



#TBCTraining

## Core Pedagogy: Participation

Please register your attendance using this QR code or the [link](#) in the chat box.

Name  
Role

@BrilliantClub  
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## Session Aims

- Identify principles of effective instructions
- Explore different levels of questioning and questioning strategies
- Draft instructions and questions to use in your tutorials
- Draft hinge point questions for checking understanding in a tutorial

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## Make an origami swan!

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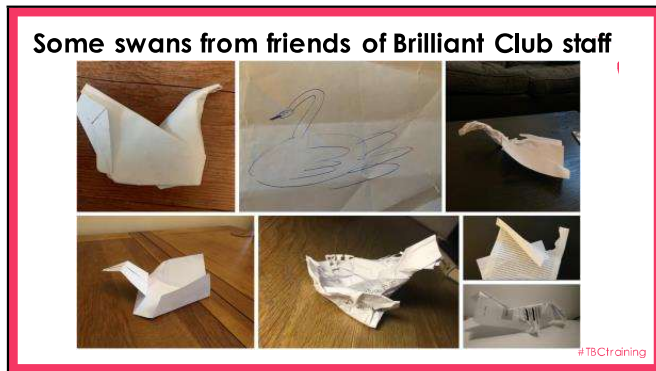
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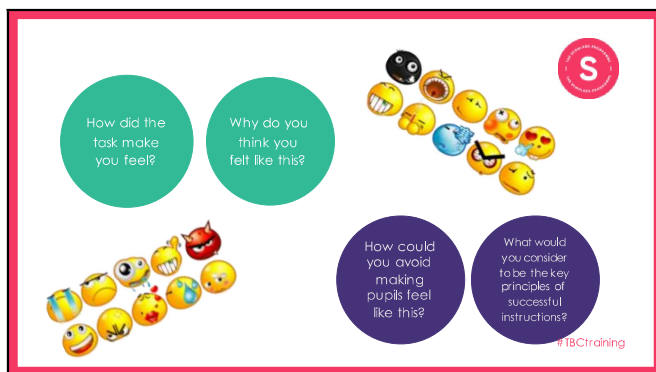
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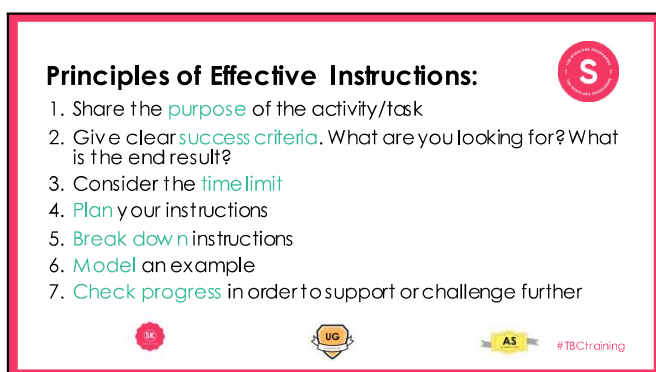
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## Participation

Constructing successful instructions for your tutorials

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## Preparing instructions



Task in tutorial	<b>Discuss X</b>
Prepare your wording	What are you going to say?
Your Actions	What are you going to do to ensure success?
Model/example	How are you going to demonstrate the task?
Success Criteria	What are you looking for? And how will you measure if pupils have been successful?

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## Preparing instructions: example



Task in tutorial	<b>Discuss X</b>
Prepare your wording	"You are going to have 5 minutes to read X. As you read, write down TWO opinions or ideas which support each point and think about whether you AGREE or DISAGREE. Discuss these with your partner and be ready to feedback."
Your Actions	<ul style="list-style-type: none"> <li>• <u>Be aware</u>: Praise pupils as you can see them writing bits down and support pupils if needed.</li> <li>• <u>Time</u>: Remind pupils of the time and when to move on.</li> <li>• <u>Communicate expectations</u>: Remind pupils any pair could be called on to share their ideas.</li> </ul>
Model/example	Read through the first two sentences together and pick out a piece of information that you would highlight and share your rationale.
Success Criteria	Every pair to be able to identify and contribute the evidence for and against X.

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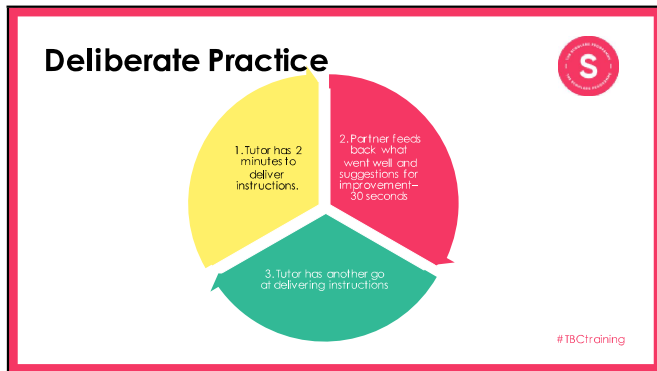
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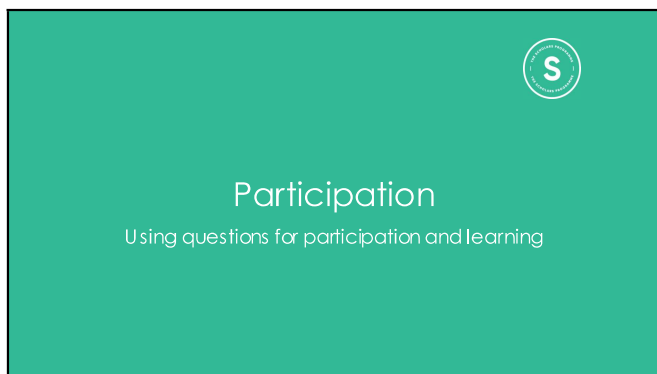
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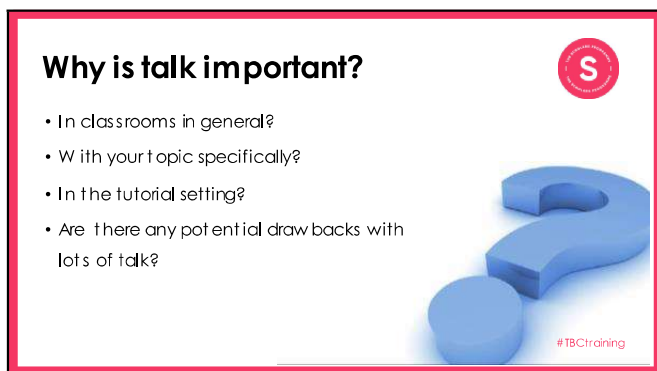
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## Questioning



"There are two reasons to ask a **question**: to cause students to think or to collect evidence that you need to inform your teaching."

Dylan William

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## William also asserts...



- Pace of questions needs to allow time for thinking
- Two types of questions:
  - Reproductive thinking – little or new learning, benefit is increased recall
  - Productive thinking – new learning can take place, but only when you ask questions which cause thinking
- Important to consider how you can make sure all pupils can participate

Asking questions should not just be seen as a way to get pupils participating and to check if they've been listening. Questions should help you check for understanding and allow pupils to engage in critical thinking and support them in the practise of a range of academic skills

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## Effective Questioning – Bloom's taxonomy



		Increased challenge →					
		Is / Are	Did / Do	Can	Would / Should	Will	Might / Could
Increased challenge ↓	What	Factual			Predictive / Evaluative		
	Where						
	When						
	Who						
	Why	Analytical			Application / Synthesis		
	How						

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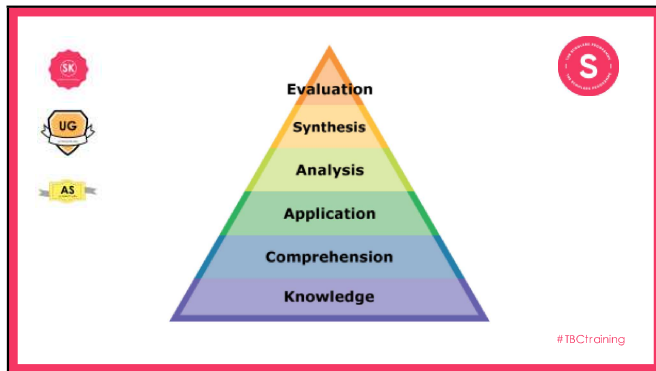
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### Bloom's Taxonomy Questions

Source: <http://faculty.academypart.edu/faculty/teaching-topics/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html>

**Knowledge (Remembering)**

- "What is...?"
- "How would you describe...?"
- "Why did...?"
- "How would you show...?"

**Comprehension (Understanding)**

- "What facts or ideas show...?"
- "How would you compare...?"
- "How would you classify...?"
- "Can you explain what is happening...?"

**Application (Transferring)** "What would result if...?"

- "What facts would you select to show...?"
- "What approach would you use to...?"
- "How would you use...?"

**Analysis (Relating)**

- "What inference can you make...?"
- "What is the relationship between...?"
- "What evidence can you find...?"

**Synthesis (Creating)**

- "What could be changed to improve...?"
- "How would you test...?"
- "What outcome would you predict for...?"

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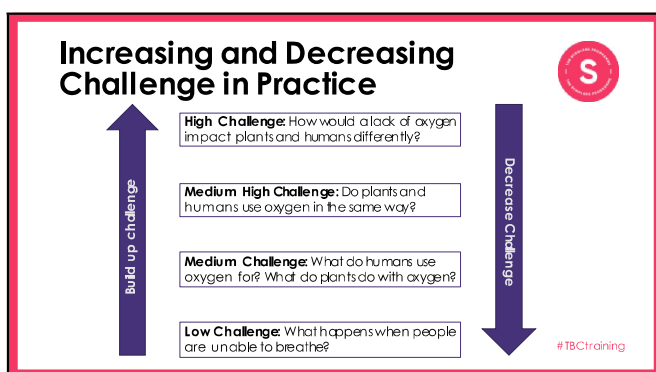
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## Questioning Strategies





Cold Calling (no hands up)

Think-Pair-Share

Preparation Time

Debate Circle

Scenario Solving

Snow ball Fight

Pose, pause, pounce, bounce



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## Example


Source A: AD 600–650



Source C: AD 600–650



Source B: AD 600–650



**Outcome:** To consider the provenance of both sources and begin to assess the utility of objects as sources of evidence.

**Delivery:** Think-pair-share and cold calling

**Questions:**

- What do the objects tell us about their owner?
- What do they not tell us?
- How useful are these objects in telling us about the past?

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## Deliberate Practise

- Choose a topic covered in your tutorials.
- Plan a series of questions that you could ask and consider what strategies you might use. Remember to vary the challenge of your questions.
- How will you decrease the challenge if pupils are struggling?

**Things to consider:**

- What do you want to **achieve** at the end of asking these questions?
- What **types of questions** you are asking?
- How and when are you going to **deliver** them?



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# Participation

Using questioning to check for understanding

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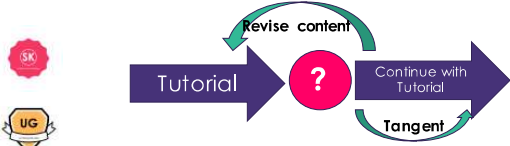
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# Hinge Points

A question that must be answered or task that must be completed before learning can move on.  
The question or activity should be planned in advance, based on the concepts you want your pupils to master in the tutorial.



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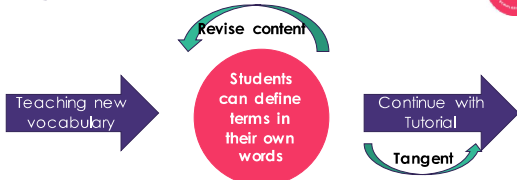
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# Hinge Point Activity Example



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As an alternative to asking questions, you can devise activities designed to check what they have learnt. If they are able to complete the tasks successfully, you can continue teaching new content.

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# Hinge Points

**Task**

1. Plan an example hinge point question / activity for your first tutorial.
  - i. What is a key concept pupils need to understand in order for you to move on to another?
  - ii. At what level of challenge do you plan to pitch the question?
  - iii. What will you do if pupils don't understand?

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## If you remember one thing...

Any time you ask a question you have an opportunity to engage pupils and check their understanding

Include varied questioning strategies to ensure variation of challenge and ways for pupils to participate

Plan questions or activities to check for pupils' understanding before moving on to new content

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