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Core Pedagogy: Participation

Name
Role

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Session Aims

- Identify principles of effective instructions
- Explore how we can help students learn through questioning
- Explore how we can use questions to gain feedback on learning
- Deliberately practise crafting instructions and questions to use in your tutorials

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Principles of Effective Instructions:

1. Share the purpose of the activity/task
2. Give clear success criteria. What are you looking for? What is the end result?
3. Consider the time limit
4. Plan your instructions
5. Break down instructions
6. Model an example
7. Check progress in order to support or challenge further

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Participation

Constructing successful instructions for your tutorials

Preparing instructions

Task in tutorial	**Discuss X**
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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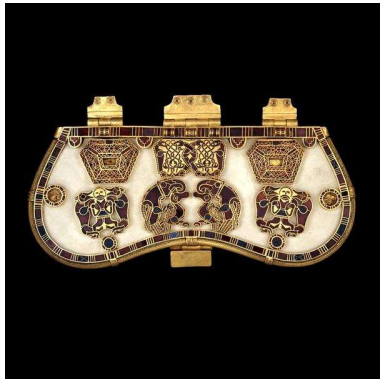
Preparing instructions – an example

Task in tutorial	**Discuss X**
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	• Be aware: Praise pupils as you can see them writing bits down and support pupils' if needed. • Time: Remind pupils of the time and when to move on. • Communicate expectations: Remind pupils any pair could be called on to share their ideas.
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.

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.

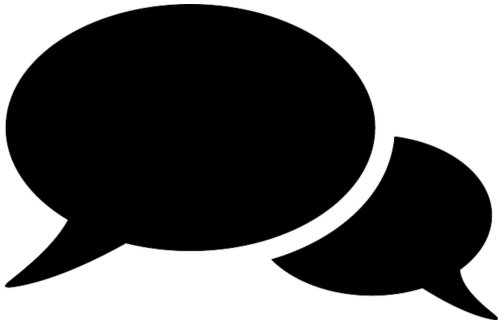
Delivery: Think-pair-share and cold calling

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?

Deliberate Practise

1. Choose a topic covered in your tutorials.
2. Plan a series of questions that you could ask and consider what strategies you might use. Remember to vary the challenge of your questions.
3. 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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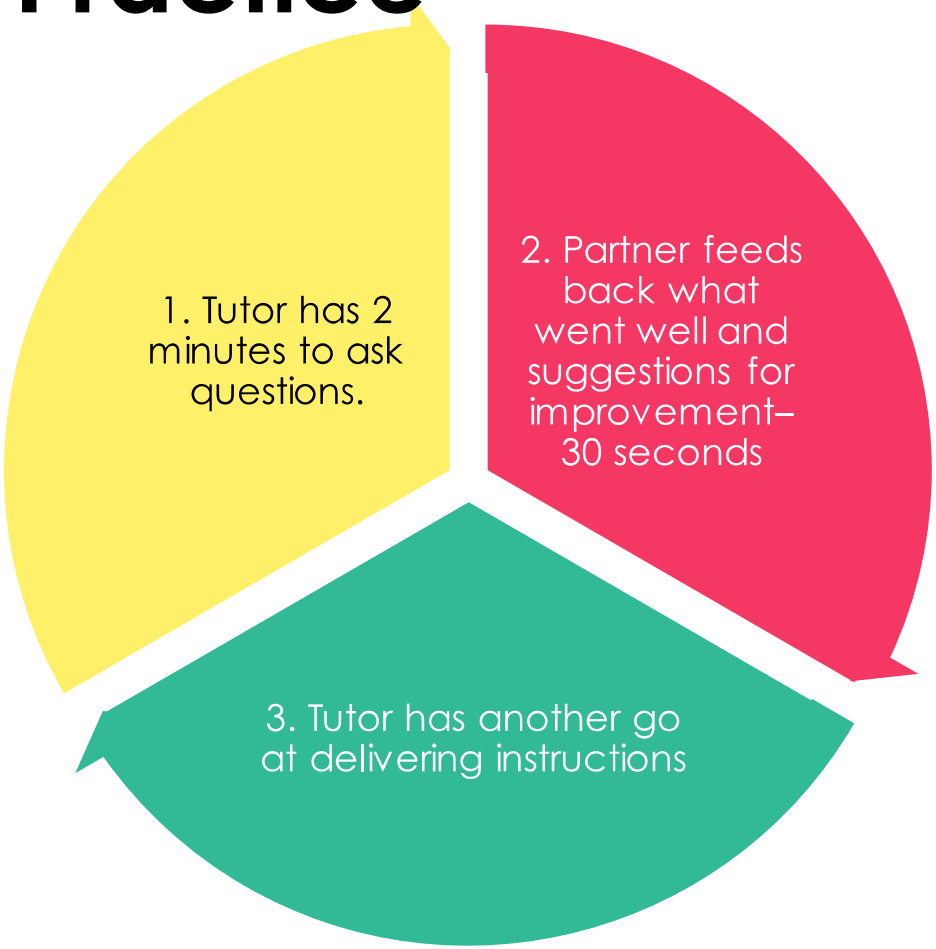
Deliberate Practice



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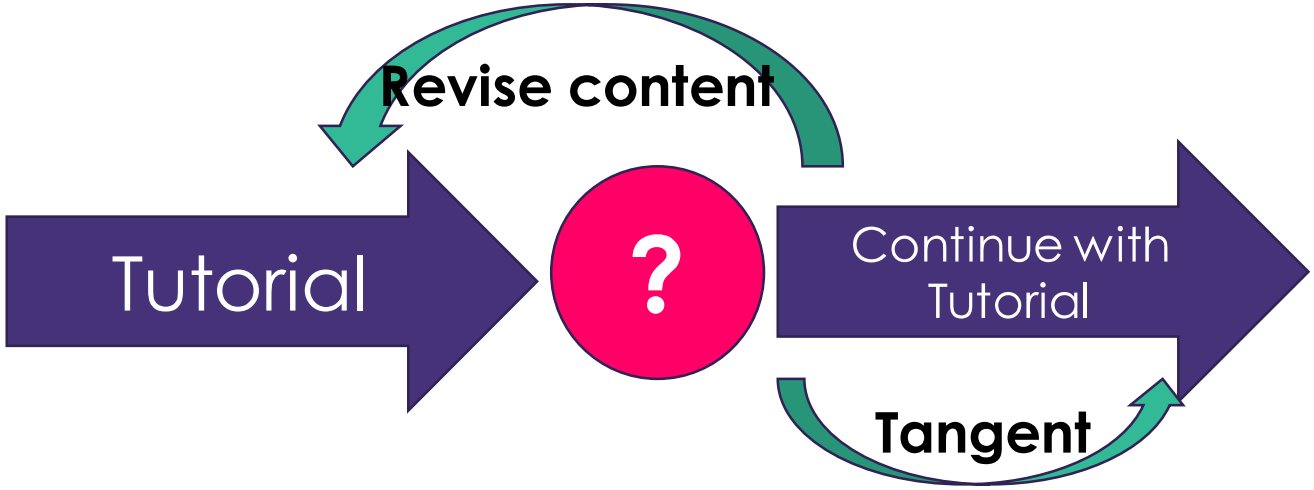
Participation

Using questioning to check for understanding

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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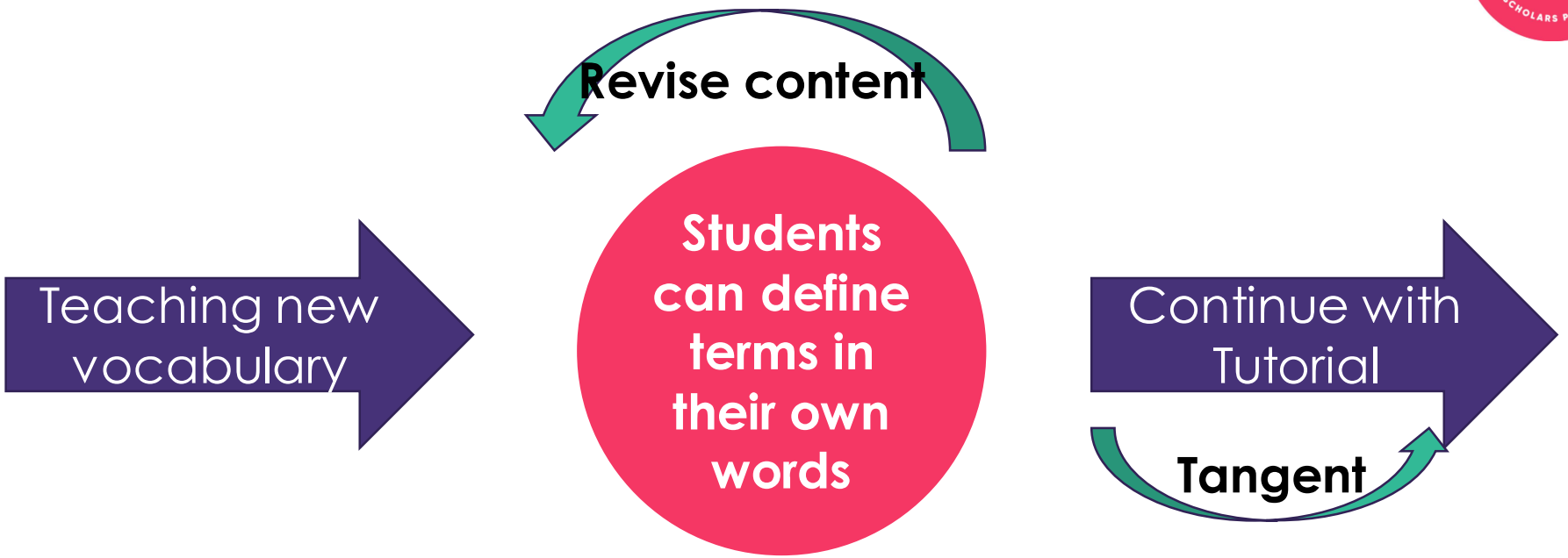
Hinge Point Activity Example



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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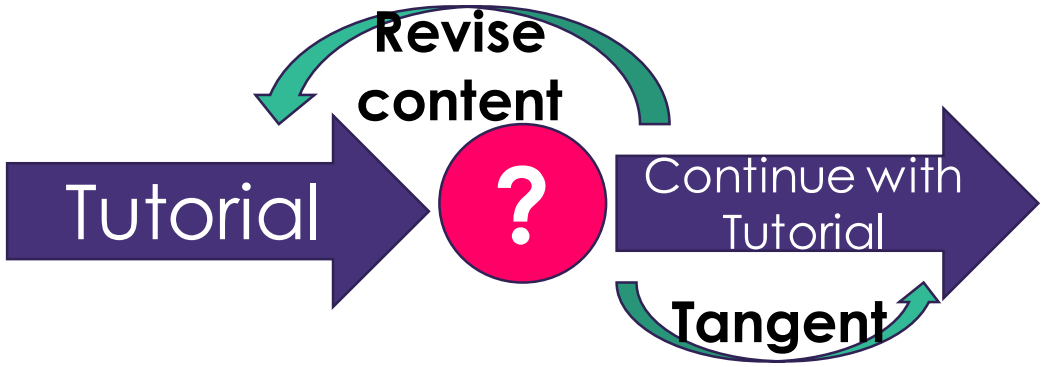
Hinge Points

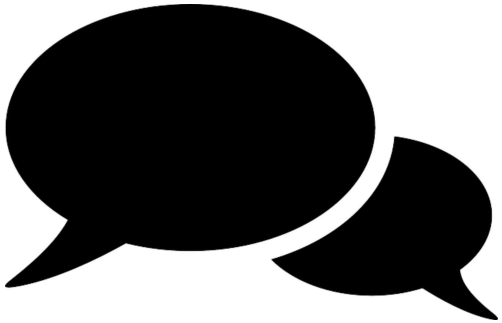


Task

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?

Deliberate Practise

1. Choose a topic covered in your tutorials.
2. What is the key concept or skill that students MUST understand before moving on?
3. Plan a question or activity that allows you assess whether they have got it or not.



Things to consider:

- What is the **critical** concept or skill?
- What do they need to **show you** so that you know that they have all got it?
- What are you going to do if you realise that there is a **misconception**?

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If you remember one thing…

Any time you ask a question you have an opportunity to encourage students to learn and to check their understanding

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

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

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