Guided Math/Math Workshops/Small Group Instruction

Effect Size Cooperative vs Individualized learning: 0.59

While direct instruction, teacher clarity and modeling have a place in the schedule, teachers should also make time for **small group instruction.**

Students can not learn well when they are not engaged. An over- reliance on seat work creates "surface learning". **Learning is socially constructed**. Small group learning is **engaging** and provides an opportunity for social learning.

Learners need opportunities to work with manipulatives and dialog with peers. Teachers need time to observe students closely to gauge understanding.

This is the time to **differentiate**: Students that need more **support** benefit from having the teacher's attention. The teacher can **enrich** instruction and tasks for students that need to be additionally challenged.

This is time for student to collaborate and learn **cooperatively**.

Effect Size for feedback: 0.75

This is time for the teacher to watch students work and listen to their reasoning. In small group a teacher can provide ***specific, non- graded feedback***. Small group instruction allows the teacher time to collect formative assessment data on products and observations (**triangulated assessment** data).

Effect Size for Manipulatives: 0.50

Students have time to explore concepts, experiment, work with **manipulatives**, use technology, work independently, work at a review station (spaced practice), journal, learn through games, and learn through **dialog**

Effect Size for spaced vs mass practice: 0.71

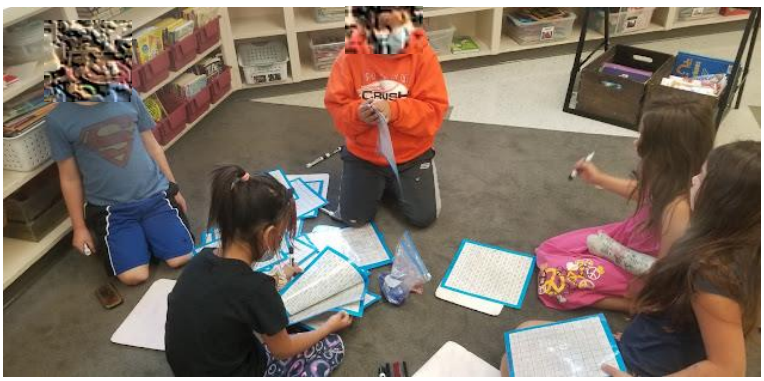

Image Courtesy St.Mary's School