

In the know ...

Please let me know of any research you have come across so that we can share it.

It doesn't have to be lengthy, just an outline and perhaps a reference point if anyone would like any further information. Remember, **anyone** can contribute, so please don't hide your light under a bushel!

EDUCATIONAL RESEARCH



How do I gauge whether lesson content is challenging or not?

A rule of thumb is to take into account the expected knowledge, concepts and skills in your subject and teach your classes just beyond that point. So at Key Stage 3, for example, dip into GCSE level; at GCSE, dip into A level; at A level, dip into undergraduate work. In doing so, the most challenging concepts that the assessment criteria require them to know will not be the most challenging topics they will have been exposed to. In fact, we have found that students find it very motivating to be told that they are studying something intrinsically difficult.

“Six principles to support great teaching and learning” by Shaun Allison and Andy Tharby

Bryanna Cloney

The World's First Professor of Play

Cambridge University has appointed the world's first ever professor of play, Paul Ramchandani. A researcher who has spent the last 15 years leading the child and adolescent mental health research unit at Imperial College London, Ramchandani will take up the new role in early 2018. The position is funded through a £4m grant supporting the [Centre for Research on Play in Education, Development and Learning](#) (Pedal) from the Lego Foundation, the charitable arm of the children's toy company.

As professor of play, Ramchandani will explore how play can support education, promote emotional wellbeing, and equip children with skills in problem-solving, team-work and self-control through play-based teaching. These approaches will be underpinned by research into measuring playfulness and understanding the brain processes involved.

Valerie Pasco