Active learning

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#MandarinTM  @IOE_CI

#ChineseConf
Objectives:

- A gathering for teachers with a focus on Active Learning to aid teaching and learning.
- Teachers will be able to show and tell what they use in class.
- The idea is that everyone will take away something they can try when they go back to their classroom.
The Networked Teacher (Couros, 2006)
Teachmeet website

http://teachmeet.pbworks.com/w/page/70721426/Mandarin%20Chinese%20Teachmeet

Teachmeet advertisement

http://teachmeet.pbworks.com/w/page/76128023/MFL%20Teach%20Meet%20Downe%20House

Twitter feed

https://twitter.com/search?q=%23MandarinTM&src=typd
Topics today:

Getting languages into the home

Use of twitter

Chinese New Year

Fun activities in the classroom

EDMONDO    Class Dojo    Apps

SOLO Taxonomy    Edublogs
Random Name / Word Picker

Cheng-Han Wu
anyone else
Hannah Hayes
Simone Haughey

Typewriter  Edit Words  Fruit Machine
Are you using the HOTS?

- Analysing by
  - Analyse
  - Distinguish
  - Compare
  - Contrast
  - Investigate
- Understanding by
  - Explain
  - Interpret
  - Restate
  - Discuss
  - Distinguish
  - Predict
- Remembering by
  - Recall
  - Recognise
  - Reproduce
  - Select
  - Draw

- Translate
  - Compare
  - Describe
  - Summarise
  - Demonstrate

- Tell
  - Describe
  - Relate
  - Write
  - Find
  - Identify
Are you using the HOTS?

Creating by
- Create
- Invent
- Compose
- Predict
- Plan
- Construct

Evaluating by
- Judge
- Select
- Decide
- Justify
- Debate
- Argue

Applying by
- Solve
- Show
- Use
- Illustrate
- Construct
- Complete
- Change
- Classify
- Interpret
- Put together
- Manipulate
WHAT, HOW and WHY:

WALT and WILF

Respect

Pace

House analogy

Reflection - Specific WWW and EBI

Big picture

Timeline of a lesson

Questioning

Learning to learn
Vocal warm ups

**TONES**

1\textsuperscript{st}:

2\textsuperscript{nd}:

3\textsuperscript{rd}:

4\textsuperscript{th}:
WALT: Ask for directions in town

WILF: Spontaneity, clear tones and effective use of previous learned vocabulary
bank  post office  supermarket  school

cinema  bus stop  museum

sports hall  tube station  zoo
sequence for great character retention:

character --> pinyin and tones --> meaning
            radicals
    using stories
Bingo
Activity: please put the Chinese sentences in your envelope in the order below!

1. The supermarket is next to the post office.
2. The church is opposite the cinema.
3. My school is south east of London.
4. I am going to the science museum with my family on Saturday.
5. We went to Beijing Zoo last March.
Answers!

The supermarket is next to the post office.

超市在邮局旁边。

The church is opposite the cinema.

教堂在电影院对面。

My school is south east of London.

我的学校在伦敦的东南部。

I am going to the science museum with my family on Saturday.

我们一家星期六会一起去科学博物馆。

We went to Beijing Zoo last March.

我们去年三月去了北京动物园。
the first road junction
red green light (traffic lights)
cross roads (ten character road junction)
towards right turn
towards left turn
towards ahead go
pass over

过了
十分 钟
Kungfu master

followed by Noughts and Crosses
请问，到。。。怎么走？

过了红绿灯
向左拐

向左拐
向右拐

向前直走
向前直走

第二个路口
向右拐

向右拐
十分钟

第一个路口
向右拐

十字路口
向左拐
请问，到。。。怎么走？
Mini-white board activity:
translate the following 3 sentences into Chinese characters. The first team who gets 3 sentences right win!

1. Excuse me, how do I get to the cinema?

2. Go straight ahead, after the traffic light, turn right

3. Thank you! Where is the tube station?
WALT: use past and future tenses confidently (A* criteria in CAS/CAW)

WILF: High level of accuracy with complex structure; Spontaneity, clear tones and pronunciation

*comparatives, causal clauses, opinions
zuótiān  qiánjīàntiān  qùnīán
昨天       前天天       去年

shàng gè xīngqī  shàng gè yuè  guò qù
上个星期     上个月       过去

yǐ qián  guò  le
以前       过       了
Past =
Persons + Past time + action words + magic words
因为很有意思

Opinions

我非常喜欢...但是

我不太喜欢...因为

我觉得...因为

刺激: exciting

adj + 极了 = extremely

adj
Future =
Persons + Future time + magic words + action words
会 想 打算 计划

要 明天 后天 明年

下个星期 下个月 将来
Activity: please put the Chinese sentences in your envelope in the order below!

We plan to go to Tiananmen Square this March.

My family and I have been to the Science Museum.

My family and I went to Europe last month by plane.

Mr Wu went to Taiwan last year

Taiwan is as fun as China.
Activity: please put the Chinese sentences in your envelope in the order below!

We plan to go to Tiananmen Square this March.

我们今年三月计划去天安门广场。

My family and I have been to the Science Museum.

我们一家一起去过科学博物馆。

My family and I went to Europe last month by plane.

我和家人上个月坐飞机去了欧洲。

Mr Wu went to Taiwan last year.

吴老师去年去了台湾。

Taiwan is as fun as China.

台湾跟中国一样好玩。
cān guān bówù guǎn máidōng xī
参观博物馆 买东西

jì zì xíngchē dǎ wǎng qiú kàn qiú sài
骑自行车 打网球 看球赛

yóu yǒng zuò chuán
游泳 坐船
你以前做了什么？你将来会做什么？

- 昨天
- 明天
- 参观博物馆
- 看球赛
- 买东西
- 骑自行车
- 坐船
- 前天
- 后天
- 打网球
- 上个月
- 上个星期
- 以前
- 明年
- 下个月
- 游泳
- 你
- 你
Mini-white board activity:
translate the following 3 sentences into Chinese characters. The first team who gets 3 sentences right win!

1. my friend and I this summer plan to go to the Great Wall of China!

2. we yesterday on TV watched 'skiing', very exciting!

3. I think skiing is a lot more interesting than playing football (hint: use poster 4 part 7)
Mini-white board activity:
translate the following 3 sentences into Chinese characters. The first team who gets 3 sentences right win!

1. my friend and I this summer plan to go to the Great Wall of China!  
   我和朋友暑假计划去长城。

2. we yesterday on TV watched 'skiing', very exciting!  
   我们昨天在电视上看了滑雪，很刺激！

3. I think skiing is a lot more interesting than playing football  
   (hint: use poster 4 part 7)  
   我觉得滑雪 比 踢足球 有意思 很多。
Use of twitter

- Online teaching and learning community
- Teacher dialogue
- Current pedagogy and policies

https://twitter.com/following

Michael Cladingbowl @mcladingbowl
National Director, Schools, Ofsted.

TeacherToolkit @TeacherToolkit
Award winning Assistant Headteacher #100Ideas
Author bit.ly/100TTkit @SLTchat & #5MinPlan

Ofsted @Ofstednews
Ofsted inspects and regulates to achieve excellence
in the care of children and young people, and in
education and skills for learners of all ages.

Amjad Ali @ASTsupportAlic
Assistant Head Teacher /AST /Inclusion /Created
#TwitterCoaching /Eng/RE/ blog-
Newtothepost.wordpress.com /Created FREE
Teaching & Learning Toolkit.

ClassDojo @ClassDojo
The positive feedback platform connecting teachers,
parents and students. ClassDojo helps kids develop
the behaviors and skills they need for success!
Ofsted’s Mike Cladingbowl writes: why do school inspectors observe lessons and how do they evaluate teaching? ow.ly/tRzhu
Why do Ofsted inspectors observe individual lessons and how do they evaluate teaching in schools?

Since 2009, inspectors have been instructed not to grade the overall quality of a lesson they visit. As you can see from the most recent version of the form (below), the box for the lesson’ has been removed.

I was speaking to a colleague today, one of Her Majesty’s Inspectors. He reminded me it is all about outcomes and that it does work both ways. In a classroom he was in recently, a teacher produced, literally, an all-singing, all-dancing lesson.

There was music, comedy, costumes, games, ‘thinking hats’, and all with clear objectives on the whiteboard. He recorded a teaching quality grade of inadequate. Not because of the ‘performance’ on the day but because students’ graffiti-strewn books hadn’t been marked for six months and work was shoddy or incomplete. In contrast, he graded teaching as outstanding in a classroom where students sat reading in silence and the teacher’s marking in exercise books. He told both teachers what his conclusions were.
From: QAhelpdesk@ofsted.gov.uk
To: cheng_han_wu@hotmail.com
Date: Tue, 7 Jan 2014 15:29:30 +0000
Subject: CAS-281447-NQSY25

Dear Cheng-Han Wu

Thank you for your good wishes. You are absolutely correct in saying that inspectors do not look for or advocate any particular methodology including the use of target language in teaching. The guidance materials you refer to are intended to be used to promote discussion. As the guidance says ‘They are intended as a tool for self-evaluation and to inform development planning’. The guidance is not a set of inspection judgement criteria. The introduction to the materials on the Ofsted website says; ‘This guidance is not an inspection or performance management instrument, and should not be used as such. Rather, it is intended to promote dialogue and understanding about the features of good target language use by teachers and pupils that result in good language learning.’

The criteria for judging the success of all teaching, including MFL, is how effectively it promotes the progress of students. The guidance does not say that target language use is a requirement for a judgement that teaching is good or better.

I hope this is helpful.

Robert Lovett HMI
Quality Assurance National Team
"Inspectors should not give an overall grade for the lesson & nor should teachers expect one." teachertoolkit.me/2014/02/21/the...
Agility - THE TEACHING TOOLKIT

http://cheneyagilitytoolkit.blogspot.co.uk/
http://cheneyagilitytoolkit.blogspot.co.uk/search?q=chat+mat
MFL department around the world!

Results for #mfltwitterati

JEBasnett @basnettj · 2h
#DHMFLTeachMeet Hear @CristaHazell talk about improving confidence in speaking teachmeet.pbworks.com/w/page/7612802... @MFL Teach Meet #mfltwitterati

Followed by James Gardner and 3 others
Florentina Taylor @_FTaylor_ · 5h
Great glossary of language learning & teaching terminology, with references. mycourses.nile-elt.com/mod/glossary/v... eltchat #mfltwitterati #langchat

GuardianTeach @GuardianTeach · 13h
Tomorrow we've got a live chat on the new #languages curriculum – join us for advice and best practice theguardian.com/teacher-networ... #mfltwitterati

HelenMyers @HelenMyers · 14h
Please respond to ofqual consultation on ML (and AL) assessment (I will stop pestering on Saturday!) helenmyers.blogspot.co.uk/2014/05/respon... #mfltwitterati

GuardianTeach @GuardianTeach · 14h
Three ideas for using iPads in the #languages classroom theguardian.com/teacher-networ... #ipads #langchat #mfltwitterati #edtechchat #edtech

View summary
ClassDojo @ClassDojo
The positive feedback platform connecting teachers, parents and students. ClassDojo helps kids develop the behaviors and skills they need for success!
Edublogs

http://emilylaoshi.edublogs.org/
Speak Chinese with Hannah
Let's Make Chinese Fun

Edublogs
http://hannahhua.edublogs.org/category/gcse/

GCSE Revision Tips
06/07/2013 by Hannah　No Comments　GCSE, Reviews

Dear All,

Here are some GCSE revision tips for your reference.

2013 GCSE Revision Techniques

Categories
- A Level Chinese (x)
Follow Edmodo for tips on how to integrate technology into your classroom! For support-related questions, visit help.edmodo.com or use #edmodosupport

San Mateo, CA · edmodo.com

https://www.edmodo.com/
Quizlet

http://quizlet.com/
http://quizlet.com/highdown/classes

highdown is in 7 classes

- **11D Chinese**: 96 sets, 10 members
- **Pre-U A-level resources**: 8 sets, 5 members
- **Yr8Y Chinese**: 3 sets, 6 members
- **Yr8X Chinese**: 35 sets, 16 members
- **10D Chinese**: 14 sets, 18 members
- **7Y Chinese**: 14 sets, 17 members
- **7X Chinese**: 14 sets, 18 members
SOLO Taxonomy
Biggs and Collis 1982

Define
Identify
Do simple procedure

Describe
List
Do algorithm
Combine

Formulate questions
Compare/contrast
Explain causes
Sequence
Classify
Analyse -part/whole
Relate
Analogy
Apply

Evaluate
Theorise
Generalise
Predict
Create
Imagine
Hypothesise
Reflect


www.hooked-on-thinking.com
<table>
<thead>
<tr>
<th>SOLO</th>
<th>Rubric</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>I can recognise numbers from 0 - 100</td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>I can identify months, days of week and years.</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>I can use my knowledge of numbers, days, months and years to say when my birthday is.</td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>I can create calendar of important festivals in the Chinese calendar.</td>
<td></td>
</tr>
<tr>
<td>SOLO</td>
<td>Rubric</td>
<td>Evidence</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="image1.png" alt="image" /></td>
<td>I can recognise relative words and directions such as north, east, south and west</td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="image" /></td>
<td>I can identify local amenities and describe where they are using relative words and directions</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="image" /></td>
<td>I can use my knowledge of 'turn right' and 'turn left' to give directions</td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="image" /></td>
<td>I can ask directions if I was lost in Beijing e.g. I can ask directions from Tiananmen Square to Beijing Zoo</td>
<td></td>
</tr>
</tbody>
</table>
With SOLO we can...

- thoughtfully design learning intentions
- identify and use effective success criteria
- plan for differentiation
- provide feedback and feed forward on learning outcomes
- reflect meaningfully on what to do next:
  - Students of all ages can use SOLO to answer the following questions:
    - What am I learning?
    - How is it going?
    - What do I do next?
- undertake research/independent enquiry