



South Lewis Central School

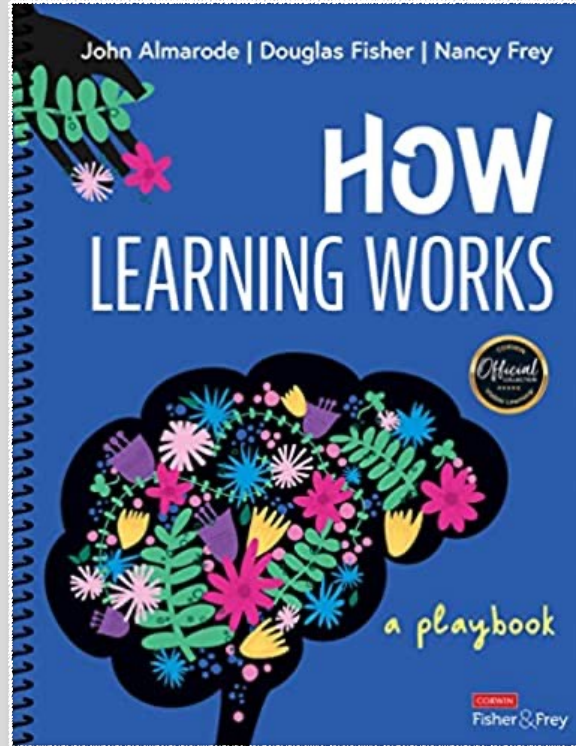
April Faculty Meeting

April, 2024

One District • One Building • One Family



How Learning Works



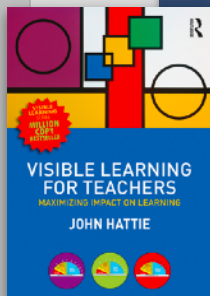
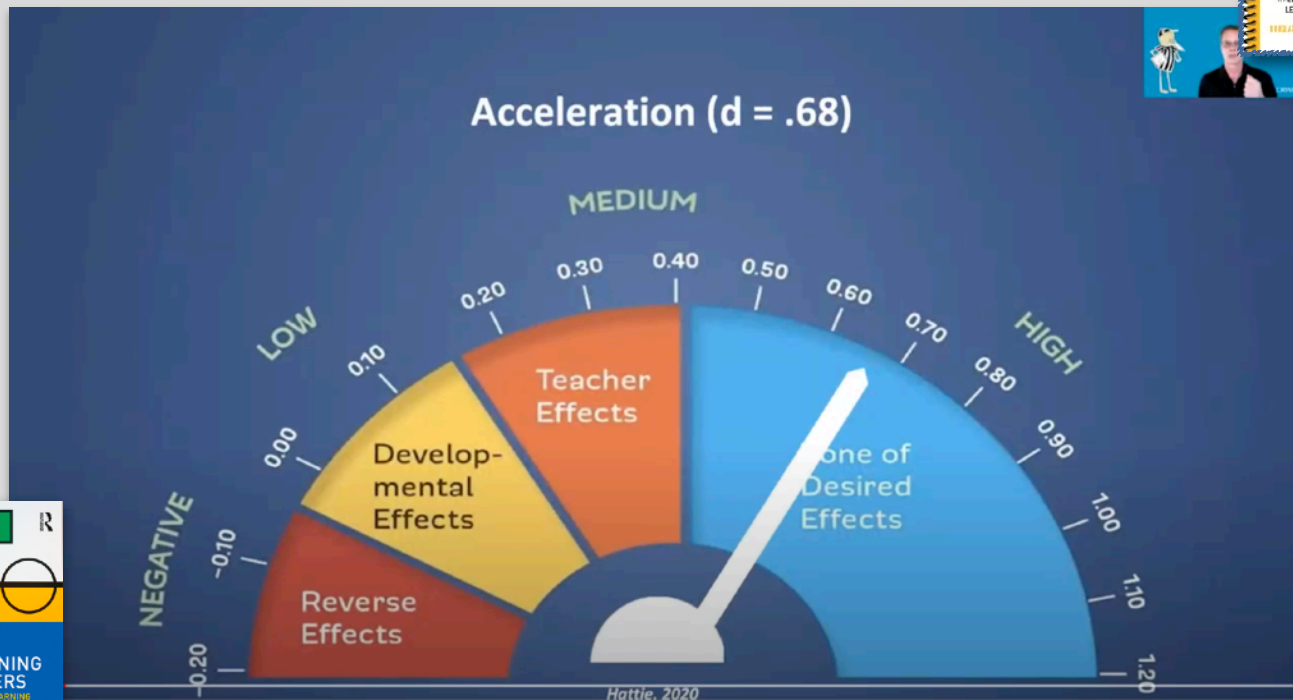
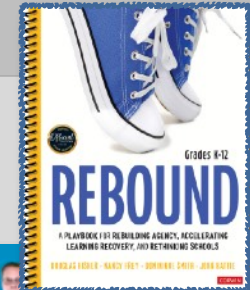
“The purpose of this playbook is to take a closer look at how our students learn so that we can better design learning experiences that align with how learning works” (Almarode, Fisher & Frey, 2022, pg 3).



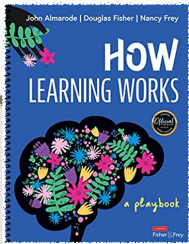
Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.



Rebound



Fisher, D., Frey, N., Smith, D. & Hattie, J. (2021). *Grades K-12 rebound: A playbook for rebuilding agency, accelerating learning recovery, and rethinking schools*. Thousand Oaks, CA: Corwin Press.



How Learning Works: a playbook

A Thought to Ponder.....

“Self-testing is a very efficient strategy that supports learners in self-monitoring, self-reflecting, and self-evaluating their learning” (Almarode, Fisher, & Frey, 2022, pg. 179).

Learning Strategy 5: Self-Testing



Learners must acquire a tool kit and collection of resources to support their self-testing.

Learners must align the tools and resources they select with the specific learning outcomes communicated through the learning intentions and success criteria.

Learners must know where to go to give and receive feedback.

EXPLICITLY TEACHING SELF-TESTING

- ✓ **Model** self-testing and **explicitly** make the **connection** between **self-testing** and **growth**.
- ✓ **Model** the process of **choosing a strategy** when learners **do not know what to do** and you are not there to immediately help.
- ✓ **Learning intentions** give the **roadmap** of **what** to practice and **success criteria** give the **direction** on **how** to practice.
 - The **verbs** in your success criteria **show the how**.
 - I can **explain** the human impact on the weather. How does the learner practice human impact on the weather? By explaining.
- ✓ **Feedback** is a **critical component** of self-testing. Model **how** and **where** to get feedback and **what to do with it** when it is given.

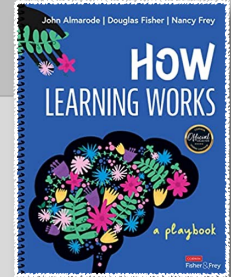
“Self-testing not only capitalizes on retrieval and practice, but when learners engage in practice testing, they also leverage the other promising principles and practices...” (Almarode, Fisher & Frey, 2022, pg. 181).





How Learning Works

Learning Strategy 6: Elaborative Interrogation



Learning Intention:

We are learning about elaborative interrogation.

Success Criteria:

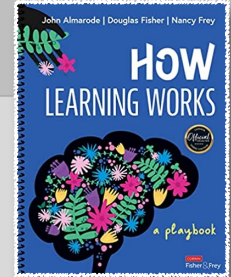
- I can describe what is meant by elaborative interrogation.
- I can describe different ways to encourage elaborative interrogation.
- I can apply the gradual release of responsibility to explicitly teaching students to engage in elaborative interrogation on their own.

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works



Learning Strategy 6: Elaborative Interrogation

What is Elaborative Interrogation?

“Elaborative interrogation is defined as a questioning technique that calls for readers to generate an explanation for an explicitly stated fact by asking questions” (Almarode, Fisher,& Frey, 2022, pg. 193).

Elaborative Interrogation

- Research of Presley et al found “elaborative interrogation is more effective with factual material” (Almarode, Fisher,& Frey, 2022, pg. 193).
- Examples of Elaborative Interrogation Questions:
 - Why is this true?
 - Why does this make sense?
 - Why?
 - Why would this be true of _____ and not _____?

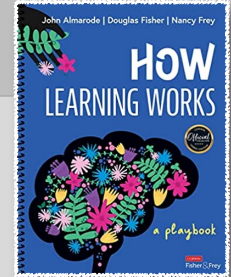
Most questions ask “what” instead of “why.” Ask “why” questions to generate explanations!

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works

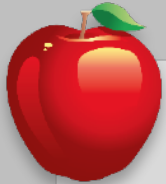


Learning Strategy 6: Elaborative Interrogation

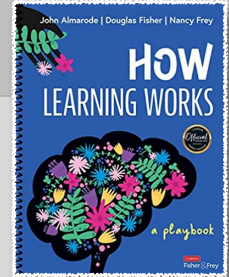
Considerations for Elaborative Interrogation:

- The *end goal* of this learning strategy is for *students to engage in elaborative interrogation independently*.
- If students do not immediately know the “why?” what *resources* may they use?
- Educators must *explicitly teach* and *model* question types so students may eventually *formulate their own “why?”* (e.g. open ended vs. closed, divergent vs. convergent, recall and processing questions, etc.).
- As with self-testing, *effective feedback* is a *key component* for this learning strategy.
 - ☑ Model *how* and *where* to get feedback and *what to do with it* when it is given.



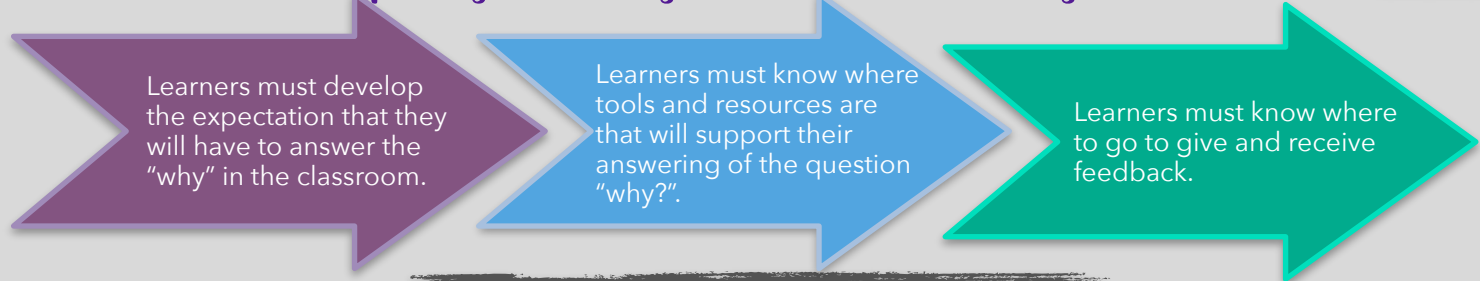


How Learning Works



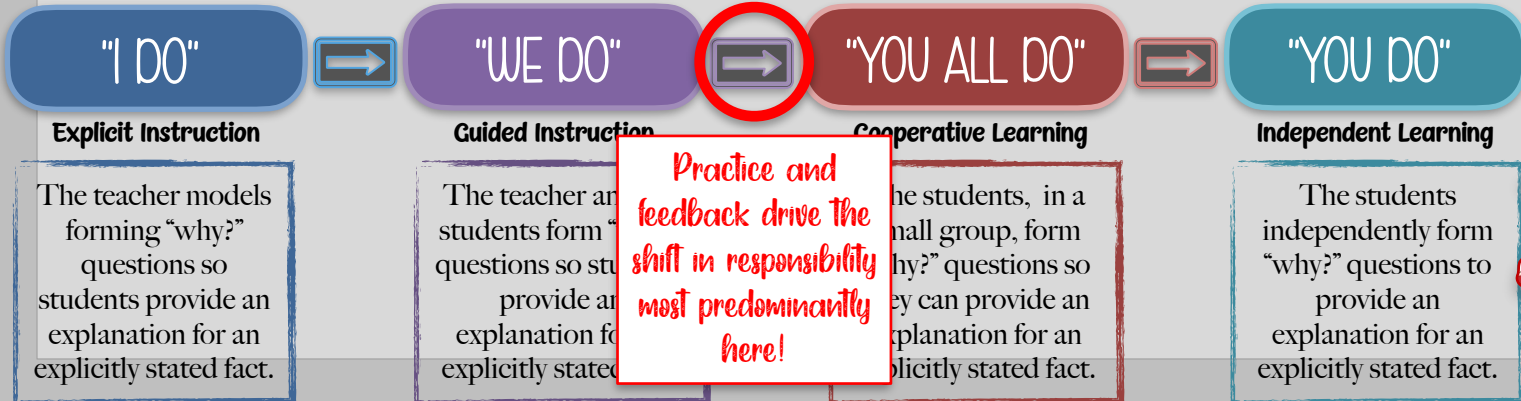
Learning Strategy 6: Elaborative Interrogation

Explicitly Teaching Elaborative Interrogation



Gradual release of responsibility for elaborative interrogation

The "end goal" of this release of responsibility is for students to use elaborative interrogation independently.

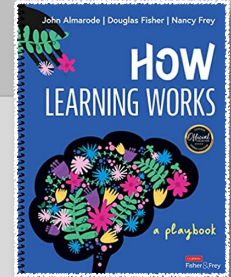


Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works



Learning Strategy 6: Elaborative Interrogation

EXPLICITLY TEACHING ELABORATIVE INTERROGATION

- ✓ Form a *classroom routine* that *requires students explain their answer* vs. simply giving a more *generic* answer.

○ W-M-Y-S-T Poster - “What Makes You Say That?”

- ✓ *Model* identifying *tools and resources* available to discover the “why?” when learners *do not know the “why?”*.
- ✓ Create a *safe learning environment* that *supports students using this strategy* (i.e., can students look the answer up, can they “phone a friend?”).

ADDITIONAL CONSIDERATIONS:

- ✓ *Feedback* is a *critical component* of elaborative interrogation. Model *how* and *where* to get feedback and *what to do with it* when it is given.
- ✓ As with self-testing, this strategy should maintain *low stakes* or *no stakes*.
- ✓ ...we want our learners to use this powerful approach to *move beyond surface-level understanding*. We want them to be *scuba divers, not snorkelers*” (Almarode, Fisher, & Frey, 2022, pg. 202).

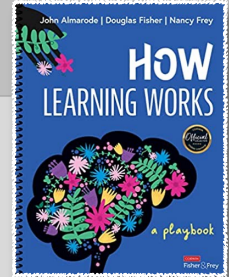




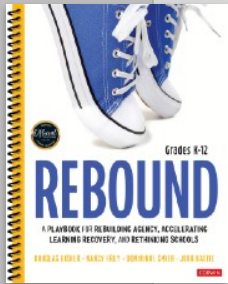
How Learning Works

Learning Strategy 6: Elaborative Interrogation

Instructional Strategy: Jigsaw



Jigsaw. Each student in the class has two memberships: a home group and an expert group. Each home group of four members meet to discuss the task and divide the work according to the teacher's directions. After each home group member has their task, they move to expert groups composed of members with the same task. The expert groups meet to read and discuss their portion of the assignment and practice how they will teach it when they return to their home groups. Students teach their expert portion to home group members and learn about the other sections of the reading. Finally, they return once more to their expert groups to discuss how their topic fits into the larger subject. (Rebound Module 5, Recovering Learning through Instructional Practices, December, 2021)



Bonus!

This strategy combines the high effect size strategy of **working collaboratively** with the high effect size strategy of **elaborative interrogation**.

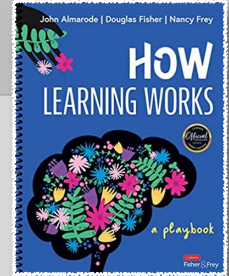
Fisher, D., Frey, N., Smith, D. & Hattie, J. (2021). *Grades K-12 rebound: A playbook for rebuilding agency, accelerating learning recovery, and rethinking schools*. Thousand Oaks, CA: Corwin Press.

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works



Learning Strategy 6: Elaborative Interrogation

Hattie's Research That Supports Our Learning Strategy

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

Overview

● Elaborative interrogation ● **0.59**

- **Influence:** Elaborative interrogation
- **Domain:** Student Learning Strategies
- **Sub-Domain:** Meta-cognitive/self-regulated learning
- **Potential to Accelerate Student Achievement:** Potential to considerably accelerate
- **Influence Definition:** These strategies enable learners to commit information and skills to memory. The student reads the fact-to-be-remembered and generates an explanation for it, using questions like Why? and How? to understand the meaning of the information. In combination, practices of elaboration (such as note-taking or forming questions about course material) are often combined with practices of organization (such as outlining or information mapping).

Overview

● Jigsaw method ● **1.20**

- **Influence:** Jigsaw method
- **Domain:** Teaching Strategies
- **Sub-Domain:** Instructional strategies
- **Potential to Accelerate Student Achievement:** Potential to considerably accelerate
- **Influence Definition:** The Jigsaw instructional method is a cooperative approach to learning. Following this method, a teacher introduces a main topic and several subtopics. Jigsaw students are broken into "home groups", and each member of the home group is assigned a subtopic. Then, students form expert groups to study their assigned subtopic through research and discussion. After the students have mastered the subtopic in question, they return to their home group to report on their findings. At the conclusion of the exercise, each home group member has learned about each subtopic from a member of the relevant expert group or through their own investigation with an expert group.

Retrieved from: <https://www.visiblelearningmetax.com>

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.



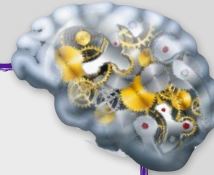


How Learning Works

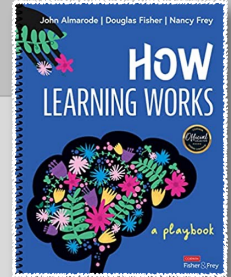
Learning Strategy 6: Elaborative Interrogation

Let's Try it Out!

1. _____ is the best subject area ever!
2. South Lewis is the best school district.
3. The _____ is the best building in the District.



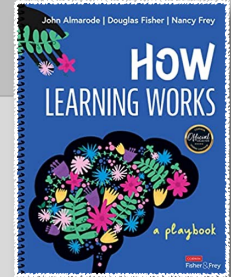
1. Develop a potential elaborative interrogation question for one of these factual statements. Remember, these can be a “Why?” Or “How?” question....
2. Pair up with a partner who will answer the question.
3. Provide your partner with effective feedback.
4. Switch roles.





How Learning Works

Learning Strategy 6: Elaborative Interrogation

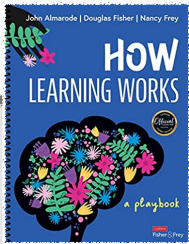


One final thought.....

“In the end, we want learners to **naturally ask Why?** We want them to know more than just **declarative, procedural, and conditional knowledge** from our classrooms” (Almarode, Fisher, & Frey, 2022, pg. 202).

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works: a playbook

A Thought to Ponder.....

“Elaborative interrogation is defined as a questioning technique that calls for readers to generate an explanation for an explicitly stated fact by asking questions” (Almarode, Fisher, & Frey, 2022, pg. 193).

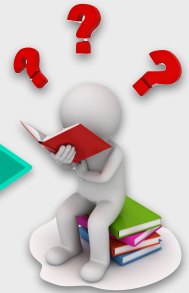
Learning Strategy 6: Elaborative Interrogation



Learners must develop the expectation that they will have to answer the “why” in the classroom.

Learners must know where tools and resources are that will support their answering of the question “why?”.

Learners must know where to go to give and receive feedback.



EXPLICITLY TEACHING ELABORATIVE INTERROGATION

- ✓ Form a **classroom routine** that **requires students explain their answer** vs. simply giving a more **generic** answer.
 - **W-M-Y-S-T Poster - “What Makes You Say That?”**
- ✓ **Model** identifying **tools and resources** available to discover the “why?” when learners **do not know the “why?”**.
- ✓ Create a **safe learning environment** that **supports students using this strategy** (i.e., can students look the answer up, can they “phone a friend?”).

The “end goal” of this learning strategy is for students to engage in elaborative interrogation independently.

“...we want our learners to use this powerful approach to **move beyond surface-level understanding**. We want them to be **scuba divers, not snorkelers**” (Almarode, Fisher & Frey, 2022, pg. 202).



We all own this
We're all in this together.....

