LIC 8 – Review LIC

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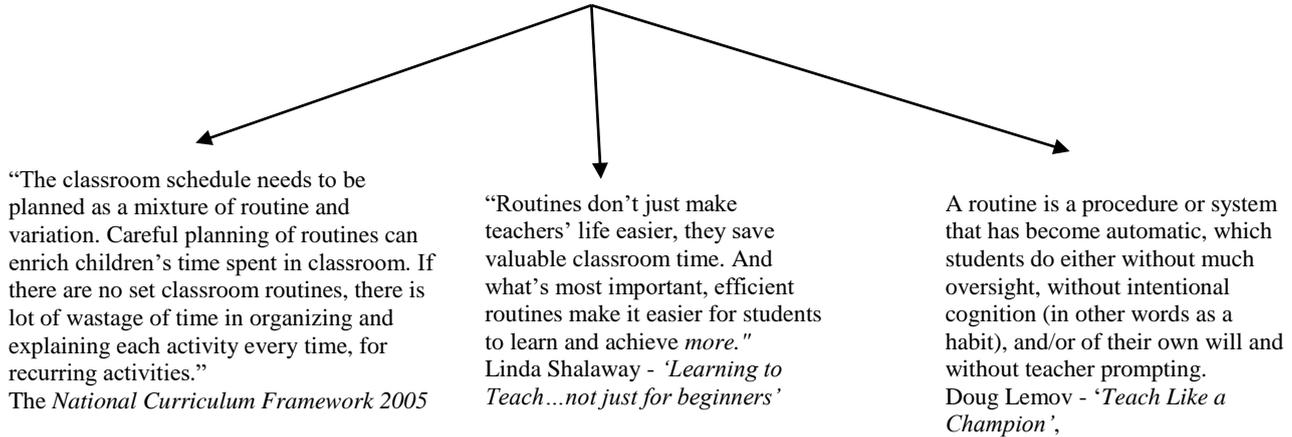Mrs. Sangeeta Sharma

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Review: LIC 5
Classroom Routines

As part of the theme, Building Connect, we discussed how it is important that students feel valued in their class. *Establishing classroom routines that help all students feel included, and those that help establish trust towards students, are an effective way of making students feel valued.*

LIC 8 reaffirmed the necessity of classroom routines as a backbone of the classroom life.

"The classroom schedule needs to be planned as a mixture of routine and variation. Careful planning of routines can enrich children's time spent in classroom. If there are no set classroom routines, there is lot of wastage of time in organizing and explaining each activity every time, for recurring activities."
The *National Curriculum Framework 2005*

"Routines don't just make teachers' life easier, they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve *more."*
Linda Shalaway - *'Learning to Teach…not just for beginners'*

A routine is a procedure or system that has become automatic, which students do either without much oversight, without intentional cognition (in other words as a habit), and/or of their own will and without teacher prompting.
Doug Lemov - *'Teach Like a Champion'*,

LIC 5 recap video made by MT Preeti Nanda and MT Rakesh Gujral:
https://www.youtube.com/watch?v=_Qcx5B6ttuE&t=7s

Strategy 1: Do Now

What is Do Now?

As part of Lesson Planning, we spoke about the Opening Activity. The Opening Activity is a simple activity that gets students interested in the upcoming lesson, activates prior knowledge, or just gets them engaged. Using Do Now, teachers can turn the Opening Activity into a routine so that students know that at the beginning of every lesson, they have to do the Do Now activity themselves – they do not wait to be told what to do. **A Do Now is a short, 5-7 minute, activity that students do independently at the beginning of a lesson. For example, teachers can use Do Now to ask students to list down 1-2 questions they have about the topic being discussed, or they can use it to do a quick recap of the previous lesson. The idea is to get students to develop a habit of self-managing their time to do productive work.**

Why is a 'Do Now' important?	How to implement a 'Do Now'?
• It helps students develop a habit of self-managing their time to do productive work. • It can be used for various purposes - to activate students' prior knowledge, recap the previous lesson, revise previous concepts, give students time to write down key vocabulary/draw diagrams, etc. • As the routine tells students that they have to start working on the task soon as the session starts, the teacher does not have to spend time getting them to settle down.	• There are several interactive, free online sites that you can use for warm ups. For example, Google Forms, Quizizz, Padlet or Kahoot ** • Let students know that at the beginning of every class, they will complete the Do Now before you start the lesson for that day. • Keep the task simple enough for students to be able to complete independently. • Check that students have completed the task before moving on. • Routines take some time to become habits – make sure you use it regularly!

Some Online Tools for Do Now Activities:

- **Edpuzzle**
  Edpuzzle allows you to turn videos into a quick assessment. **For your Do Now activity** - Choose a video on YouTube, Khan Academy, Crash Course, or upload your own. Trim the video, insert a quiz anywhere and get your students thinking about the topic at hand. (Freemium, basic account is free, additional features available with paid accounts.)

- **Google Classroom Question Tool**
  Inside Google Classroom, you have the option to create questions and share that with students. You can make this collaborative, or just have the answers viewable for you the teacher. This is not a robust threaded discussion tool, but it can be handy for formative assessments and to check for understanding.

- **Formative**
  Formative is a free online assessment tool that is very robust. Formative allows teachers to choose pre-made assessments and edit to fit your needs, create your own from scratch, or even upload a PDF or doc to create. They also offer some fantastic data that you can track and intervene when needed. *However, remember, Do Now is a low-stakes activity to get students to engage with the topic, not a high-stakes assessment that can make them feel threatened!* (FREE and integrates with Google Classroom!)

- **Padlet**
  Padlet is a super easy to way to create an online bulletin board that allows teachers and students to share and collaborate. What's great about Padlet is that it offers so much flexibility! It works on any device, and you can share just about any type of information–text, links, upload files, photos, videos, just about any kind of response. There are also many different ways you can design your pages. **For Do Now – put up a question for all students to respond to, and let them paste their answers on the Padlet board!** (Free trial available)

- **Poll Everywhere**
  Poll Everywhere is a live audience polling tool that integrates into your presentation. You can ask questions during your lessons, see live data, and reports. (Freemium, free accounts are limited to 25 responses per poll.)

- **Seesaw**
  Seesaw is a digital portfolio and communication tool that many teachers love! Seesaw works on any device shared or 1:1. Free for teachers. Teachers create activities for students. Students draw, take pictures and video, and capture their learning in their portfolio. Parents can view their students work and leave comments. (Freemium, some features are free.)

Do Now is NOT:
- a strategy that will work if used inconsistently
- a way by which to test students
- a complicated, long activity

Do Now IS:
- a strategy to use at the beginning of each class
- a way to help students develop a habit of self-managing time to do productive work
- a simple activity students can do independently

Example: Arzoo is the class teacher of a Grade 8 classroom in Delhi. During LIC 5, Arzoo had used Do Now in her Science classes with her students and they had really enjoyed it. However, in the current situation, she is unable to take live classes often and so, is unable to use Do Now regularly. While talking to her colleague, Aman, they start discussing the strategy to think about how they can adapt it and use it every day to help with examination preparation.

First, Aman and Arzoo list the important success criteria of Do Now:

1. **<u>Efficient Use of Time</u>** – it should be a short activity and the teacher should be able to support the students as and when required

2. **<u>Keeping It Simple</u>** – it should be a simple activity that students can do on their own

3. **<u>Connection</u>** – the task should be connected to the topic being discussed

4. **<u>Follow Up</u>** – the work students do during Do Now should be utilized by the teacher

They decide that every morning, they will ask their students to come online on WhatsApp at the same time (for example, at 9 AM). When the students come online, they will share 2-3 one-markers from the sample paper for the students to complete. All the students will be asked to share their responses at the same time by typing out their answer, sharing a voice clip, or by writing on paper and sharing a picture – but they will have only 10 minutes to finish this activity. This will ensure that the class comes together at the beginning of each day and that they get an opportunity to practice important question types for the exam.

When they share this idea with Salma, she poses a challenge to think about – some students don't have access to smartphones early in the morning. How will they participate? Together, they decide that there can be two slots – one in the morning, and one late in the evening. This way, students can join at a time that is suitable to them.

Write notes on the following questions:

What do you like about Arzoo's adaptation of the strategy, Do Now?

………

What would you do differently? Why?

………

TABLE 1   PLANNING (Do Now)

You are now going to plan how you will use 'Do Now' in your own classrooms / Online class

Success Criteria	Before Feedback	Afier Feedback
EFFICIENT USE OF TIME *What will you be doing while the students are doing the task?*		
KEEPING IT SIMPLE *Are the instructions simple enough for students to follow on their own? Can the task be completed within 5-7 minutes?*		
CONNECTION *How is it related to the content that you want to teach during the lesson? Or the content that you have previously taught?*		

FOLLOW UP *How will you use the work that the students do during Do Now?*		

TABLE 2 SUCCESS CRITERIA (Do Now)

AREA	SPECIFICS	NOTES *(Write down the feedback your partner gives in the space below)*
Efficient Use of Time	Has the teacher found ways to use the Do Now time efficiently?	
Keeping It Simple	Are the instructions and task simple enough to be completed independently within the given time?	
Connection	Is it clear how the Do Now connects with the content of the lesson or a previous lesson?	
Follow Up	Does the teacher have a plan to use the students' work?	

Strategy 2: No Hands

What is No Hands?

Reducing disruption through routines like Do Now, although effective, does not guarantee that all students will be engaged. Traditionally, we have drawn students into classroom discussions by asking them to volunteer by raising their hands. This limits the discussion to only those students who are already confident about what they know. **No Hands is a routine in which teachers pick the students who will answer questions instead of asking them to volunteer by raising their hands. This ensures that all students know they are expected to be paying attention, allows a larger number of students to participate, and also decreases disruption when you have too many students who want to answer at once.**

By developing No Hands strategy, it enabled all students to be constantly focusing on the task as they are likely to be asked a question at any point in the lesson linked to the content, subject or conversation that has taken place. However, these questions are not meant to test or threaten the students, instead they are meant to get students to be deeper thinkers by reflecting on their thoughts and opinions.

Why is No Hands important?	How can you use No Hands effectively?
- Ensures that discussions involve a larger number of students - Sets an expectation that all students will be paying attention during the lesson - Reduces disruption because students are not competing for attention - Makes students more comfortable engaging in discussion	- Develop a randomiser that helps you pick student names to avoid picking the same students repeatedly, but plan for individual students' needs - Encourage students to voice their opinions even if they don't have the answer; help them think through their confusion - Give students time to think before you pick a name - If a student is unable to answer, ask another student; once the required answer has been shared, ask the first student to repeat the answer so that they begin to see questions as opportunities to learn instead of seeing them as tests

No Hands is NOT:
- a way to test students
- simply picking names randomly
- useful if used to ask only factual questions

No Hands IS:
- a way to increase engagement
- useful when used to ask probing questions (it can tell us how students are thinking)

Example: Pradeep is a Physics teacher who teaches Grade 12 in Delhi. Now, with schools opening for Grade 12, Pradeep sir is looking forward to using some of his older pedagogical techniques and also exploring some new things he has come across in the past few months.

His students of 12-C have been back in school for about a week now, and he decides it is time to go back to using No Hands (he had used this a lot during online classes by randomly asking students to unmute themselves and share their thoughts). However, he wants to add a new twist to No Hands this time – Phone a Friend!

The method Pradeep Sir follows is:

1. He asks a question **(Pose)**

2. He then gives the students 2-3 minutes to think about their responses **(Pause)**

3. Then, he picks any one student to answer the question **(Pick)**

4. After the student answers, Pradeep Sir asks them to Phone a Friend by picking someone else in the class who will add more detail to the answer **(Bounce)**

Using this adapted method of No Hands helps Pradeep Sir that students get used to collaborating with each other, listening to each other and then building from each other's thoughts! **He ensures that whenever he uses this practice, he does not ask just factual questions. He spends more time asking reasoning based questions followed by elaborative questions - and focuses on the Must Do syllabus that he needs to revise!**

Write notes on the following questions:

What do you like about Pradeep's adaptation of the strategy, No Hands?

....

How can you enhance your use on No Hands when using it online?

....

TABLE 1 PLANNING (No Hands)

You are now going to plan how you will use 'No Hands' in your sessions.

Success Criteria	Before Feedback	After Feedback
RANDOMISER *How will you make sure you pick names randomly? What will you do to focus on specific students, if need be?*		
WAIT TIME *How much time will you give students to think before calling their names? How will you decide?*		
TYPE OF QUESTIONS: *What kinds of questions will you ask so that most students can be part of the discussion?* *Note: In the previous LIC, we had discussed asking 'why' and 'how' questions as part of 'elaborative questioning'. Such questions allow students to think beyond just one right or wrong answer, and give them an opportunity to share their thinking. This may be a good way to get the discussion going!*		

TABLE 2   SUCCESS CRITERIA (No Hands)

AREA	SPECIFICS	NOTES *(Write down the feedback your partner gives in the space below)*
Randomiser	Is the method for picking students random so that different students get a turn to speak? Is there a plan to focus on specific students?	
Wait Time	Does the teacher give students some time to think about the question before asking for answers?	
Type of Questions	Does the teacher ask questions that go beyond just one right or wrong answer?	