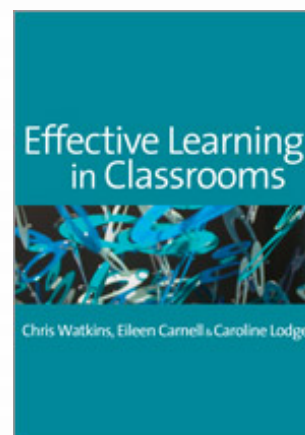


# Effective Learning in Classrooms

**Chris Watkins, Eileen Carnell & Caroline Lodge**



'The book is at once accessible, evidence-based, practical and eminently readable...Readers will find in this book a treasury of learners' voices guiding us towards the goal of more effective learning in classrooms' - *International Network for School Improvement*

'This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon, enquire into, and then facilitate "effective learning". A coherent and structured case is made for the primacy of "learning" over "work" - *Learning & Teaching Update*

This book addresses an important, and too seldom addressed issue: learning. Not teaching, not performance, not "work": this book really is about learning, what makes learning effective and how it may be promoted in classrooms.

The authors take the context of the classroom seriously, not only because of its effects on teachers and pupils, but because classrooms are notorious as contexts which change little. Rather than providing yet more tips, they offer real thinking and evidence based on what we know about how classrooms change. Four major dimensions of promoting effective learning in classrooms are examined in depth: Active Learning; Collaborative Learning; Learner-driven Learning and Learning about Learning.

Evidence from practising teachers in the form of case studies and examples, and evidence from international research in the form of useful ideas and frameworks is included.

**Chris Watkins** is a Reader in Education at the Institute of Education, University of London.  
**Drs Carnell** and **Lodge** are Senior Lecturers, also at the Institute of Education, University of London.



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