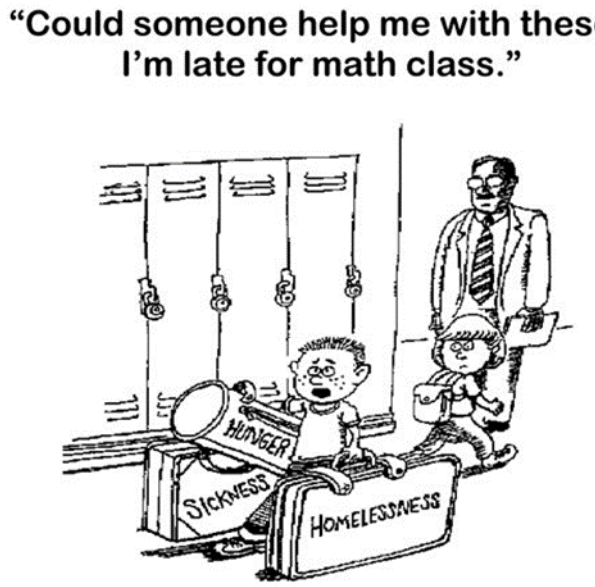
Teaching and Learning – 5 minutes

…over a hot brew!

Research, Resilience, and Reflection

Issue 44:

1. In pictures..



2. Teaching Techniques: Wait time

What is it? Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.

Why do it?

- Enabling a wider range of students to participate
- Allow more hands to go up (if taking hands)
- Supports better, more rigorous answers
- Cognitive work is increased (during the wait)
- Decreases the number of 'failures' – i.e. those that feel they can't participate, or simply do not know
- Increase the depth of answer and the degree of evidence incorporated in answers
- Wait time saves time in the end as answers are more rigorous in the first instance

What does it look like?

- Ask a question
- Pause before cold-calling/taking an answer, to create thinking time
- If needed narrate the situation to further encourage "I can see people thinking", "I can see people looking at chapter 5 – good idea", "I'm giving lots of thinking time – this is a difficult question"
- If needed encourage further participation – count hands, "we've got five hands, six hands, seven **hands,** think about what we were saying at the end of last lesson, eight hands, nine hands…"

3. Promoting Retention of Memory

Here are two easy to realise teaching ideas that promote the retention of information; one is founded upon retrieval practice, the other upon encoding (similar to the dual coding referred to last week). Both techniques, although simple to execute, support Quality First Teaching.

1. Ask students to recall new information and discuss it with a partner immediately after its delivery. This retrieval of information right after it has been introduced promotes retention: "Tell a neighbour what you just learned!" Indeed researchers state that "retrieving a memory shortly after it was encoded prevented loss of both central and peripheral details, thereby promoting retention over time".

2. Deep encoding occurs when we think of the meaning of a concept and make connections. When introducing new content highlight the contemporary and practical implications and ask students to reflect, when appropriate, on how the idea specifically relates to them.

4. To ponder…

"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given". [Bertrand Russell]

Thoughts about Teaching and Learning… Share!