

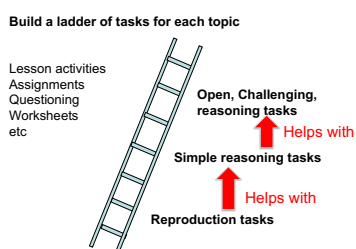
## Kent Further Education – KFE

Please consider at least three teaching methods from Geoff Petty's presentation. You might find it helpful to refer to his PowerPoint file as you do this.

Your task is to:

1. Identify at least three methods that would be worth trying
2. What topic and what group could the method be used with?
3. Explain why the method would be useful
4. Plan a first use of the method as best you can.
5. Prepare to explain at least two of your choices to another person you don't know in the last five minutes of this session
  - explain what method(s) you have chosen
  - what topic and group it would be useful for
  - why the method would be useful

### Building Ladders of tasks



### Spaced Practice rather than massed practice using strategies such as: Spaced Learning strategies

- Devise schemes of work to space learning.
- Set activities that require recall of prior learning
- Similarities and differences activities
- Set homework or assignments well after teaching the topic
- Delay assessment
- Put a last question on worksheets from an earlier topic

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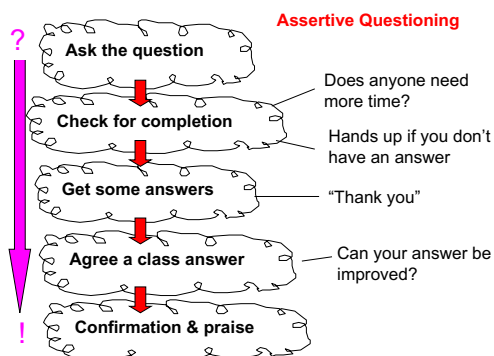
### Check and correct of recall

1. **Study**
2. **Cover**
3. **Recall**
4. **Check**
5. **Repeat:** at another time.

Can you use social media to do this?

This is a great homework activity best ended with a quiz or mastery test.

### Assertive Questioning and/or Mini-whiteboards:



#### Mini whiteboards

Students have small whiteboards (laminated card) and dry-wipe pens.



#### You need to establish a “blame-free” classroom:

- It's okay if you don't fully understand a concept first time, learning takes time.
- what counts is whether you understand the question or task, and its answer eventually, not whether you get it right first time
- I ask challenging questions so it is not humiliating to make a mistake. We all make mistakes when we learn. Indeed that is part of how we learn. If we don't make mistakes the work is too easy for us to learn at our maximum rate.
- Mistakes are useful because they tell us how to improve.
- If you make a mistake, often half the class has made it too.
- It's good for learning to say 'I don't understand' and to ask for clarification.
- You should never ridicule another student for their mistakes, even in a joking way because you wouldn't like it if you were ridiculed, and because it stops us learning.
- You will only learn from mistakes if you find out how to do it without mistakes next time, and really understand this.

## Graphic Organisers

### Venn Diagram

#### Hot air rises

**Examples:**  
Hot air balloon  
Smoke from a fire  
etc

**Reasons:**  
Hot air floats

**Non examples:**  
Heat from the sun

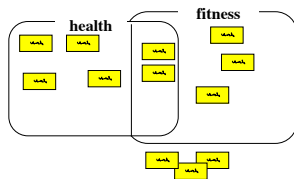
Heat through a wall

**Non-reasons**  
Heat itself rises

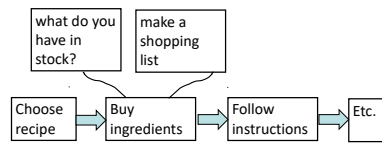
### Comparison table

Criterion, factor, part, 'spectacle' etc	Tsarist Russia	Soviet/Communist Russia
Life of a peasant		
Economic development		

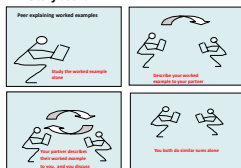
**Same & different**



**A Flow Diagram**



**A Storyboard**



**Graphic Organiser Task**

(You have explained stock-taking and why its done. They were warned of this activity at the start)

1. Students create a **mind-map** that summarises stock taking and why it is done. Using A3 paper.
2. They look at each other's mind-maps to learn
3. They improve their own mind-map as a result of 2.
4. **You give 10 key points** that should be on maps
5. Students self-assess their mind-map using 4.
6. Class discussion. Mind-maps are improved again.

**Graphic Organiser Ping Pong:**

1. you ask for a graphic organiser
2. students create one and send it to you
3. you send them ten key points for the organiser
4. they self-assess their organiser, improve it, and return it to you
5. you check there are improvements
6. they take a quiz

## Asking challenging questions

### Same and different questions

### How questions

### Case studies

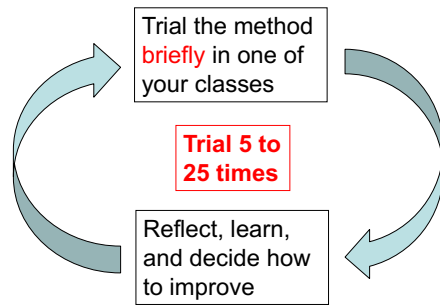
### Academic Controversy

**Academic controversy**

1. You **allocate** each student in the pair a point of view either for, or against the controversial statement.
2. Students prepare their arguments
3. Students take turns to state their case uninterrupted
4. They argue (good naturedly!)
5. Students drop their advocacy, and **agree** points for and against
6. Teacher collects these ideas and improves them
7. Students agree how well they worked together (can get heated!)

### Trialling a new method:

**When trialing **any** evidence-based teaching method:**



Ask your students what they think of the method. Can they think of an improvement you could make?  
Talk about your trials with colleagues, asking for advice  
Trial 5 times for 'does it work' and 25 times for quite effective use.  
(You don't need a 'control group')