



Cambridge Assessment
International Education

International Approaches to Learning and Teaching: First Language English

Active questioning: Active learning

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International Approaches to Learning and Teaching: First Language English

20th September 2017



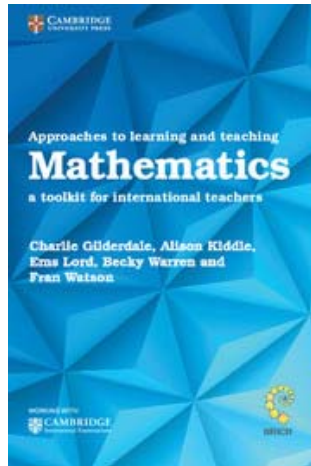
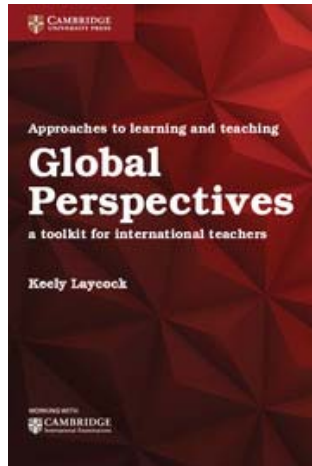
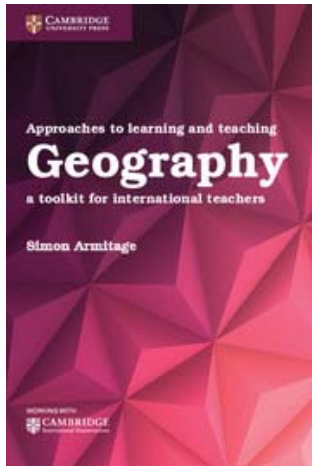
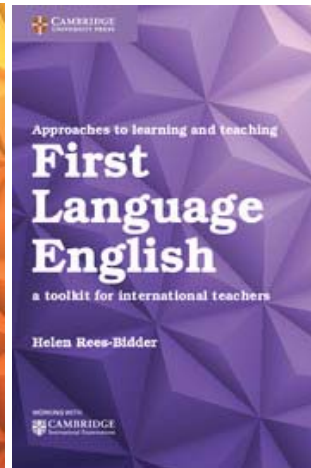
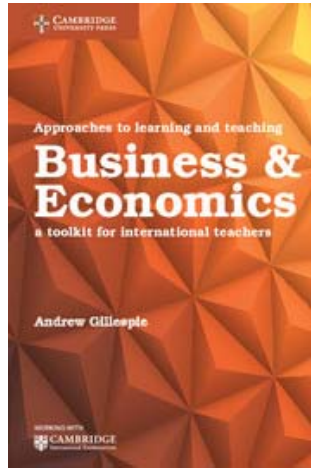
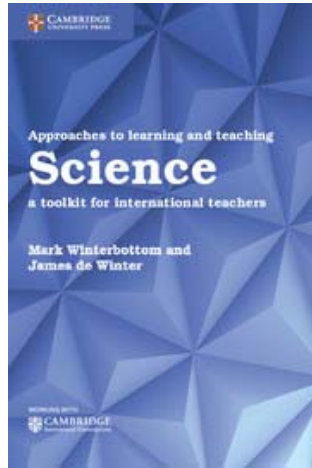
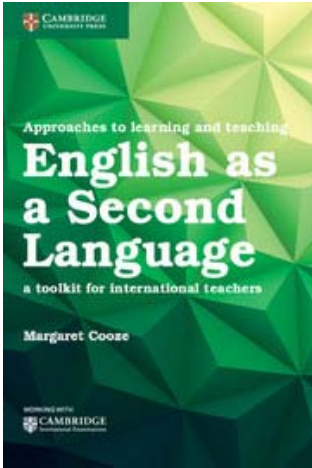


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Approaches to learning and teaching

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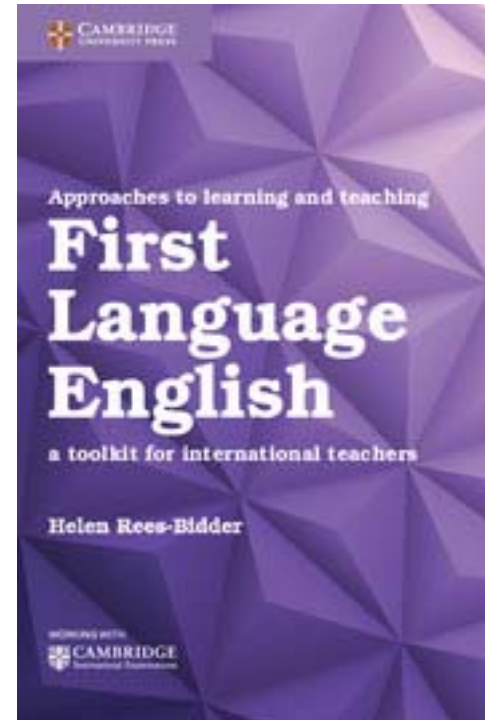
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- ▶ Look at the introduction to the series in pairs
- ▶ Highlight key messages about the purpose of the series and how the books could improve learning and teaching in your classroom
- ▶ Share ideas with another pair

'Approaches to Learning and Teaching' Series

Purpose of the series

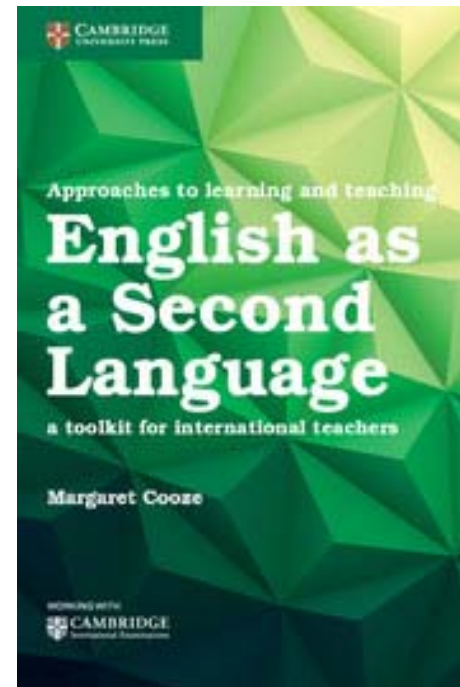
- ▶ To update the 'Teaching and Assessing Skills' series published in 2003
- ▶ To offer practical resources for teachers worldwide
- ▶ To put theory into context – 'know how and know why'
- ▶ To provide a companion to teaching and to enhance teacher CPD
- ▶ To support Cambridge International Examinations' "enrichment" workshops which aim to transform classroom practice



'Approaches to Learning and Teaching' Series

Objectives of the series

- ▶ To support teachers in their professional development
- ▶ To offer a shared vision of professional learning in schools
- ▶ To present a clear construct of what we believe to be the key principles and practices of teaching and learning
- ▶ To provide practical ideas backed by research evidence
- ▶ To explore different techniques and provide tips for how to use them



'Approaches to Learning and Teaching' Series

Core chapters:

- ▶ Active Learning
- ▶ Assessment for Learning
- ▶ Metacognition
- ▶ Language Awareness
- ▶ Inclusive Education
- ▶ Teaching with Digital Technologies
- ▶ Global Thinking

Inclusive Questioning

‘This is the teacher’s great skill: to bring all students in a class into a question and answer exchange... adjusting the level of questioning to the student in a subtle way’

No hands-up...



- ▶ What are the **advantages** and **disadvantages** of a 'no hands up' approach?
- ▶ Brainstorm ideas for alternative ways of questioning the class
- ▶ Write each idea on a piece of A4 paper
- ▶ Swap ideas with another group and ask them to rank them
- ▶ Groups swap tables: one member of each group stay behind and explain your thinking

Types of questions

OPEN

CLOSED



- ▶ Work in pairs
- ▶ Person A sit with your back to the screen, person B sit facing the screen
- ▶ An image of a landscape will appear
- ▶ Person A has 2 minutes to ask questions about the landscape. They must be closed questions that require a 'yes' or 'no' answer
- ▶ Person A look at the image and feedback on how well they could picture the landscape



- ▶ Now swap seats so that Person B sits with their back to the screen and Person A faces the screen
- ▶ Another image of a landscape will appear
- ▶ Person B has 2 minutes to ask questions about the landscape. They must be open questions and Person A can answer in as much detail as they need to
- ▶ Person B look at the image and feedback on how well they could picture the landscape



- ▶ In groups discuss how both open and closed questions can be used effectively in the classroom
- ▶ Feedback

Dialogic Teaching

Dialogic teaching harnesses the power of talk to engage children, stimulate and extend their thinking, and advance their learning and understanding.

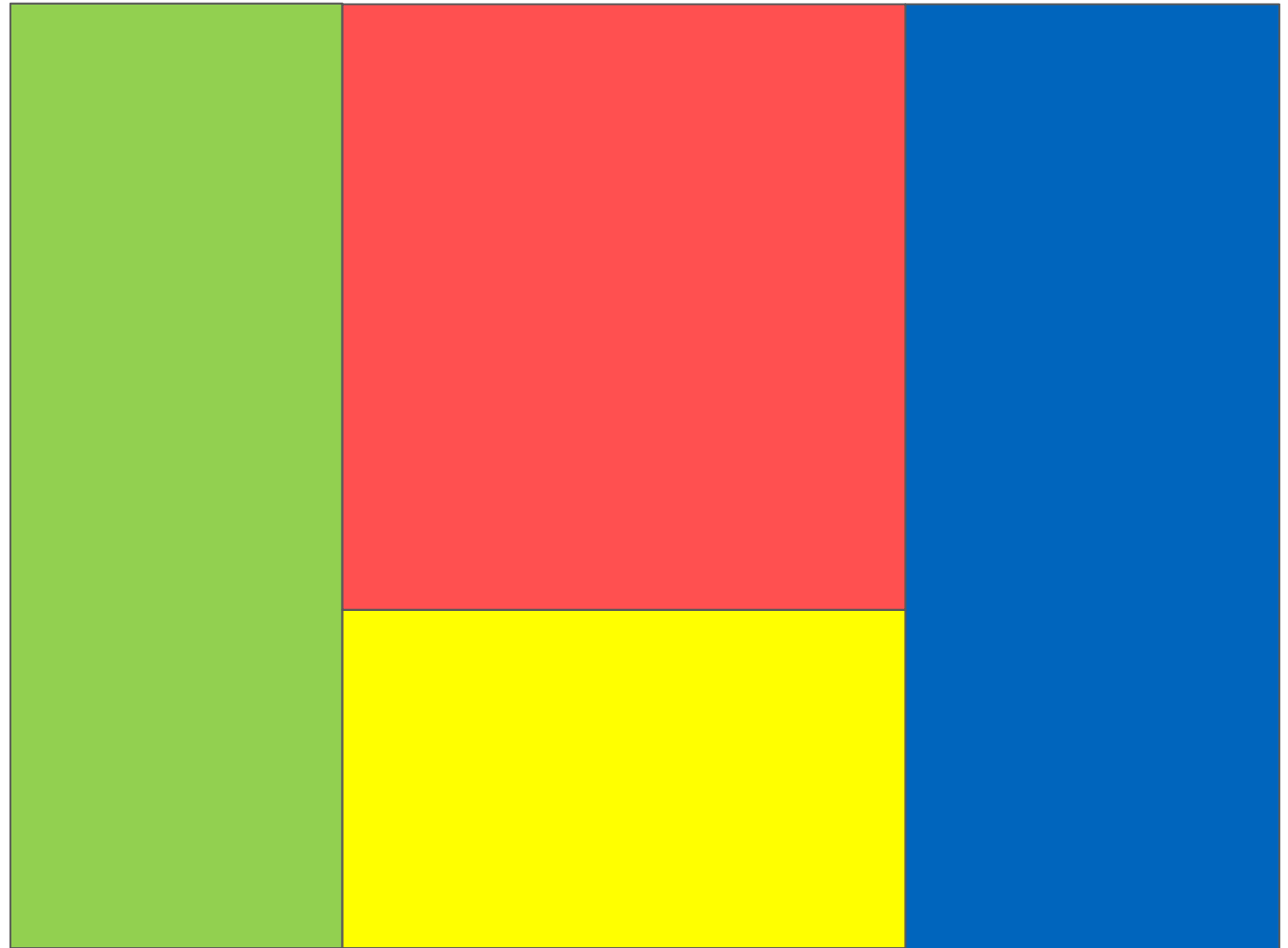
Dialogic teaching is:

- ▶ **Collective:** teachers and children address learning tasks together, whether as a group or as a whole class
- ▶ **Reciprocal:** teachers and children listen to each other, share ideas and consider alternative viewpoints
- ▶ **Supportive:** children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings
- ▶ **Cumulative;** teachers and children build on their own and each others' ideas and chain them into coherent lines of thinking and enquiry
- ▶ **Purposeful:** teachers plan and steer classroom talk with specific educational goals in view

What do you think is happening in this picture?

What questions does this picture make you ask?

How could you use this picture in an English lesson?



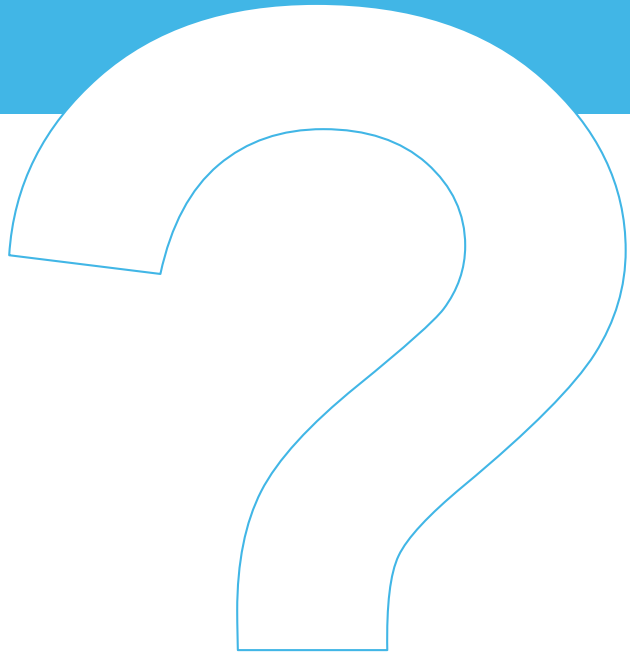
Plenary

‘Approaches to Learning and Teaching’ Series

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- ▶ Teaching with Digital Technologies
- ▶ Global Thinking

How do the activities we have done today link to the core chapter titles?



Any questions?



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THANK YOU

