PD IN THE PUB – 2014
Classroom Dynamics

Buzz

Line Debate

Race the Bell/Up 'n Down Game

2 Minute Lesson Plan

Wordle Splash
Line Debating Task:

- Divide the class into two teams. Have them stand on either side of the room.
- Nominate a debating topic and assign the affirmative and negative sides to specific teams.
- Explain that they are going to have to come up with arguments to support their assigned side of the debate irrespective of their personal views on the topic.
- Outline the rules of the debate:
  - The person whose turn it is (teacher selected or volunteer) must come up with an original argument to support their point-of-view.
  - You can also add a proviso to address the quality of the argument employed or the way it is delivered by students. A fun condition is that students refrain from using "Um." Other more serious examples include asking students to provide a piece of evidence to support their argument or that they "disagree agreeably" when rebutting opposing arguments.
  - The umpire - the teacher or a nominated student - will decide if the argument fulfils the expectations agreed on by the class. If it does not then the debater joins the opposition team on the other side of the room. If it does they can select one of the opposition team to join their team. (If a class member changes sides three teams they are deemed to be "locked" and can not change sides again. This avoids good debaters being "ping-ponged" back and fourth across the room incessantly.)
  - Conduct the debate for at least 10mins to ensure a wide variety of viewpoints are explored. (Changing debating topic to a related issue or asking students to join the team that now best reflects their personal views is an effective way to extend this activity.) The game ends when one side of the argument has all the class members or both sides have exhausted potential arguments.
  - Where possible, it is helpful to finish this activity with a reflective task to help students explore the arguments discussed in the debate. This might include something as simple as recording board notes taken by a student scribe to writing an essay on the issue.

*Source: And Gladly Teach, G. Pearsall 2010*
The 'Top Ten' – Strategic Questioning Tool Kit

One of the simplest ways to explore the analytical scaffolding of student learning is to embed strategic questioning techniques in your everyday class discussion:

1. **Cold Calling** – Sometimes referred to as the 'No hands up rule', cold calling is asking students a question without waiting for them to indicate whether or not they have the answer.

2. **Prompt Support Techniques** – Any of the techniques employed by teachers to ensure that students who are 'cold-called' have a means of support for responding to a challenging question. Some common examples include Question Relays, Pre-Cueing and the 'Phone a Friend' Convention.

3. **Wait time /Double Pause** – The two kinds of teacher wait time. The first type is when you wait after a question to give students an appropriate amount of time to think of an answer. The second being when you pause after they give the answer to encourage them to add greater depth and detail to their response.


5. **Inverted Questions** – This is the easiest form of open question to formulate quickly. An inverted question is where you frame your questions with a statement of fact and then asking why or how is this the case?

6. **No Glossing Rule** – Waiting for students to give you the complete answer – one at the same cognitive level as the question – rather than accepting a partial response and filling in the rest yourself.

7. **The Golden Question** – “What makes you say that?” This is a simple question formulation that teachers use to elicit detailed responses that include the evidentiary reasoning behind a student response.

8. **Elaboration Cues** – Questions designed to guide students towards more detailed and thoughtful answers. These include blank prompts, place holder statements.

9. **Second Draft** – Asking the class to rephrase a correct answer for the sake of clarity and precision.

10. **Example(s)** – Asking a student who has answered a question correctly or one of their classmates to provide examples to support the response.

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Fist to Five

A good example of how to gauge the extent of student knowledge is to use the ‘Fist to Five’ Convention. A teacher wanting to ask a class about whether they should move onto the next topic might typically ask ‘Does everyone understand this now?’ To often a handful of ‘yeses’ is taken as evidence that students are across the detail of a concept or skill. In this situation, it is much better to get students to indicate the degree of their understanding using ‘Fist to Five’:

Ask students to signal with one raised hand the extent of their knowledge:

- A closed fist means they are still very unfamiliar with the concept or skill
- A single finger or two fingers indicates that they still need substantial further practice or explanation to come to an understanding.
- Three fingers means that they have a good understanding of the current example and should be able to apply it in some other context.
- Four fingers means they understand it really well, and feel confident they could apply it in other contexts.
- Five fingers means they have mastered the concept/skill and would feel confident teaching it to a peer.

Study Sheet Scramble

A Study Sheet scramble is a good example of a fast formative feedback activity that students can use to demonstrate their learning is a study sheet. A Study Sheet is a piece of blank A4 paper that has been folded over twice so that it is a quarter of its former size. Students are then asked to synthesise all their learning on a particular topic on just the two sides of this folded sheet (effectively half of one side of an A4 sheet. In a Study Sheet Scramble students display their work on their desks and the class takes some time to carefully review each other’s efforts. To start a scramble, students open up the folded sheet, so that both sides of the summary are visible. Then students walk around the room and nominate which of the cheat sheets they would find most helpful. To do this, they could use stickers or labeled tokens (Classic labels include ‘This helps me’, ‘This successfully meets all criteria’ or ‘Can I have a photocopy of this as a model?’) Once the class has identified particularly helpful model answers the teacher explores with students why they selected these pieces of work. They might also talk to the students who created them about the decisions they made in creating the cheat sheet. It is important to note that some students may feel exposed during this process. To protect these students, a cheat sheet scramble completed in small groups might be more appropriate.

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SEQUENCE STRIPS
LIST THE TEN MOST IMPORTANT EVENTS IN AUSTRALIAN HISTORY

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PROOFING GUARANTEE SHEET

Please Secure Four Proofing Signatures Before Submitting Your Work

I have proofed my work and hereby testify that I have:

☐ Shown all my working out
☐ Put the answer into its simplest form
☐ Answered the question asked
☐ Checked for simple calculation errors
☐ Presented my answer in a clear easy to read fashion

I have proofed ________________’s work and hereby testify that they have:

☐ Shown all my working out
☐ Put the answer into its simplest form
☐ Answered the question asked
☐ Checked for simple calculation errors
☐ Presented my answer in a clear easy to read fashion

I have proofed ________________’s work and hereby testify that they have:

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I have proofed my work and am sure that it contains:

☐ Shown all my working out
☐ Put the answer into its simplest form
☐ Answered the question asked
☐ Checked for simple calculation errors
☐ Presented my answer in a clear easy to read fashion

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2 Minute Lesson Planning

TOPIC?

1 - recall, recognise, list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where.

2 - interpret, compare, explain, summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

3 - apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

4 - analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, contrast, deduce

5 - decide, judge, prioritise, rate, assess, verify, recommend, assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare.

6 - create, design, generate, combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, extrapolate.

-Developed from the work of Eric Frangenheim

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A Note On Engagement

1) Predictable Irrationality

Human motivation, and in particular that of young people, can best be described as "predictably irrational." (Pink 2009/Wilkinson 2008) People don't always act in their logical best interests when choosing how to spend their time and effort. This should not be a revelation to a classroom teacher. Do any of these scenarios sound familiar?

- A student waits for the last night to complete an assignment when they have had eight weeks to finish it.
- A student manages an elaborate complex social life, both face to face and through social media, but can't remember to bring their books to class.
- A student leaves an exam early instead of taking the extra time to proof their work.

2) 'If Then' Rewards

However what is interesting is that we often attempt to engage students based on the premise that they will make rational choices in their best interest. This is most evident when we explore how teachers use extrinsic rewards and punishments (carrot n' stick motivators) to motivate students.

- "If you proof your response you're sure to get a better mark"
- "Submit this on time or I will deduct 5% of your mark."

It should be obvious to teachers with challenging classes that students do not always respond to what behavioural economists call these 'if then' rewards. (Wilkinson 2006) Sometimes students seem to actually be working against their own self-interest and your efforts to help them have a counter-intuitive effect. (Think of the student who deliberately does the opposite of what you asked them.) Pink describes this common phenomenon like this: "Traditional 'if then' rewards can actually give us less of what we want." (Pink 2009)

3) Mastery, Autonomy & Purpose

So how do we design activities that engage and motivate our students? The best way to understand how engagement works is seeing it as having three elements: (Pink 2009)

1) Mastery: Do your students have an opportunity to refine and improve specific skills?

2) Purpose: Can your students link individual tasks to their own personal learning goals or interests? Can they link a single lesson to their wider learning?

3) Autonomy: Do you offer your student choices about how they complete work in a way that encourages them to take ownership of their own learning?

Reviewing your curriculum with these elements in mind is a great way to evaluate whether subtle changes in class work working method and expectation might help better motivate a disengaged or difficult class.

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SEE? THINK? WONDER?

Probably the most well known exercise for examining visual material, this classic questioning technique was first developed by the Project Zero group at Harvard University. S/T/W/ is a simple device gets students to frame their response to visual material by responding to three simple questions:

1. What do you see?
2. What do you think about that?
3. What does it make you wonder?

You can explore this and other effective thinking routines at the Project Zero Visual Thinking routines website: http://www.visiblethinkingpz.org/.