

# Index

- 3M model for feedback, 133  
 5Ws + H strategy, 52, 69  
   relational graphic organisers, 140
- ability groups, 155  
 active listening, 85–7  
   benefits of, 86  
   professions using, 86  
 activities  
   for application of knowledge, 90, 95  
   for checklists, 176, 178, 179–81  
   for demonstrations, 78, 83  
   for discovery learning, 111–12, 117  
   for discussions, 38  
   for experiments, 99, 100, 104, 105–7  
   for explanations, 55  
   for feedback, 126–7, 134  
   for graphic organisers, 141, 146  
   for groups, 156, 160, 161, 164–5, 166–7  
   for narration, 24, 28–9, 31  
   for observation, 10, 12, 13, 16–17, 18–20  
   for product descriptors, 186  
   for questioning, 59, 64, 72–4  
   for rubrics, 192–5  
 activity diagrams, 148  
 adjourning stage of development, 157  
 ‘Alligator Pie’ (Lee), 29–30  
 anecdotal records, 91, 92  
 application of knowledge, 89  
   activities, 90, 95  
   determining where students need  
     assistance, 94  
   evaluation considerations, 91–2  
   preparation considerations, 90–4  
   resources, 91  
   scaffolding techniques, 92–4  
   transferring skills, 94–5  
   types of, 89–90  
 assessment checklists, 174, 177
- assessments for group work, 163–5  
 attention span of students during narration, 25–6  
 attribute listings, 146–7  
 audience  
   in demonstrations, 85  
   feedback from, 127–8  
   for narration, 24–5  
 autonomous learners, 110
- Bloom’s Taxonomy of Educational  
   Objectives, 64–6, 118  
 board games, 11  
 body language  
   in demonstrations, 78  
   in discussions, 38, 40  
 book displays, 33  
 Boolean Operators, 69  
 brainstorming, 184  
 bucket lists, 172  
 Buzan, Tony, 149
- card games, 56–7  
 categorising graphic organisers, 142–4  
   concept maps, 143–4  
   KLEW chart, 143  
   KWL chart, 142–3  
 Celtic knots demonstration, 86–7  
 challenge plots, 23  
 chants, 30  
 checklists, 172  
   activities, 176, 178, 179–81  
   advantages of, 177–8  
   creating good, 176–7  
   professions using, 178–9  
   reasons for using, 175–6  
   types of, 172–5  
 children’s literature  
   for narration, 28  
   useful resources, 17–18

- choral speaking, 29–30
- class blogs, 128
- classification graphic organisers, 141
  - attribute listings, 146–7
  - hierarchy, 141
  - sorting trees, 146
  - Venn diagrams, 141
- classroom layouts
  - for discussions, 41
  - for experiments, 102–3
  - for narration, 25
- Cog's Ladder theory, 158–60
- Commoncraft, 51
- Commotion in the Ocean* (Giles & Wojtowycz), 33
- comparative graphic organisers, 146–8
  - compare and contrast diagrams, 148
- complementing knowledge, 89
- concept development graphic organisers, 143
  - activity diagrams, 148
- concept maps, 143–4
- concrete/abstract ideas, 52
- connection plots, 24
- content, 1
- control groups, 98
- convergent questions, 60
- cooperative learning, 92
- Craughwell, T.J., 112
- creativity plots, 24
- credibility of teachers, 53
- criterion-reference assessments, 133
- cross-age/stage groups, 155
- cues, 61–2
- curriculum planning elements, 1–2
  
- Dahl, Roald, 28
- de Bono, Edward, 126
- demonstrations, 76
  - activities, 78, 83, 86–7
  - choosing resources, 81
  - evaluation considerations, 84–5
  - listening components, 85–7
  - modelling, 82–4
  - non-verbal considerations, 77–8
  - planning checklists, 80
  - planning strategies, 77
  - reasons for using, 79
  - role of students, 82
  - role of students and teachers, 81
  - steps for successful, 81–2
  - types of modelling, 83–4
  - when to use, 80–1
- dependent variables, 98
- design
  - elements, 12–13
  - principles, 14
- directive feedback, 124
- directories, 69
- disagreeing, learning how to, 39
- discovery learning, 110–13, 114
  - activities, 111–12, 117
  - community-based, 111
  - difference from guided discovery, experiments and, 114
  - language and vocabulary, 116–19
  - preparing resources, 116
  - reasons for not teaching, 110
  - role of students, 115–16
  - role of teachers, 115
  - teaching strategies, 111–13
- discussions, 36
  - activities, 38
  - assessment considerations, 44–5
  - body language, 38
  - classroom layouts, 41
  - creating groups in, 41
  - deciding when to initiate, 36–7
  - developing voice skills, 38, 40
  - ground rules for, 38–9
  - lesson objectives, 38
  - preparation strategies, 38
  - reasons for having, 37–8
  - student-led, 44
  - students' preparations, 39–40
  - synonyms, 37
  - using the Socratic method, 42–4
  - ways to conclude, 41–2
  - ways to share different opinions, 45–6
  - ways to use language in, 45–6
- divergent questions, 60
- do and confirm lists, 174, 177
- duty of care in experiments, 103
  
- Ebbinghaus, Herman, 20
- ebooks, 33
- eclectic groups, 155, 167–8
- educational learning experiences, 5
- environment, 2
  - See also physical environments; psychological environments
- experiments, 97, 114
  - activities, 99, 100, 104, 105–7
  - classroom layouts, 102–3
  - curriculum areas using, 105
  - devising questions, 99

- difference from discovery learning, guided
    - discovery and, 114
  - following instructions, 103
  - hypotheses for, 99–100
  - preparation considerations, 100–3
  - presenting results of, 105
  - processes of, 98
  - professions that conduct, 105
  - range of resources, 101
  - record-keeping, 104–5
  - safety during, 102
  - scaffolding techniques, 101
  - stages in, 103–5
  - students' preparations, 104
  - synonyms, 97
  - timing in, 101
  - useful resources, 100
  - using scientific methods, 98
  - writing procedures, 103
- explanations, 49
  - activities, 51, 55
  - adding emotional aspects to, 53
  - card games, 56–7
  - concrete/abstract, 52
  - creating credibility, 53
  - evaluation rubrics, 53
  - incorporating stories into, 53
  - keeping it simple, 51–2
  - language used in, 50–1, 54
  - planning framework for writing, 51–3
  - professions using, 54
  - synonyms, 55
  - types of, 50
  - unexpected elements, 52
  - use of different mediums, 51
- expressive feedback, 124
- eye contact
  - in discussions, 40
  - in narration, 25
- fact and opinions graphic organisers, 146–8
- feedback, 121
  - activities, 126–7, 134
  - alternative audience's, 127–8
  - aspects of, 122
  - constructive, 123
  - content, 132
  - contexts, 131
  - elements for successful, 129–30
  - to groups, 163
  - how and when to give, 130–4
  - learning how to give, 128–9
  - paired markings, 128
  - power of, 123
  - self-marking, 127
  - student ratings scales, 126
  - student to student, 125
  - student to teacher, 125–7
  - style of, 133
  - teacher's oral, 124–5
  - teacher's written, 123–4
  - types of, 122–8
  - useful resources, 130
- first-person narratives, 22
- flowcharts, 143
- formative assessments, 133
- forming stage of group development, 157
- friendship groups, 155
- games centres, 9
- Giraffes Can't Dance* (Giles & Parker-Ree), 33
- graphic organisers, 92, 136–49
  - activities, 141, 146
  - matrix, 69
  - steps for using, 137
  - suggested uses, 138
  - types of, 137–9
- group development
  - roles of teachers and students, 157–8
  - scaffolding techniques, 158
  - stages of, 157–61
  - stages of growth, 158–60
- group work, 154
  - activities, 156
  - student skills requirements, 156
  - ways to assess individuals, 163–5
- groups, 170
  - activities, 160, 161, 164–5, 166–7
  - advantages of, 155–6
  - common problems, 169–70
  - gaining students' attention, 168–9
  - giving feedback, 163
  - role of teachers, 166–7
  - tasks for, 156–7
  - team members and roles, 170
  - types of, 154–5
- guided discovery learning, 113–15
  - difference from discovery learning,
    - experiments and, 114
  - using discovery boxes, 115
- Heath, C. and Heath, D., 51
- heterogeneous groups, 155
- homogeneous groups, 155
- homophones, homonyms and homographs, 30

- identification checklists, 174–5, 178
- independent variables, 98
- indexes, 69
- individual groups, 155
- inferential questions, 60
- infographics, 149, 150
- instructions in experiments, 101, 103
- instructographics, 149
- interest groups, 155
- interpretative discussions, 156
  
- KISS principle, 51
- KLEW charts, 143
- knowledge
  - barriers to, 94–5
  - in discovery learning, 118
  - management, 94
  - sharing, 94
  - types of, 89–90
  - See also application of knowledge
- knowledge components, 6
- knowledge transfer, 89, 94
- KWL charts, 142–3
  
- language
  - Bloom's Taxonomy of Educational Objectives, 64–6, 118
  - creating powerful imagery, 34
  - in discovery learning, 116–19
  - in discussions, 38, 45–6
  - for explanations, 50–1, 54
  - ways to share different opinions, 45–6
- learning, 109
  - See also discovery learning
- learning experiences, types of, 5
- Lee, Dennis, 29–30
- lighting for narration, 25
- listening, 85–7
- location considerations in demonstrations, 79
  
- matrixes
  - generating alternatives, 145–6
  - question, 70
  - senses, 146
- McCandless, David, 137
- McCull-Smith, Alexander, 34
- media and variety of uses in
  - explanations, 51
- Mind Map®, 149
- minute paper assessment method, 126–7
- mis-educational learning experiences, 5
- mixed-ability groups, 155
- modelling in demonstrations, 82–4
  
- narration, 22
  - activities, 24, 28–9, 31
  - artistic modifications, 27
  - book resources, 33
  - considerations when reading, 28–9
  - in demonstrations, 79
  - developing class anthologies, 33
  - elements of, 23
  - homonyms, homophones and homographs, 30–1
  - importance in demonstrations, 83
  - preparing, 24–7
  - professions that use, 28
  - purpose of, 26
  - synonyms, 33
  - types of, 22–3
  - types of plots, 23–4
  - using rhymes, 29–30
  - using verses, 32
  - ways to develop skills, 29–34
- Nobel Prize for Medicine of Physiology winners, 111
- non-educational learning experiences, 5
- norming stage of development, 157
- noticing, 9
  - See also observation
  
- observation, 7
  - activities, 10, 12, 13, 16–17, 18–20
  - how teachers use, 8–9
  - requirements, 7
  - synonyms, 9
  - teaching strategies, 12
  - visual brainstorming, 15
  - ways to develop, 11
- observational records, 8
- optical illusions, 9
- oral markers, 61–2
- oral questions, 60
- organisational checklists, 174, 177
- OzHarvest, 111
  
- participatory learning, 36
- peer marking, 125
- performing stage of development, 157
- physical environments, 2
- picture books, 9, 17–18
- Plus, Minus, Interesting (PMI) model, 126–7
- poems, 29–30, 32
- Post-it® Note, 112
- presentation components, 5–6
- problem-solving tasks, 156
- procedural charts, 144

- processes (teaching), 2–3
- product descriptors, 183–9
  - activities, 186
  - alphabetical lists, 184–5
  - creating family trees, 186–7
  - ways to differentiate family trees, 188–9
- production tasks, 157
- products, 2
- props and narration, 26
- psychological environments, 2
- publication opportunities for students, 128
- puzzles, 9
  - for observation, 19
  - for questioning, 73
- questioning, 59
  - activities, 59, 64, 72–4
  - aspects of, 61
  - Bloom's Taxonomy of Educational Objectives, 64–6, 118
  - common mistakes, 63–4
  - criteria for good, 62–3
  - cues and oral markers, 61–2
  - in experiments, 99
  - follow-up, 63
  - formats of, 60
  - matrix, 70
  - personality of, 71
  - puzzles, 73
  - reasons for using, 67
  - reasons for wrong answers, 68
  - responding to wrong answers, 68
  - setting scenes for, 67
  - traditional methods, 69
  - types of, 60–1
  - types of responses, 66–7
  - types to avoid, 63
  - using search engines, 68–9
  - wait time in between, 71–2
  - See also* research questions
- ranking in sequences, 144
- read and do lists, 174, 177
- reading out loud. *See* narration
  - record-keeping
    - application of knowledge, 91–2
    - assessments for discussion, 45
    - checklists and, 175
    - of discussions, 38
    - for experiments, 104–5
    - for observations, 8
  - referential feedback, 124
  - rehearsals and narration, 26
- relational graphic organisers, 138–40
  - 5Ws + H strategy, 140
  - fishbone diagrams, 139–40
  - storyboard, 138–9
- relative size illusions, 20
- reminder lists, 173–4, 177
- replicating knowledge, 89
- research questions, 70–1
- resources, 6
  - for demonstrations, 77
  - in discovery learning, 116
  - in experiments, 101
  - for knowledge application, 91, 92
- rhymes, 29–30, 32
  - See also* poems; verses
- risk management in experiments, 103
- rubrics, 189–95
  - activities, 192–5
  - advantages and disadvantages, 192–3
  - analytical, 190
  - benefits, 192
  - design considerations, 191
  - explanation evaluations, 53
  - holistic, 190
  - purpose of, 191
  - types of, 190
  - uses for, 191–2
- Rumble in the Jungle* (Giles & Wojtowycz), 33
- safety in experiments, 102
- scaffolding, 92–4
  - challenges for students, 93
  - challenges for teachers, 93
  - in experiments, 101
  - forms of, 92
  - group development, 158
  - positives and negatives, 93–4
- scientific method in experiments, 97, 98
- search engines
  - developing search skills, 68–9
  - types of, 69
- seating arrangements for narration, 25
- second-person narratives, 23
- sequencing graphic organisers, 143–4
- social media symbols, 117
- Socratic method, 42–4
  - implementing, 42–4
  - taxonomy, 42
- Solo Taxonomy Wordmat, 46–7
- sorting trees, 146
- space
  - demonstration considerations, 77
  - for presenting narratives, 25

- stories, incorporating into explanations, 53
- storming stage of development, 157
- storytelling, 22
- student-centred learning approaches, 109
- students
  - considerations for left-handed, 82
  - determining needs of, 90–1
  - role in demonstrations, 82
  - role in discovery learning, 115–16
- supplementing knowledge, 90
- symbols for social media, 117
- synonyms
  - discussions, 37
  - experiments, 97
  - explanation, 55
  - narration, 33
  - observation, 9
  - teaching, 2
- talking books, 33
- taxonomies, 42, 46–7, 64–6, 118
- teachers
  - challenges of scaffolding, 93
  - credibility of, 53
  - difference between novice and expert, 9
  - role in discovery learning, 115
  - role in experiments, 97, 103
  - role in groups, 166–7
  - role in guided discovery learning, 113
- teaching
  - elements for good, 5–6
  - synonyms, 2
- teaching about strategies, 4
  - discovery learning, 112
  - narration, 28
  - observation, 11
- teaching for strategies, 4
  - narration, 27
  - observation, 12
- teaching personality. *See* presentation components
- teaching strategies, 5
- teaching with strategies, 4
  - discovery learning, 111–12
  - narration, 27
- TED Talks, 51
- The Book of Inventions* (Craughwell), 112
- The Curse of Knowledge* (Heath), 51
- The Vicar of Nibbleswicke* (Dahl), 28
- think, pair, share strategy, 92
- third-person narratives, 23
- timing
  - of activities, 91
  - in experiments, 101
  - in narration, 26
- transfer of knowledge, 89, 94
- travel guides, 33
- 'Triantiwontigongolope' (Dennis), 33
- valence, 133
- verbs in developing questions, 64
- verses, 32
- video scribing, 152
- visual brainstorming, 15
- visual demonstrations impact, 76
- visual resources for experiments, 105
- visualisations, 136, 149–52
  - process of creating, 152
  - Sydney train network map, 151, 152
- vocabulary in discovery learning, 116–19
- voice
  - in demonstrations, 78
  - in discussions, 38, 40
  - in narration, 26
  - in questioning, 71
- wait time in questioning, 71–2
- web graphic organisers, 145
- webs, 145
- whole-class groups, 154
- wordmats. *See* Solo Taxonomy Wordmat
- written questions, 60