDA Bulletin [LDA Bulletin 2020, vol. 52(1)], on curriculum-based measures – tools that they have been researching that teachers can use to learn about their students' progress during a period of teaching intervention.

A teacher perspective follows: an account from Jessica Terradas-Colleu of her own efforts as a Special Education Teacher to use evidence-based research to support high school students with literacy difficulties.

The *Thinking about Learning* section ends with reviews of two books that are very relevant to the theme. Professor James Chapman comments on Westerveld et al.'s *Reading Success in the Primary Years: An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention* (Springer Open Access, 2020), and Dr. Ros Neilson provides a review of what deserves to be the standard textbook on thinking about learning: Dehaene's *How we learn: The new science of education and the brain* (Penguin Books, 2020).

Our contributors to this edition of the LDA bulletin include researchers, classroom teachers and specialist consultants, and we thank them very much for their thoughtful efforts. We hope readers enjoy this issue.

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