Listening!
The Secret to Student Talk

Presented by Connie Hamilton
Hack 4: Be a Pinball Wizard

1. Assume all hands are up:
   - How to engage ALL students.

2. Kick the IDK bucket:
   - Solutions & Strategies to keep students accountable & encouraged.

3. Punctuate your learning time:
   - The importance of pause & reflection.

4. Be a Pinball Wizard:
   - Have students facilitate their own learning.

5. Play the broken record:
   - Focus your questions, get detailed.

6. Fill your back pocket:
   - Have metacognitive questions ready.

7. Make yourself visible:
   - Put students at the center of learning.

8. Hear the Music:
   - Listen for correct thinking, not just correct answers.

9. Scaffold don’t spoon-feed:
   - Scaffold to promote effective learning.

10. Spin the throttle:
    - Help students develop quality questions.

11. Create a safe zone:
    - How to foster spaces that encourage risk-taking.

12. Kick the IDK bucket:
    - Solutions & Strategies to keep students accountable & encouraged.

13. Punctuate your learning time:
    - The importance of pause & reflection.

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    - How to foster spaces that encourage risk-taking.

22. Assume all hands are up:
    - How to engage ALL students.

Hacking Questions: by Connie Hamilton

The Core Collaborative
www.thecorecollaborative.com
Just like me...

Stand if your primary role is something other than classroom teacher (coach, administrator, etc.)
Just like me...

You have an active Twitter account
#HackingQs
@conniehamilton
@ESEA_Network
Just like me...

Stand if someone in your family is an active military member.
Just like me...

Stand if you are familiar with the Hack Learning book series
Just like me...

Stand if already downloaded the materials for this session.
Just like me...

Stand if you haven’t stood yet
Good Listener?
Elbow Partner

What was your experience like as a student?

You will have 30 seconds to respond
Let’s try that again
Partner A
1. Ask partner B a question.
2. Listen Carefully
3. Do NOT answer the question yourself.

Partner B
1. Respond to the question.
What caused you to choose this session?
Paraphrase

- Focus on the other person
- Use some of the other person’s words, but don’t parrot verbatim
- Be shorter than the original comments
- If the speaker indicates your paraphrase is incorrect, listen closely, ask clarifying questions and try again
Partner A
Paraphrase Partner B’s Response

Partner B
- Confirm Partner A understood you
- Address anything you hear that needs clarification
(Name) said they chose this session because...
Partner B
Reflect
- Highly effective protocol
- Requires interdependence
- Has three steps
How might jigsaw support student learning?

When would this strategy be most effective?
John Hattie’s Meta Analysis

Class Discussion Effect Size: 0.82
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Data Collection on Student Collaboration

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Reciprocal Teaching

<table>
<thead>
<tr>
<th>Summarizer</th>
<th>Questioner</th>
<th>Clarifier</th>
<th>Predictor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How could we recap this part?</td>
<td>• What information do we have?</td>
<td>• What is confusing or unclear?</td>
<td>• How can we determine what might come next?</td>
</tr>
<tr>
<td>• What are the key points so far?</td>
<td>• What connections can we make?</td>
<td>• What wonderings do we have?</td>
<td>• What predictions do we have?</td>
</tr>
<tr>
<td>• What is the big idea in this section?</td>
<td>• What details are important to note?</td>
<td>• How is new vocabulary used?</td>
<td>• What clues do we have to help us think ahead?</td>
</tr>
<tr>
<td>• What word best describes what we know at this point?</td>
<td>• What theme or pattern is emerging?</td>
<td>• How does this compare to predictions we made?</td>
<td>• How will we check our predictions?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Predict</th>
<th>Clarify</th>
<th>Connect</th>
<th>Visualize</th>
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</table>
| • What do you think this problem is about?  
• What operations do you think will be involved? |
| • Are there any words, symbols, or terms you are unsure of?  
• What information is needed to solve the problem? |
| • Does this remind you of any other math problem?  
• What mathematical knowledge or strategies will help you solve this? |
| • Can you draw picture, diagram, table or other representation to help you solve the problem? |

<table>
<thead>
<tr>
<th>Questioning</th>
<th>Calculating</th>
<th>Summarizing</th>
<th>Giving Feedback</th>
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</thead>
</table>
| • Does anyone have any questions about the problem?  
• What is it asking you to do first? Next? |
| • To solve the problem and show thinking.  
• Reread the problem and check for reasonableness of the answers. |
| • What was it asking and how did you go about solving it?  
• Give evidence from the problem to justify your calculations.  
• Explain the strategies you used. |
| • Reflect on the group's participation. What worked well? What could be improved? |
Accountable Talk

Begin with paraphrase and add...

• I agree/disagree with (name) because...
• To build on what (name) said, I would like to add...
• When (name) said _____, it made me wonder...
• After listening, I have a new question for (name)...
• Another way to look at what (name) said is...
• I support (name’s) thinking because...
• I used to think ____, but after listening to (name) I think ____.
• ...which made me think...
Give One – Get One

• Write down one talk move
• When you hear “GIVE ONE” find someone to share your idea and GET ONE from your partner.
• When you hear “MOVE ON” find another partner and GIVE ONE – GET ONE again
Form a triad – Three people

Identify A, B, C
Round 1

• Partner A: Respondent
• Partner B: Questioner
• Partner C: Summarizer

I used to think ____. Now I think ____.
Round 2

- Partner A: Questioner
- Partner B: Summarizer
- Partner C: Respondent

What connections are you making to listening and quality class discussion?
Round 3

- Partner A: Summarizer
- Partner B: Respondent
- Partner C: Questioner

How can you apply your learning from today to support student talk with your students?
Thank you!

Student Engagement Workshops

Session Materials

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