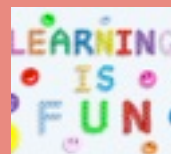


DO YOU UNDERSTAND?

PUT YOUR HANDS UP IF YOU DON'T



shaunwilden.com





OVERVIEW

Mobile phone activity

Hands-up

Some quotes to give the talk gravitas

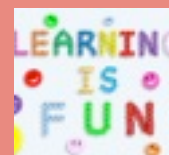
Draw some conclusions from the quotes

Explore how mobiles might help



You'll be able to download a pdf of the slides at

shaunwilden.com





HANDS UP, REALLY SUCH AN ISSUE?

School bans pupils from putting up hands to answer questions in classroom 'gimmick'

School bans pupils from raising hands in class

Fury as pupils are banned from RAISING THEIR HANDS in class at secondary school

Children learn twice as fast if they're banned from raising hands in class



TAKE OUT YOUR PHONE

Take a photo that captures the mood at the beginning of this talk

What headline would you give it?





LET'S PRACTICE

Put your hand if you know the answer

What's $1 + 1$?

2



LET'S PRACTICE

Put your hand if you know the answer

What's the capital of England?

London



LET'S PRACTICE

Put your hand if you know the answer

What usually comes after the
subject and object?

Verb



LET'S PRACTICE

Put your hand if you know the answer

Exeter College was founded in?

1314



LET'S PRACTICE

Put your hand if you know the answer

The first text message said?

Happy Christmas



LET'S PRACTICE

Put your hand if you know the answer

What is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability?

Differentiation



BUZZ WORDS

Autonomy

Engagement

Self-efficacy

Mind set
Differentiation



ENGAGING ALL LEARNERS

1d establishing good rapport with learners and ensuring they are fully involved in learning activities

6a) teach the class as a group and individuals within the group, with sensitivity to the learners' needs and backgrounds, level and context, providing equal opportunities for participation

Ensures learner engagement through appropriate and varied tasks and the use of clear classroom routines. Demonstrates flexibility in accordance with learner needs.

Informally observes learners and their performance in order to gain a better understanding of learning styles, strengths and difficulties.

Maximum involvement of children at all times

The children are not actively involved in their learning

The children are actively involved in aspects of the lesson

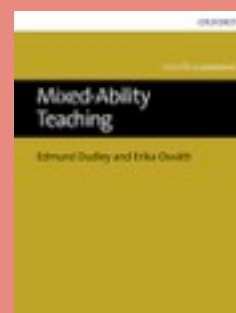
There are regular opportunities for the children to become actively involved throughout in the lesson

The lesson is planned and presented in such a way that the children are actively involved throughout the lesson



25 PERCENT

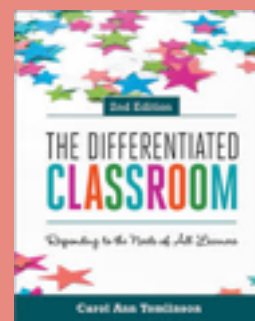
“Recent research suggests that the traditional ‘hands up’ system typically activates only 25 percent of a mixed ability group: the stronger students regularly put their hands-up; the majority of students however, assume a passive role.”





40 PERCENT

“40 percent of students go through the motions...so many lose interest because they can’t keep up and so many are bored by the lack of appropriate challenge”



Tomlinson: The differentiated classroom ASCD



FIXED IQ THEORISTS

“These students believe that their ability is fixed, probably at birth, and there is very little if anything they can do to improve it. They believe ability comes from talent rather than from the slow development of skills through learning. “It's all in the genes”.

http://teacherstoolbox.co.uk/T_Dweck.html



FIXED OR GROWTH?

- 1. Your intelligence is something very basic about you that you can't change much.**
- 2. You can learn new things, but you can't really change how intelligent you are.**
- 3. No matter how much intelligence you have you can always change it quite a bit.**
- 4. You can always substantially change how intelligent you are.**



FIXED OR GROWTH?

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- 4. You can always substantially change how intelligent you are.**



FIXED OR GROWTH?

- 1. You are a certain kind of person and there is not much can be done to change you are.**
- 2. No matter what kind of person you are, you can always change substantially.**
- 3. You can do things differently, but important parts who you are can't be changed.**
- 4. You can always change basic things about the kind of person you are.**



FIXED OR GROWTH?

- 1. You are a certain kind of person and there is not much can be done to change you are.**
- 2. No matter what kind of person you are, you can always change substantially.**
- 3. You can do things differently, but important parts who you are can't be changed.**
- 4. You can always change basic things about the kind of person you are.**



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath © 2014 Icon from: thenounproject.com



FIXED IQ THEORISTS

"Fixed mindset people dread failure, feeling that it reflects badly upon themselves as individuals. With a fixed mindset, there are feelings of powerlessness and learned helplessness. This can lead to the development of a self-defeating identity, accompanied by toxic personal statements like 'I can't do this' or 'I'm not clever enough.'"



BULLYING





STUDENT 1





FAILURE

1. “The teacher doesn't like me.”
2. “I’m stupid.”
3. “I don’t do my homework.”
4. “I can’t be bothered”.
5. “I mess about”.
6. “I’m rubbish at language.”
7. “I don’t concentrate”.



FAILURE - BUT WHY?

1. “The teacher doesn't like me.”
2. “I’m stupid.”
3. “I don’t do my homework.”
4. “I can’t be bothered”.
5. “I mess about”.
6. “I’m rubbish at language.”
7. “I don’t concentrate”.

Label:
Ability
Effort
Interest
Teacher
Behaviour

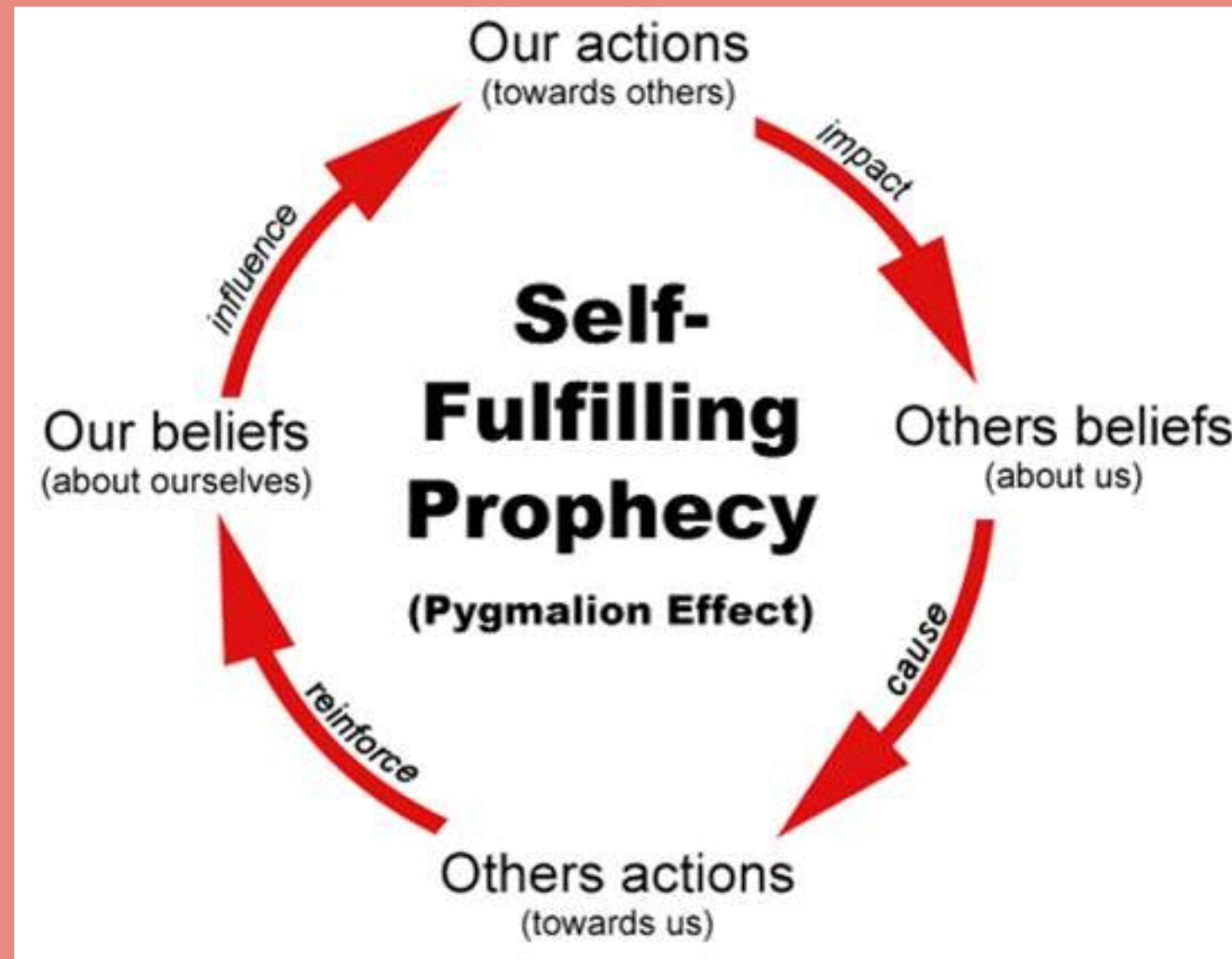


LABELLING

**With a partner, think of some labels schools and teachers
give students**



SELF-FULFILLING





STUDENT 2





STUDENT 2





SO NO HANDS THEN?

“We find that the same hands are going up and as such the teaching does not challenge and support the learning of all.”

“It's going to be awful for kids who are naturally anxious if they spend all their classes scared they will be picked, and if they don't know the answer they might be ridiculed by other kids.”



FORMATIVE EVALUATION

“Formative evaluation is useful in analysing learning materials, student learning and achievement, and teacher effectiveness”



SO NO HANDS THEN?

- 1. Clarifying, sharing, and understanding learning intentions and criteria for success**
- 2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning – developing effective classroom instructional strategies that allow for the measurement of success.**
- 3. Providing feedback that moves learning forward**
- 4. Activating learners as instructional resources for one another**
- 5. Activating learners as owners of their own learning**



BUZZ WORDS

Differentiation **Autonomy**

Engagement **Self-efficacy**

Mind set



WHAT'S THIS?





AFFORDANCES





AFFORDANCES





POLLING

**Exeter College was
founded in?**

Go to **www.menti.com** and use the code **68 59 28**



Go to **www.menti.com** and use the code **68 59 28**

Multiple Choice

 Mentimeter

0%	0%	0%	0%
1313	1314	1413	1414

 0



TECHNOLOGICAL TOOLS





TECHNOLOGICAL TOOLS

Game Over

Full Screen

Show feedback

0

What would you like to do next?

Save Results 

Play Again 

New Game 




TECHNOLOGICAL TOOLS





EXIT TICKETS

202839Shaun ▾

LAUNCHQUIZZESROOMSREPORTS**RESULTS**

0
class ▾

Exit Ticket QuizFINISH

☒ Show Names

☒ Show Answers

Name ↑	Progress (%) ▾	1	2	3
Class Total				

Click question numbers or class total percentages for detailed views.



EXIT TICKETS

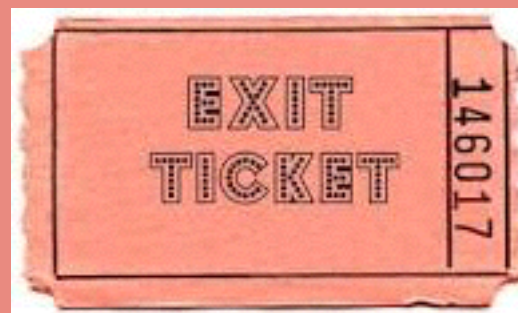
An exit ticket is one or two questions or problems for students to answer quickly at the end of class





EXIT TICKETS

An exit ticket is one or two questions or problems for students to answer quickly at the end of class students



EXIT TICKETS

Exit Ticket		
1 Thing I Have A Question About		
2 Things I Learned		
3 Things I Know That I Can Build On		
Name:	Date:	

© 2008 by 20/20

1, 2, 3...Out the Door! Exit Ticket	
	
1. Identify the main objective of the lesson.	
<ul style="list-style-type: none">__________	
2. Name at least one new thing that you learned from the lesson.	
<ul style="list-style-type: none">__________	
3. Write at least one question that you would like answered about this topic.	
<ul style="list-style-type: none">__________	

© 2008 by 20/20

EXIT TICKET	
Enter a question here	

Your ticket out the door!

140704130208		140704130208
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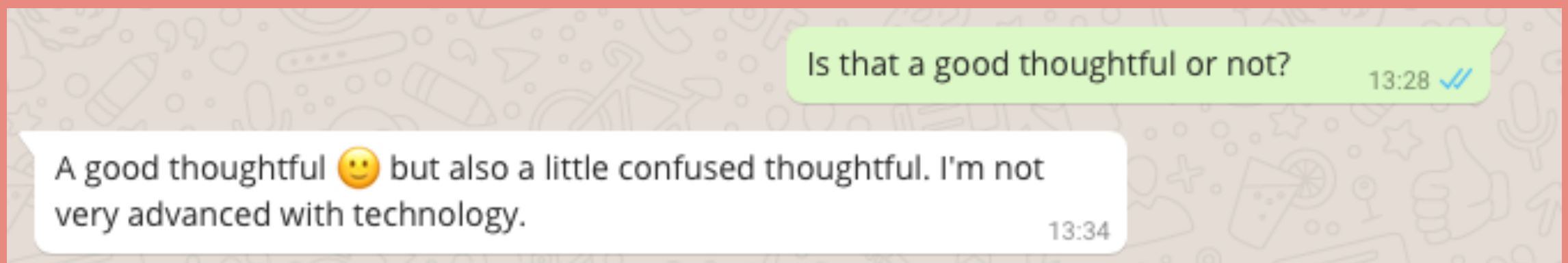
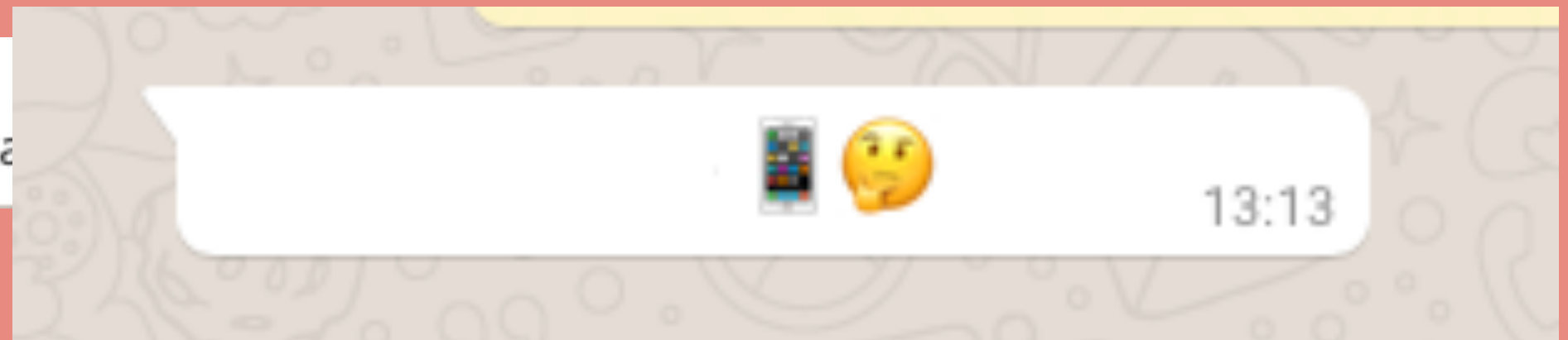
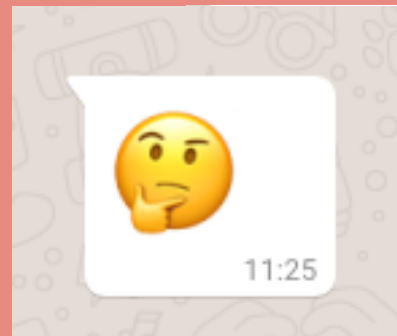


C reate
colle ct
la ri fy



UTILISING MOBILE

Send an emoji





UTILISING MOBILE

Send a text message

Today's class consisted of showing how students can use language through texts and photos. There are many language activities to use. Thx!

14:14

Thanks for the summary - would you use the activities?

14:22 ✓✓

100 percent! I actually can't wait to implement these activities in my classroom being that I'll be working with older students.

15:45



UTILISING MOBILE

Take a photo





UTILISING MOBILE

Make a video / record audio





UTILISING MOBILE

Complete a form



QUESTIONS

RESPONSES

4

End of exit ticket

Form description

Name

Short answer text

What is one thing you learned today?

Long answer text

Do you have any questions about today's session?

Long answer text



UTILISING MOBILE

Complete a form

<i>fx</i>				
	A	B	C	D
1	Timestamp	Name	What is one thing you learned to	Do you have any question
2	7/10/2017 12:50:55	Ana	Digital literacy	No
3	7/10/2017 13:54:20	Harlina	Remix literacy	Not at the moment
4	7/10/2017 20:29:17	Sonia	Digital literacy	
5	7/11/2017 10:55:02	Harlina	Vizia! Very cool app!	No





AS YOU LEAVE...

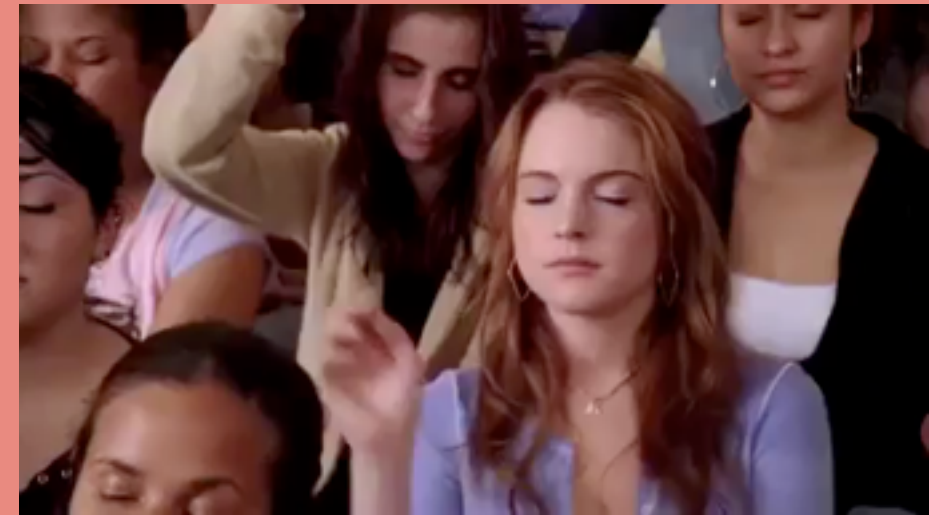




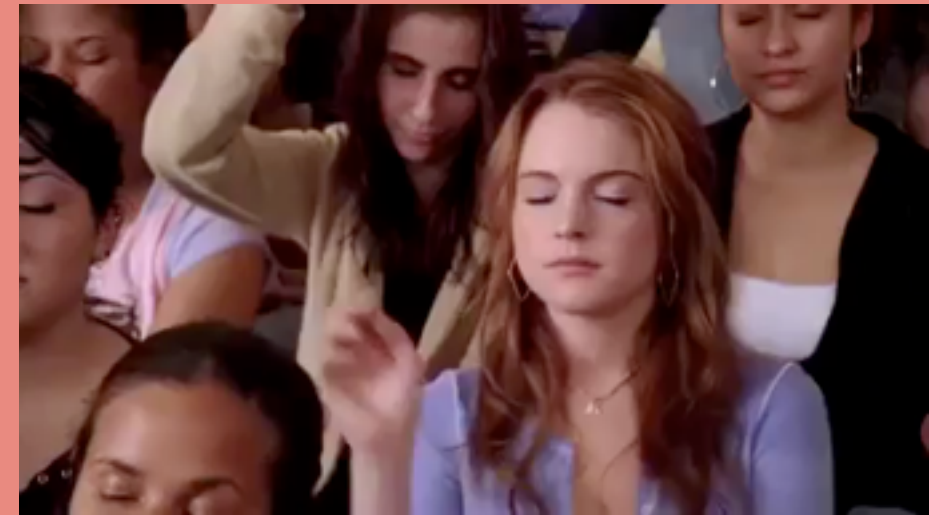
Table 2: Sample Activities: Health – Eating Nuts

Differentiating Components	Group A	Group B	Group C
Content	Read this article . You'd like to share this story with your friend. Using Twitter, briefly explain to your friend why this is interesting and send them the link	Watch the interview embedded in this article . You'd like to make health recommendations to your classmates. Based on the interview, list and compare how different types of nuts improve health using the chart via the 'Pages' 'Google Documents' or 'Notes' app available on your device.	Listen to this news story . You'd like to share a summary of this story with your grandparents to improve their health. Skype with your "grandparents" and paraphrase the story using examples. Your classmate will play the role of your grandparents. Take turns.
Process	Interview: Create interview questions for your classmates related to the news article. Ask your classmates to record their responses using the Pocket WavePad app or another voice recording app.	Blog: Respond to the news report using the app for the class blog. Comment on classmates' postings.	Report: Make a short news report about the benefits of eating nuts using a video recording app on your device.
Products	Create an E-Poster: Based on the interview results, create a poster in the Glogster app to promote a healthy diet. Be sure to add an audio/video file using WavePad or a video recording app.	Create a Video Clip: As a chef, introduce healthy recipes that include nuts. In groups, create a short video clip recording your cooking instructions. Share the video with your classmates in Google Drive.	Role-Play: Have a conversation with your friend and offer your personal advice for a healthy diet and lifestyle.Record your role-play using the Wave Pad app.

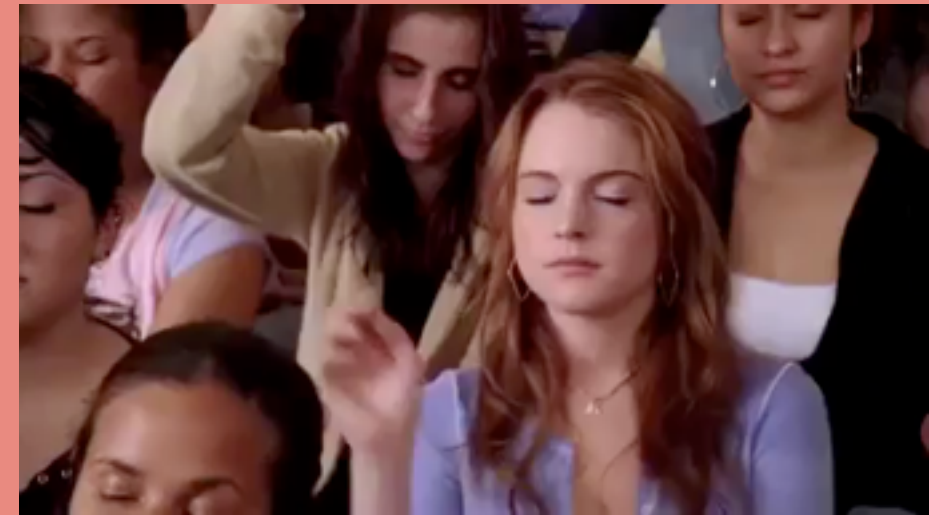
AND SO TO CONCLUDE



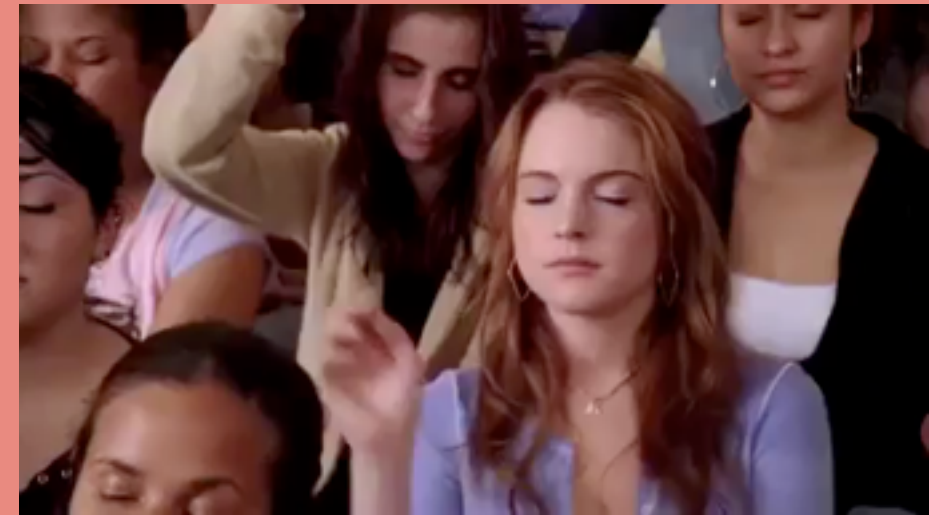
AND SO TO CONCLUDE



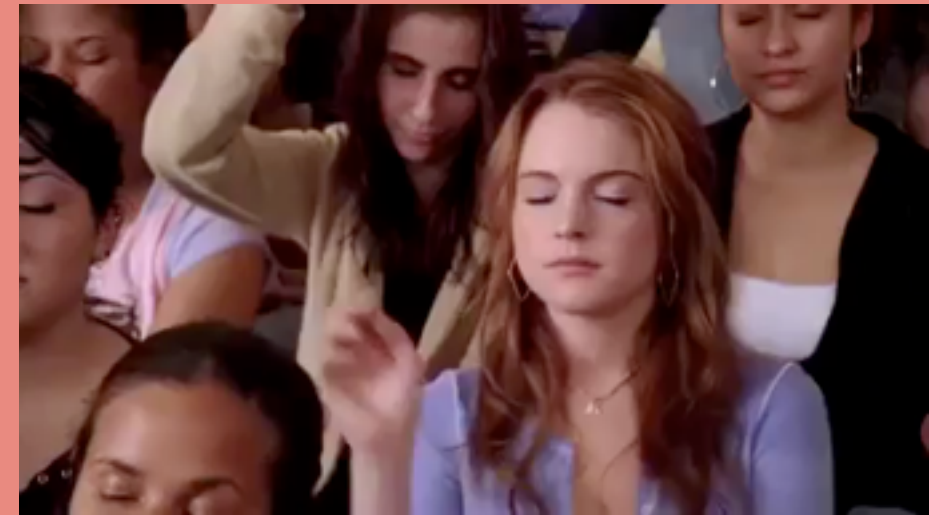
AND SO TO CONCLUDE



AND SO TO CONCLUDE



AND SO TO CONCLUDE





AND SO TO CONCLUDE

“Disengagement has always been problematic, and it’s the main task for the teachers to understand the class...it’s about finding activities that are going to encourage knowledge in a meaningful way”



PENULTIMATE SLIDE ;-)

- **Participation of each student**
- **Who has got the key points**
- **A big return on information for the time invested**
- **Important feedback that can be useful to guide teaching**



**THANK YOU FOR
LISTENING**



**THANK YOU FOR
LISTENING.....**

**...NOW LET'S SEE WHO
UNDERSTOOD.....**

.....PUT YOUR HAND UP IF....