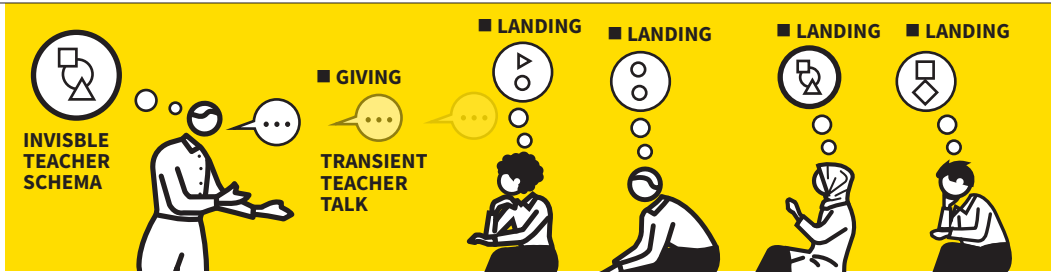




Tom Sherrington



TOM SAYS

Explaining entails multiple loops, iterations and responsive loops.

You have to anticipate that your explanation might not have worked straight away.

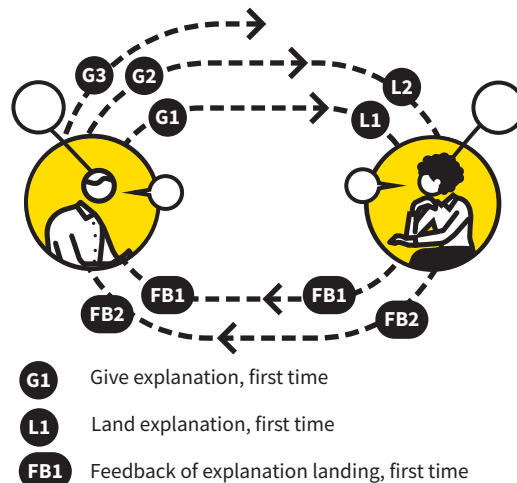
Part of the success of giving an explanation is the formative assessment aspect of it.

Another part of giving an explanation is in finding out what you're dealing with in terms of student prior knowledge and vocabulary.

You have to have methods to check the success of the explanation for you and your students.

TWO SIDES TO EXPLAINING

Giving an explanation, or modelling, is only half the story. The other half is its landing: how it is understood by its recipients. Successfully transmitting transient speech not tethered to a concrete example or stable visual is tricky. So it's better to think of the whole process as a loop. Why? Because that is a more accurate description and helps you remember the feedback you are getting from your students — if you check for it.



WORKING WITH THE LEARNING MODEL

If you keep the Learning Model in mind, you will avoid the many pitfalls involved with this: the key skill of teaching. And design in activities to pre-empt known student weaknesses. Here are the main points to build into your thinking and planning.

ATTENTION

Make sure your students are paying attention. And ensure they are attending to the correct things. Check on it and refocus their attention.

LONG TERM MEMORY

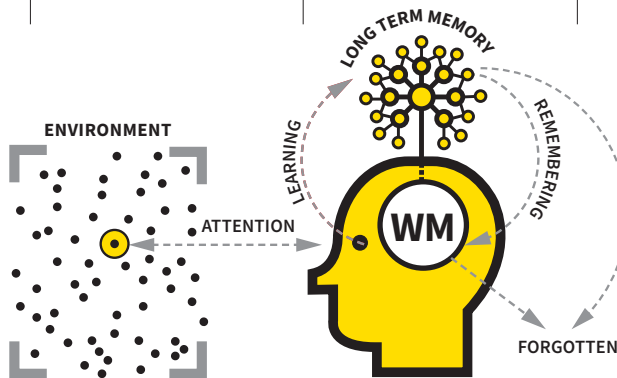
Establish what prior knowledge and vocabulary your students have that is relevant and necessary for the incoming new information.

SCHEMA

Don't forget that speech is transient — perhaps the greatest source of cognitive load. Capture the main points with stable visuals and words on the board.

REMEMBERING

Check both your students' understanding and its recall frequently, in small bouts, during the explanation but after the initial parts are conveyed.



EXPLAINING & MODELLING WALKTHRUS ON THE MEMBERS' GOOGLE SITE

The 30 Explaining & Modelling WalkThrus are now organised into four themes:

- GIVING EXPLANATIONS & MODELLING | 8 strategies
- READING & WRITING | 8 strategies
- STANDARDS, EXPECTATIONS & SCAFFOLDING | 5 strategies
- TYPES OF EXPLANATION | 9 strategies