Checking for understanding

Questioning and feedback

Show me boards

Turn and talk

Cold calling

'Say it again better'



Teaching Habits

1.Recap	Recap, retrieval and recall free up working memory space and build secure schemas. Systematically planned. Recap supports the curriculum.
2. Model	Expert explanations and modelling are necessary for learners to be guided through concepts, especially novice learners.
3. Practise	Practice is crucial to reduce forgetting and prevent cognitive overload.



Show me boards....Cold calling and then..



SERIES

QUESTIONING & FEEDBACK



SAY IT AGAIN BETTER





ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE









SAY IT AGAIN BETTER













ACKNOWLEDGE THE FIRST RESPONSE

INVITE STUDENT TO "SAY IT AGAIN BETTER"

RESPOND TO THE IMPROVEI RESPONSE

Using the image on the right..

FEEDBACK

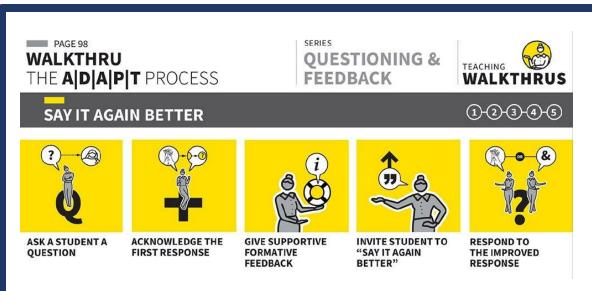
Write three words on your white boards to describe the image.

Walk round room. '3,2,1 show me'

You can cold call at this point







Using the image on the right..

Using emotive language describe what you can see.

Turn and talk and build your 3 words into sentences to evoke an emotional response.

Walk round room to check understanding.







QUESTIONING &
FEEDBACK



SAY IT AGAIN BETTER













ACKNOWLEDGE THE FIRST RESPONSE

INVITE STUDENT TO "SAY IT AGAIN BETTER"

RESPOND TO THE IMPROVE RESPONSE

Using the image on the right..

FORMATIVE

FEEDBACK

Using emotive language describe what you can see.

Select student/s to feedback (cold call)

And then add feedback then ask student/s to 'say it again better'.



