ACADEMIC SKILLS SUMMER SCHOOL

Micro-teaching activities

CAN YOU MAKE A CAKE?

- Task chaining

Micro-teaching activities

- WHAT
- WHY

- tips, inspiration, sharing, pooling ideas, …

     (… shaping your Friday micro-teaching task)
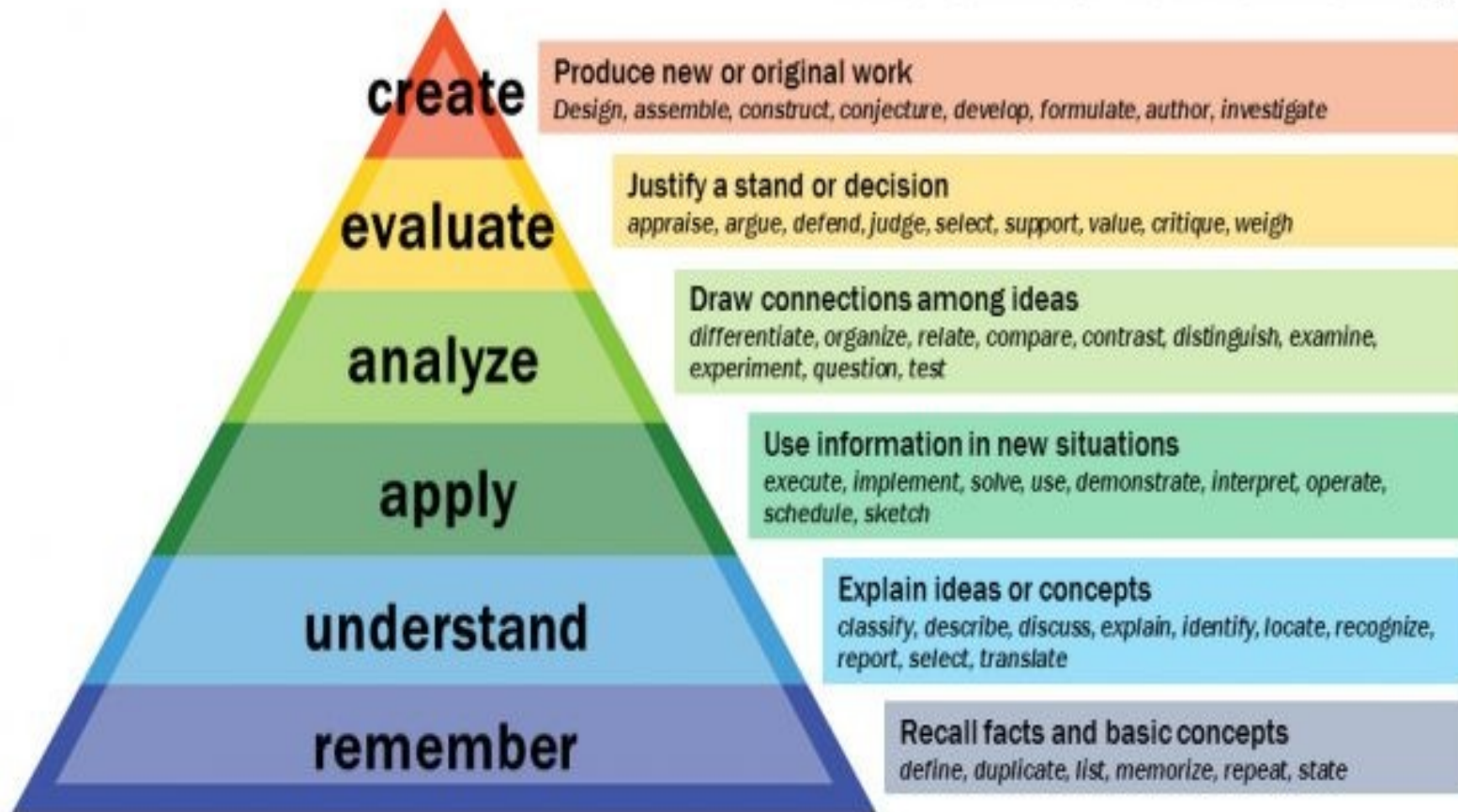
Micro-teaching activities/strategies

- WHAT
- WHY

- ANY **FAVOURITES OF YOURS**???

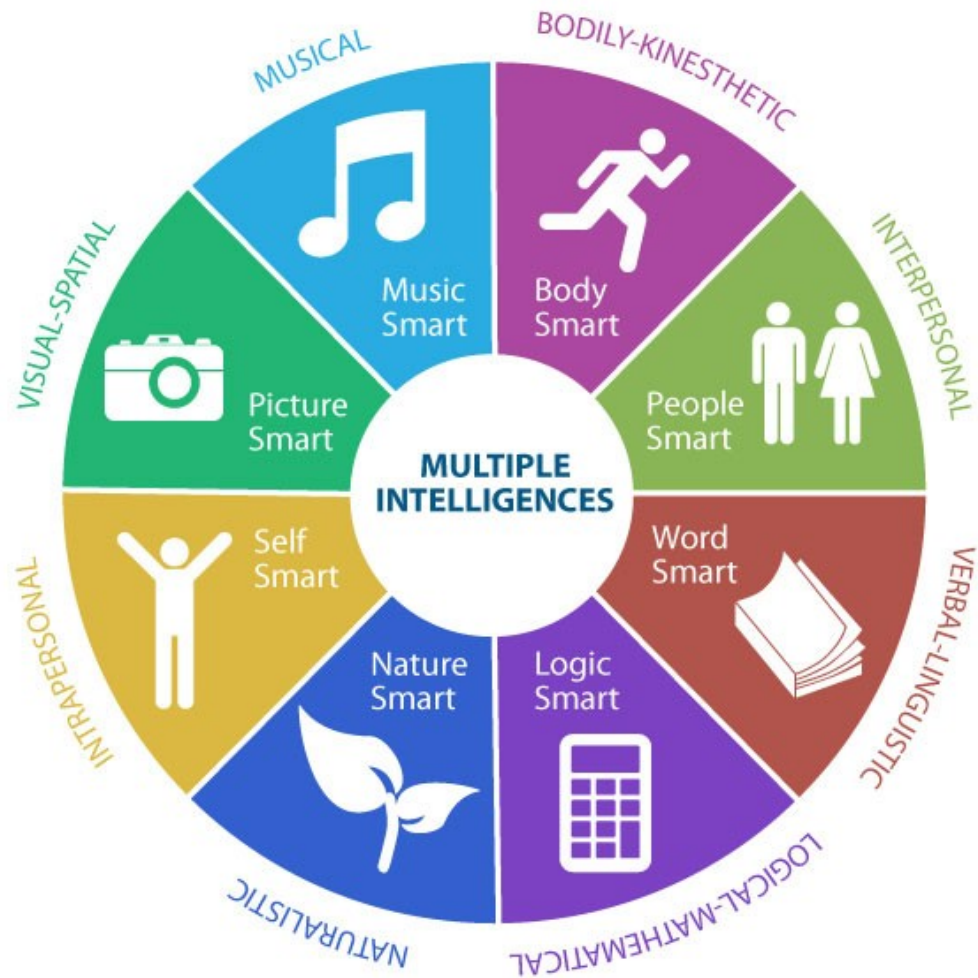 - *think about your teaching during the term …*
    … share in groups

Why?

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching
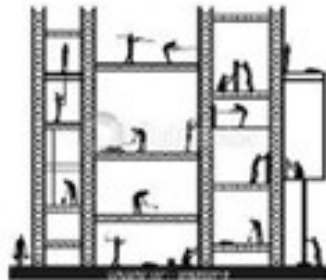
Howard Gardner: Multiple intelligences

Scaffolding

Scaffolding

- *The idea of scaffolding is based on work by Wood, Bruner and Ross (1976) and Vygotsky (1978). Builders use temporary scaffolds to support a building during construction, and then – once the building can stand alone – the scaffold is removed.*

Scaffolding

- Whenever I provide my students with a task that requires multiple steps, I will structure this for them. This will help them to understand the content a lot better and faster.

Scaffolding Techniques

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
• Paraphrasing • Using "think-alouds" • Reinforcing contextual definitions • Developing Qs using Bloom's Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: "May I go to the bathroom?", "Excuse me" etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser	• Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts' lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations	• Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

Defir

Look at the activities

entry/exit ticket	student pictures
think-pair-share	imaginary "show and tell"
Switch it up!	jigsaw reading
board rotation	mind-mapping (concept mapping)
one-sentence summary	role-playing
panel discussion	harvesting

✓ *Yes, I know this activity.*
☺ *Yes, I know it and I use it.*

❓ *Hmm, I can guess.*
❓❓ *I have no idea …*

- entry/exit tickets - *short prompts that provide instructors with a quick student diagnostic, they can be collected on 3"x5" cards, small pieces of paper, or online (Google survey, SOCRATIVE, …),*

   e.g., "Based on the readings for class today, what is your understanding of Action Research?"; "What questions do you still have about today's lecture?"

-> other introductory activities?

OBJECTIVES???

-> other closing activities?

OBJECTIVES???