

Creating consensus in education

Gareth Tribello



“I do not know how you should teach your classes.”

– Gareth Tribello

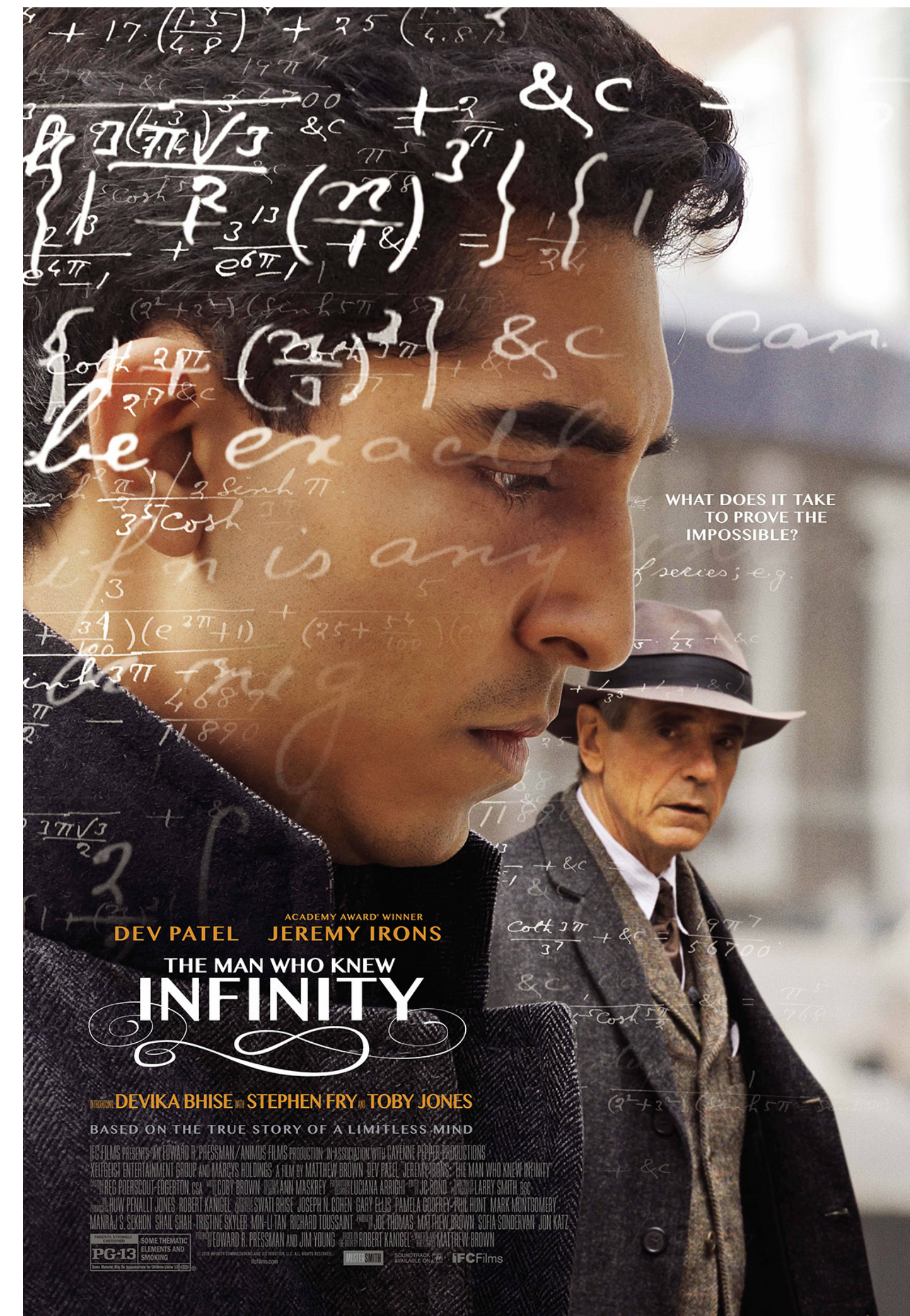


POLL QUESTIONS



Please discuss the following question in your groups:

- What advice would you give the teacher here if you were peer evaluating this class?



https://www.youtube.com/watch?v=x-Mn4ID8iM0&feature=emb_logo

First piece of advice: AIMS



What is the aim of the module/lesson/session?

WHAT DO YOU WANT THE STUDENTS TO DO?

∩
Bloom's Taxonomy

Learning Outcomes and Assessment

By the end of this module, students will:

1. collaborate with a community partner to develop a mathematical project that serves the partners need.
2. appraise their own learning needs and choose appropriate resources to learn the skills required to complete their project.
3. collaborate with others to develop a knowledge base.
4. produce reports on the work they have completed that can be shown to various stakeholders.



Spectacular failures in education

All candidates would have done better if they had concentrated on **clearly** explaining **simple** points with they **did understand**, and which were **under their command**, rather than gesturing vaguely at more complex or sophisticated considerations which they did **not** understand, and which were **not** under their command.

- **anonymous external examiner for philosophy at University of Oxford**

They want to see if you have acquired the art and skill of making a philosophical case, that you have grasped how to explain a simple point so as to really make it stick. You are not being testing on how much you know about philosophy. You are being tested on how well you can explain and argue what you do know

- **Bob Hargraves**



Role play

Scene 1: Luca plays lecturer Gareth plays student

First line: **“Gareth, do you not think it would be a good idea to record what I am writing on the board?”**



Scene 2: Børge plays lecturer Gareth plays student

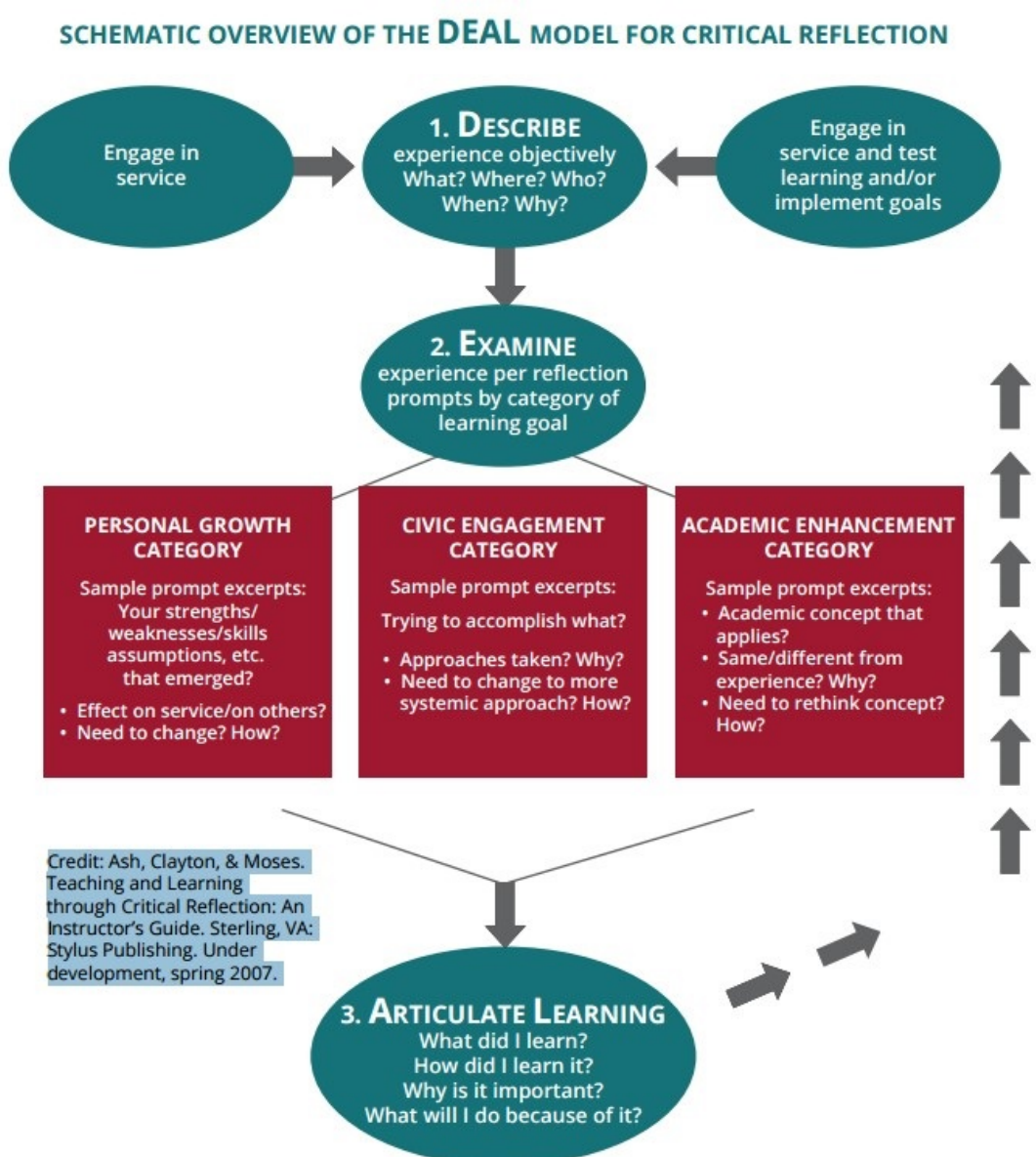
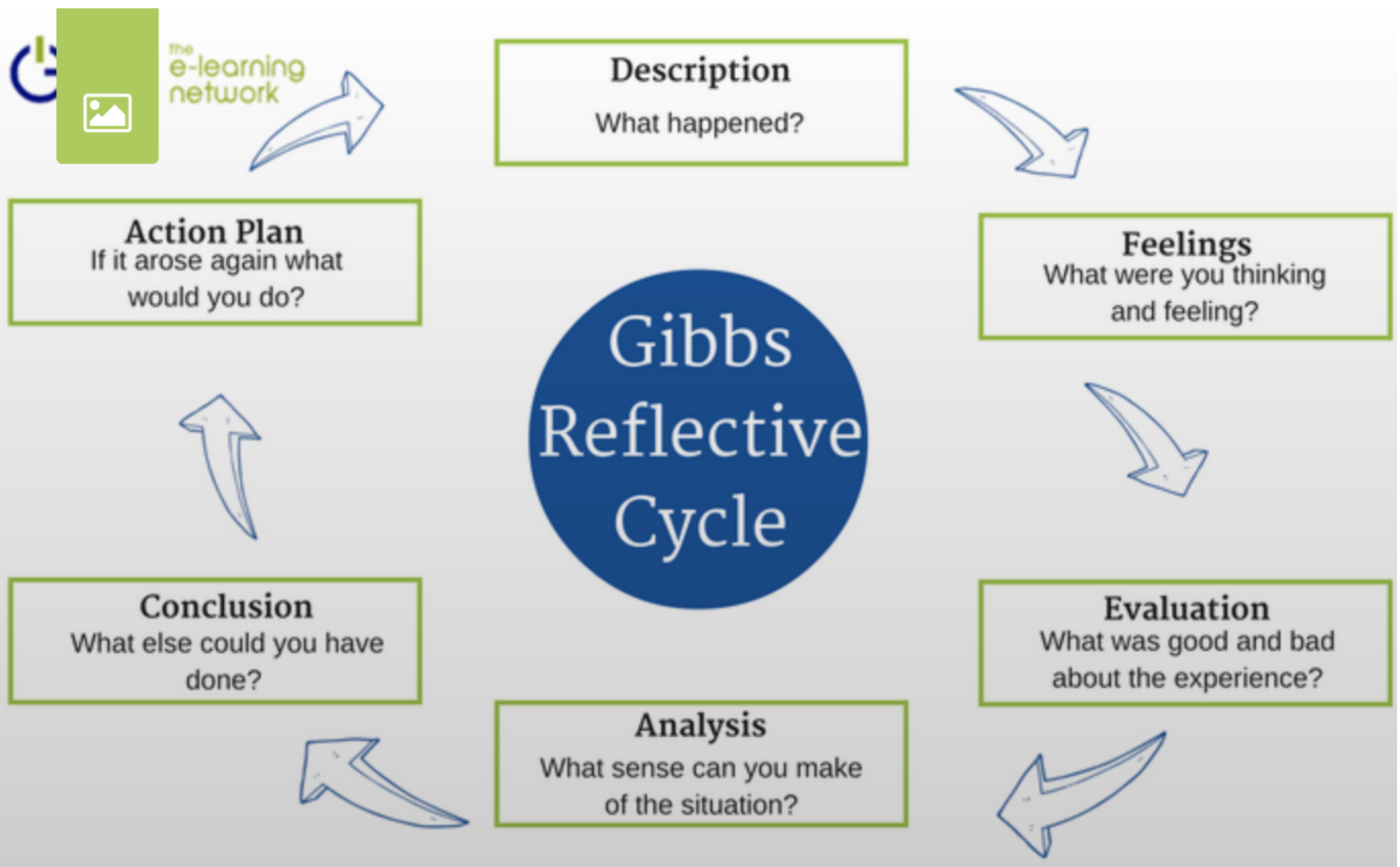
First line: **“Gareth, your marks have gone down this term and I am worried you are not working as hard as you have been in previous years”**

Second piece of advice: FEELINGS



Every person's first response is an emotional one and not a logical one

LEARNERS NEED TIME AND SPACE TO PRACTICE PROCESSING THEIR EMOTIONS



Prompts are required to help students learn to do this well

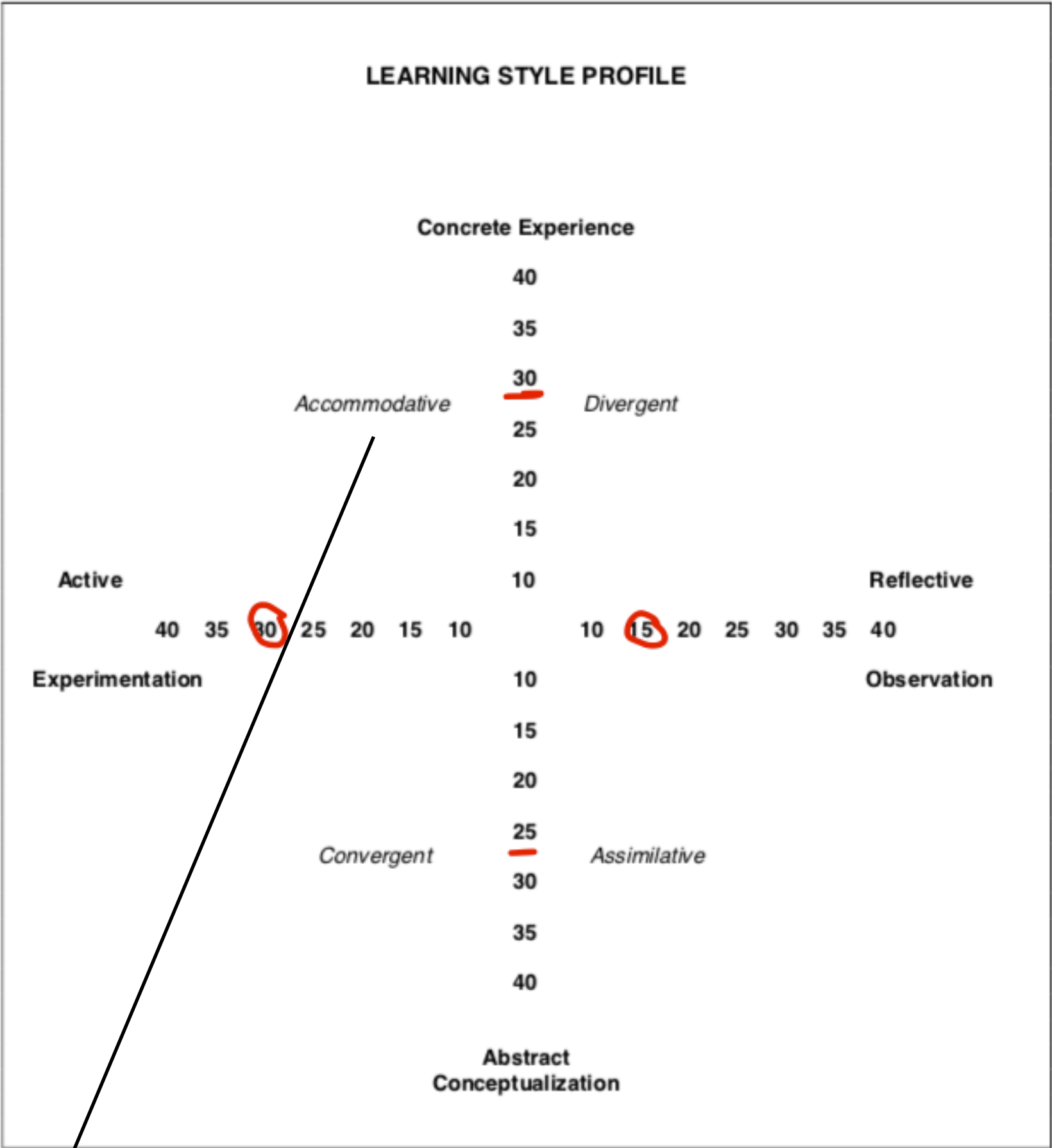
Student reflection

For next semester, from this module I have learnt **my most important lesson for mathematics which is to understand**. If I **didn't understand** the content in this module **it was very hard** to actually accomplish anything but if I **understood** what was going on in a specific aspect of the module **I found it trivial to explain** what it is which is essential in writing projects. Unfortunately **it takes time to understand things but is a much more efficient way of working in the long run** and when it comes around to the examinations I will be in a much better place than if I wasn't actually learning and understanding a modules content. **Another thing I have learnt is to ask**. Whether it's a colleague or lecturer, **if I don't understand something people will be happy to help**. That has certainly assisted me in the projects specifically as **it's quite hard to write a project if you don't know what you're talking about**.

Kolb learning style inventory

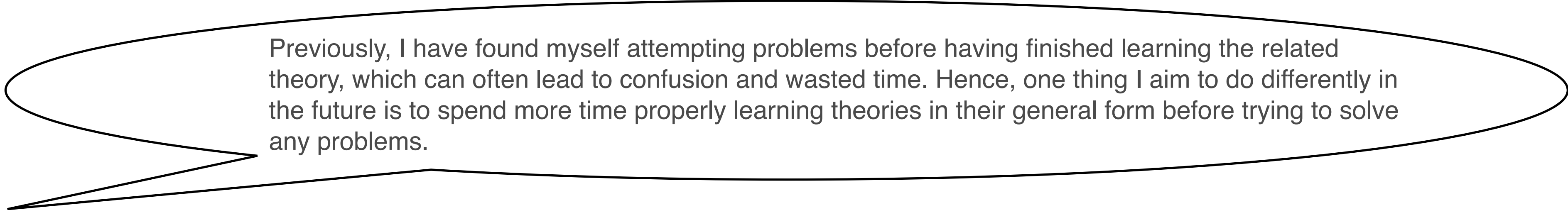
1. Rank order each set of four words (going across) in the 10 items listed below. Assign a 4 to the word which *best* characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the *least* characteristic word. Assign a different number to each of the four words. *Do not make ties.*

1. _____ involved _____ tentative _____ discriminating _____ practical

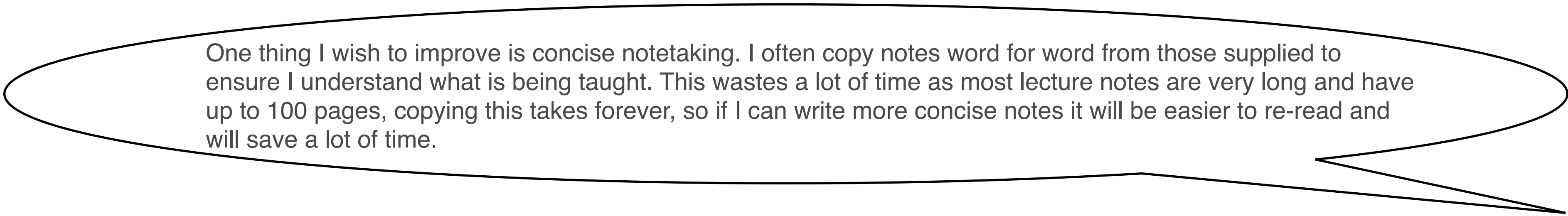


Accommodative – The accommodative learning style has the opposite strengths from assimilation, emphasizing concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking and action. This style is called accommodative because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or plans do not fit the facts, those with an accommodative style will most likely discard the plan or theory.

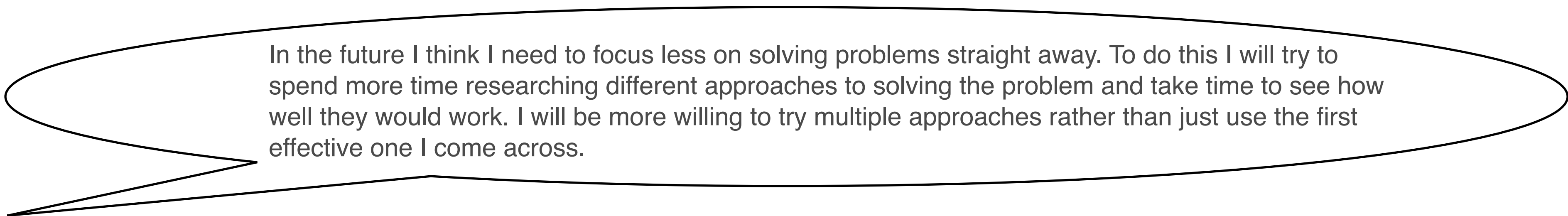
Student reflections



Previously, I have found myself attempting problems before having finished learning the related theory, which can often lead to confusion and wasted time. Hence, one thing I aim to do differently in the future is to spend more time properly learning theories in their general form before trying to solve any problems.



One thing I wish to improve is concise notetaking. I often copy notes word for word from those supplied to ensure I understand what is being taught. This wastes a lot of time as most lecture notes are very long and have up to 100 pages, copying this takes forever, so if I can write more concise notes it will be easier to re-read and will save a lot of time.



In the future I think I need to focus less on solving problems straight away. To do this I will try to spend more time researching different approaches to solving the problem and take time to see how well they would work. I will be more willing to try multiple approaches rather than just use the first effective one I come across.

Third piece of advice: TOOLS

Effective learning takes place through dialogue

MAKE TIME TO DISCUSS:

- **WHAT SUCESS LOOKS LIKE**
- **THE RESOURCES YOU HAVE PROVIDED**

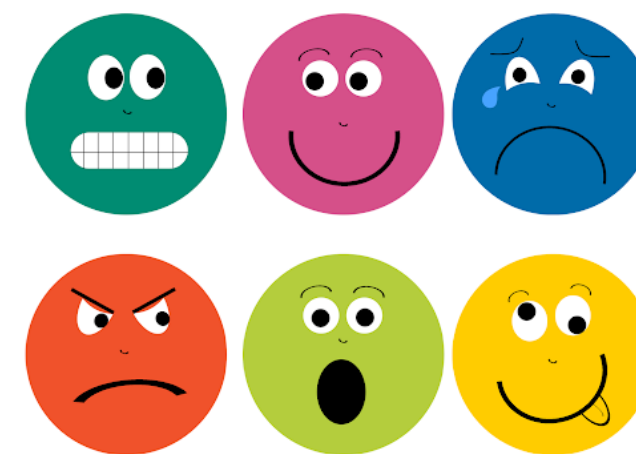
WITH YOUR STUDENTS



AIMS



RESOURCES



EMOTIONS



OBSTACLES



TOOLS

Case study

For 19-year-old Omer, also from Sheffield, the news was deeply disappointing, and he worried it could have serious implications for his future career as he could no longer resit an exam to achieve the grades he would need.

“I was studying for my A-levels last year, but I didn’t get the grades I wanted to do nursing, so I thought I’d resit my A-level biology this year,” he said. “I had a mock exam coming up in a few weeks, but that got cancelled, so now they don’t have anything to use for my centre-assessed grades. I prepared for the exam really really well,” he said. “I don’t know what I’m going to do now. I’ve got my grades from last year, but I wanted to improve them and do a course I really wanted to do. It’s really frustrating and stressful.”

WHAT DO YOU SAY TO OMER?

2021 A-level and GCSE exams
cancelled and replaced by teacher
assessment

2020 A levels and GCSE exams
cancelled

Government develops algorithm
to assign grades

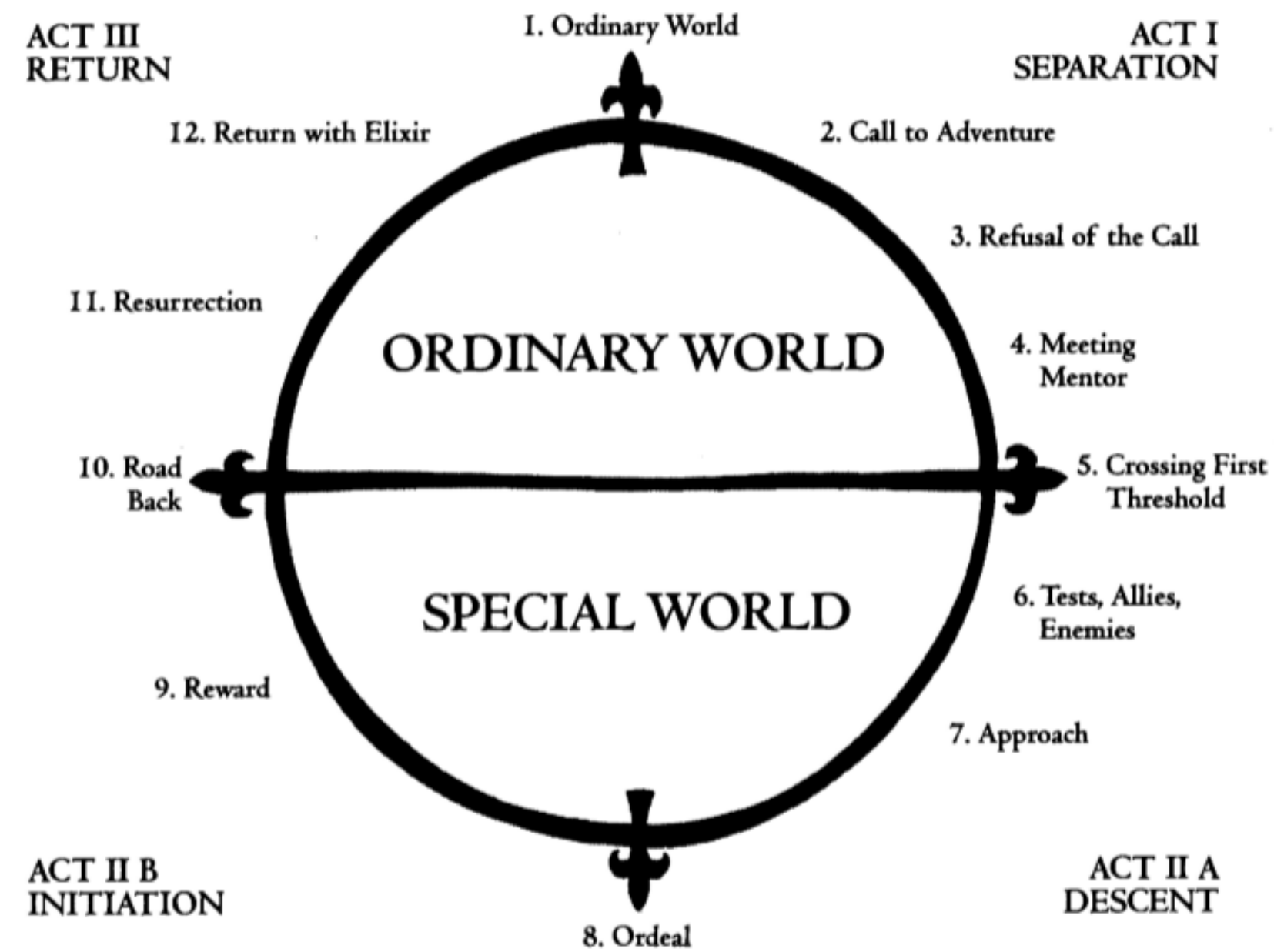
After release of exam results
algorithm is shown to be unfair

Teacher assessed grades
assigned to students. Grades
are higher than normal

Government promises exams will
go ahead in 2021



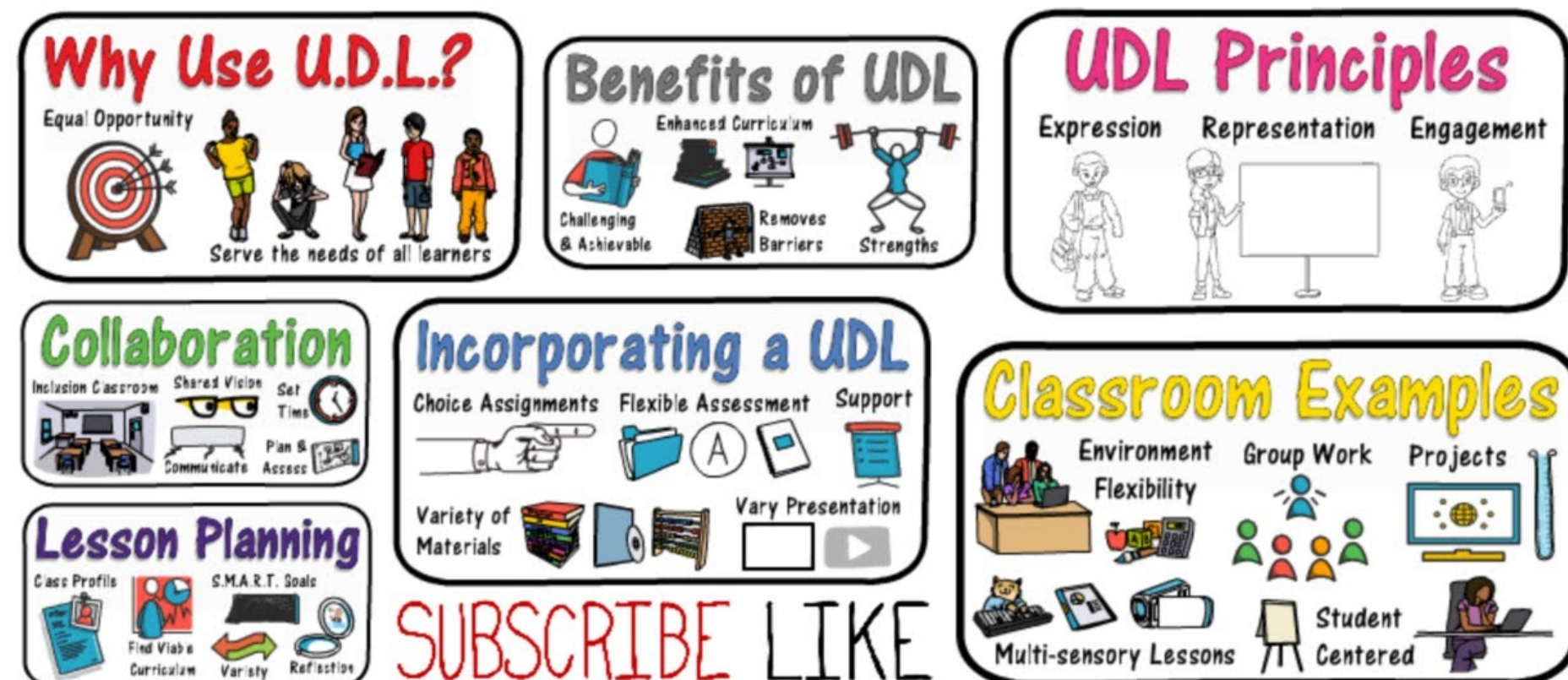
Fourth piece of advice: OBSTACLES



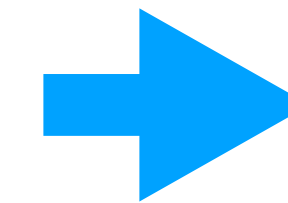
In the mono myth the hero **ALWAYS** refuses the first call to adventure

ONLY BEING SYMPATHETIC SOLVES NOTHING. IF A STUDENTS ARE STRUGGLING OR WORRYING THEY NEED TO FIND OUT WHY IN ORDER TO HELP THEMSELVES.

hi Universal Design for Learning

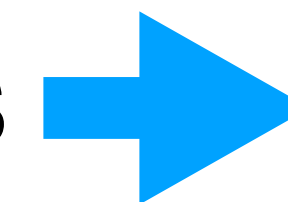


DON'T WRITE NOTES



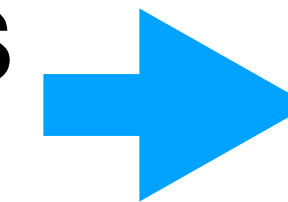
THEY CAN USE A TEXTBOOK

DON'T GIVE LECTURES



MAKE VIDEOS/A WIKI

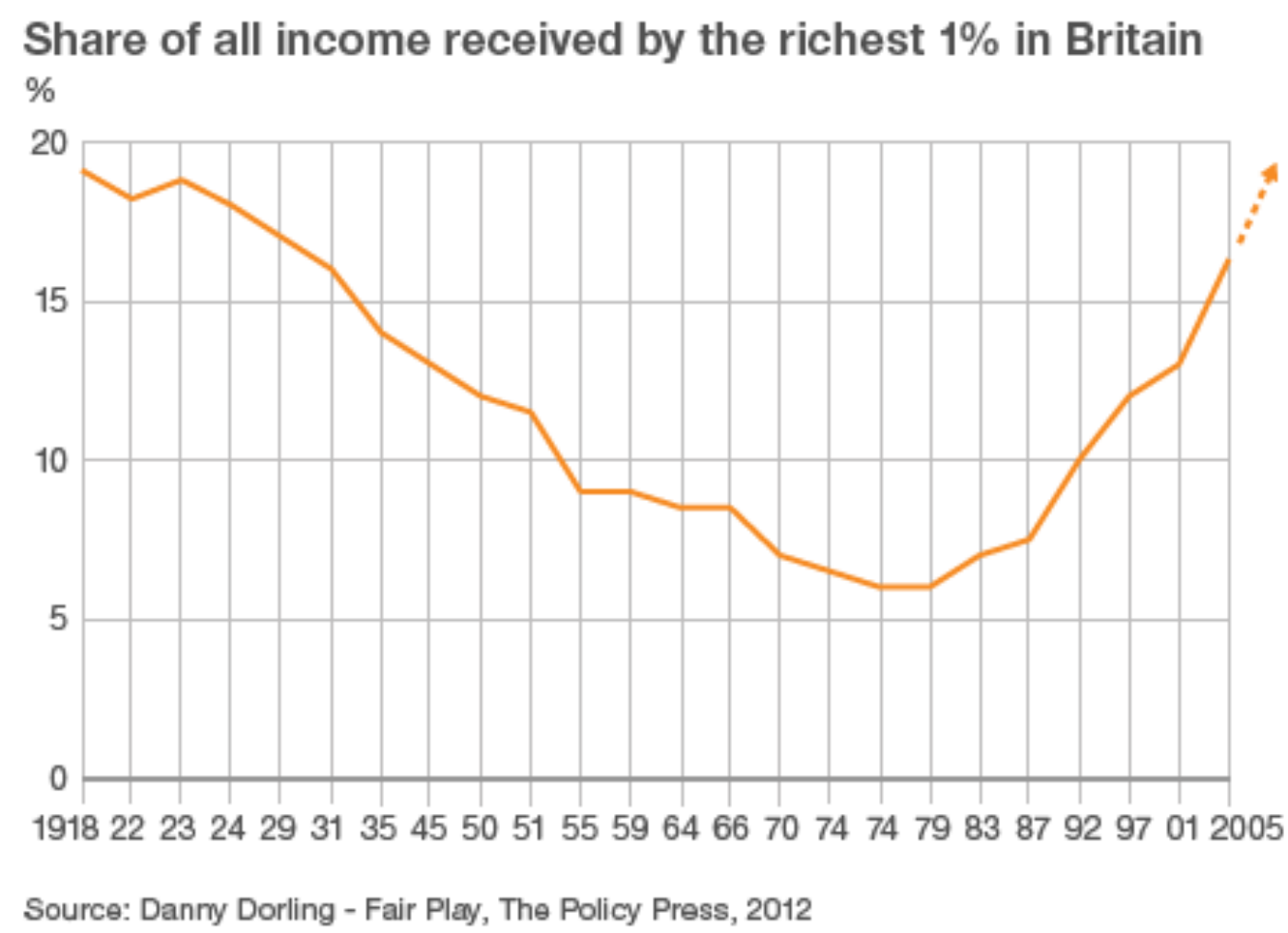
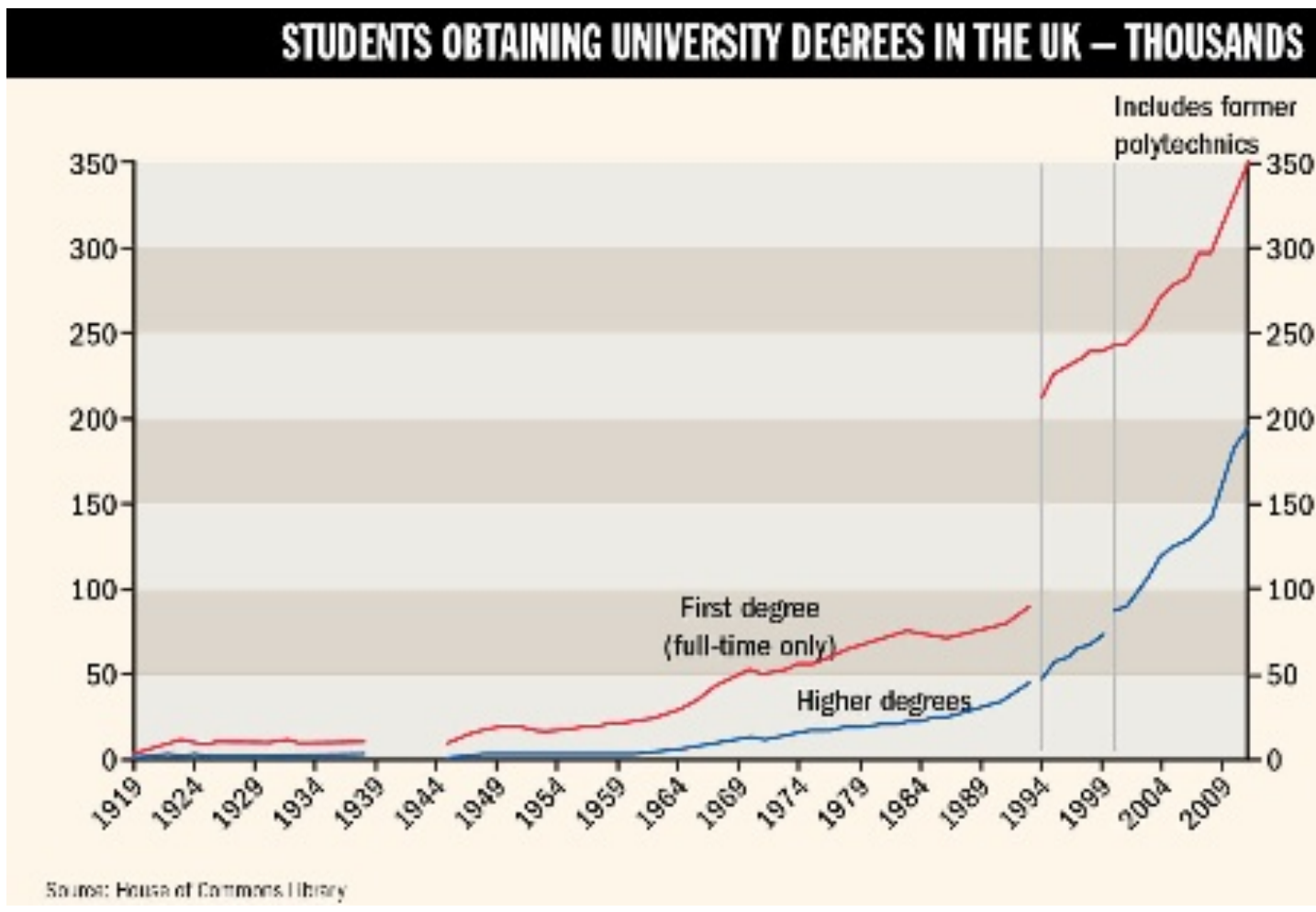
DON'T DO TICK/CROSS MARKING



AUTOMATE IT/USE PEER ASSESSMENT



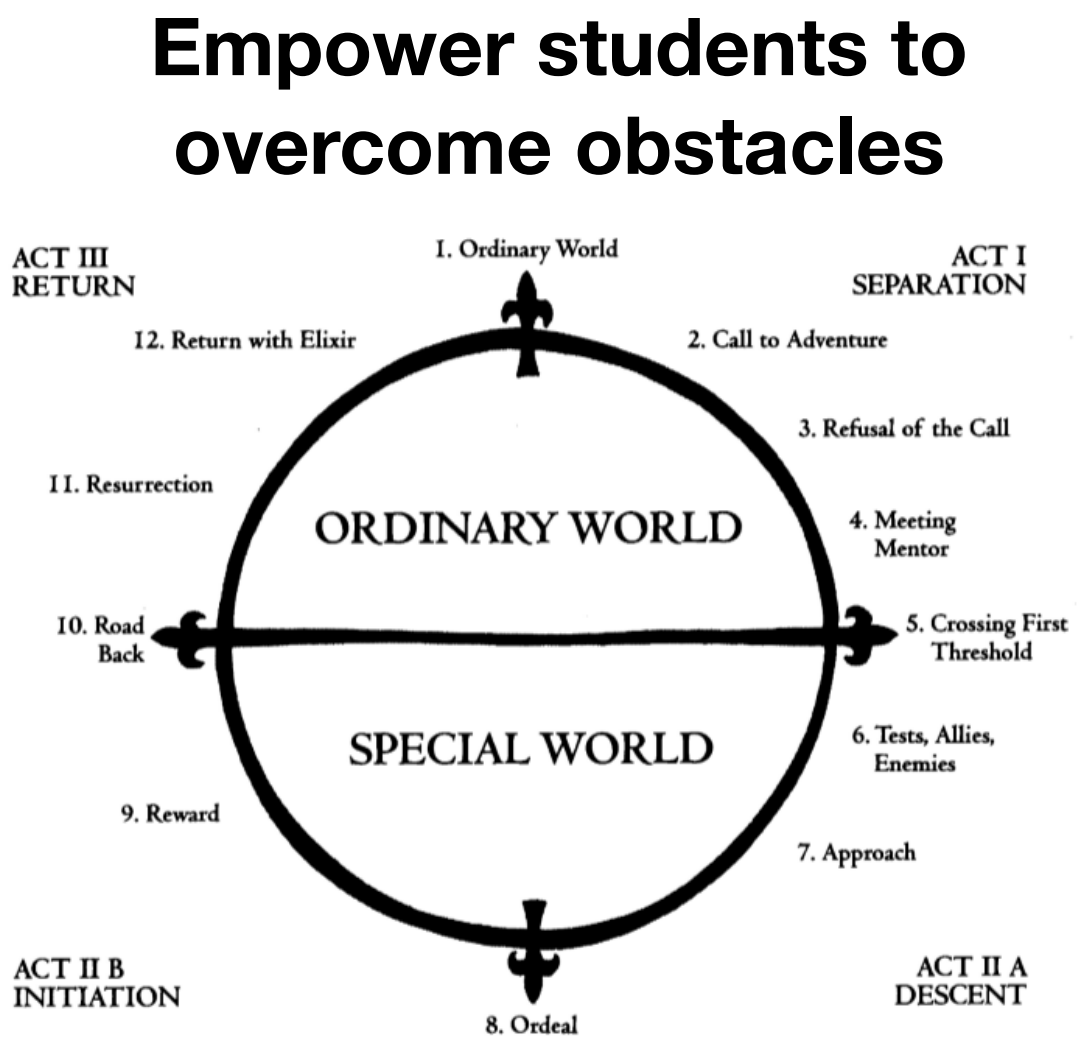
Explain what students have to do

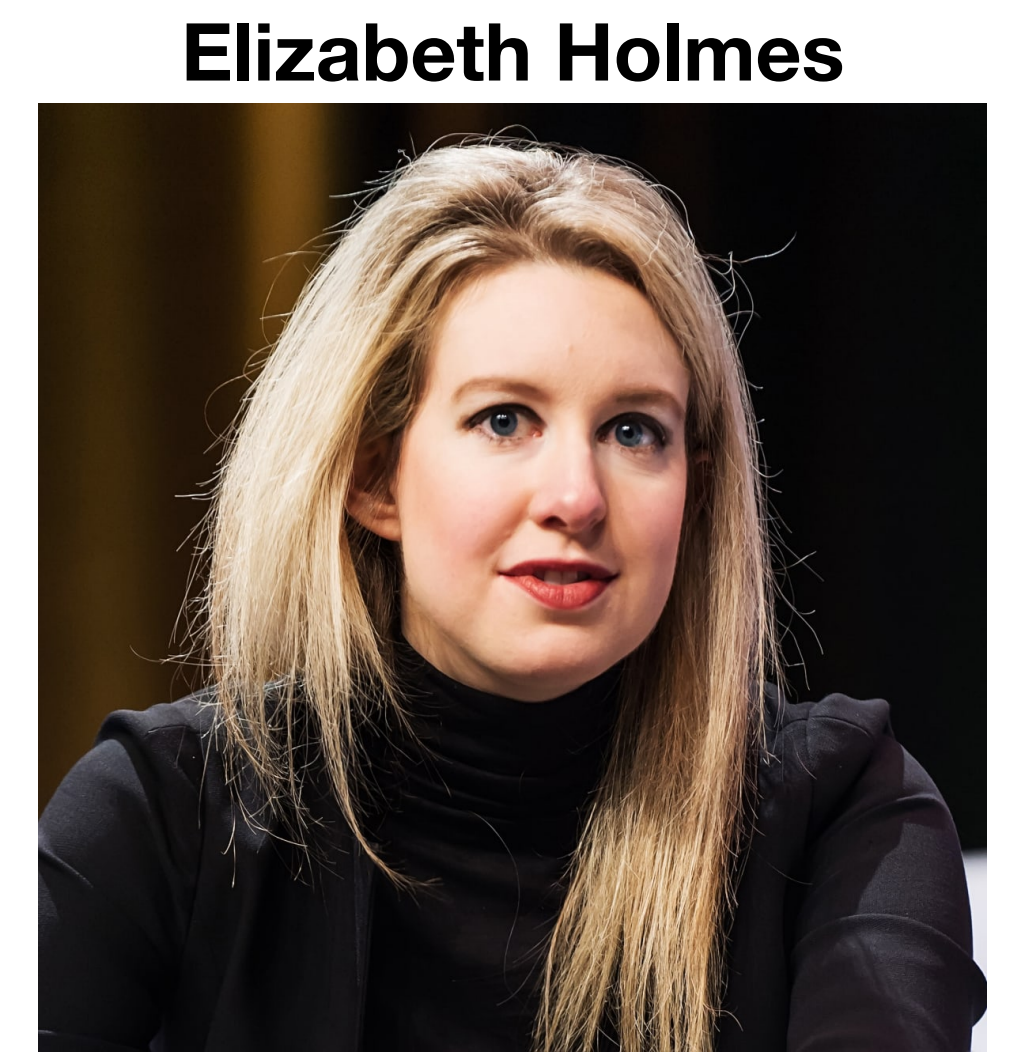


Help them process their emotions

Educate the whole person

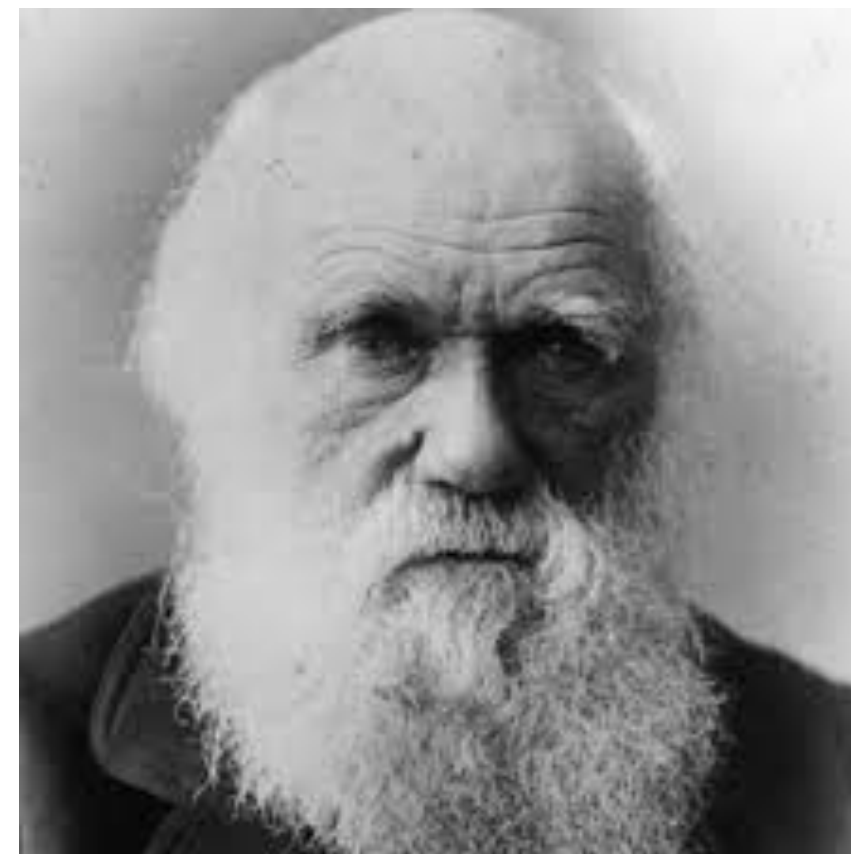
Make space for dialogue





Elizabeth Holmes

Would the world have been a better place if these people had stayed in education a bit longer? What would have kept these people in education?



Aaron Schwartz