# Teaching and Learning – 5 minutes
## *…over a hot brew!*

*Research, Resilience, and Reflection*

Issue 20:

## 1. In Pictures:



*AFL – Did they actually 'get it'?*

## 2. Education Research

### A Behaviour Management Thought…

Research suggests that prefacing requests with 'Thank you' has a marked effect on how the request is received. 'Thank you for putting your bag on the hook' or 'Thank you for taking your coat off'. The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.  In doing so we are assuming and encouraging a positive response; we make it awkward for the student to respond negatively.  A similar technique can be applied to requests for students to meet deadlines Salesmen call this technique an 'assumed close'.

So, with the coursework season upon us, it could be a…'When you hand in your coursework next Monday, bring it straight to my room so that I can file it securely.  As opposed to, 'I want your coursework in on Monday'(Adapted from Paul Dix)

## 3.  To ponder…

*Before the beginning of brilliance, there must be great chaos. Before a brilliant person begins something great, they must look foolish in the crowd* [from I Ching written by Fu His]

## 4. Teaching Techniques:

### Wait Time

• **Wait or think time** is essential if you are quizzing students in a whole class situation.

• Don't let students 'look up the answer' before thinking hard. Otherwise, it's just like re-reading notes.

• If they get the answer wrong, make sure they learn the right answer. **Feedback** is very important.

• Help students keep track of the questions they get wrong—or simply guessed at.

Modelling also sends the message that adults value these strategies and believe that learning is a process. It supports a mind-set to stick with it. Remind students that it's OK to forget. This is a **low stakes** approach. If students are worried about making a mistake in front of others, the strategy will not work!

Therefore, **make your modelling explicit** and value the process. Use phrases such as: It's OK to forget. That's an important part of making memories last; I'm giving you this quiz/test, because I want to strengthen your recall of key information - that's how memory works; good - you are thinking hard about this question – thinking creates memory; you're creating a stronger pathway to those memories, making it easier to recall next time.

*Thoughts about Teaching and Learning…*

*Let us know so we can share!*

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