

STUDENT SPEAK:
WHY STUDENT ELABORATION IS
ESSENTIAL FOR LEARNING

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FIRST LITERACY

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“A teacher’s role is not simply to cover material or expose students to content, but rather to maximize student learning.”

Hattie, Visible Learning: Feedback 2012

TODAY'S OUTLINE

1. Learning & Memory:

- Recap: Retrieval & Repetition
- New: Making Connections

2. Teacher Talk: Challenges & Solutions

3. Group Talk: Challenges & Solutions

4. Activities to Get Students Thinking & Speaking:

- Explaining
- Elaborating
- Summarizing
- Reflecting

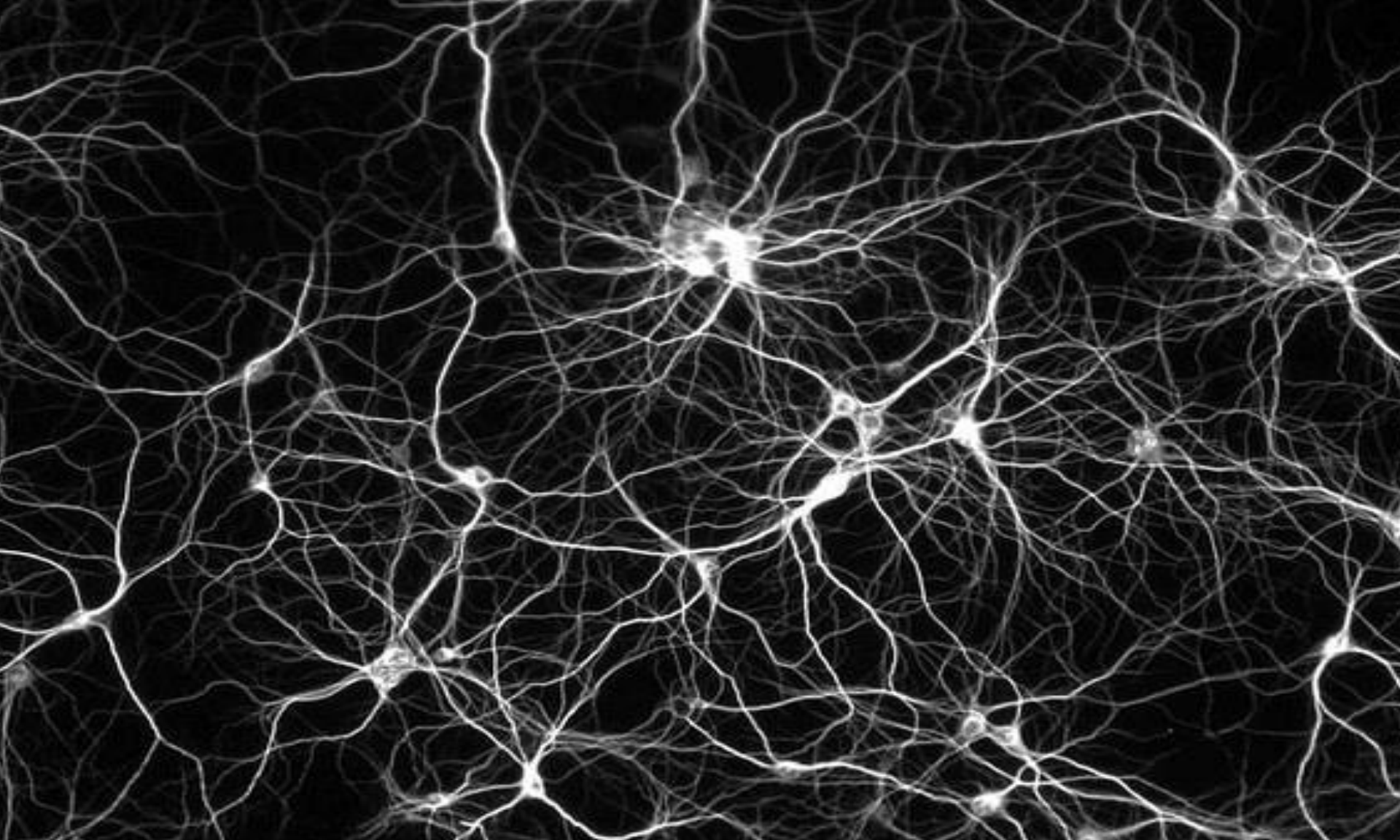
5. Implementation Plan

KEY QUESTIONS

- 1) Why is important for students to make connections to what they are learning?**
- 2) What is one technique that mitigates the impact of teacher talk?**
- 3) What are two techniques for making group work more efficient & effective?**
- 4) What are two activities to get students talking and thinking?**

LEARNING & MEMORY

RETRIEVAL & REPETITION



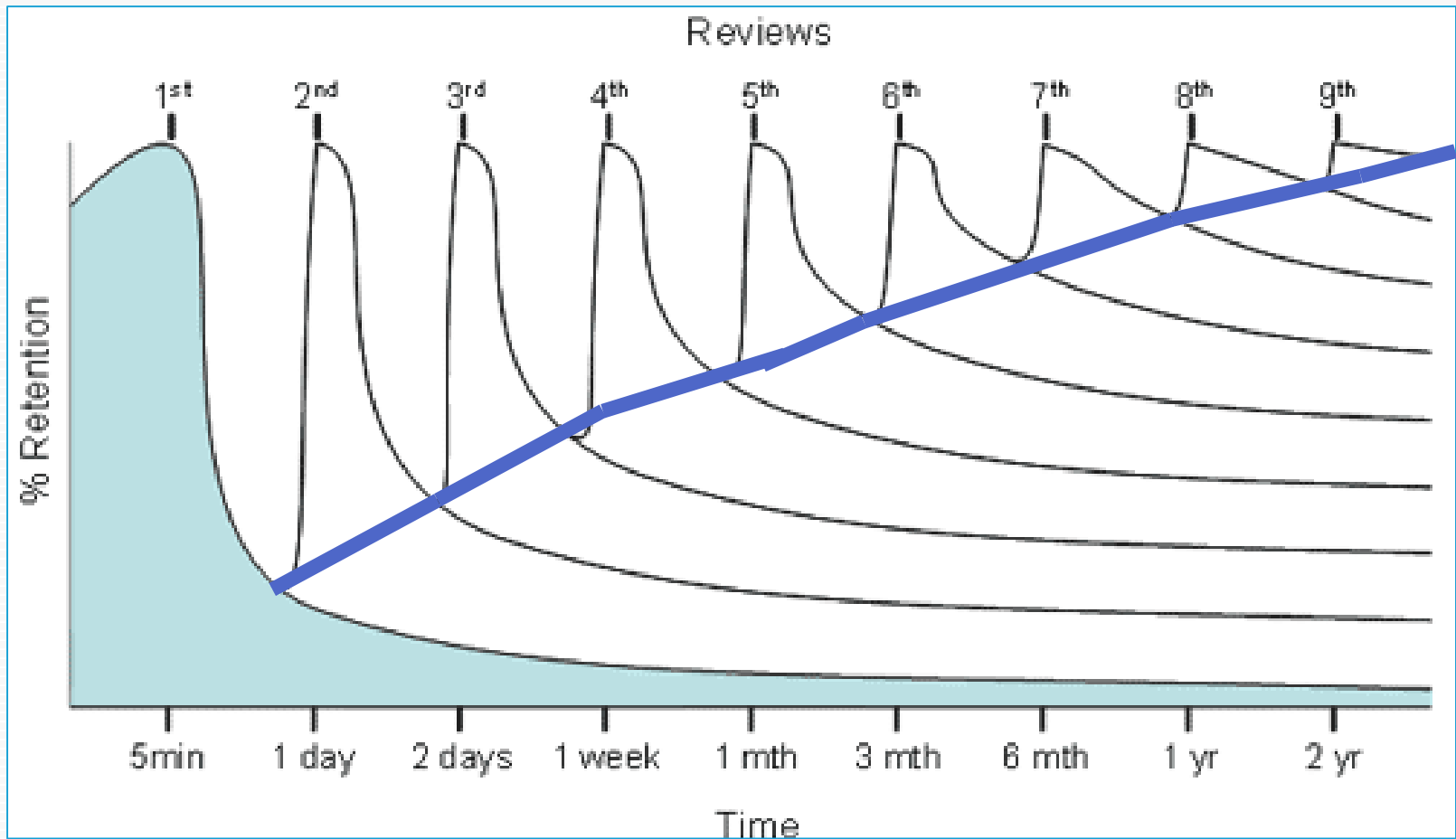
What do you see?

What does it have to do with learning?

Image from Matt Lee on Flickr: <https://www.flickr.com/photos/razorsmile/526249719>

What Do You See?

Where Is the Learning Curve?



“Each time we rebuild the neural network, the skill or concept becomes more stable and automatic. The highest level of skill or understanding results from repeatedly experiencing this *building-rebuilding* cycle over time (years), moving through a sequence of increasingly complex levels. That movement is not linear and steady; it is dynamic and messy.”

“Brains and Schools: A Mismatch” by Alden Blodget

KEY WORD
RETELL

RETRIEVAL PRACTICE

“When we think about learning, we typically focus on getting information into students’ heads. What if, instead, we focus on getting information out of students’ heads?”

Pooja Agarwal, Henry Roediger,
Mark McDaniel, and Kathleen McDermott

1. Read your excerpt.
2. Answer this question. ***What is a surprising effect of retrieval practice?***
3. Tell what you learned to the other three members of your group.

JIGSAW

TEACHER SHARE

- 1. What activity did you try?**
- 2. What are its steps?**
- 3. How did it go?**

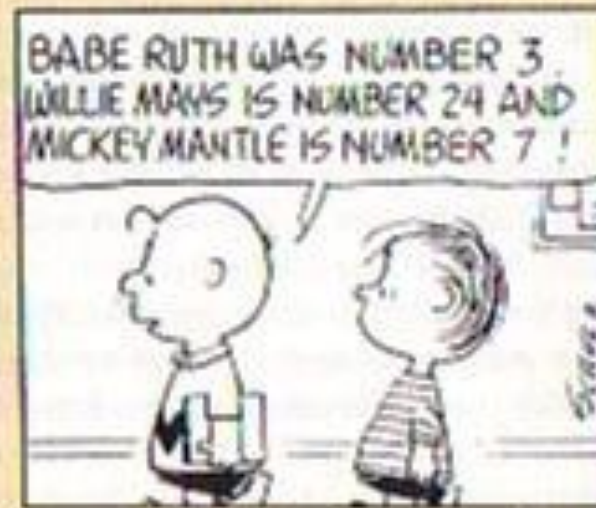
LEARNING & MEMORY

MAKING CONNECTIONS

What is Memory?

1. Read your part: A or B.
2. Underline one sentence you find interesting.
3. Talk with your partner. Share your sentence.
Why did you choose this sentence?
4. Work together to decide **True** or **False**.
 - a. Memory is like a photograph.
 - b. One person will store information in a different place than another person.
 - c. All learning is graphed onto previous learning.
 - d. The more a person knows, the easier it is to learn new information.
 - e. There is a limit to what we can learn.

**INFO GAP &
SELECT A SENTENCE**



THE LIMITS OF LEARNING

*“There is virtually no limit
to how much learning we can remember,
as long as we . . .*

relate it to what we already know.”

~Brown, Roediger, McDaniel (2014) *Make It Stick*

MAKE CONNECTIONS

Why, When, Where: Teachers

Why is this important?

When & where will students use it in their lives?

When you are identifying learning objectives, ask yourself:

A STUDY

Group A wrote a summary of the day's learning.

Group B identified how the day's learning related to their lives.

Which group showed more robust learning?

~ Christopher Hulleman, *University of Maryland*

MAKE CONNECTIONS

Why, When, Where: Students

*Why are we
learning this?*

*When and where will
you use this outside
of class?*

BREAK

TIME!



**The person doing the
most talking is growing
the most dendrites.**

Marcia L. Tate

STUDENT

SPEAK

DECADES OF RESEARCH

“Research shows that the more students speak in class, the more they learn. This finding has been demonstrated over and over again by education researchers over the last few decades (Lotan, 2012; Holthuis, 2012; Michaels, 2008; Bianchini, 1997; Cohen, 1997; Leechor, 1989; Vygotsky, 1978).”

STUDENT SPEAK:

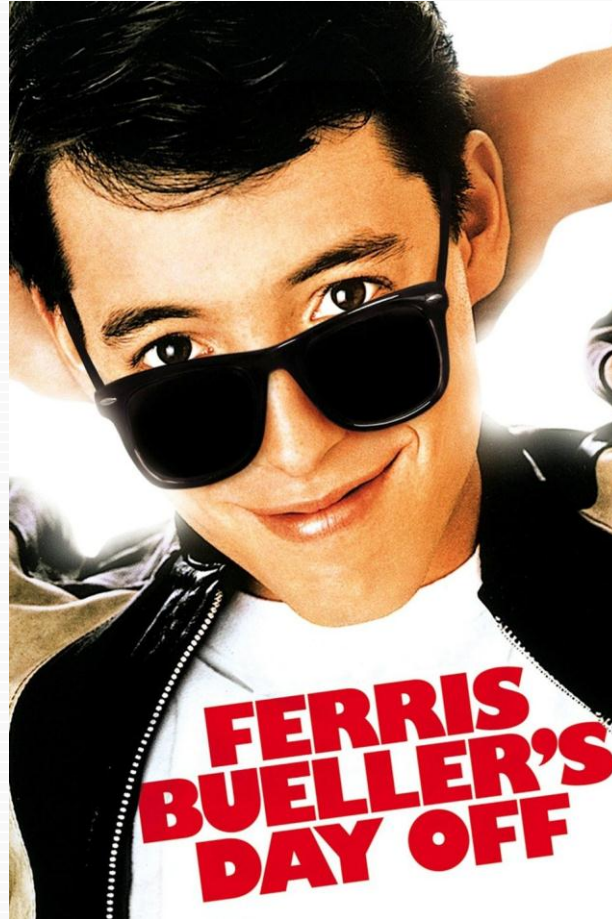
WHY IS IT SO EFFECTIVE?

- ★ **Repetition and variation.**
- ★ **Retrieval.**
- ★ **Connections**

TEACHER

TALK

ANYONE? ANYONE?



75

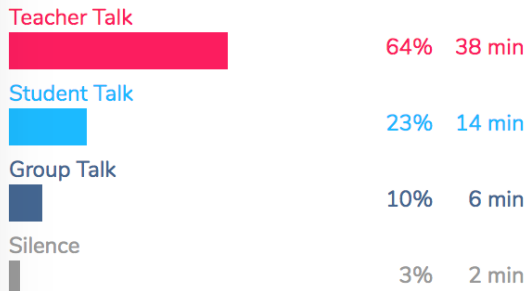
(Hattie, 2012)

**Look at the patterns of teacher
talk and student talk.**

What do you see?

INVESTIGATE

TALK BREAKDOWN



🏆 You did not meet your Student Talk goal of 40%

HIGHLIGHTS COUNT: 6



? How to read your TeachFX class report

👤 share

🗑 delete

Yeah,

Student

ever simple exact chapter simple myself that I novel example when I was in construction, and I moved here and I start the four men kind of school. It's called Foreman performance and then our books based on construction things. I have been working for 15 years, but I learned so many new things in those books go. I never thought about that. Yeah, and this is a

Teacher

and that's something that I think for everyone here because you came to the us when you're older you learn to do a lot of things in one way and now you're learning to do them in a different way. And so you're building your connections are actually growing Your Brains. It's very difficult. It's a lot of work, but you're growing your brain

Student

is this _ difficult learning English because all the time They've Ferris wheels here. Sometimes it's it's not rest. It's difficult. You have everything Hampshire. Yeah, everything you need. And when did you go home? Sometimes? I just remember three two words because I'm tired when I'm tired. I can't you can't make the connections as you get really

Teacher

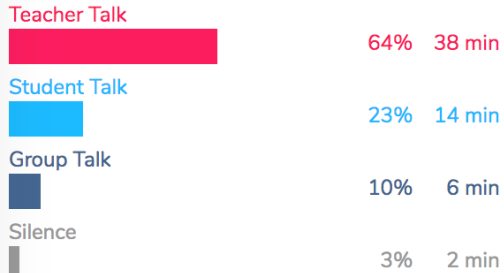
tired. And that's what actually I'm going to talk a little bit about how to make the connection stronger because it's really important. _____
Let's do another one here



23:48 / 59:59



TALK BREAKDOWN



🏆 You did not meet your Student Talk goal of 40%

HIGHLIGHTS COUNT: 6



? How to read your TeachFX class report

👤 share 🗑 delete

Student

Teacher

_ What do you think? What do you think said truth? Yeah. Does everyone thinks I don't know. I don't believe you. _ What do you think Alessandra?

Student

I think it's true. You want to talk about why you think it's true has made me read something _ something you continue to think about the things and like you say you go to another things to look about and going to know new things about it.

Teacher

Okay exactly _ when you know new things you make new connections. Yeah,

Student

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CLASSROOM PATTERNS:

IRE

Initiate.

Respond.

Evaluate.

WHAT IS THE IMPACT OF *IRE*?

1. Limits length of student response.
2. Only one student is responding. Teacher doesn't find out what others know.
3. Curtails reasons for students to listen to one another.

Hattie (2012)

WAIT TIME

- Increases length and complexity of student response.
- Decreases “I don’t know” or no-answer responses.
- Improves quality of teacher questions.
- Improves student academic performance.

Mary Budd Rowe (1972)

The typical teacher pauses, on the average, between 0.7 and 1.4 seconds after his/her questions before continuing to talk or permitting a student to respond. When teachers perceive a student as being slow or unable to answer, this period of time is frequently less than .7 seconds.

Post-teacher question wait-time occurs when a period of 3 or more seconds of uninterrupted silence follows a teacher's question, so that students have sufficient uninterrupted time to first consider and then respond to the query. To be most effective, this period of silence should follow a clear, well-structured question . . . Conversely, extended periods of silence following imprecise questions tend to increase the confusion, heighten the frustration, and lead to no response at all.

KEY WORD RETELL

LENGTHEN STUDENT RESPONSES

Time to Think

1. When do you use it?
2. What is the benefit?

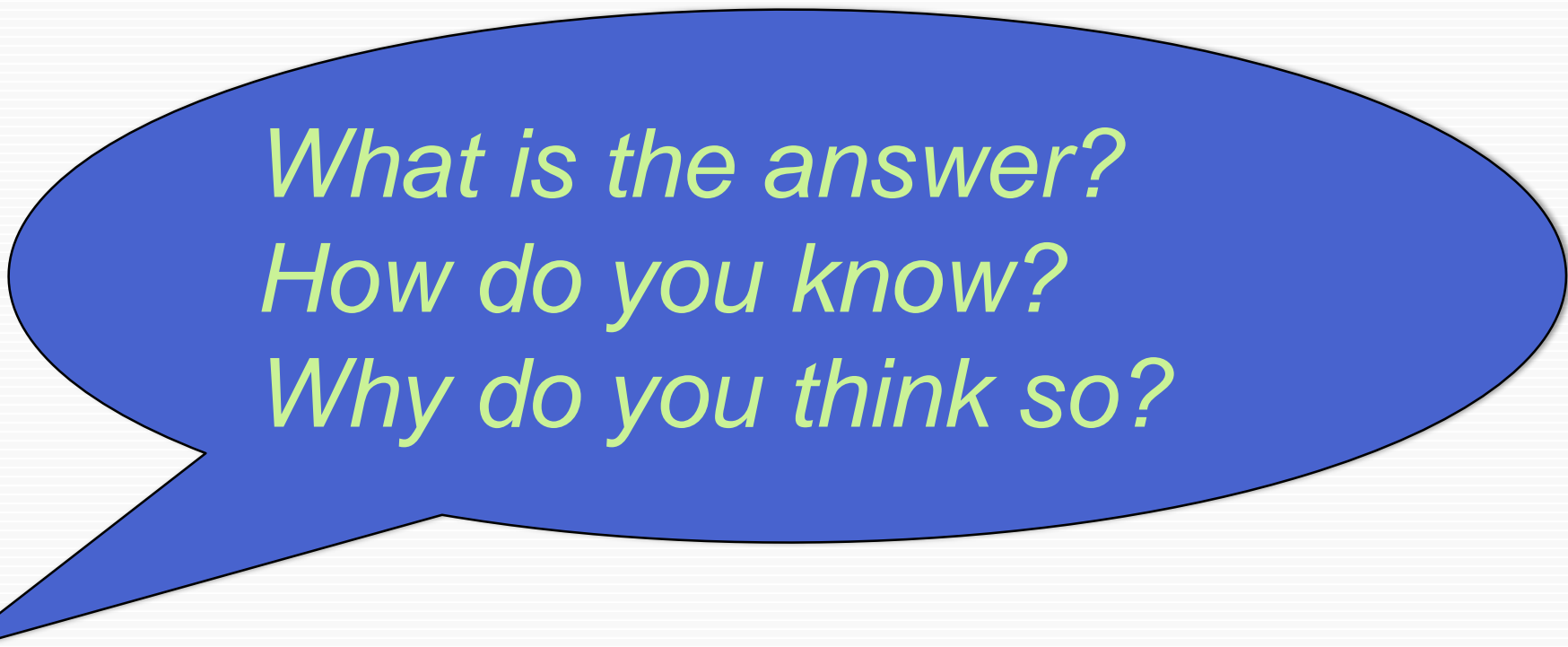
GET FAST FEEDBACK

Immediate Response Systems

- Cards
- Hand signals
- Kahoots!

INCREASE RIGOR

Students Explain



What is the answer?
How do you know?
Why do you think so?

PROVIDE LANGUAGE

Sentence Stems

I have a question. (Clarify something.)

I want to add to what [student] said, . . . (build on)

I have a different answer. (Disagree.)

[Talk Moves](#)

Will you increase your use of these techniques when you are in front of the class? Which one?

1. Time to think
2. Immediate responses system with gestures, cards, or app
3. Ask students to explain their answers
4. Provide sentence stems

**RECALL &
REFLECT**

COLLABORATIVE LEARNING

What are some of the challenges of pair & group work in your classroom?

**TTT &
CLASS DISCUSSION**

SHOULD STUDENTS USE THEIR NATIVE LANGUAGE IN CLASS?

Students in classes where teachers used students' native language as an aid to instruction had faster growth.

Additionally, teachers may ask one student to help another student who speaks the same language so that students can negotiate meaning together.

What Works Study for ESOL Adult Literacy Students:
Summary: Condelli, Wrigley, Yoon. 2002.

- a. In your group read the tip. Think of an example that illustrates this tip. (2-3 mins)
- b. One person from your group will stand up to explain the tip to everyone else, and will illustrate it with a classroom example. (1-2 mins)

JIGSAW

Tips for Supporting Collaborative Work

1. Explain the value.
2. Solve logistics.
3. Provide language support.
4. Establish an outcome.
5. Focus feedback.

JIGSAW

Corrective Feedback

How do you give feedback to students in group work?



**OPPORTUNITIES
FOR STUDENT
SPEAK**

WHAT DO TEACHERS DO WHEN THEY TALK?

- **Ask questions.**
- **Clarify.**
- **Explain.**
- **Correct. Praise.**
- **Repeat and restate.**
- **Summarize.**
- **Reflect.**
- **Share personal experiences.**

WHAT IF STUDENTS DID SOME OF THESE THINGS?

Explain.

Elaborate.

Summarize.

Reflect.

STUDENT EXPLANATION

STUDENT EXPLANATION

Just **expecting to teach material** to another student improves a student's grasp of material.

- ★ improves recall, particularly of main points
- ★ improves organization of material

~ Nestojko ,Bui, Kornell & Bjork, 2014

STUDENT EXPLANATION

Peer Explanation

*Please explain it to
your partner.*

STUDENT EXPLANATION

Jigsaw

- 1. Each group works together to understand one idea very well.**

Group A

Group B

Group C

- 2. Students meet in mixed groups to learn from each other:**

Group 1: A, B, C

Group 2: A, B, C

Group 3: A, B, C

- 3. Students prove what they learned.**

Test: Comprehension questions


Poster

Apply information in problem solving or giving illustrative examples

STUDENT ELABORATION

STUDENT ELABORATION

Ask for examples from students.



*Give an example
from your life.*

STUDENT ELABORATION

Select a Sentence

- 1. Students read a text.**
- 2. They choose a sentence that is important to them.**
- 3. In pairs, they share the sentence why they choose it.**

STUDENT SUMMARIES

STUDENT SUMMARY

Keyword Retell

- 1. Students identify key words of text.**
- 2. Students retell the information using the keywords (writing, speaking).**

STUDENT REFLECTION

STUDENT REFLECTION

Class Reflection

- 1. Students recall everything they did and learned in class.**
- 2. Students identify one thing that was very important to them.**

Stand by one activity you want to explore more in your teaching. In your group, about:

- 1. Why do you want to try it?**
- 2. How and when will you do it?**
- 3. What are some of the challenges in doing this?**

STAND & TALK

1. Review the activities in your handout.
2. Review your notes.
3. Do the goal implementation sheet.

**GOAL
IMPLEMENTATION**

Choose one question and write your answer.

- 1) Why is important for students to make connections to what they are learning?**
- 2) What is one technique that mitigates the impact of teacher talk?**
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EXIT TICKET

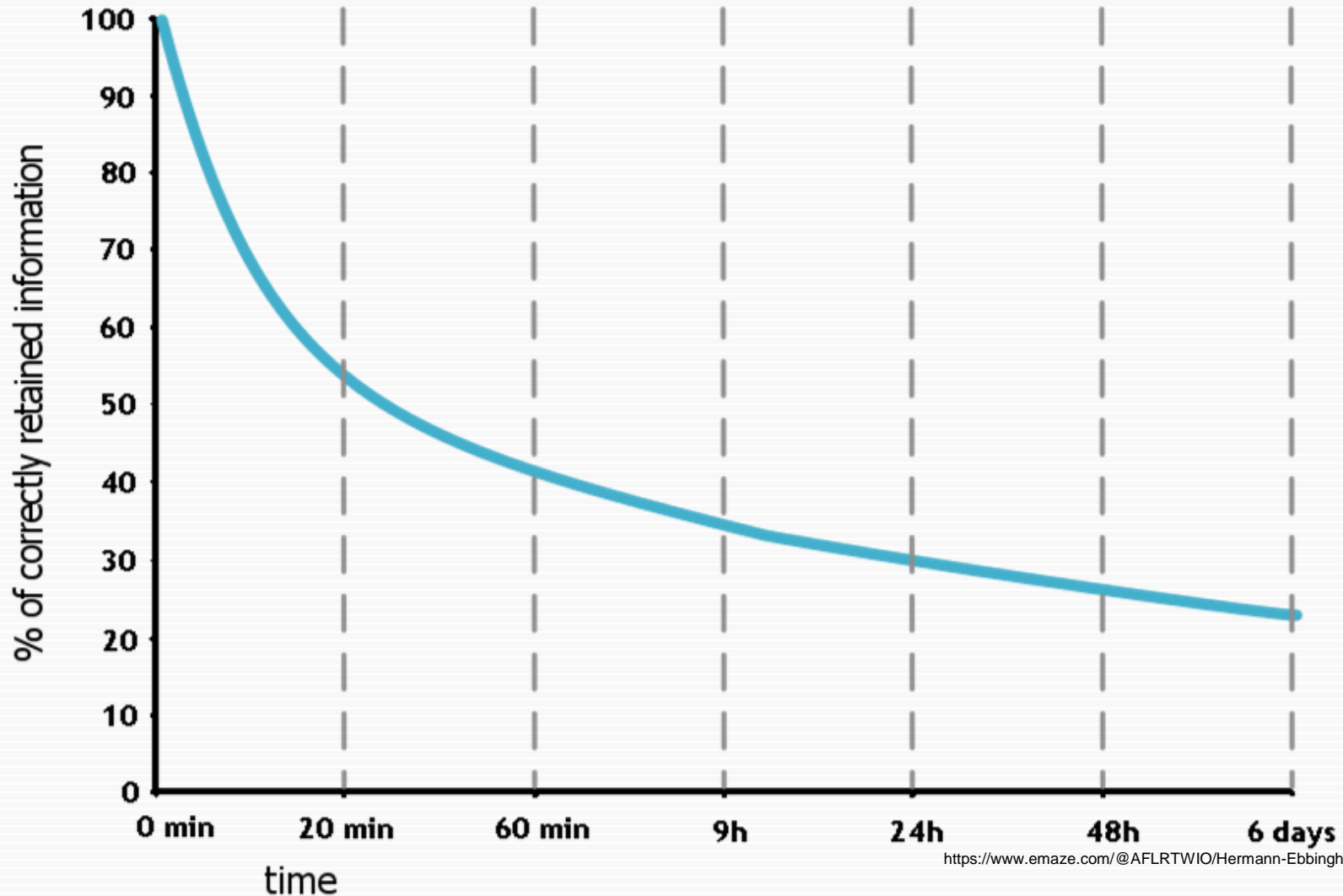
THANK YOU!

SARAH LYNN

BLOG: TEACHERTWOTEACHER.WORDPRESS.COM

What do you see?

What does it have to do with learning?



TTT

CLASS DISCUSSION

- 1. Why do teachers talk so much?***
- 1. What is the impact of so much teacher talk?***