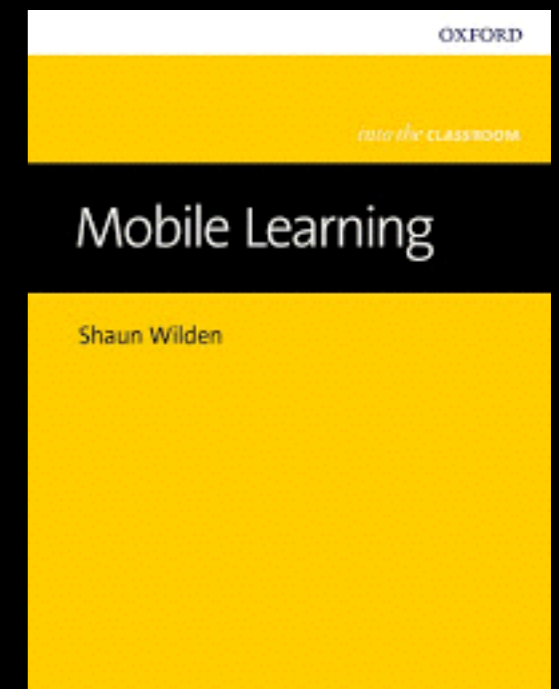
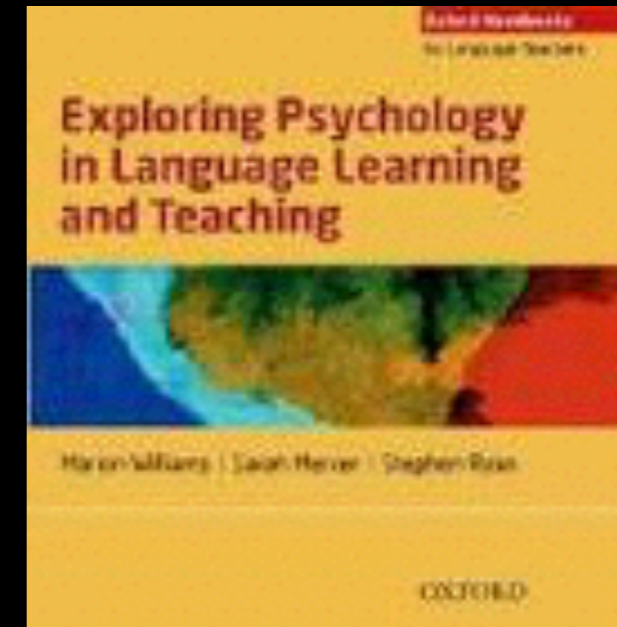
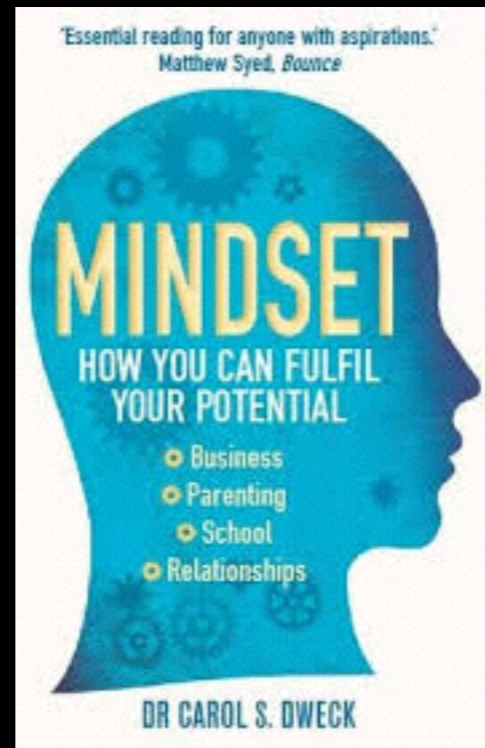


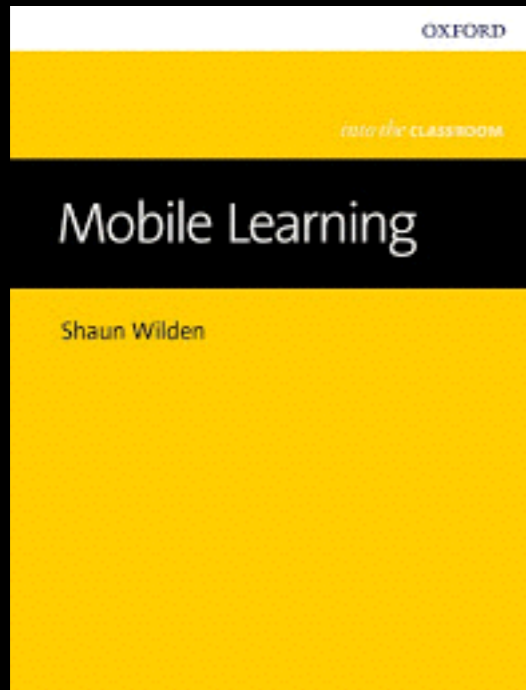
# YOUR EXITS ARE

## HERE, HERE AND HERE



[shaunwilden.com](http://shaunwilden.com)





# OVERVIEW

- **Intro to the church of wittertainment**
- **Hands-up**
- **Some quotes from books to give the talk gravitas**
- **Draw some conclusions from the quotes**
- **Explore how mobiles might help**
- **Mobile phone activity**
- **Conclusions**

---

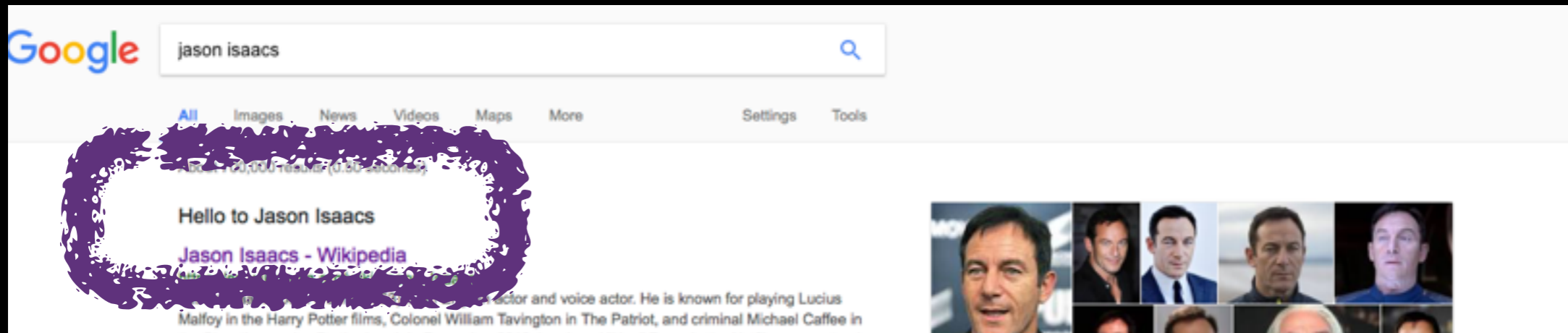
You'll be able to download a pdf of the slides  
at

[shaunwilden.com](http://shaunwilden.com)

**PUT YOUR HANDS UP  
IF YOU HAVEN'T A CLUE  
WHAT'S GOING ON**



# Hello to Jason Issacs



Hello to Jason Isaacs

[Jason Isaacs - Wikipedia](https://en.wikipedia.org/wiki/Jason_Isaacs)

[https://en.wikipedia.org/wiki/Jason\\_Isaacs](https://en.wikipedia.org/wiki/Jason_Isaacs) ▼

**Jason Isaacs** (born 6 June 1963) is an English actor and voice actor. He is known for playing Lucius Malfoy in the Harry Potter films, Colonel William Tavington in *The Patriot*, and criminal Michael Caffee in the Showtime series *Brotherhood*. In December 2016, he played "Hap" Percy in the Netflix supernatural series *The OA*.

[Brotherhood](#) · [Awake \(TV series\)](#) · [Case Histories](#) · [Cheder](#)

# Code of conduct

**Wittertainment's  
CODE OF CONDUCT**

**No Eating...**  
...of anything harder than a soft roll with no filling. No one wants to hear you crunch, chew or masticate in any way. Nachos cause special offence and are of the devil.

**No Slurping...**  
...of drinks. You've already drunk a 5 litre flagon of pop, you really don't need the melting ice too. You are not six years old.

**No Rustling...**  
...of super high density, rustle-o-matic, extra rustle bags. No foraging of any kind, if you're going to need it during the film, get it out before hand.

**No Irresponsible Parenting**  
Your five-year-old does not want to come to see the latest 12A certificate: you are using the cinema as a babysitter. Your child's moaning, whinging and crying is your fault and a profound annoyance to everyone else. Your interrupted sleep caused by your child's nightmares is also your fault and serves you right.

**No Hobbies**  
This includes knitting, drug dealing, model aeroplane assembly, fighting, having sex and updating Facebook.

**No Talking**  
You're in a cinema – you have come here to watch, not to discuss. Or 'engage', or 'participate', or 'explain' or whatever. More importantly, no-one in the cinema has paid £8.50 to hear your director's commentary on the movie. Just sit down and shut up.

**No Mobile Phone Usage**  
At all. Not even on 'flight mode'. This isn't an aeroplane. It's a cinema. Even if you're not yapping, you're still creating light pollution. Put your thumbs away. NB: includes BlackBerries, Palm Pilots, iPads - whatever.

**No Kicking of Seats**  
The area of floor directly in front of your seat is yours, and is there to put your legs in. The back of the seat in front of you belongs to someone else; do not touch, interfere with, or otherwise invade their space with your feet, knees, or other bodily appendages.

**No Arriving Late**  
Like Woody Allen in Annie Hall, you're supposed to watch movies from the very beginning to the very end. If you turn up late, tough: go see something else - The Sorrow and the Pity, perhaps.

**No Shoe Removal**  
You are not in your own front room. Nor are you in Japan (unless you are, in which case, carry on). A cinema is a public space: keep your bodily odours to yourself.

[http://www.bbc.co.uk/5live/films/code\\_of\\_conduct.pdf](http://www.bbc.co.uk/5live/films/code_of_conduct.pdf)



# HANDS UP, REALLY?

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

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

School bans pupils from raising hands in class

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



**Engagement**

**Autonomy**

**Mind set**

**Self-efficacy**

**Differentiation**

**Formative assessment**





# ENGAGING ALL

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.

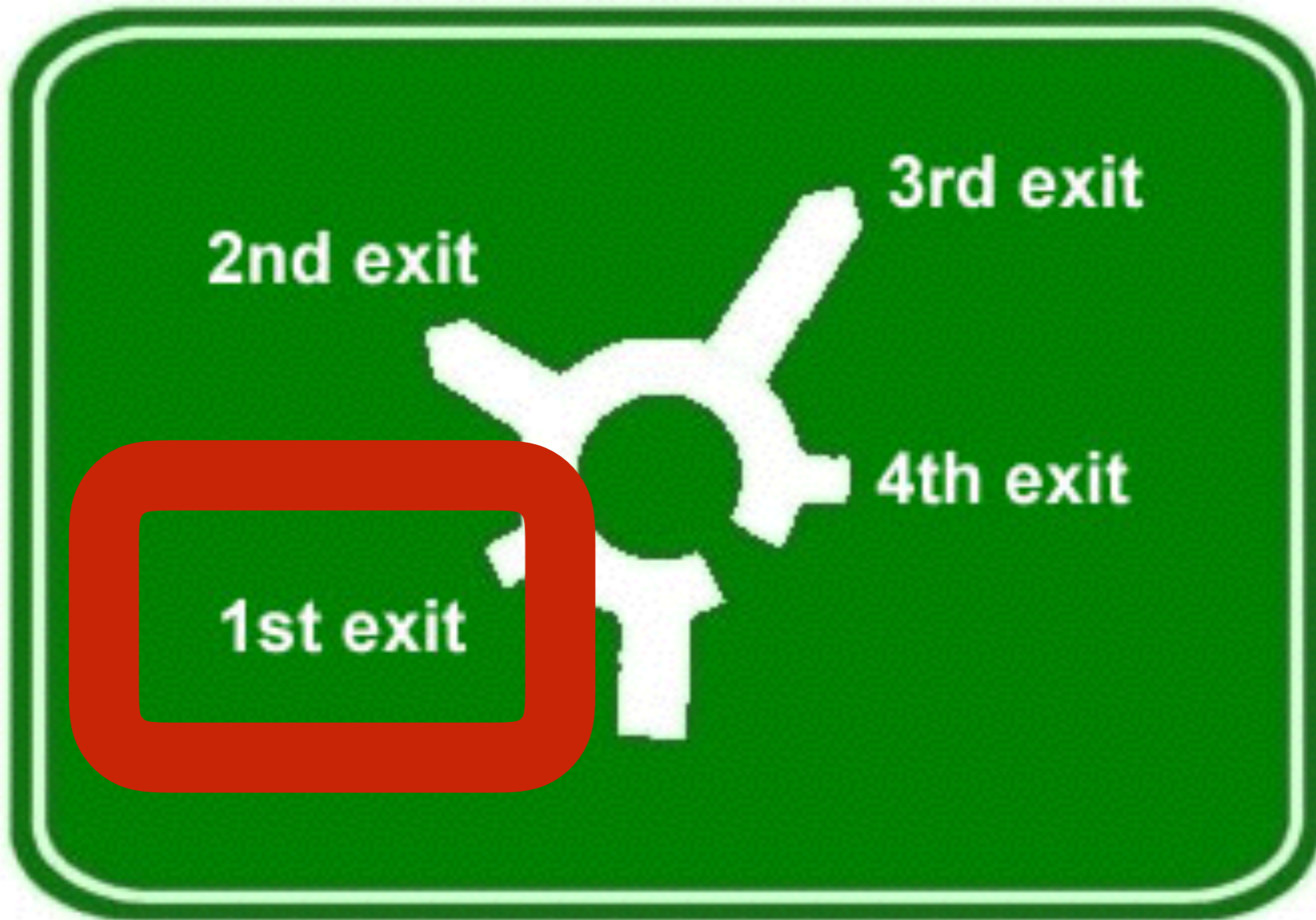
Maximum involvement of children at all times

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

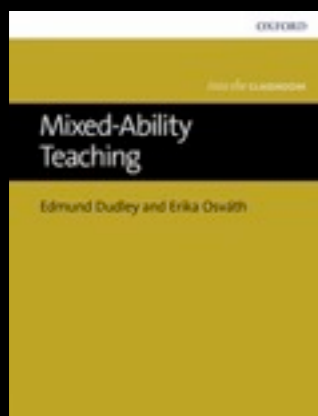
The lesson is planned and presented in such a way that the children are actively involved throughout the lesson





# 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.”**



# **DYLAN WILLIAMS**



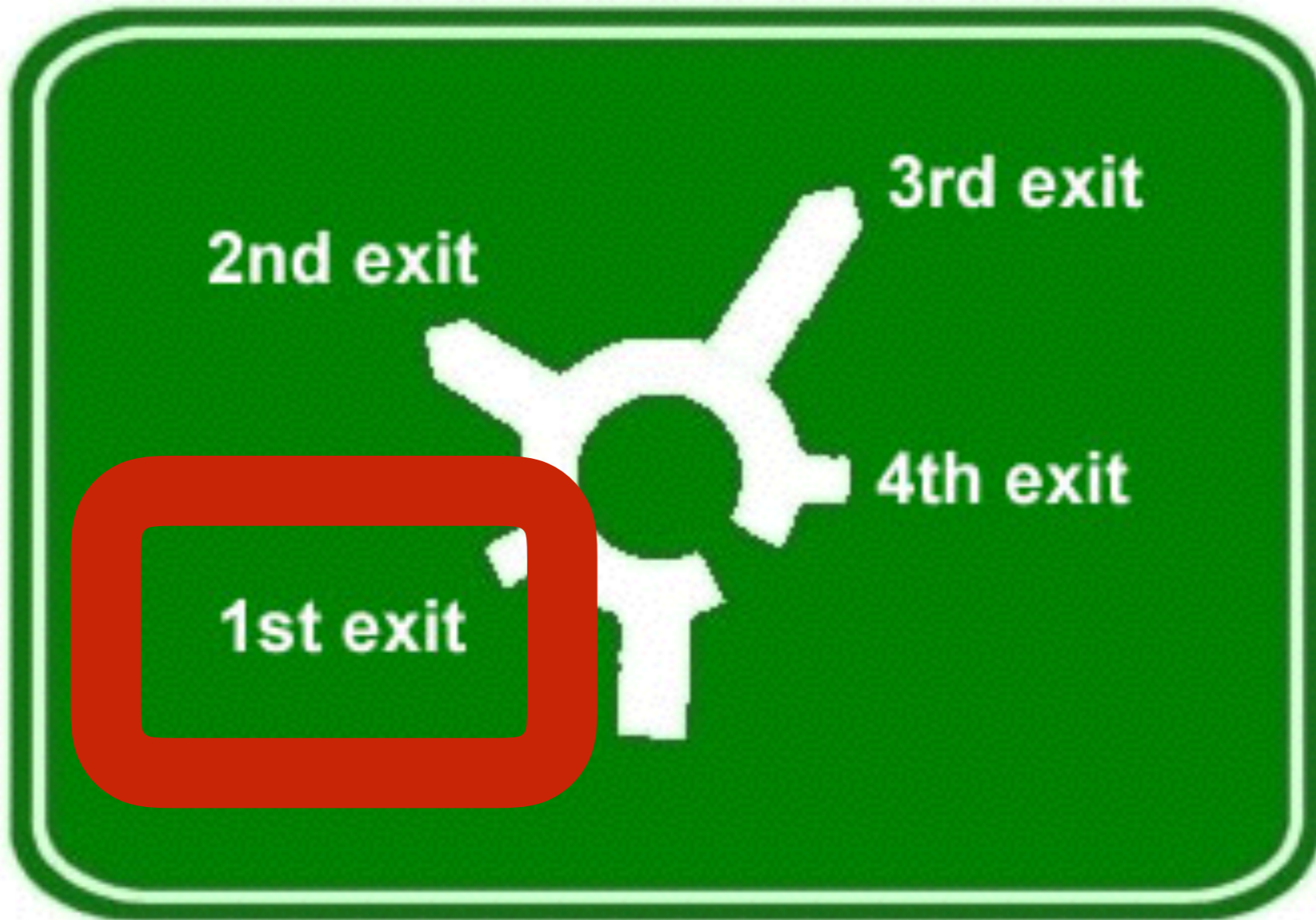
**By integrating formative assessment practices into daily activities, educators can substantially increase the rate of student learning.**



# 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”**







# **FIXED IQ**

**“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**



# **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?

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?**

- 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.**



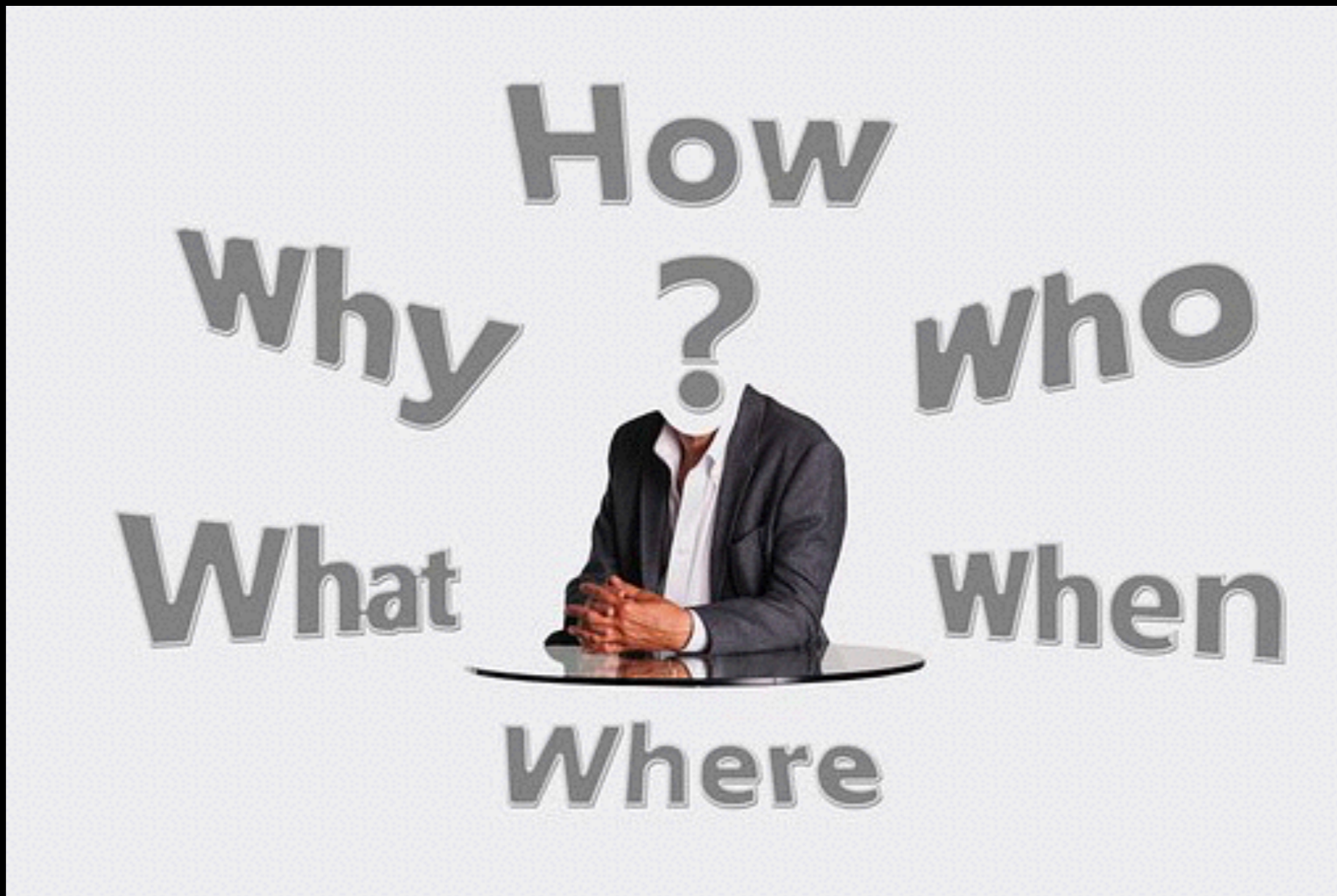
# FIXED OR GROWTH?

1. You are a certain kind of person and there is not much that 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.



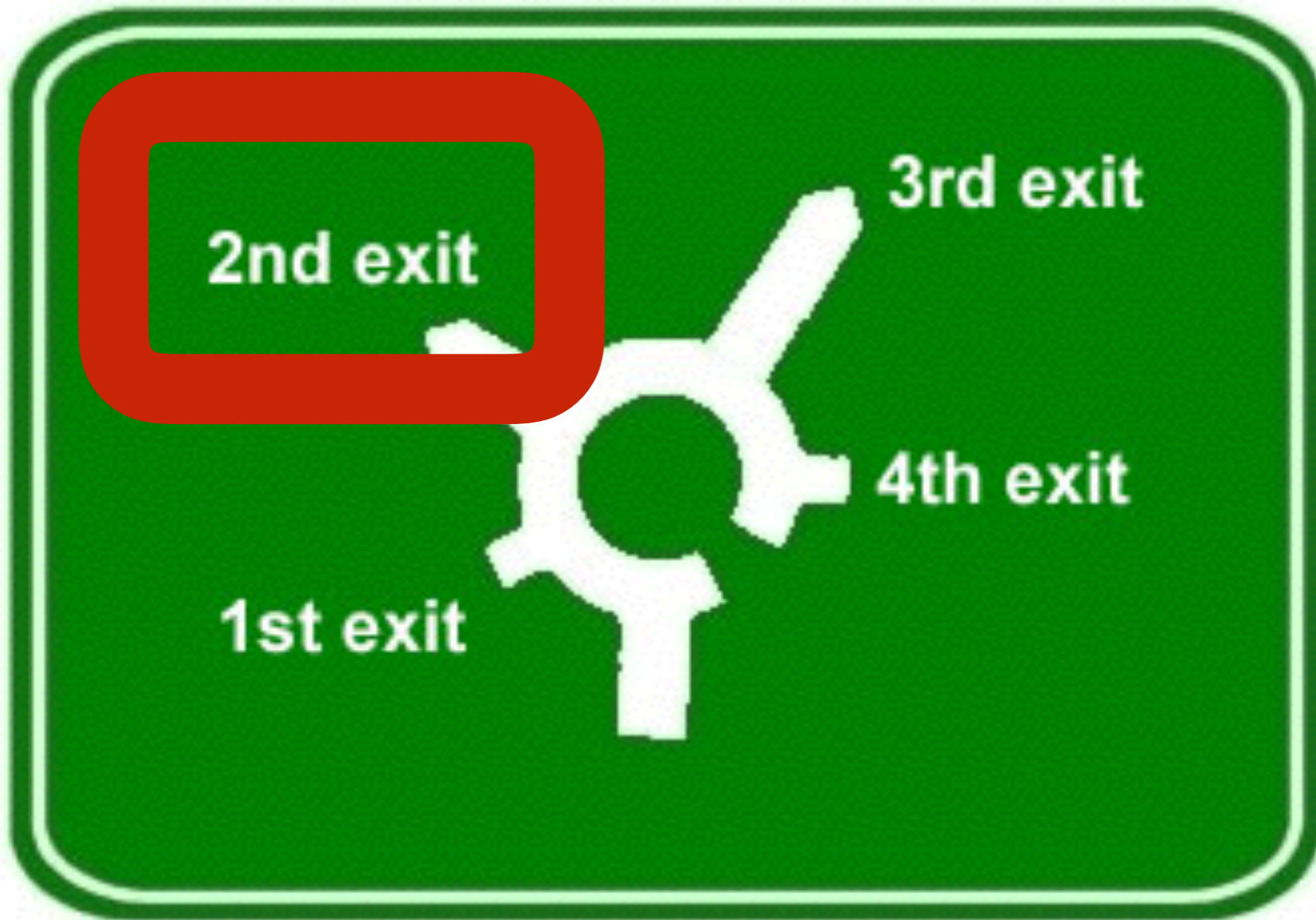
# **FIXED IQ THEORISTS**

**"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.'"**



**By the time you retire how many questions will you have asked students?**

- 1. To assess learning**
- 2. To clarify a vague comment**
- 3. To prompt to explore attitudes**
- 4. To refine a statement or idea**
- 5. To prompt a thought process**
- 6. To help connect and organise information**



2nd exit

3rd exit

4th exit

1st exit



# **BULLYING**

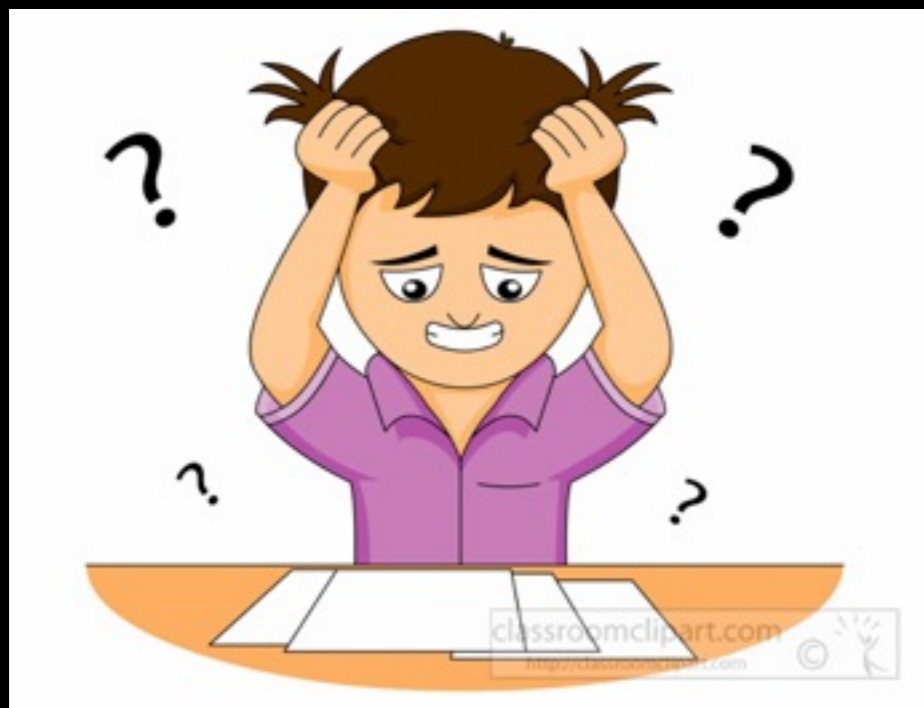
**“It's going to be awful for kids who are naturally anxious if they spend all their classes scared they will be picked, and if they don't know the answer they might be ridiculed by other kids.”**





**STUDENT 1**

**STUDENT 2**

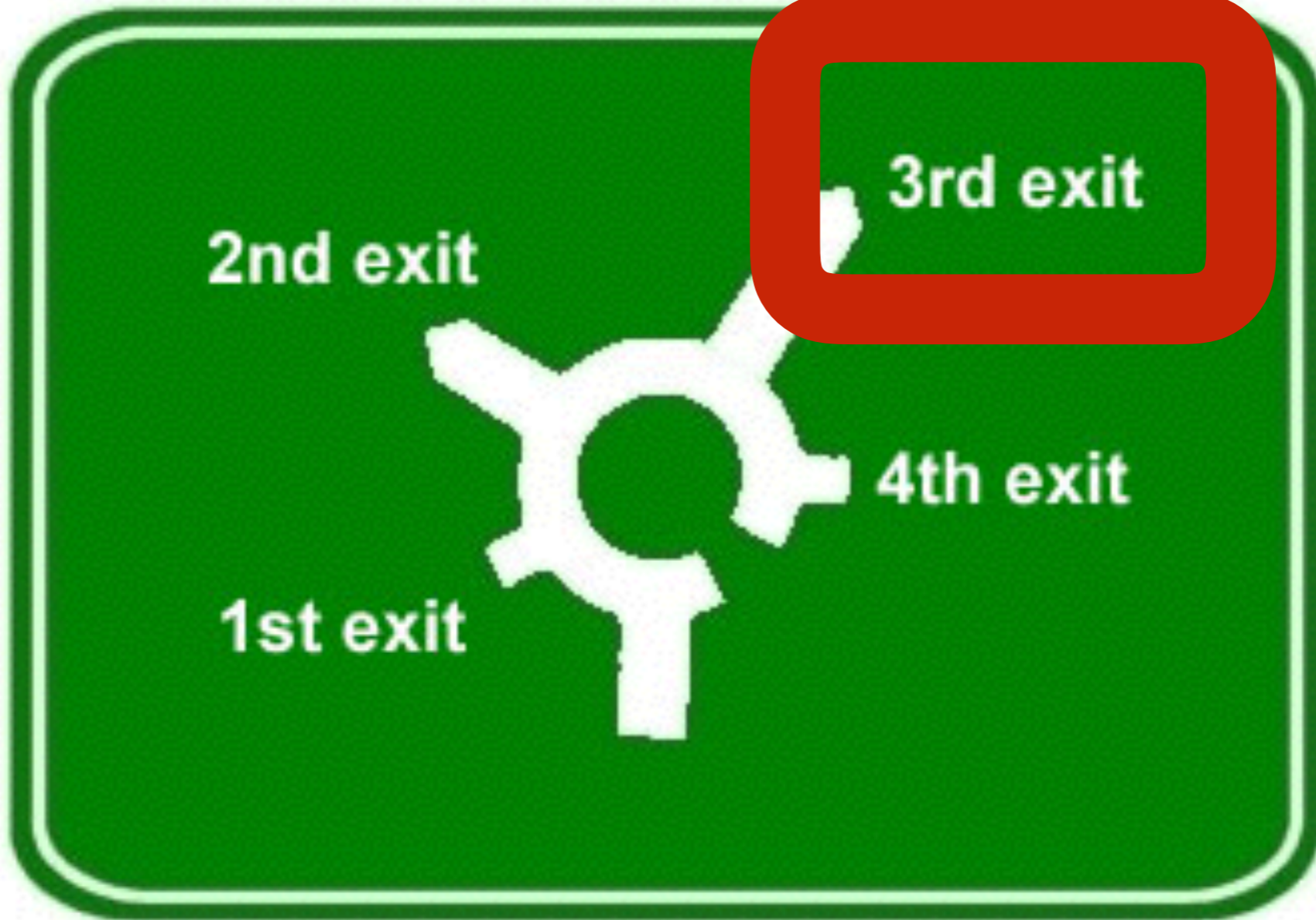




# STUDENT 1



<http://classroomclipart.com/>



2nd exit

3rd exit

4th exit

1st exit



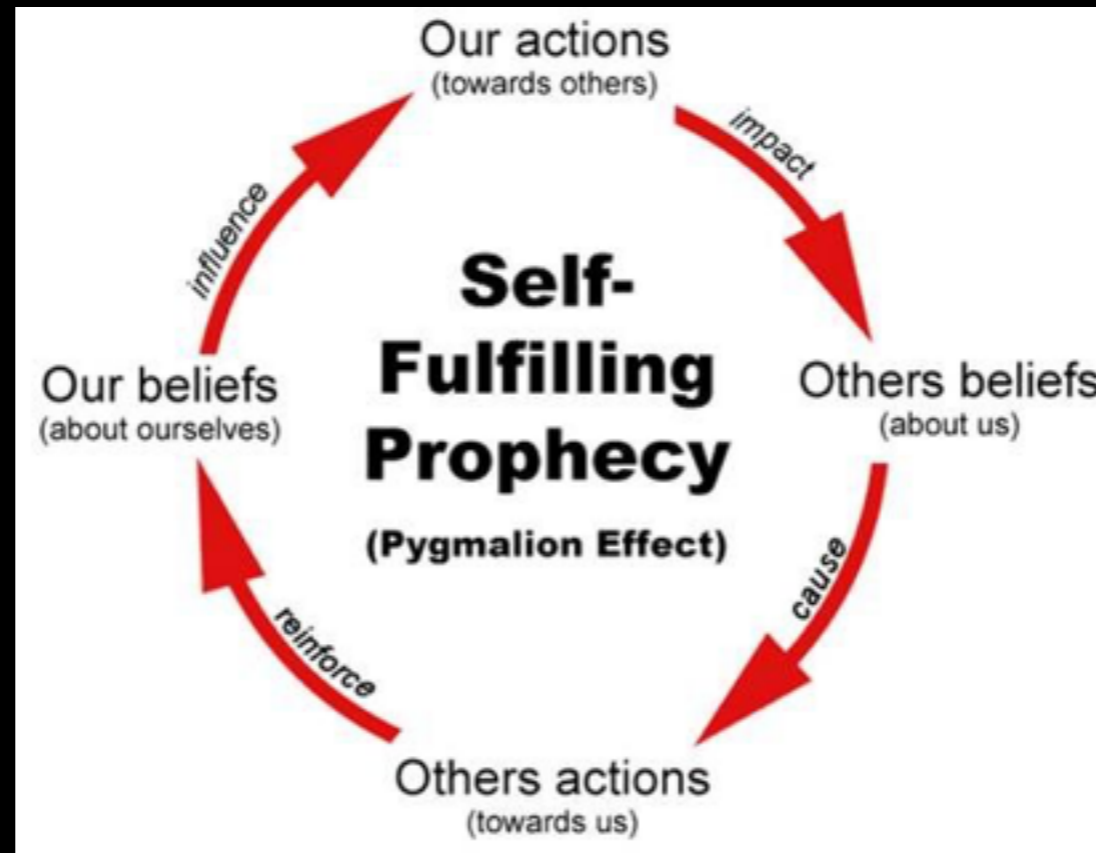
# FAILURE - BUT WHY?

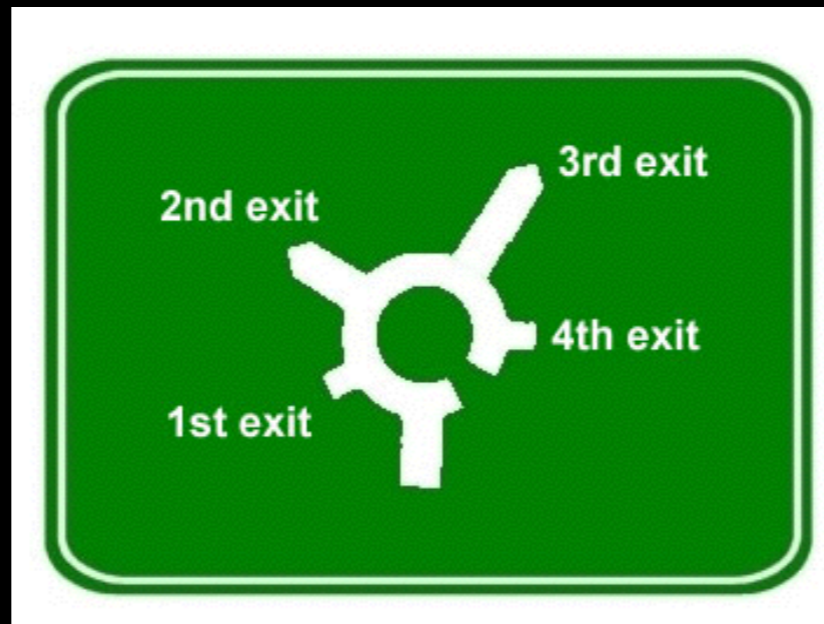
1. "The teacher doesn't like me."
2. "I'm stupid."
3. "I don't do my homework."
4. "I can't be bothered".
5. "I mess about".
6. "I'm rubbish at language."
7. "I don't concentrate".

Label:  
Ability  
Effort  
Interest  
Teacher



# SELF-FULFILLING







**Engagement**

**Autonomy**

**Mind set**

**Self-efficacy**

**Differentiation**



# WHAT'S THIS?







# AFFORDANCES





# AFFORDANCES





# **TAKE OUT YOUR PHONE**

**Take a photo that captures the mood at  
this point of the talk**

**What headline would you give it?**





# **POLLING**

**Which term covered earlier  
refers to crying at movies?**

Go to [www.menti.com](https://www.menti.com) and use the code **80 95 36**



Go to [www.menti.com](https://www.menti.com) and use the code **80 95 36**

i

# Which one is related to crying?

 Mentimeter

0

LTL

0

MTL

0

LAWS

0

AALS

0

None of  
them

 0



# TECHNOLOGICAL



# Game over

How do you rate this kahoot?



Did you learn something?



Do you recommend it?



To continue, tell us how you feel?



TEACHER

What would you like to do next?

back

Save Results

Play Again

New Game



# TECHNOLOGICAL







# EXIT TICKETS

The screenshot shows a software interface for an 'Exit Ticket Quiz'. At the top, there is a navigation bar with a logo on the left, the number '202839' in the center, and the name 'Shaun' with a dropdown arrow on the right. Below the navigation bar are tabs for 'LAUNCH', 'QUIZZES', 'ROOMS', 'REPORTS', and 'RESULTS', with 'RESULTS' being the active tab. On the right side of the interface, there is a notification icon with the number '0' and a dropdown arrow. The main content area is titled 'Exit Ticket Quiz' and features a yellow 'FINISH' button. Below the title, there are two toggle switches: 'Show Names' (which is turned on) and 'Show Answers' (which is turned off). A table displays the quiz results with columns for 'Name', 'Progress (%)', and three question numbers (1, 2, 3). The 'Class Total' row is highlighted in blue. Below the table, there is a text instruction: 'Click question numbers or class total percentages for detailed views.'

Name ↑	Progress (%)	1	2	3
Class Total				



# 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

© 2008 by 208

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **1, 2, 3... Out the Door! Exit Ticket** 

1. Identify the main objective of the lesson.

- \_\_\_\_\_
- \_\_\_\_\_

2. Name at least one new thing that you learned from the lesson.

- \_\_\_\_\_
- \_\_\_\_\_

3. Write at least one question that you would like answered about this topic.

- \_\_\_\_\_
- \_\_\_\_\_

~ exit ticket ~

Enter a question here

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

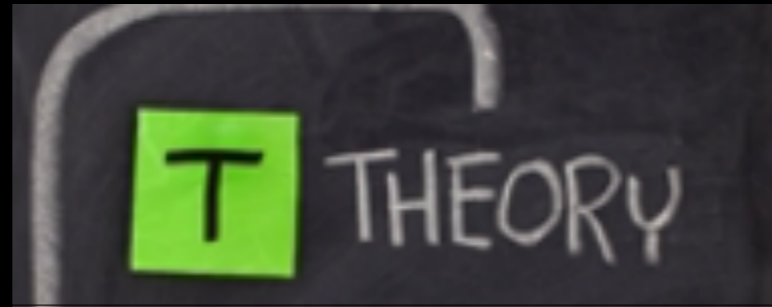
Your ticket out the door!

140704130208

140704130208

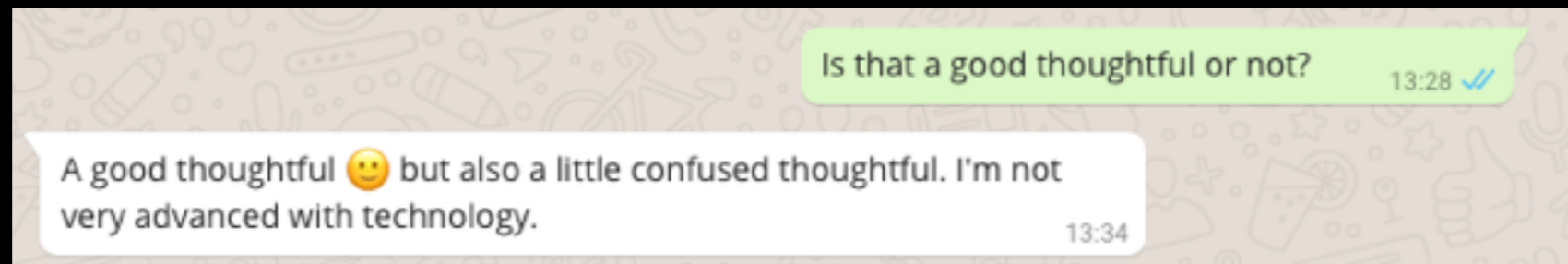
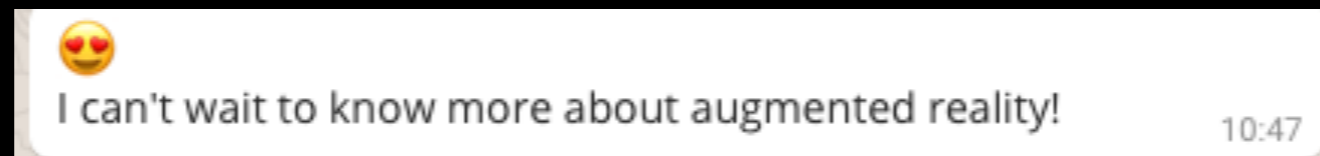
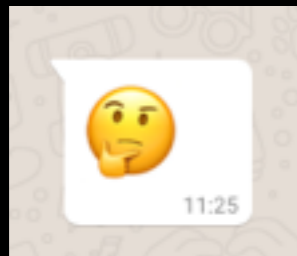
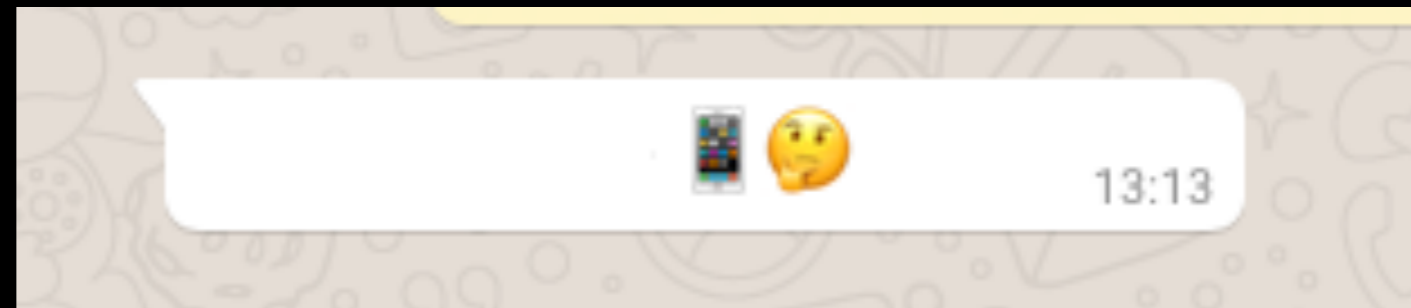


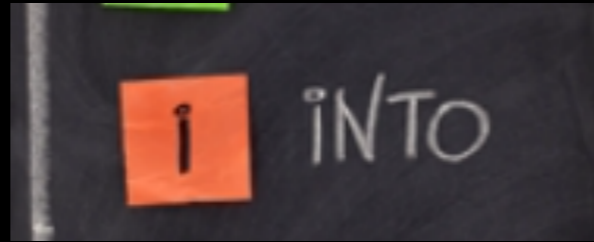
recreate  
collect  
clarify



# UTILISING MOBILE

Send an emoji





# UTILISING MOBILE

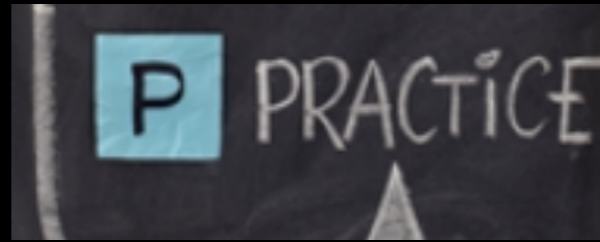
## Send a text message

Thank you for your reminders 😊 I will make changes.

16:47

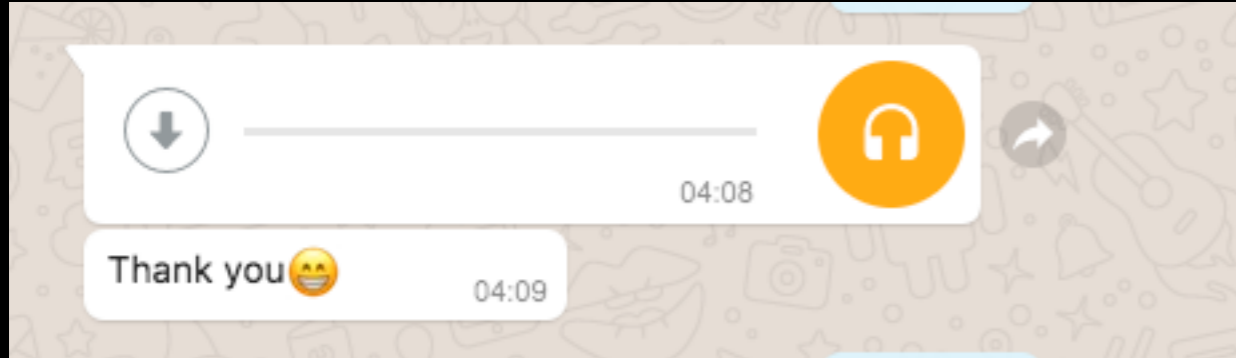
Good afternoon shaur, thank you for teaching me these days. I have learned many things. I get a full understanding of doing an introduction of the speech. The "WISE" is really catchy. Also, I have improved the intonation of my speech. The schwa and contrastive stress are new to me, but they are useful. Other than that, hooks are great to make better speeches.

19:27



# UTILISING MOBILE

## Make a video / record audio



informative adjective - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com  
[www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)

I like the question set up but though it makes sense the grammar of the question is wrong - it should be 'have you ever GOT bored WITH" . That said the intonation of your set up was perfect, well done. In fact throughout you hit some good intonation notes - for example 'literally every second' was really nicely highlighted. The word 'informative' was mispronounced - check the pron here:

<http://www.oxfordlearnersdictionaries.com/definition/english/informative?q=informative>

I love the use of 'What is more' but make after you mean 'register' .

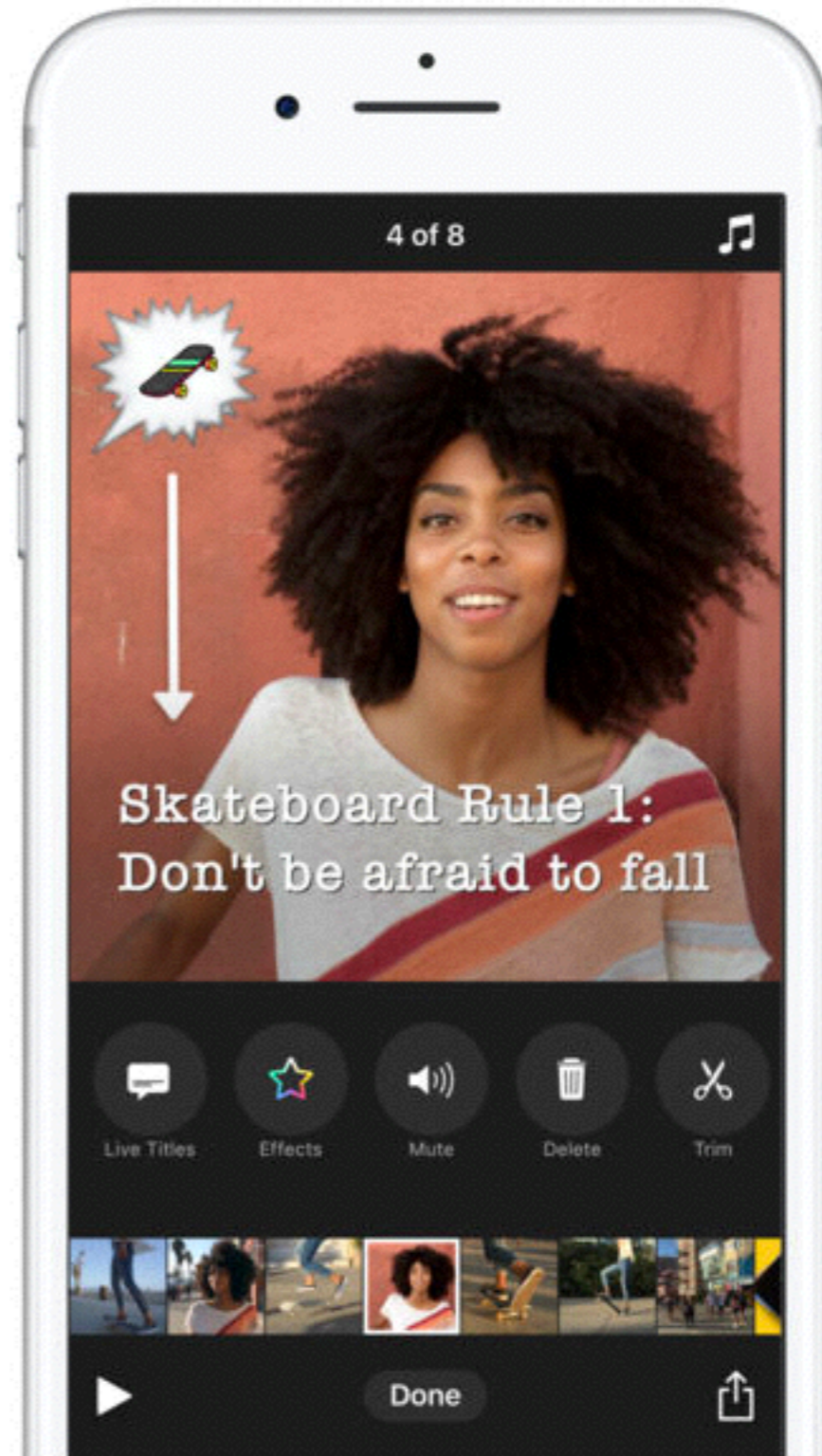
Overall an excellent structure to your mini-talk and there are loads of the things we covered in the lesson, so thank you and well done.

# Clips

By Apple



Turn your speech into  
animated titles and captions.





# Demo

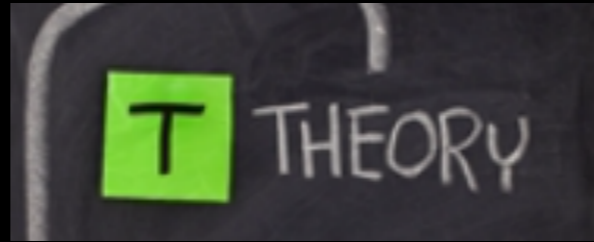
by Shaun Wilden 1 topic 1 Response 0 Replies 3 views 0.0h engagement

-  Add Idea
-  Test 1
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 



[Redacted text block]

[Redacted text block]

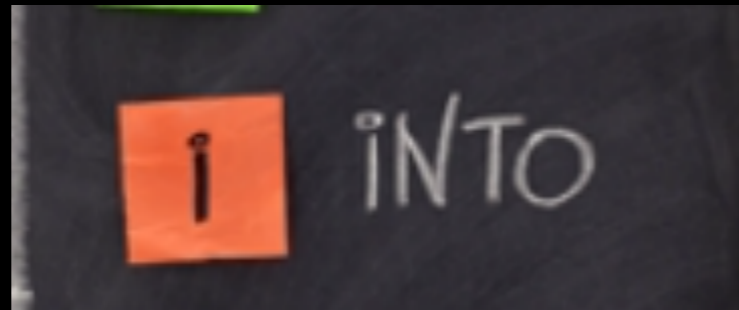


# **TAKE OUT YOUR PHONE**

**Take a photo that captures the mood at  
this point of the talk**

**What headline would you give it?**

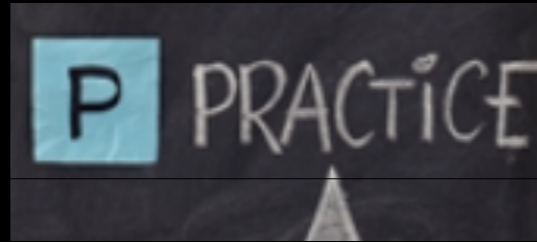




# UTILISING

Take a photo





# 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

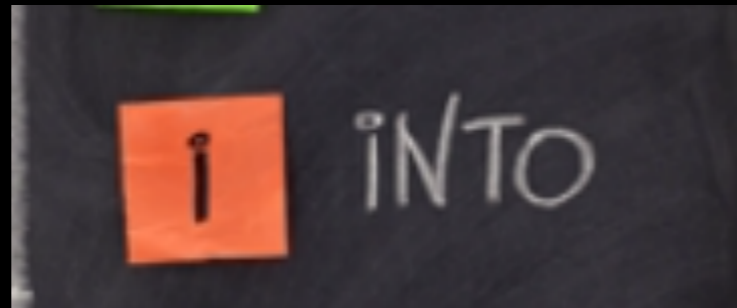
	A	B	C	D
1	Timestamp	Name	What is one thing you learned to	Do you have any questio
2	7/10/2017 12:50:55	Ana	Digital literacy	No
3	7/10/2017 13:54:20	Harlina	Remix literacy	Not at the moment
4	7/10/2017 20:29:17	Sonia	Digital literacy	
5	7/11/2017 10:55:02	Harlina	Vizia! Very cool app!	No






# AS YOU LEAVE...





GET QR CODE GENERATOR PRO  LOG IN SIGN UP


## Create your QR Code for free

URL VCard Text E-mail SMS Facebook PDF MP3  
App stores Images Multi URL

Website (URL)

Static  Dynamic [What does dynamic mean?](#)

[Create QR code](#)



JPG EPS SVG

[Download](#)

[Embed QR code](#)

<http://www.qr-code-generator.com>

**Table 2: Sample Activities: Health – Eating Nuts**

Differentiating Components	Group A	Group B	Group C
<b>Content</b>	Read <a href="#">this article</a> . 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 <a href="#">this article</a> . 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 <a href="#">news story</a> . 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.
<b>Process</b>	<b>Interview:</b> 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.	<b>Blog:</b> Respond to the news report using the app for the class blog. Comment on classmates' postings.	<b>Report:</b> Make a short news report about the benefits of eating nuts using a video recording app on your device.
<b>Products</b>	<b>Create an E-Poster:</b> 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.	<b>Create a Video Clip:</b> 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.	<b>Role-Play:</b> 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**

**“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**