

# Teaching and Learning – 5 minutes

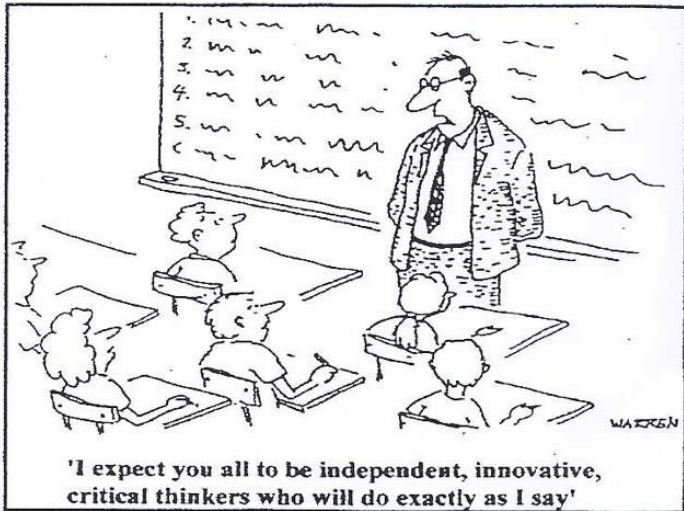
...over a hot brew!

Research, Resilience, and Reflection

Issue 1



## 1. In Pictures: Autonomy



## 2. Did You Know?

### T & L - The Evidence [EEF]: FEEDBACK

Feedback studies show very high effects on learning. Feedback redirects or refocuses actions to achieve a goal, by aligning effort and activity with a specific outcome. Effective feedback can be verbal or written. It can come from a teacher or someone taking a teaching role, or from peers. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation. Beware, however, done badly feedback can have a negative impact!

Cost	Evidence Base	Months Gained
£££££	🔒🔒🔒🔒🔒	+8

## 3. To ponder...

*"We are what we repeatedly do. Excellence then, is not an act, but a habit."*

[Aristotle]

## 4. Teaching Strategies: The Socratic Method

**What is it?** Teachers engage students by asking questions that require generative answers. The Socratic method of teaching is a student-centred approach that challenges learners to develop their critical thinking skills and engage in analytic discussion. Socratic questioning encourages students to "work cooperatively to construct meaning from what they have read and to avoid focusing on a 'correct' interpretation of the text." (Copeland, M. (2005), p. 7-8)

- The answers to questions are not a stopping point for thought but are instead a beginning to further analysis and research.
- Questions are not intended to create an environment of judgment, but rather to help students examine their attitudes, beliefs, knowledge and logic
- Ideally, teachers develop **open-ended questions**, recognizing that all new understanding is linked to prior understanding, that thought itself is a continuous thread rather than isolated sets of questions and answers

The opening question can determine the success of the session; it must be created carefully. To this end initial **questions should be planned** (see also TLAC pg. 227 *Back Pocket Questions*).

It is recommended that starting and ending questions should relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

