How Learning and Cognitive Science Can Improve Student Outcomes

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Students are often fascinated, confused, or sometimes even disturbed by facts that clash with their knowledge or beliefs. Cognitive disequilibrium is experienced and students try to restore clarity (equilibrium). They want to know how and why, and to receive explanations. It is good to challenge students with counterintuitive facts, particularly when they illustrate important material.
There are research-based principles and practices from the learning and cognitive sciences that can be applied to all content areas in middle grades education to improve student outcomes. Even teachers of courses like Physical Education can consider these strategies for assisting students in remembering rules of sports, different sports strategies, etc. More importantly, these principles and practices can provide study skills for students to prepare them for the increased rigor of high school coursework, where they may experience final exams for the first time. Therefore, the more these principles and practices can become adopted and implemented school-wide, the more proficient students will become in their use. This will enable middle grade students to have the skills they need not only for high school success, but also for success in post-secondary education and/or future careers. What follows are a few questions school leaders might ask while providing instructional leadership, observing classrooms, and working with teachers, and how Dr. Graesser would respond based on his knowledge of research in the learning and cognitive sciences.

**QUESTION:** What kinds of tasks should teachers in my middle grades school select for students to maximize learning outcomes?

Challenging tasks should be selected that require explanations, reasoning, and problem solving. Students are often fascinated, confused, or sometimes even disturbed with facts that clash with their knowledge or beliefs. Cognitive disequilibrium is experienced and students try to restore clarity (equilibrium). They want to know how and why, and to receive explanations. Therefore, teachers should present challenges to the student that involve obstacles to goals, contradictions, system breakdowns, trade-offs, anomalies, and other types of desirable difficulties. The resulting cognitive disequilibrium will stimulate deep questions, explanations, reasoning, and problem solving. Examples of counterintuitive facts are that whales are mammals rather than fish, that violent crimes are decreasing in the United States, and that sometimes it helps the ecology to set fires in forests. For example, teachers can give the following types of tasks:

- Identify facts that clash with student beliefs.
- Ask students to defend positions that are different than what they believe (such as is done in formal debates).
- Ask students to explain why the fact exists or occurred.
- Ask students to find counterintuitive facts in different media and to verify that the facts are accurate by accessing reliable sources.

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**CONCLUSION**

This question-and-answer segment includes a sample of research-based principles and practices in the Learning and Cognitive Science content dimension of Middle School Matters Research Platform that can guide middle school content area teachers in promoting student learning and retention. Instead of labeling these “tests” all the time, teachers can call them “challenges,” to provide a more motivating slant. For example, educational games can be motivating but at the same time test students on facts or difficult concepts. They are not called tests, but a well-designed game can challenge students and expose them to material more frequently.

Delayed reexposure to the material can be promoted through homework assignments, in-class reviews, quizzes, and other instructional exercises. Tests or quizzes on the material can be used to evaluate student progress and to promote distributed learning experiences and slow-down forgetting.

Teachers can present the same or similar material at different times throughout the course. Presenting the same ideas in different contexts is particularly helpful so the students can understand it from multiple angles. For example, there are many contexts in which students could learn about the Great Irish Potato famine of 1845–1852:

- Learning about the history of Ireland.
- Learning about fungus infections in crops.
- Learning how a disease spreads in a population over time, including an exponential formula.

Teachers can also give frequent tests, quizzes, or assignments to force the student to be constantly focusing on the material and distributing their practice to improve learning and retention. Instead of labeling these “tests” all the time, teachers can call them “challenges,” to provide a more motivating slant. For example, educational games can be motivating but at the same time test students on facts or difficult concepts. They are not called tests, but a well-designed game can challenge students and expose them to material more frequently.

**QUESTION:**

How can schoolwork improve our students’ retention over time of what they are taught?

It is better to distribute the presentation of materials, practice, and tests over time than to block the learning experiences within a short time span. What follows is an example of what might be a common practice in a mathematics classroom (Example 1) and a recommended practice based on the research evidence for improving retention over time (Example 2).

**Example 1:** Mr. Smith is an 8th grade mathematics teacher who is pressured to finish the mathematics curriculum in one year, prepare students for the state assessment, and cover all of the state standards. He has designed the scope and sequence of the material in his class in units. At the end of each unit students receive a test. He reserves two weeks prior to the state assessment to complete a thorough review of all of the 8th grade mathematics standards so his students are prepared for the test. He is upset to find how much his students do not remember the week they are doing the review. He is concerned about the results of the state assessment and wishes his students would do more at home to study.

**Example 2:** Mr. Jones is an 8th grade mathematics teacher who attended professional development over the summer to learn how to improve student learning and retention. He has designed his homework assignments, quizzes, and unit tests to include a spiral review so that students have the opportunity to review new concepts throughout the year. He also has shared a monthly update with other 8th grade content area teachers of the concepts his students are learning in mathematics class, and asks that they find ways to integrate these concepts into their coursework and assignments so that students have additional opportunities to practice and apply the mathematical concepts and skills. The week before the state assessment, he had his students complete a practice state assessment and was pleased with how much they remembered. Mr. Jones is looking forward to the results of the state assessment to confirm that his application of research to his instructional practice has resulted in improved student outcomes.

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**ABOUT THE AUTHORS**

Dr. Art Graesser is a professor in psychology at the Institute of Intelligent Systems at the University of Memphis. He is the current editor of the Journal of Educational Psychology. He has conducted research in the areas of cognitive science, discourse processing, and the learning sciences. His more specific interests include knowledge representation, question asking and answering, tutoring, text comprehension, inference generation, conversation, reading, education, memory, artificial intelligence, and human-computer interaction. As an education researcher for the Bush Institute, Dr. Graesser has participated in Middle School Matters since its inception, providing key research-based principles and practices to guide middle schools in organizing instruction more effectively to improve student outcomes based on knowledge from the learning and cognitive sciences.

Dr. Gina Rodriguez has a Ph.D. in Special Education with an emphasis in social, emotional, and behavior disorders and is the Program Manager for Middle School Matters at the George W. Bush Institute. Gina was a Behavior Specialist for seven years and has an additional three years of experience as a classroom teacher.

Dr. Sarah Brasiel has a Ph.D. in mathematics education and has more than 18 years of experience as a regular education and special education teacher and instructional leader in the areas of mathematics, science, and reading.
REFERENCES

To learn more about these recommendations, we provide a list of a few resources. The complete reference list is available as part of the Middle School Matters Research Platform.


