

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 33:



1. In Pictures:



2. Education Research: High-intensity in-class activities (HIICAs)

Daniel Kahneman, author of Thinking, Fast and Slow, describes two modes of thinking: System 1 is the energy efficient and fairly unconscious mode (e.g. involuntarily reading a cereal box); System 2 mental activities are things like solving equations or summarizing a complex political position (how did Isis form). System 2 is attention-hungry and physically straining with such activities often referred to as high-intensity in-class activities (HIICA). HIICAs can be used to transform passive classroom occupants into actively engaged students – something we all strive for! To create a HIICA you don't have to reinvent an activity, but rather simply adapt current ideas. Some examples of HIICAs that we may already do, or we may want to try and include:

- **Competition.** Look for opportunity to create competition, especially against the self as students attempt to obtain a new **personal best** [see also Issue 14 – Personal Best Goal Setting].
- **Cold Call.** A ‘no hands up’ questioning technique. Ask the question and allow some thinking time, before asking an individual for a response.
- **Classroom Discussions.** Ask students to free write an answer to the question before starting the discussion. This way students cannot avoid the cognitive challenge. The teacher can ‘cold call’ the answers to develop the class discussion.
- **Group Work.** When appropriate employ a system where the product of one group is employed by the next. The

reliance on each other demands a greater sense of focus and intensity by all.

- **Use of a timer.** This can clearly define the start and stop points of a high intensity activity. It also allows for competition against the self – can you/ your group beat your previous score/time.
- **Use Lemov’s ‘Control the Game’.** When reading as a class do not announce who will read what beforehand, but rather create a sense of the unpredictable – the effect is very similar to that of ‘Cold Call’.

You will have many further thoughts and ideas for promoting high intensity learning through HIICAs - please let us know so we can include and share in future bulletins.

3. Teaching Strategy: Lemov – Economy of Language

Doug Lemov refers to an Economy of Language, a phrase that essentially means **the fewer words you use, the clearer your message**. This is especially true when working with learners who struggle with listening comprehension, attention, or multi-step directions. To support an economy of language we should know our students and then **plan ahead, consider hand signals/body language, work one step at a time, and avoid lengthy explanations**.

4. To ponder...

“The art of teaching is the art of assisting discovery.”

[Mark Van Doren]

