

**Segment 2: Lesson Segments Addressing Content**

**Design Question 3: What will I do to help students practise and deepen their understanding of new knowledge?**

**Element: 15 – Organising students to practise and deepen knowledge**

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

**AITSL STANDARDS:** Standard 1 - Know students and how they learn; Standard 3 – Plan for and implement effective teaching and learning; Standard 5 – Assess, provide feedback and report on student learning

Score 4.0		Sample Activities
<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught, such as:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked students explain how the group work supports their learning</li> <li><input type="checkbox"/> Teacher organises students into groups with the expressed idea of deepening their knowledge of informational content</li> <li><input type="checkbox"/> While in groups students interact in explicit ways to deepen their knowledge of informational content                             <ul style="list-style-type: none"> <li>• Asking each other questions</li> <li>• Obtaining feedback from their peers</li> </ul> </li> </ul>		<p><b>Innovating Tips:</b> The best way to deepen knowledge with collaboration is for students to give and receive feedback. A good rule of thumb is: share 1, feedback 3. You will also need to develop and use your guides for interacting in a <i>blended classroom</i>. Online, these will be related to giving <i>constructive feedback</i>, <i>eDiscussion rules</i>, <i>Netiquette</i> and <i>Digital Citizenship</i>. Offline, guides to <i>collaborative learning</i> are recommended.</p> <p>A quick way to get started is to tell students to provide positive comments and then add: “And it would be even better if...because...”</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<p><b>Score 3.0</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher organises students into groups with the expressed idea of deepening their knowledge of informational content</li> <li><input type="checkbox"/> While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process                             <ul style="list-style-type: none"> <li>• Asking each other questions</li> <li>• Obtaining feedback from their peers</li> </ul> </li> </ul> <p><b>The teacher exhibits no major errors or omissions.</b></p>		<p><b>Emerging Tip:</b> There are a whole range of <i>strategies</i> you can use to group students together. Many of these work best face-to-face (such as <i>Inside-Outside Circle</i> or the <i>Three-Step Interview</i>) and then students can record their reflections in a <i>Blog</i> which can be shared further. A good way to <i>blend</i> is to use a <i>Placemat</i> strategy and either record the centre of the placemat in a <i>Blog</i> or scan in the whole placemat. You may like to conduct some of these strategies online using <i>discussion board</i>. For example, Four Corners lends itself well to a <i>discussion board</i>; just use 4 threads: strongly agree, agree, disagree, strongly disagree). <i>Think-Pair-Share</i> is another strategy that could be adapted to a <i>discussion board</i>. The <i>Jigsaw</i> strategy could easily be adapted in a <i>Wiki</i> or <i>Blog</i>, with each expert group recording their expertise.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<p><b>Score 2.0</b></p> <p><b>There are no major errors or omissions regarding the simpler details and processes as:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Teacher organises students into groups with the expressed idea of practicing a skill, strategy, or process</li> </ul> <p><b>However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p><b>Beginning Tips:</b> <a href="http://chir.ag/projects/team-maker/">http://chir.ag/projects/team-maker/</a> - great random group maker <i>Three Step Interview</i> <i>Four Corners</i> <i>Graffiti</i></p> <p><i>Inside-Outside Circle</i> <i>Cooperative Activity (857 KB PPT)</i> <i>Jigsaw</i> <i>Placemat</i> <i>Think-Pair-Share</i> <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf</a></p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<p><b>Score 1.0</b></p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<p><b>Score 0.0</b></p> <p><b>Even with help, no understanding or skill demonstrated.</b></p>		