

TEACHING INQUIRY

“Old and ineffective methods of checking-for-understanding, which learners simply don’t respond well to” (Fisher and Frey, 2011, p. 34).

Initiate-Respond-Evaluate (IRE) model of questioning (Cazden, 1988).

What methods can I implement to ensure effective checking for understanding?

Decision to create and use Exit Cards and Formative Quizzes.

FOCUSING INQUIRY

Checking for understanding is not a commonly used practice. Many teachers tend to use more traditional IRE methods of questioning.

Asking the students if they all ‘understand’ won’t effectively tell you that they have grasped the content and many students will not answer when they have a problem for fear of being wrong.

You will often only hear from several students who will regularly answer, thus it’s not representative of class understanding.

TEACHING AND LEARNING

Is there something I need to change?

- I need to shift my focus away from which methods to use to collect data and think more about how to get the most effective data from those methods and how to use that data.

LEARNING INQUIRY

Exit cards went well. Students were interested and eager to fill them out.

Unsure as to how useful the data was. Students write about what they have learnt, which allows me to see key trends in learning but isn’t very effective in spotting areas of misunderstanding.

Online quizzes were a great tool to check for simple understanding. How do you ensure class completes them?

What are the next steps for learning?

- Refining my instruction and use of exit cards to provide me with more valuable data.