The EduTwitter Times

THE BEST RESEARCH AND PEDAGOGY TO IMPACT YOUR CLASSROOM COLLATED AND EDITED BY TOM ROGERS www.rogershistory.com/the-edutwitter-times

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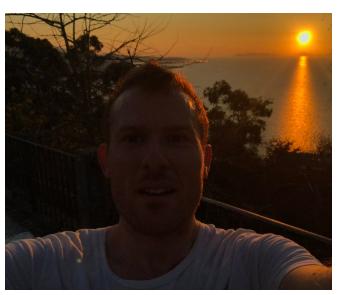
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Welcome A "revision special"

Panic Stations. Its that time of year again for every red blooded teacher in the land - exam season. I'm no different here in Vigo, I have my IGCSE group primed for their 3 exams in May. I'm fortunate that its not even March and i'm on the verge of finishing the course with them, such are the curriculum niceties of the international circuit. Back in the UK, I was always struggling and ended up having to plough through content, often at the last minute. I fear that for many, that will be the case again.

This edition of the edutwitter times is all about "revision", how can we support students in their revision activities? How can we ensure they spend their time wisely? How can we give them the best possible chance to succeed? I must admit, when I was at school, I wasn't entirely sure how to revise and this held me back. I do hope this edition supports you and your students.

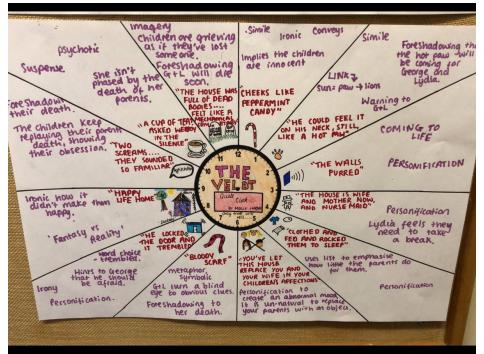
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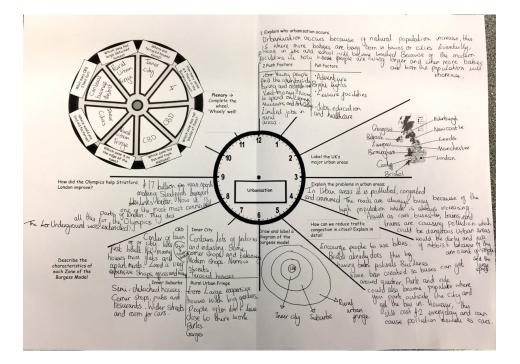
Tom :)

The Revision Clock

Its that time of the year again when everyone is scrambling to cram content and students are starting to set up "revision timetables". This idea, whose original creator i'm not completely sure of, is superb. Students draw a clock in the centre of an A3 sheet and section it off. They then give themselves 5 minutes to revise each section and test themselves on it. Super simple, super brilliant.



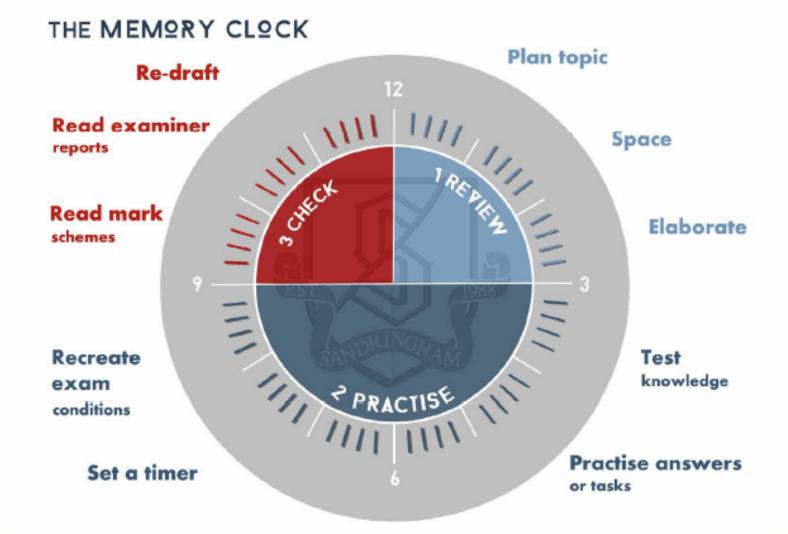
QVS English Dept @qvseng



A great planning tool for a revision lesson for teachers too - for a one hour teaching session, this teacher @CMcGeog has asked students to complete different revision tasks within set times in the lesson.

What to do when revising

A big conundrum for teachers everywhere is how to ensure students are doing the right thing when revising - this "memory clock" by Caroline Creaby at Sandringham School is an excellent framework. To download a full PDF with instructions for use, click **here**.



"The Memory Clock is an easy-to-learn revision routine designed to help students structure their time in such a way as to make revision focused and productive. "



Pete Sanderson has produced a special **revision toolkit** which is available to download here > https://www.tes.com/teachingresource/student-revision-toolbox-11027151

1 o Revision tips for students with SEND

Jules Daulby, teacher at the Driver Trust, recently shared 10 tips to support SEND students in their revision.

1. Break revision down into small steps

For pupils with SEND, we need to push the specificity of revision topic and instructions. Let's take the periodic table as an example: you might set the class the task of remembering a certain number of elements. For those with SEND, you might need to scaffold this further.

2. Visual prompts can be really useful

Ensure that a student with SEND have created lots of images, mind maps and spider diagrams to revise from. Not only is making these visual reminders useful for memory, but for those with SEND, they can be a comfort blanket to get through what for many feels like an ordeal.

3. Partnerships

Getting students to work in pairs can be very effective. We use flashcards created by our teaching assistants that pose questions and answers, so that students can quiz each other.

4. Never underestimate the power of song and rhythm

Making things into songs can be incredibly powerful. For example, learning the parts of the body for PE to the tune of Old MacDonald can work wonders, especially if actions are included.

5. Narrative is key

If students can attach a mental hook to something, they are more likely to remember it. A great way of doing this is to create a narrative around the topic.

6. Mnemonics are really useful

I still use the phrase "big elephants are ugly" so that I can spell "beautiful" correctly. These little verbal exercises are effective and engaging, particularly for those with SEND.

7. Active listening

As a class, the teacher reads out a section of text but has asked students to listen and feed back on one specific area. If reading Macbeth, for instance, give students different characters to listen out for, or if you are studying a poem, give out different words.

8. Decoding exam questions

I like to train the students to differentiate between the command words of a question and the subject-specific words. It's worth having two separate colours and getting students to highlight which are which. What should be left is extraneous carrier language that can be ignored.

9. Making connections

Some students, particularly with autism, might struggle to connect what the exam question is asking them to do with the subject knowledge they possess. Lots of practice contextualising and understanding the question will be required. Again, spider diagrams (linked to the decoding exercise above) may help the students to literally "see" the question and think around the topic.

What is retrieval practice and how can you use it?

Last month, I posted an introduction to retrieval practice. In this edition, we build on that by adding some activities that incorporate it. Click on the images to download these templates.

What is retrieval practice?

The act of bringing information to the front of your mind from your long term memory.

Why is retrieval practice beneficial?

Adapted from Roediger et al. (2011)

- Retrieval aids later retention
- Retrieval identifies gaps in knowledge
- Retrieval causes students to learn more from the next learning episode
- Retrieval produces better organisation of knowledge
- Retrieval improves transfer of knowledge to new contexts
- Retrieval can facilitate retrieval of information that was not tested
- Retrieval prevents interference from prior material when learning new material
- Retrieval provides feedback to teachers

A Few Ideas for Implementation

- Start a lesson with 5 minutes of 'what do you know about a topic'. Students should complete in silence so they are only using their own brain to retrieve from. Then they must review this work and note any gaps in knowledge.
- Build a weekly low-stakes quiz into the routine. Compose this of 40% of current material, 60% of formerly studied material (hence spaced retrieval). Again, insist on silence. Work can be self-assessed against teacher's model answers. MCQs are particularly powerful if well-written so all options are plausible hence each requires retrieval.
- 3. Change up prep assignments so they are meaningful: use a similar ratio in topics tested so students are constantly revisiting former material. Include lots of short recall style questions to emphasise that a strong knowledge is the key to unlocking more difficult applied questions.

An overview compiled by the @theed_ucator



The world famous "retrieval practice grid" by Kate Jones @87History

What is the natural defect that natural timbers have that manufactured boards don't?	What can you add to cheaper timbers to improve the overall look of it?	Explain what is meant by a 'managed forest'.	What is the technical term for cutting down a tree?
	· · · · · · · · · · · · · · · · · · ·		
(2 marks) State and justify one physical or	(2 marks) In the construction of a timber framed	(2 marks) Write all that you know about softwood	(2 marks Write all that you know about
working property of larch that make it suitable for exterior cladding.	house, identify and justify <u>three</u> timber based materials you might use to build it. 1)	trees.	hardwood trees.
	2)		
	3)		
(2 marks)	(6 marks)	(4 marks)	(4 mark

A variation by <a>@nic_dooley

Versions of these activities are available to download freely via the ICT evangelist website

here: https://ictevangelist.com/retrieval -practice-challenge-grid-templates/

"Quick on the Draw"

This activity is one i've used so many times over the years with great impact. It really does tick so many boxes with students and has so many variables.

1. Produce a set of 10+ questions based on a topic.

2. Ensure that the accompanying material to find the answers is of suitable challenge, forcing students to read, scan and skim the information effectively to find answers.

Split the room into groups of 2/3 (I rarely go for 4 because you do get "hangers on".

4. Each group of students is given their own colour coded set of questions (these stay at the front of class - see picture).

5. Each group takes 1 question, goes to their group, tries to answer it. Once they have, they bring it to the teacher to check its correct, if it is, they can take another question.

6. The first team to complete all the questions "wins".

This activity is perfect for revision. Furthermore, it could be used at A Level, creating much more challenging tasks for each question that take longer.





Paul Ginnis, the creator of this activity and certified legend, who sadly passed away in 2015.



3 must visit websites for teaching ideas



Here are 3 websites you just have to visit

Try this Teaching



www.trythisteaching.com

"Try this teaching" was created by Amjad Ali. The site captures many of the best teaching and learning ideas from around the web. The site features hundreds of ideas from accross all curriculum areas and a useful search function allows users to find just what they are looking for.

Lesson Toolbox



lessontoolbox.wordpress.com

The lesson toolbox blog, curated by Pete Sanderson, is a fanastic resource for any teacher looking to find that little bit of inspiration. On the site, you'll find a host of freely downloadable templates and widgets, along with the brilliant section "I wish you taught my kids" where Pete has assembled some of his favourite ideas from the world of twitter into one page. Brilliant stuff.

TES Resources



https://www.tes.com/teachingresources

I know, I know, obvious isn't it. But it would be folly to overlook the most used website for teachers searching for ideas and resources in the UK. Recent updates to the site include subject specific areas, subject blogs and a tool "TES teach" which allows you to group resources together into a lesson plan. There's a lot more to the website than meets the eye.

Teaching and Learning On the horizon

Some of the most eye catching upcoming teaching and learning conferences



TMHistoryIcons18



17/03/18

"This is a national event for History teachers from around Europe, It is by History teachers for History teachers and is completely free to attend!" @TMhistoryIcons







https://www.eventbrite.com/e/tmhisto ryicons-2018-tickets-38008903654

ResearchED - Durrington

research **ED**

"ResearchED at Blackpool Research School will bring a world-class conference with a fantastic line-up of speakers to the Fylde Coast for the first time. All are welcome: classroom teachers, school leaders, researchers, and anyone with an interest in education."





aried



https://researched.org.uk/event/resea rched-durrington/

BMCE Maths

B C M E

03/04/18

"BCME9 is an integrated programme of practitioner and research sessions in Mathematics Education under the auspices of the Joint Mathematical Council of the UK (JMC) that encourages delegates to engage in areas they are particularly at home with and in areas new to them, combined with engaging and stimulating workshop, discussion and plenary sessions."



What they said" Tweets that made the ground shake

There's not a single book, event or person that has had more of an influence on my philosophy of education than becoming a parent. That, for me, changed everything.

Daryn Simon (a)DarynSimon



Most teachers have difficulties with staple guns let alone actual ones. For the first time I'm considering adding a question to job interviews: who do you follow on Twitter?



The Primary head @theprimaryhead

I cannot understand the big uproar about testing. You give kids words to spell. If they can't spell 5 of them, you know you have to spend more time on those words. How else do you know what they don't know?? Reteach, retest. Hey presto they can spell all the words!



Katherine Birbalsingh @Miss_Snuffy

Miss Smith (a) Hey Miss Smith

