



Course Booklet

Topic: Exploring effective questioning as a technique to enhance students' critical thinking skills.

Fall 2021

Virtual Sessions

Trainer: Oluwakemisinuola Temitope Olusayo

1) Instructor's Information

Oluwakemisinuola Temitope Olusayo

Oluwakemisinuola is an Early Childhood and Kindergarten Educator, Head of Year 4 Academics, Teaching and Learning Coach, with six years working experience in the U.A.E. She is passionately involved in inculcating values and manners in children within 3-9 age bracket.

She is skillful in driving the management process of children for optimizing growth, positive personality development, interactive lesson activities and learning connections between theoretical frameworks and the real world.

An expert in scaling teacher's knowledge, to students and other teachers alike, while delivering imaginative and excellent standards-based lesson planning.

Her Pedagogical skills and achievements include:

- ❖ Teaching and Learning Coach
- ❖ Successfully improving teaching and learning across grades,
- ❖ Head of Year 4 Academics
- ❖ Teacher of the year 2018 at GEMS WSR
- ❖ Mariama Verkey finalist award 2018



Oluwakemisinuola has a BA in Mass Communication, a Diploma in International Global Teaching Practice, and she is currently pursuing her MA in Educational Leadership and Management. She has always loved to support and share her good practices with fellow colleagues as her passion is all about Teaching and Learning.

2) Course Overview

Description:

Teaching and learning had taken an entirely new shape, since the start of the pandemic. This in turn, has had many teachers face some challenges in terms of establishing critical thinking in lessons as having a grip of students from a distance which comes with its own challenges.

Having that in mind, this 5 week's course has been put together, to help teachers navigate teaching and learning more easily to engage in more collaborative, interactive and purposeful learning with students in our today's world, facing challenges in a time of pandemic and emerging recovery.

Participants will study the following topics:

Workshop 1: Facilitating A Group Discussion Within the Classroom

Workshop 2: Modeling Content Effectively

Workshop 3: Evoking students thinking through carefully chosen questions.

Workshop 4: Enhancing students' thinking through Metacognition.

Workshop 5: Understanding ourselves as learners

Learning Objectives:

Participants will be able:

- To benchmark and review current practices.
- To recognize instructional strategies for developing students' thinking.

Agreements:

Participants agree to the following training etiquette:

 KEEP ON SILENT	 PARTICIPATE	 REFLECT
 BE PUNCTUAL	 SHARE IDEAS	 TRANSFER TO YOUR CLASSROOM

Certificates:

Certificates will be awarded to participants who:

- Have 100% workshop attendance
- Complete all in-class tasks.
- Complete all homework tasks.
- Selected participants will be awarded at the end of the course for actively participating and sharing best practices.

3) Course Outline

Workshop 1: Facilitating A Group Discussion Within the Classroom.

Overview: Discourse in the classroom is key for developing students' thinking processes, encouraging the exchanging of ideas, developing mastery and reflecting on content and shared thoughts. In this topic, a clip will be shown of how a teacher demonstrates how to approach modelling in the classroom.

Workshop 1 is designed to demonstrate effective facilitation of discussions within the classroom.

Objectives:

- To measure and reflect upon your current practices.
- To recognize instructional strategies for developing students' thinking.

Guided Questions:

- *How do you facilitate opportunities for everyone to speak?*
- *How do you develop and encourage feedback to clarify understandings and misunderstandings?*
- *How much 'thinking time' do you give students?*

Homework:

1. Click the link to read the highlighted texts and share your views about it [think pair share, doughnut sharing etc.](#)

- **Task 1: (Brainstorming using Carousel) Create just 1 poster to show your strategies to these questions.**

- *How will you engage students in meaningful, genuine and reflective discussion which ensures that all voices are heard and valued?*
- *How will you create a positive class culture full of praise?*
- *How will you provide appropriate time for students to think, discuss with peers and respond before they are required to answer?*
- *What strategies will you use to encourage students to engage in self-assessment, as well as provide in the moment feedback?*

- **Task 2: Classroom polling (Mentimeter.com).**

Workshop 2: Modeling Content Effectively

Overview: Every teacher is constantly modelling classroom behavior, social skills, tools, strategies and curriculum content to students. Research suggests that modelling is one of the most effective instructional strategies teachers can employ to develop students' thinking, as it allows students the opportunity to observe the teacher's thought processes and actions, thus having a chance to see first and practice before being asked to execute these skills independently. Research has shown that modelling can be used across disciplines and in all year and ability level classrooms. Through modelling, teachers offer practical learning activities that represent and solve problems in the real world, thus developing students' ability to think independently in real life contexts.

Workshop 2 is designed to demonstrate effective strategies of modelling contents for students' clarity and progress.

Objectives:

- To measure and reflect upon your current practices.
- To recognize instructional strategies for developing student thinking.
- To discuss strategies for developing student thinking.

Guided Questions:

- *What do you understand by the word, "Modelling"?*
- *What are the different forms of modelling you know?*
- *What are the various advantages you get from modelling, as a teacher?*

Homework:

1. *What stimuli (visual, linguistic, kinesthetic) will you use to support, enhance and deepen the content, practices and strategies of modelling contents effectively in your classroom?*

- **Task 1 (Simulation):** How will you create challenge for students, allow for multiple strategies and solutions, utilize thinking aloud (model accurate thought processes) and re-model (clarify ideas and thinking)?
- **Task 2 (Exit Ticket):** Formally reflect on what you have learned about modelling content, practices and strategies by asking yourself 'What did I learn from that experience that I can use in the future in other contexts?'.

Workshop 3: Evoking students thinking through carefully chosen questions.

Overview: It is difficult to identify only one instructional strategy which teachers use to elicit, interpret and diagnose student thinking as this typically operates in tandem with other teaching practices. Students have already developed preconceptions; therefore, teachers must be able to interpret what they see and hear and use these observations to examine student work for insights into how students are thinking.

Workshop 3 is designed to demonstrate to elicit, interpret and diagnose student thinking

Objectives:

- To measure and reflect upon your current practices.
- To recognize instructional strategies for developing student thinking.

Guided Questions:

- *Think about a typical day in the classroom. How many questions do you ask that are management, information recall and/or higher order related? What could you do more of, or less of, in order to increase the number of challenging questions that you ask?*

Homework:

1. Read up an article from the link below to extend your learning:
<https://www.barefootteacher.com/blog/what-are-thinking-routines>
2. What are your 5-key take-ways?

- **Task 1: Breakroom Group Discussion**

- *How will you elicit students' strategy and reasoning through challenging questions and open-ended activities/tasks which require students to explore multiple possible answers?*
- *How will you select, define and introduce students to a wide range of academic, expressive and technical vocabulary; differentiated and pitched for their academic level?*
- *What purposeful and differentiated questions will you ask (high-level and cognitively challenging for students)?*

- **Task 2: Evaluation Tool: Questioning with the use of Kahoot**

Workshop 4: Enhancing students' thinking through Metacognition.

Overview: Discourse in the classroom is key for developing students' thinking processes, encouraging the exchanging of ideas, developing mastery and reflecting on content and shared thoughts. In this topic, a clip will be shown of how a teacher demonstrates how to approach modelling in the classroom.

Workshop 4 is designed as a reference to where Metacognition is the process of “thinking about thinking,” or reflecting on personal habits, knowledge, and how learning is approached.

Objectives:

- To measure and reflect upon your current practices.
- To recognize instructional strategies for developing student thinking.
- To discuss strategies for developing student thinking.

Guided Questions:

- *How do you encourage metacognition with your students?*
- *In what ways did you use reflection and self-evaluation within your classroom?*
- *How do you encourage your students to think critically, creatively and solve problems?*

Homework:

1. *How can you ensure that tasks/activities and learning outcomes are designed so students can select from a variety of learning styles and preferences to extend their own learning?*

Task 1: (Brainstorming using Carousel) Walk through the posters and add your one answer to each of these questions using your allocated pens.

- How can you make meaningful connections with students' prior knowledge and interests through an inquiry-based approach?
- How will you provide opportunities for students to set goals, reflect, discuss and organize their learning by formulating plans, identifying strategies, resources and procedures?

Task 2: Evaluation (Think Link).

Workshop 5: Understanding ourselves as learners.

Overview: Discourse in the classroom is key for developing students' thinking processes, encouraging the exchanging of ideas, developing mastery and reflecting on content and shared thoughts. In this topic, a clip will be shown of how a teacher demonstrates how to approach modelling in the classroom.

Workshop 5 is designed to demonstrate effective facilitation of discussions within the classroom.

Objectives:

- To measure and reflect upon your current practices.
- To reflect on your learning and see where you are at.

Guided Questions:

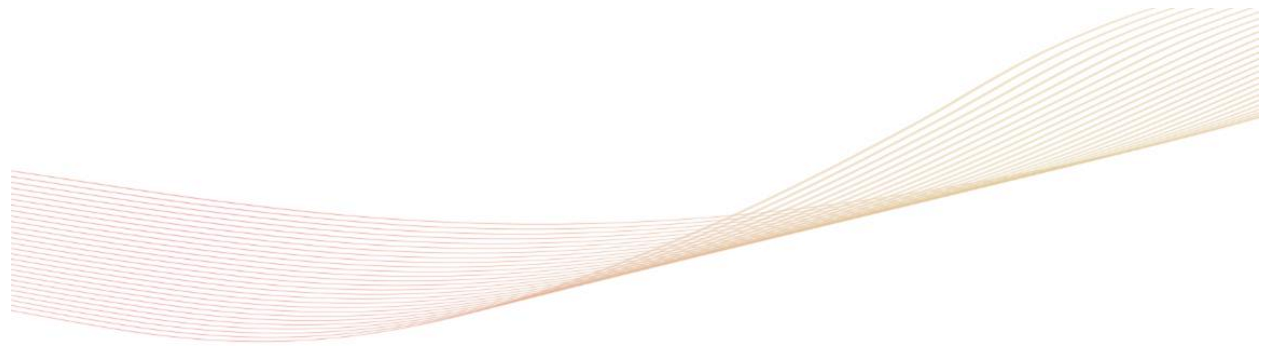
- *What were your key takeaways from each session?*

Homework:

Do a video on flip grid, reflecting on your course and giving answers to these questions.

1. *Which criteria are your strengths? How will you share some of the knowledge, skills and strategies you have gained with others?*
2. *What are your ongoing challenges and development areas? Which are your priority and why?*
3. *What will you DO to address these challenges and grow professionally? What support/ resources/ strategies will help you?*

- **Task: Rate yourself according to how confident you are. Join the activity using this link for Mentimeter**



Congratulations!
You have completed
the entire course!

P.S: Please upload all activities, homework, feedback and discussions on the RAKTN platform. We will also be communicating during our sessions on RAKTN.