

EDUC 172 Part 1-05

Okay now it's time to practice what we've just seen as the pendulum of the teacher moving from the text to the discourse and led by student questioning and involvement to interest and inquire, going back to the text to discover answers and build on their understanding so that they get an idea of the bigger picture.

And beginning with this, we're going to look for a text. The text, for this purpose, can be a text that you use in your teaching. It doesn't really matter what modality it's in. But if you tend to teach out of text books then take one-page or approximately 300 words.

It doesn't have to be that long but it can be and you want to begin by choosing a text that, if you've already tried teaching this text, maybe you had some difficulty getting all of your students to comprehend it.

One of the first things that we're going to do with this text is start to identify some of the more complex vocabulary

And even before that we're going to think about how we could represent what this text is trying to teach with a visual. What's important about the visual is that it aids learners who acquire information most adequately using their eyes.

As we've discussed, some learners learn best by hearing and others by doing and some learners have to see it to understand it. So we're going to give those learners a boost in the scaffold by creating a quick visual.

The visual can be something that you draw, preferably something that you yourself have created. So you want to create a visual that will help you to explain the concepts that the text is trying to get across.

And what's most important about that is that you only have five minutes in which to get that main idea across.

You're going to choose one other person in the class with you and you're going to explain it to them, and you'll only have five minutes.

And one of the ways that we're going to do this or test for comprehension is that they will then present your information to the rest of the class to the best of their ability.

And we can get a sense from you you'll get to see to what degree you have been able to explain the major concepts so that somebody can hear and see what that is and then explain it from their own perspective.

You only get five minutes as I say and as soon as you're done you and your partner will swap roles, and they'll teach their subject matter to you.

It's most ideal if you choose somebody who doesn't teach the subject that you're teaching them.

This will really help you to understand the difficulties of the text for someone not familiar with the language that the texts use.

So for this part of our course I'd like you now to take some time to develop a graphic image, one that helps you to explain more quickly and in more detail the concept that you would like your students to get from the text you've chosen.

Next you'll of course think about a way to explain it and we'll take a look more closely at the language involved, and after that will continue to work with the same text in different kinds of translations so that you can really get involved in the reading of it, read it closely and read it with the students' difficulties in mind so that you're aware where complex words or phrases or complex concepts are being expressed and even if you happen to find them fairly easy we need to constantly be aware that someone who is unfamiliar with the language used to explain the particular concepts in your field will begin to get first-hand understanding of those difficulties.

So we'll take some time now to develop a graphic that supports a concept within that text that you've chosen from your teaching to explain to someone else in the class.

We will begin that now.