

**ECAD 6008 – Professional and
Pedagogic Studies: Leading the
Learning: what, how and why am I
teaching?**

Monday 18/09/2023

**Introduction to Questioning and
Differentiation**



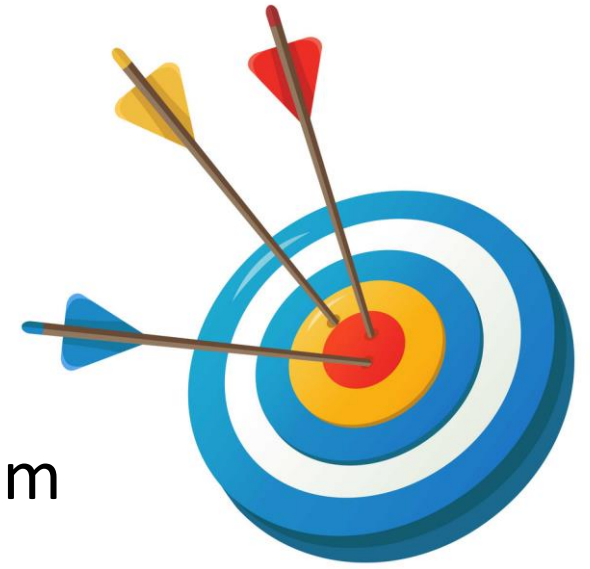
**PGCE Business
and Geography
– Days 6 and 7**

Link to pedagogical principles:

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Good teaching and learning means employing a blend of approaches including direct teaching
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
11. Good teaching and learning supports social and emotional development and positive relationships

Session aims

- To be able to plan for effective questioning in the classroom
- To evaluate different types of differentiation
- To use the information presented to enhance planning in ECAD6008 and PTE1/2



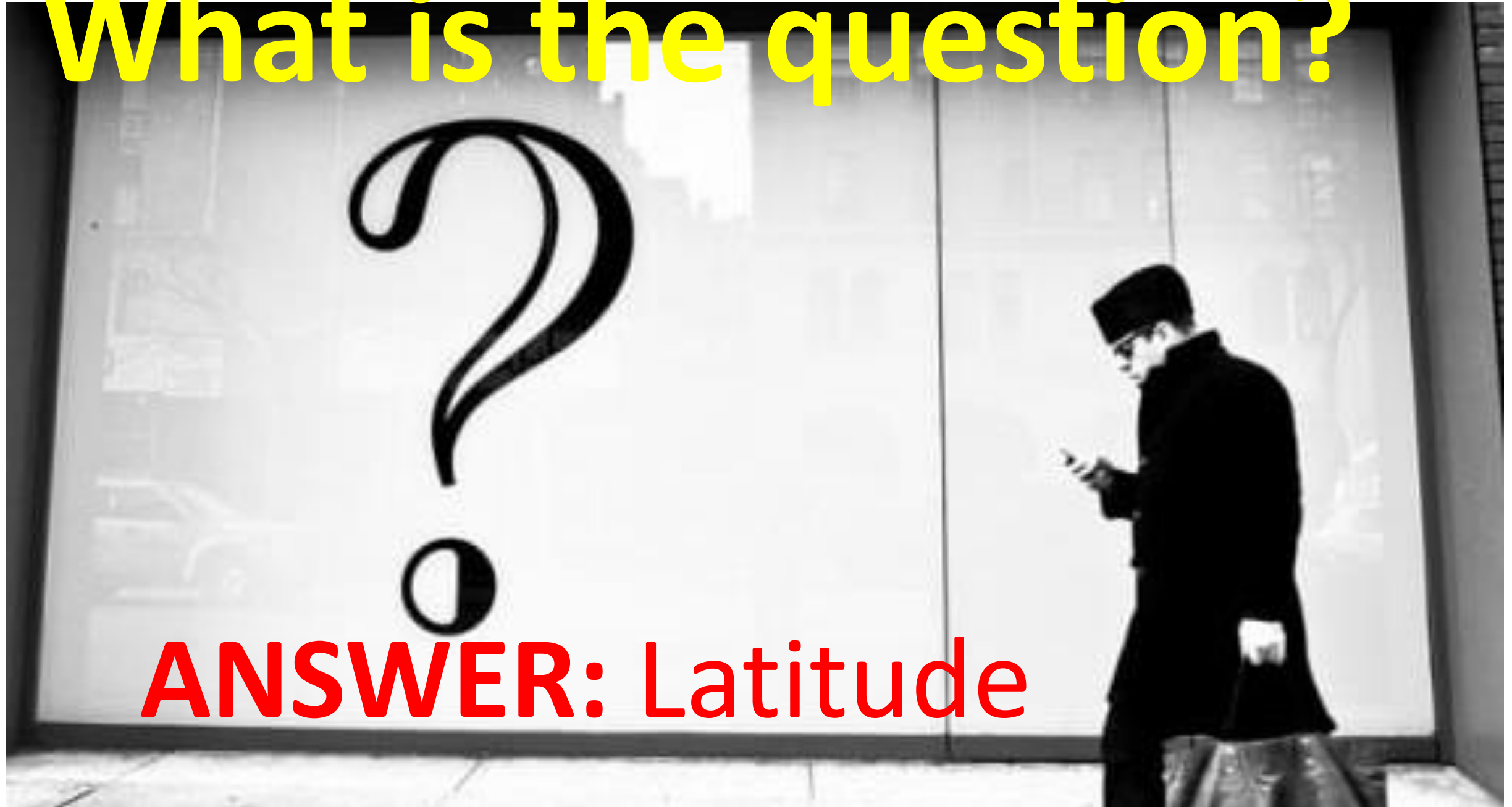
What is the question?



ANSWER: Dividends

What is the question?

ANSWER: Latitude



What is the question?



ANSWER: Liabilities

What is the question?

ANSWER: Continent



What is the question?



ANSWER: Franchisee

What is the question?



ANSWER: Glaciation

What is the question?



ANSWER: Primary research

Thinking back to the readings we have looked at this week, **why** would a teacher want to question the learners?





Teacher Questioning...

What could go wrong?



Characteristics of **INEFFECTIVE** questioning...



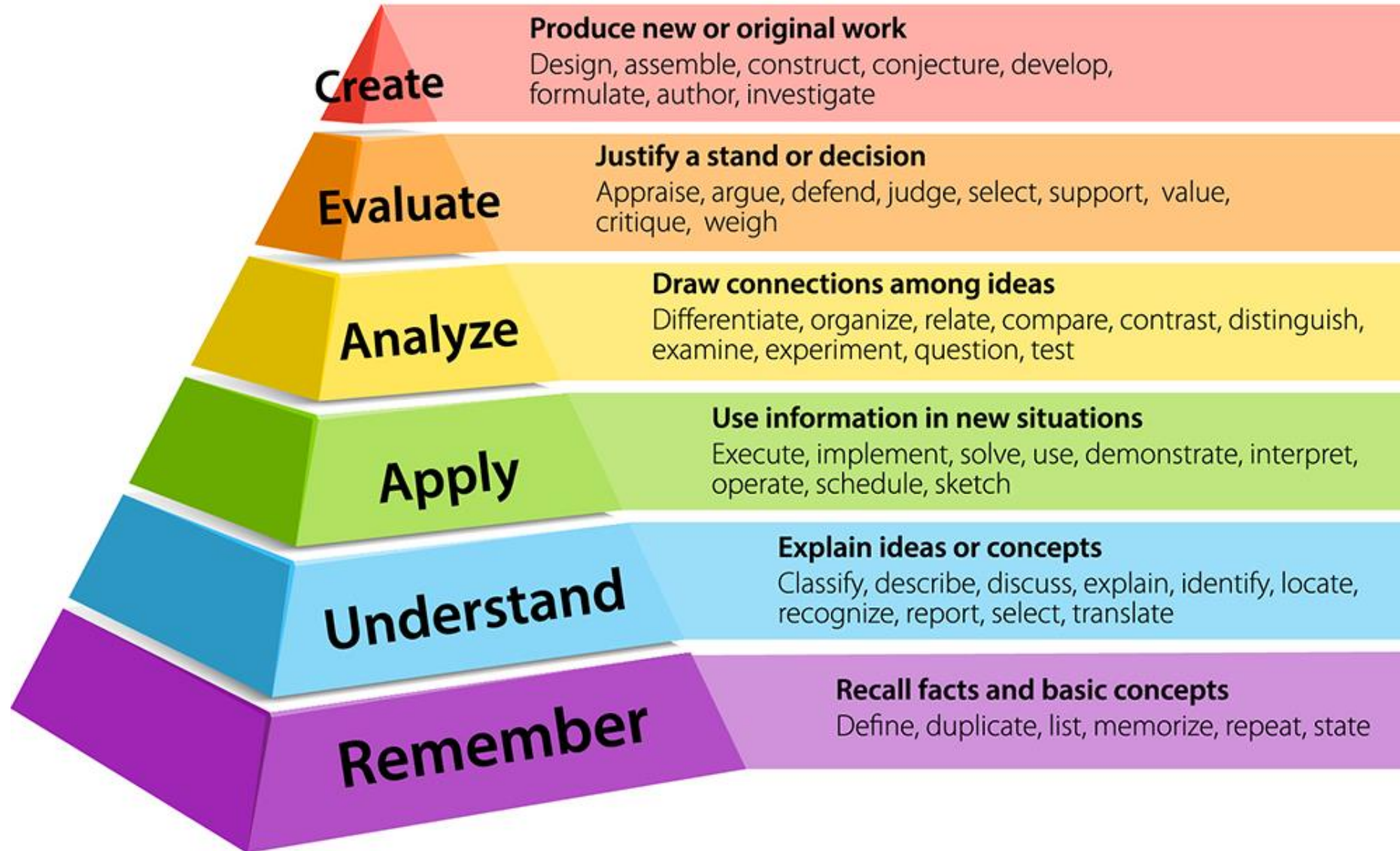
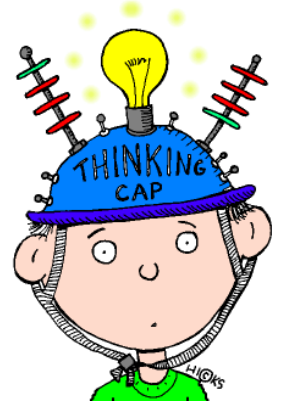
- Questions are a parade of ‘closed’ questions which aren’t leading anywhere
- Questions are outside the experience of the pupils (“What story was on the news last week?”)
- Answers to questions with multiple probabilities are rejected because they are not what the teacher had in mind
- Time is devoted to questions which seek low-level information. This would be more effectively ‘given’ by the teacher as free information

Characteristics of **INEFFECTIVE** questioning...



- Simple, superficial answers are praised – which creates a low-level expectation atmosphere
- Questions are directed only to those with their hands up, leaving the majority of the class unchallenged
- Questions don't have a follow-up question to probe the thought process
- Pupils who shrug and say “I dunno” are allowed to!

Using questions to promote thinking...



Bloom's Taxonomy

Pitstops or 'mini-plenaries'

Why not try a **hinge point** question?

What is a hinge question?

A check for understanding at a 'hinge-point' in a lesson, so-called because of two inter-linked meanings:

- 1) It is the point where you move from one key idea/activity/point on to another.
- 2) Understanding the content before the hinge is a prerequisite for the next chunk of learning

(Fletcher-Wood, 2018)

Pitstops or 'mini-plenaries'

How to use **hinge point** questions:

- Multiple choice questions – encourage students to demonstrate (mis)understanding
- Students should be able to show the teacher within a minute, and the teacher should be able to assess within 15 seconds
- Use when students move from one activity to the next (teacher can adjust delivery depending on answers)

(Fletcher-Wood, 2018)

How effective learning hinges on good questioning

**CLICK
HERE**



**Who is in
your
class?**

Differentiation

One size fits all?



BUSTING MYTHS

- Differentiation will be obvious in every lesson
- You need some, most, all learning objectives
- Pupils should all be doing different tasks matched to their ability (at times 30+ pupils)
- Differentiation means giving every pupil work they can do

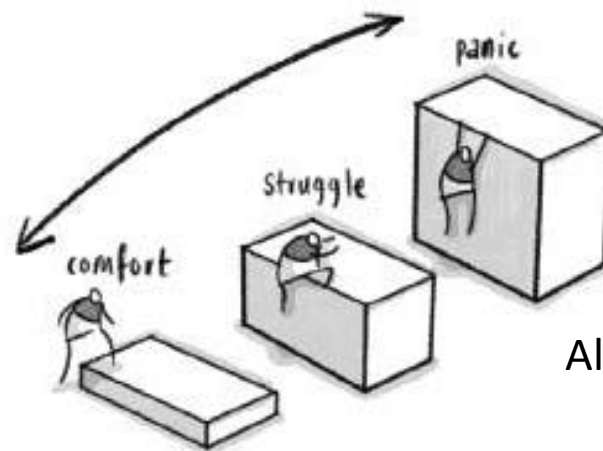
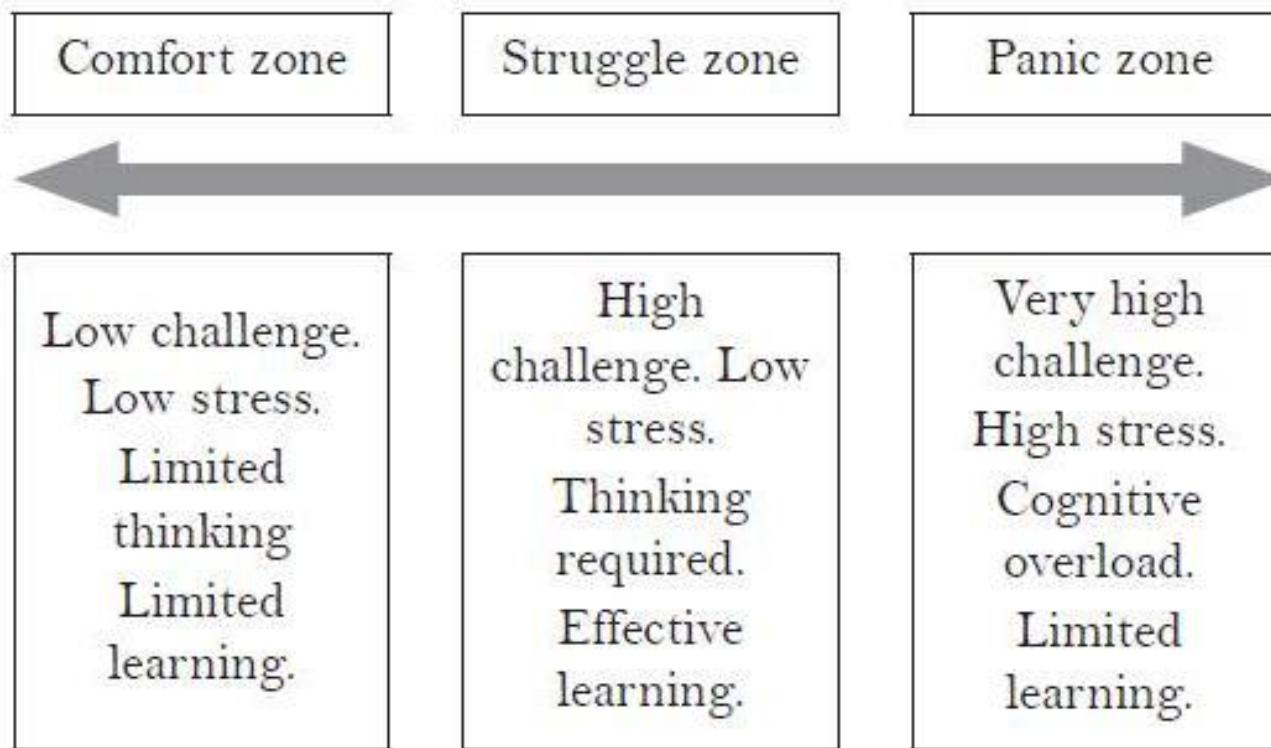
Making every lesson count



*Six principles to support great
teaching and learning*

Shaun Allison and Andy Tharby

Foreword by Doug Lemov



Allison and Tharby (2015)

‘...our job, then, is to respond to and support students during lessons and over weeks, months and years, so that they all strive to reach, or in some cases surpass, this common goal. In doing so, **differentiation** will lie in the skilfulness of our response to the anticipated and unanticipated difficulties that our students will encounter along the way. This can only work effectively if we **understand the individual students** we are teaching, we have a **deep knowledge of subject content** and we **know which parts of our subject students tend to find difficult**’

Allison and Tharby (2015: 18)

Types of differentiation

- Task
- Support
- Outcome
- Support resources (scaffolding)
- Pace
- Independence level





Evaluate the following types of differentiation and share with the group...

Differentiation by...	Advantages	Disadvantages
Task		

Differentiation by...	Advantages	Disadvantages
Task	Work suitable for each student Failure unlikely, behavioural problems may be reduced Useful for formative assessment	Labour intensive for teacher May highlight differences Not useful for summative assessment

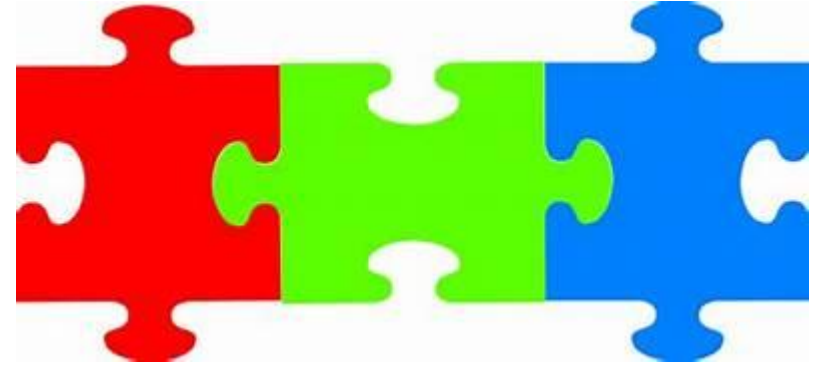
Differentiation by...	Advantages	Disadvantages
Support		

Differentiation by...	Advantages	Disadvantages
Support	All students produce can access work and feel equal Failure unlikely, behavioural problems might be reduced	Labour intensive for teacher May highlight differences May not be a true reflection of what the learner can achieve

Differentiation by...	Advantages	Disadvantages
Outcome		

Differentiation by...	Advantages	Disadvantages
Outcome	Easy to plan Useful for summative assessment – clearly shows different levels	Without support, some students could be lost Some students may fail Differences in abilities could be highlighted Students could finish at different times

Jigsaw activity...



- Structure strips
- Effective questioning
- Scaffolding

Teaching More Able and Talented Learners (MAT)

The most commonly used techniques for teaching MAT learners include:

- **Enrichment** – enhancing the curriculum to include additional materials that may stimulate and stretch the student. Can take place in or out of class.
- **Extension** – MAT pupil is given the opportunity to work with experts, specialists and those with a similar passion
- **Acceleration** – where a student's progress through the curriculum or school year is speeded up
- **Compaction** – where curriculum is compacted, with material deemed unnecessary or repetitive taken out

Stephen and Warwick (2015)

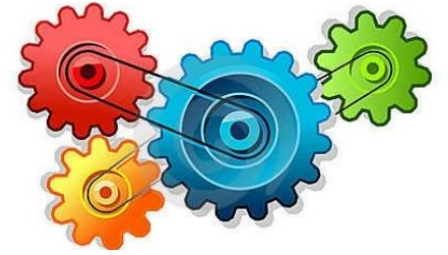


Ideas for
differentiated
tasks in
Business

Stepped Activities:

Tasks which contain a series of separate elements, the difficulty level of which gradually increases.

Practical Activities



Part 1: Write an email to a friend explaining what a franchise is

Adapted from Gershon (2013)

Part 2: Look at the information about becoming a franchisee for McDonalds. Summarise the rules of franchising according to McDonalds. [McDonald's Franchise - Become a Franchisee | McDonald's UK \(mcdonalds.com\)](https://www.mcdonalds.com/uk/en-gb/franchise/)

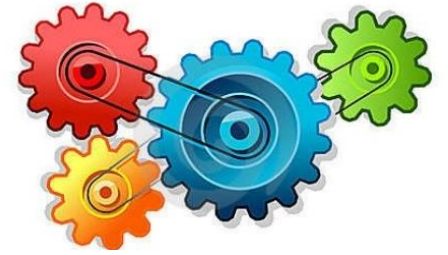
Part 3: Draw up a table outlining the advantages and disadvantages of franchising for the franchisor and franchisee

Part 4: Imagine you are a business advisor, working for 'Franchise Information UK'. Create an information leaflet detailing the procedures you would need to take to become a franchisor and the rules that a franchisee would need to abide by

Choose your option:

Provide students with a range of options from which they might choose in order to complete a task:

Practical Activities



‘Profit is more important than ethics’

Adapted from Gershon (2013)

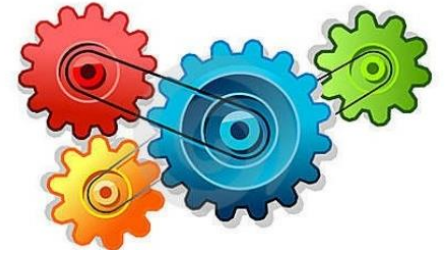
Respond to the statement using any two of the following options:

- Write an essay
- Create an extended cartoon script
- Make a poster for or against the statement
- Create a short radio interview focusing on two different views of the statement
- Draft a speech to put your view across, using additional research you have done

Activity Stations:

Set up a number of activities around the room – each station should have a different resource and/or task attached to it.

Practical Activities



Adapted from Gershon (2013)

‘Sources of Finance’

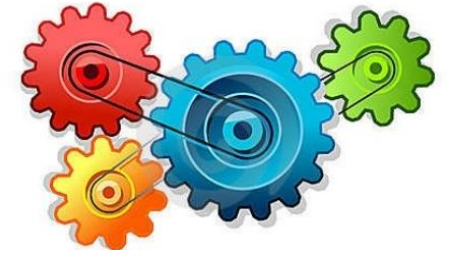
Activity Stations could include:

- Card sort – internal/external or short term/long term sources of finance
- Lap-top with video on it (such as You Tube/BBC Bitesize) – template for pupils to answer key questions?
- Interactive handout
- Newspaper/BBC article
- Etc...

Visits and visitors:

A great way of differentiating: they are interactive, a change from routine, they bring learning alive...

Practical Activities



Adapted from Gershon (2013)

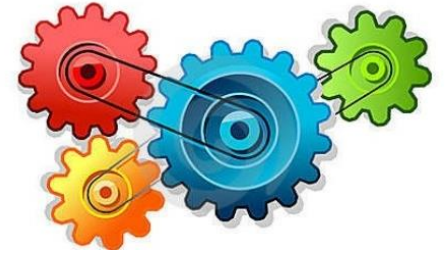
For visits out of school...	For visitors coming into the class...
Spend time beforehand working with students to explore ideas, people, events and concepts connected to the place you are visiting	Work with students beforehand to create questions they can ask the visitor
Provide students with a worksheet they have to fill in whilst on the visit. This could be structured so as to feel like an investigation	Divide your class into groups beforehand and ask each group to research a particular aspect of the topic the visitor will be talking about. This could be developed by allowing the groups to create a short presentation which could be given to the class and the visitor

After the event, students can follow up by creating a report, blog, website, etc. about the visit/visitor

Extension tasks:

An extra activity which involves a greater degree of complexity/challenge that has gone before it.

Practical Activities



Adapted from Gershon (2013)

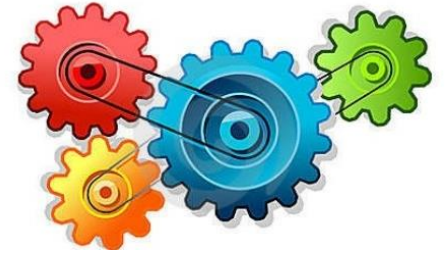
Examples...

- Provide a question which asks students to evaluate or synthesise information relating to a topic
- Students to write an exam-style question, with mark scheme
- More complicated numerical tasks (eg; changes to FC or VC in break even)
- ‘What if...?’ questions (What if selling price was increased in a break even model?)

Sentence starters:

- In my opinion...
- Many people would argue...
- The best option may be...
- On the other hand...

Practical Activities



Adapted from Gershon (2013)

Sentence starters assist students who may struggle to get started on writing. They are a way of scaffolding tasks so that students can focus on the content of their writing. Over time, students will internalise this and the scaffold may be withdrawn

Differentiation by support...

Working with additional adults – how would you manage this?



Secret Teacher: I hate to say it, but my TA adds nothing to my lessons

When properly trained and briefed, teaching assistants offer invaluable support to pupils. But mine is more trouble than my students

● [More from the Secret Teacher](#)

