

Abstract

Background: At present, the countries repeatedly ranking highest on assessments over roughly the past 20 years each commonly feature the school [“_____”] practice known as [“_____ing”]. As a result, the practice is increasingly migrating to learning environments quite varied in their contextual characteristics.

Research Question and Objectives: This paper presents a realist review of the learning outcomes afforded by the school [“_____”] practice of [“_____ing”], including insights about pertinent mechanisms and contextual factors. The central research question was: *How does [“_____ing”] work, for whom, under what circumstances, and for what outcomes?* These questions guided the review: *What are the key learning outcomes of [“_____ing”]? What key, underlying mechanisms appear to have caused these key outcomes? And, What contextual factors modified mechanisms?* Special attention was given to the nature of students’ learning and performing outcomes—as to whether [blank type of understanding] supported knowledge building. The aim was to produce a coherent, transferable, evidenced-based framework of the mechanisms underlying the school practice of [“_____ing”], ready for testing in practice or to inform mindful practice with [“blank”]. An additional aim was to assess the feasibility and utility of realist synthesis methodology (RSM) for the evaluation and synthesis of [“_____”] education research literature.

Methods: The official theory of how [“_____ing”] affords [“_____”] learning and skills acquisition was explicated and then supplemented, resulting in an initial, hypothesized model of how the mechanisms, conditions, and outcomes of [“_____ing”] connect. Next, the hypothesized model was subjected to a comparison with evidence from empirical research literature and then revised accordingly. Supplemental theory and empirical studies were obtained via a literature search of online databases and via forward and backward citation tracking. Candidate studies were subjected to practical screens and screens for relevance and methodological rigor to result in a collection of 14 studies that formed the basis of the realist review and synthesis.

Results: Generally, [“_____ing”] consisted of three potentially nonlinear phases, typically performed linearly: (1) _____, (2) _____, and (3) and _____. The source and type of classroom discourse that initiated and accompanied student [“_____ing”] mediated the transferability of students’ gained [“_____”] abilities and knowledge. Findings are disseminated as a network diagram and a form entitled “Which Mechanisms Underlying [“_____ing”] Might Work Here?”

Keywords: curriculum and instruction, [“_____”], evidence-based practice, [“_____”], literature review, [“_____”] education, realist review, realist synthesis, realist synthesis methodology