

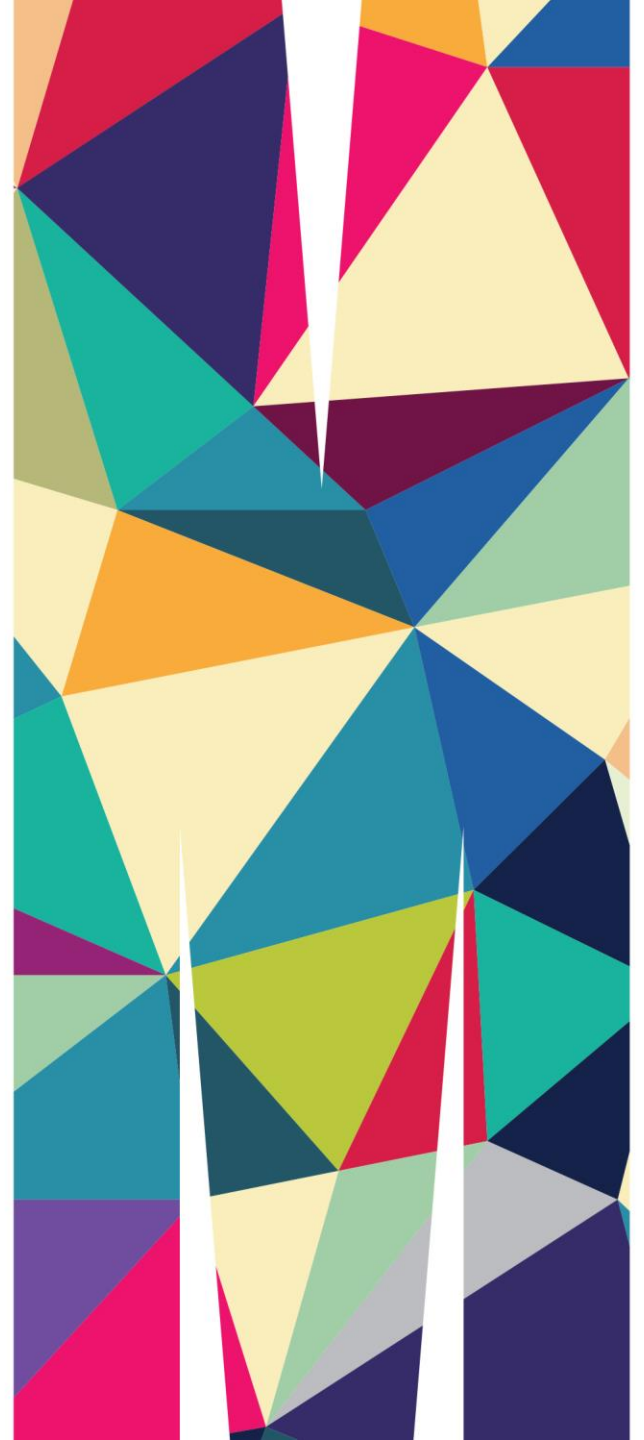
UECA PD Fest Adelaide

Challenging Games that Challenge Your Students

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1. How the Learning and Teaching Strategy (LTS) is normally Practised

Gus

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but

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In addition,

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- Revision activity a week after lessons on transition signals:
- **but/In addition,**
- One word at a time
- Students explain the target word anyway they want
- Students operate in groups
- Rotation takes place within individual groups

2. Relevant Adult Learning Theories

Adult Learning Theories	Implications
Scholarship of Teaching and Learning (SoTL) (Hubball, Clarke & Poole, 2010)	Are our learning and teaching strategies (LTs) guided by relevant adult learning theories? Are we contributing to SoTL?
3A (Traffic Light) Model (Nulty, 2016; Nulty, 2017)	Acquire-Assimilate-Apply Whole-Part-Whole Model
WPW Model (Knowles, Holton, & Swanson, 2014)	What is the purpose of particular LTs? Where do we place particular LTs in our learning and teaching process?
Experiential Learning Theory (Kolb, Boyatzis, & Mainemelis, 1999)	Are our learners learning through 'actively doing things', with meaningful/strategic (micro/macro) repetition?
Social Constructivism (Piaget, & Inhelder, 1958; Searle, 1996; Vygotsky, 1978)	Are our LTs providing opportunities for learners to build knowledge, with others (teachers/peers)?
Theory of Zone of Proximal Development (McLeod, 2012; Vygotsky, 1978)	Are we constantly stretching our learners' ZPD?

3. How the LTS is Practised **NOW**

yet

3. How the LTS is Practised **NOW**

I love you.

Yet

3. How the LTS is Practised **NOW**

I love you.

Yet, I can't marry you.

3. How the LTS is Practised NOW

- Revision activity a week after lessons on transition signals:
- yet/ I love you. – Yet/ I love you. Yet, I can't marry you.
- One word at a time
 - Simple clause(s)/Transition signal/Multiple clauses (Compound/Complex sentences)
- Students explain the target word anyway they want
 - Make use of metalanguage learnt (groups/s/v/o/pre/post-modifiers)
- Students operate in groups
- Rotation takes place within individual groups
 - Rotate between groups also

4. Data Analysis

Comments	Links to LTSs
“I don’t know how you did it but I just remember all these words we learnt in class. Even now, a year later...”	The intervention has helped acquire and retain knowledge and skills.
“When we’re playing games, some groups kinda cheated by counting or spelling words. You’ve asked us to use the metalanguage you’ve taught us in class. That made it a lot harder.”	Make use of knowledge to explain knowledge. Explicit effort in expanding learning through expanding students’ ZPD.
“Very often we don’t know how to explain a difficult word, especially difficult words from academic word lists. You’ve asked us to use metalanguage. That made it easier.”	Meaningful repetition. Strategic refinement of knowledge and skills. Constructing knowledge via a higher volume of social interaction.
“We do it [play the same game] at least for a week and with many different classmates. We explain things shorter and shorter but we still understand each other.”	

5. Other Examples

- Backs to the Board
- Catch Phrase
- https://www.youtube.com/watch?v=zVugmR_MQII
- 00:45-3:15
 - Two challenging words from the target text
 - An animal/A person in the room
- Charade

Implications

Are our learning and teaching strategies (LTSs) guided by relevant adult learning theories?

Are we contributing to SoTL?

Acquire-Assimilate-Apply

Whole-Part-Whole Model

What is the purpose of particular LTSs?

Where do we place particular LTSs in our learning and teaching process?

Are our learners learning through ‘actively doing things’, with meaningful/strategic (micro/macro) repetition?

Are our LTSs providing opportunities for learners to build knowledge, with others (teachers/peers)?

Are we constantly stretching our learners’ ZPD?

References

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