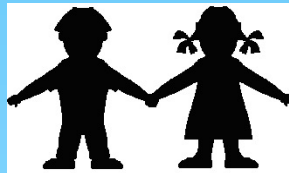


Engineering effective discussion, tasks and activities that elicit evidence of learning (William chapter 4)

Sefton Infants School



Main Ideas

- * Mistakes are valuable and play an integral part in learning.
- * The learning environment should allow children to share their thinking – Opting out shouldn't be an option.
- * Flexibility is needed. We need to be cautious we are not providing too much structure.
- * Decision driven data vs data driven decisions.

Mistakes are valuable

“Making mistakes is not just okay but also better than not making mistakes.”

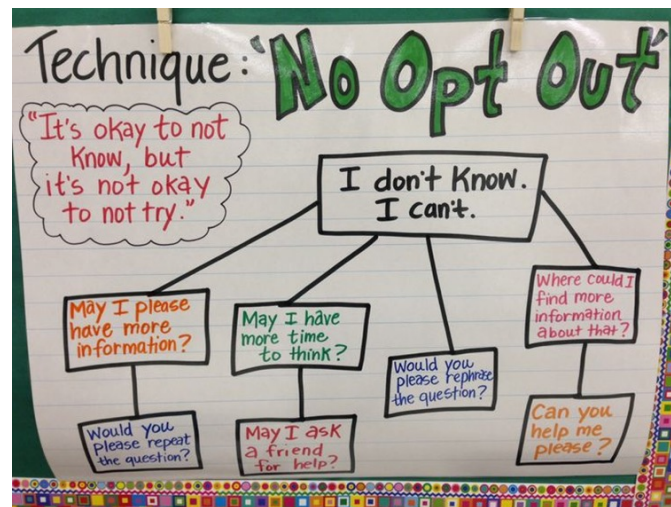
- * Mistakes make the learning visible
- * Children learn more from making mistakes, but they don't like making mistakes
- * Use of technology can make it possible for children to walk away from their mistakes
- * It is up to the teacher to make it safe to make mistakes



Opting out is not an option

“Don’t let ‘Don’t Know’ end the conversation”

- * To avoid the ‘don’t know’ the teacher can:
 1. Ask if the student needs extra information
 2. Ask the student to “phone a friend”
 3. Ask other students and then return to the original student, giving them thinking time



Providing just the right amount of structure

“I asked a question and got a lecture”

- * Scaffolding needs to be reduced gradually so as to allow for student independence
- * The use of ‘minimal encouragers’ allows the teacher to respond to requests for help but “leave the learning with the learner”



Decision driven data

“..determine first what decisions need to be made and then figure out what data collection will help make those decisions..”

- * Strategies such as the exit ticket allow teachers to get an overall picture of how the class is tracking
- * Anonymity is best as this allows for a snapshot rather than individual responses that require feedback



Hinge Question

What is the optimum way of asking questions in a ‘no-hands up’ learning situation?

- a) Choose the student first and then ask the question.
- b) Remove the sticks once the students have been asked a question.
- c) Ask the question and then select the student.
- d) Don't allow volunteers after random selection.

Strategies

- * No hands up except to ask a question
- * No opt out
- * Time for thinking
- * Avoiding questions altogether
- * All student response systems
- * Question shells
- * Hinge questions

Challenges

- * Avoiding questions
- * Allowing periods of silence for thinking time or natural conversations
- * Providing high quality questions.
- * Planning questions vs not providing too many questions.

Common Errors in Questioning

(G. Brown & Wragg, 1993)

Asking	Failing to
<ul style="list-style-type: none">• Too many questions at once• A question and answering it yourself• Questions only of the brightest or most likeable• A difficult question too early• Questions in a threatening way• Irrelevant questions• The same kind of questions all the time	<ul style="list-style-type: none">• Correct wrong answers• Indicate a change in the type of question• Give students the time to think• Pay attention to answers• See the implications of answers• Build on answers