# Supporting strategies – worked examples (Your turn)

Research has shown that learning from worked examples is often very effective and so is an important source of learning. To successfully learn from these types of examples, the learner must actively explain the solution steps to themselves or a partner.

This explicit teaching technique used in the Mathematics Curriculum team’s resources is an adaptation of the process made popular by Michael Pershan (2021), Craig Barton (2020), and John Hollingsworth and Silvia Ybarra (2017).

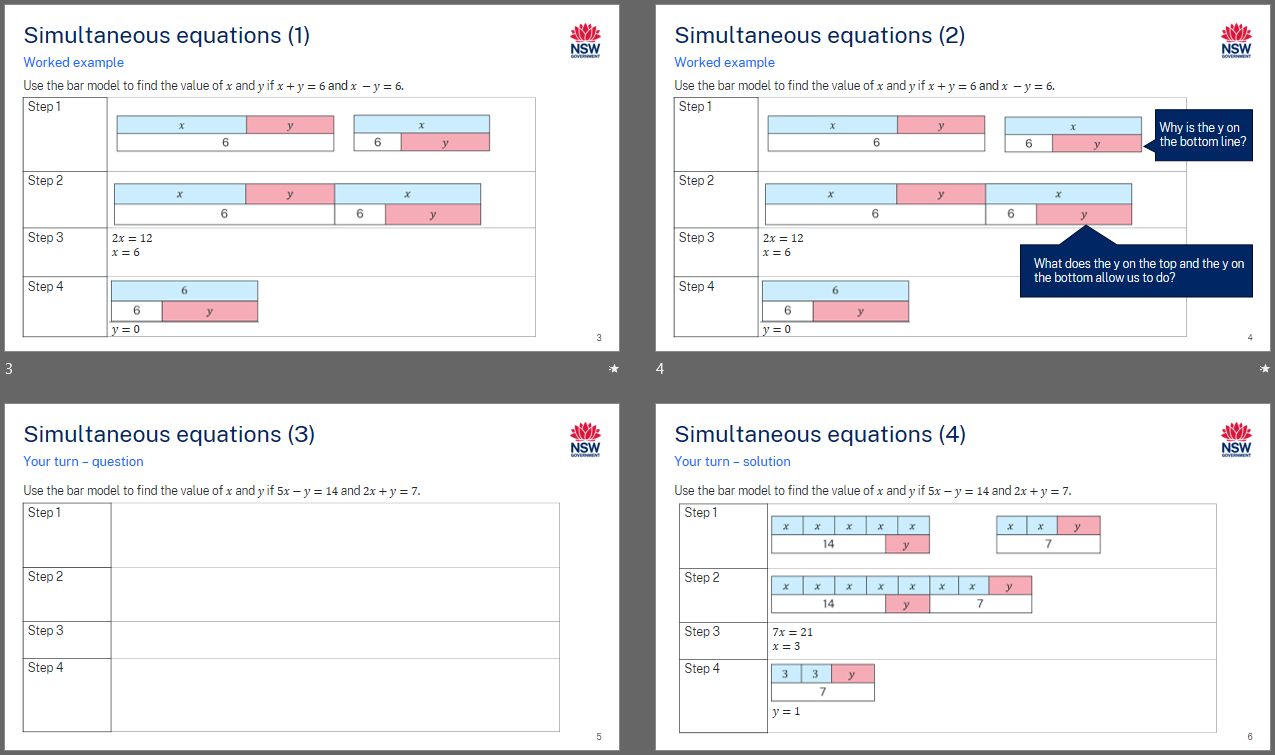
## Process

1. Reveal the worked example to students.
2. Students read in silence.
3. Students individually think and explain to themselves what is happening in each step.
4. Students give a thumbs up to the teacher when they have finished reading and have some level of understanding.
5. Students join with a partner and take turns explaining what is happening in the worked example.
6. The teacher then reveals the self-explanation prompts and pairs discuss the answers.
7. The teacher randomly selects students to share their answers to the self-explanation prompts with the whole class.
8. Finally, the teacher reveals a ‘Your turn’ question for students to complete individually, before then displaying the solution.

This process is then repeated, if necessary, for additional worked examples.

## Sample process

Figure 1 – example ‘Your turn’



## References

**Barton C (2020) *Reflect, Expect, Check, Explain*, John Catt Educational, GB.**

**Hollingsworth JR and Ybarra SE (2017) *Explicit Direct Instruction (EDI)*, SAGE Publications Inc, US.**

**Pershan M (2021) Teaching Math With Examples, John Catt Educational, GB.**

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