

## Mentor Handout 2.3

Ideas to get pupils to share emerging understanding and points of confusion so that misconceptions can be addressed

### Think-Pair-Share (from self-directed study materials)

- It is helpful to set up pairs in advance and label them A and B.
- Pose a question to the class.
- Give time for pupils to **think**. This should be on their own. They might write down their ideas or thoughts in their books.
- After a few minutes, ask pupils to talk to their **pair**. A goes first, followed by B. They should compare answers. Did they agree/disagree?
- During this time, you should circulate and listen in to pairs' answers to hear what they have understood or not.
- Once pupils have had enough time to discuss the answer in pairs, bring the class back together and call on a few pupils to **share** their ideas from the pair with the class.
- You can use this information to decide what next – if there are misconceptions or misunderstandings, you can intervene and maybe re-teach that part. If everyone has understood, you can move on to the next stage of the lesson.

### Four Corners

- You can use this concept flexibly depending on the topic or the learning (e.g. it might be two corners or five corners!).
- Choose a topic or a concept that you have been learning about.
- Write a multiple choice question *or* a controversial statement.
- Assign each corner as an answer – try to include a possible misconception or red herring. You could also use strongly agree, agree, disagree for the statement.
- Read out your question or statement.
- Give pupils some time to think.
- Tell pupils which corner is which – you may want to put a sign up in the corner (A,B,C,D) to help pupils remember.
- Pupils move to the corner which best answers the question.
- Pose questions to pupils in different corners (“Why did you choose that corner?”) to gain a better understanding of what pupils think.

### **Inner-circle, outer-circle**

- Ask your pupils to get into pairs and form two circles, one on the outside facing in and the other on the inside facing out.
- It should look like an onion, with pupils facing each other.
- Pose a question or give a talking point about your topic.
- Pupils on the inside circle speak for a minute then swap and their partner on the outside speaks.
- Call time and ask for three people to share their ideas.
- Rotate the circles. The easiest way to do it is ask just one circle to move a step to their left.
- Pupils should have a new pair.
- Repeat.
- Continue asking pupils to share their emerging understanding until you have built up a picture of what your pupils understand about a topic

### **(In)visible multiple choice**

- Prepare one or more multiple choice questions on the topic that you want to check.
- Include answers that contain misconceptions.
- Ask pupils to shut their eyes and listen to the questions.
- Read each question and its answers (A,B,C,D).
- Repeat the letters and ask pupils to raise their hands when they hear the letter that corresponds to their answer.
- Make a note of any misconceptions for the group or individuals.
- You do not need to tell the class who got each question right and wrong, but you should run through the answers and explain any misconceptions.

### **Rank yourself**

- You can do this in a number of different ways but it works well to do it physically across the classroom if you can.
- Tell pupils that one side of the room is 0 and the other 10 and there is an invisible line that runs between them.
- Read out a statement that is controversial or point to a possible misconception.
- Ask pupils to decide how confident they are that it is true (10) to false (0) and move to stand on the line.
- You will quickly see how confident pupils are with the content and asking them to explain why they chose their position will uncover additional information.
- If you don't want pupils to move you can always do this at their desks and just ask pupils to write down a number on their mini whiteboard to show you
- You could always ask pupils to write their number down before moving anyway so that they commit to their own choice and don't just follow friends!

### **Class discussion**

- A class discussion is a great way to get pupils to share their emerging understanding of a topic or an idea.
- You should set up the protocols of the discussion in advance. For example, pupils could put their hand up if they want to contribute an idea or pupils have roles such as the facilitator, time keeper etc.
- If your pupils are a bit older, you can let them facilitate their own discussion (which frees you up to listen although remember you will need to train them up so they can do this well).
- If they are younger you can act as facilitator, asking questions based on what they say and prompting pupils to join in “What do you think about what X has said?”