

# Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 32:



## 1. In Pictures:



Student autonomy and expectations: How do we encourage learners to make the right decision? How do we get them to overturn a culture that says the hamster wheel is the only viable and expected option?

## 2. Education Research: Practice

Getting pupils to think about and practise expected behaviours, by guiding them and reinforcing desirable behaviours, can foster positive changes in pupil behaviour change over time (IES, 2008). Guided practice can develop pupil metacognition linked to specific tasks, and practice can also develop pupils' capacity to self-regulate their emotions, which can support pupils to be more successful and independent over time (EEF, 2017).

## 3. Teaching Strategy: Break it down

**What is it?** When a student gives an incomplete or wrong answer, the teacher replies with a question that provides just enough hint, reminder, or new information to allow the student to try again and get the answer correct.

### Why do it?

Just repeating the same question will not improve the answer. By adding a thin slice of knowledge as a hint helps to cause students to do the greatest amount of cognitive work. Using previous learning helps retrieval

processes and development of cognitive links. Bringing in other students to provide a 'hint' helps maintain pace, rigour and whole class engagement.

### What does it look like?

1. Provide small clue;
2. Link new knowledge to existing knowledge

In more detail -

Add a small viable clue

- Reference prior learning
  - Simply repeat the wrong answer (hearing what they've said is sometimes enough to provoke a rethink)
  - Provide an alternative example – “take a look at page...”
  - Provide a rule – “remember ‘X’ can only happen when...”
  - Provide a missing step – “What do always start with a problem like this?”
  - Eliminate false choices – “well let's go through the options...”
  - Use another student to provide the 'clue' – “tell me what...” then return to the first student. The second student's question must be worded carefully – they are not providing a complete answer – just a small viable clue.
- After all the narrowing down to a specific point, when the answer is finally gained, ensure the knowledge is linked to existing knowledge

## 4. To ponder...

“To teach is to learn twice over.” [[Joseph Joubert](#)]



Thoughts about Teaching and Learning... Share!