# Footnotes: The I Do – You Do – We Do Model

[1] **Self-Efficacy:** Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of counseling psychology*, *38*(1), 30; Carpenter, S. L. (2007). *A comparison of the relationships of students' self-efficacy, goal orientation, and achievement across grade levels: a meta-analysis* (Doctoral dissertation, Faculty of Education-Simon Fraser University).

[2] **Multimedia Learning:** Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85-139). Academic Press.

[3] **Activiating Prior Knowledge**: Dignath, C., Buettner, G., & Langfeldt, H.-P. (2008). How can primary school students learn self-regulated learning strategies most effectively? A meta-analysis on self-regulation training programmes. *Educational Research Review, 3*(2), 101-129; Kim, D.-I., Kim, B., Lee, K., Park, J. K., Hong, S., & Kim, H. (2008). Effects of Cognitive Learning Strategies for Korean Learners: A Meta-Analysis. *Asia Pacific Education Review, 9*, 409-422; and, Rayner, V., Bernard, R. M., & Osana, H. P. (2013, April). A meta-analysis of transfer of learning in mathematics with a focus on teaching interventions. In *annual meeting of the American Educational Research Association, San Francisco, CA*.

[4] **Teacher Clarity when Explaining:** Fendick, F. (1992). The correlation between teacher clarity of communication and student achievement gain: A meta-analysis. *Doctoral Dissertation at the University of Florida;* Titsworth, S., Mazer, J. P., Goodboy, A. K., Bolkan, S., & Myers, S. A. (2015). Two meta-analyses exploring the relationship between teacher clarity and student learning. *Communication Education*, *64*(4), 385-418.

[5] **Distinctiveness:** Craik, F. I., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of verbal learning and verbal behavior*, *11*(6), 671-684.

[6] **Contiguity Principle:** Mayer, R., & Mayer, R. E. (Eds.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge university press; Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of educational Psychology*, *84*(4), 444;

[7] **Split Attention Effect:** Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, *31*(2), 261-292.

[8] **Redundancy Effect:** Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, *31*(2), 261-292.

[9] **Graphic Organisers:** Kim, A. H., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of learning disabilities*, *37*(2), 105-118; Dexter, D. D., Park, Y. J., & Hughes, C. A. (2011). A meta-analytic review of graphic organizers and science instruction for adolescents with learning disabilities: Implications for the intermediate and secondary science classroom. *Learning Disabilities Research & Practice*, *26*(4), 204-213; Kang, O. (2003). A meta-analysis of graphic organizer interventions for students with learning disabilities, *PhDTheses - University of Oregon.*

[10] **Faded Worked Examples:** Sweller, J., van Merriënboer, J. J., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, *31*(2), 261-292.

[11] **Brain dumps:** Brain dumps involve your students in wriiting down everything they know and understand about a lesson or topic. See Jones, K. (2021). Retrieval Practice: Research and Resources for Every Classroom. (n.p.): Dyslexia SPELD Foundation.

[12] **Retrieve Taking:** Rather than note-taking from an open book or while listening to their teacher, retrieve taking involves creating notes afterwards and from memory. During the *We Do* stage, you give students partially completed notes and ask them to complete them. But, during the *You Do* stage students make their notes from scratch. See Bain, P. M., Agarwal, P. K. (2019). Powerful Teaching: Unleash the Science of Learning. United Kingdom: Wiley.