

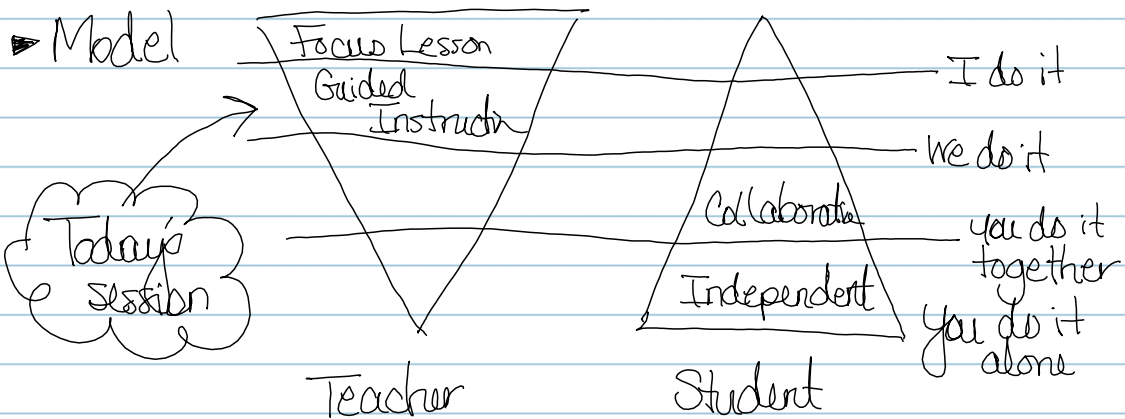
Responding When Students ^{Don't} Get It

Fisher + Frey Sun 1:15-2:45 (2255)

↳ www.fisherandfrey.com

- ▶ Fisher — story of signing up for a neurology class + automatically becoming a struggling reader
 - ▶ Didn't have enough vocabulary or background knowledge
 - ▶ "I don't know how you're going to learn this, but it's on the tests."
 - ▶ Lessons learned
 - ▶ You can't learn from books you can't read (but you can learn).
 - ▶ Reading widely builds background knowledge + vocabulary
 - ▶ Interacting with others extends understanding
 - ▶ I would have learned more if...

▶ Model



2255, continued

- ▶ Scaffolds are not meant to be permanent
 - ▶ Guided instruction needs to be like coaching
 - ▶ Scaffolds extend the range of the worker

▶ Check for Understanding

- ▶ Robust Qs

- ▶ Prompts } many teachers skip this

- ▶ Cues

- ▶ Direct explanation + modeling

see flowchart
handout

} ↓ stop when
kid gets it

▶ Questioning should uncover student errors + misconceptions (not test)

▶ Types of Q's: elicitation, elaboration, clarifying, inventive, divergent, heuristic

- ▶ Elicitation - Did learning "stick"?

- ▶ Elaboration + Clarification - help understand student misconceptions

- ▶ Others - Deeper...

▶ Prompts (for cognitive + metacognitive thinking)

- ▶ invite students to use what they know to solve a problem

- ▶ procedure or process

- ▶ reflective - e.g. "Did that make sense?"

- ▶ heuristic - informal + less-defined - "Make a graph so you can see it."

* heuristic is scaffold? *

▶ Cues

- ▶ Designed to shift the learner's attention to sources of information
 - ▶ example: dire competition an expert sees things you don't — they can slow down and point them out
- ▶ Types: Visual, Physical, Gestural, Positional, Verbal, Environmental
 - ▶ need to remember to bring the cues back after initial instruction
- ▶ To make this work whole class — need to do something for other students while you prompt or cue student

▶ Direct Explanation + Modeling

- ▶ Identity, Explain, Think Aloud, Monitor

▶ Video examples

- ▶ Guided instruction is easier to manage during small group work