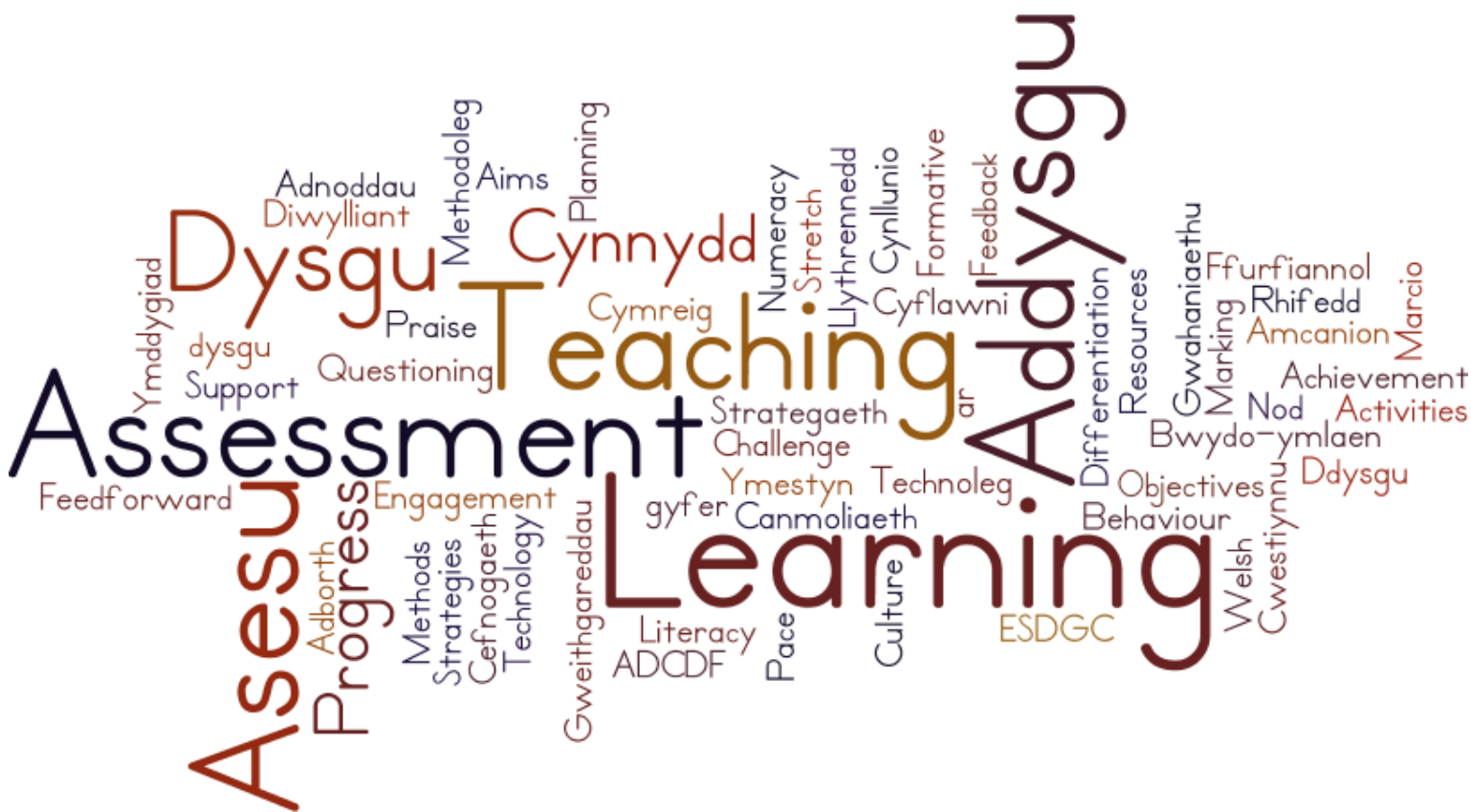


## Dysgu ac Addysgu / Teaching and Learning

## Rhannu Arfer Da 2014-15 / Sharing Good Practice 2014-15



**Enghreifftiau all gael eu haddasu a'u defnyddio o fewn Addysg Uwch**  
**Examples that can be adapted and used within Higher Education delivery**

Mae mwy o enghreifftiau ar Borth y Grŵp/dysgu ac Addysgu/Arbrofi Cefnogol  
More examples are available on the Grŵp Portal/Teaching and Learning/Supported Experiments

**Time:** teach **5 mins** | activity **20 mins**

## Resources

Kahoot.it account login – free.

Computer and projector with sound.

Students to use own smart phones or supply enough tablets.  
Wifi connection for students.



## Supportive resource

Introduction to Kahoot for your Classroom Assessments

<https://www.youtube.com/watch?v=PYfoRRtLXys>

FAQ support for Kahoot.it

<https://getkahoot.com/support/faq/>

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Kahoot.it

Kahoot.it describes itself as 'A game based classroom response system'. Essentially it allows you to play games and quizzes to challenge, stretch and support your learners through a fun interactive medium.

- 1 Create a Kahoot.it account - <http://tinyurl.com/p2x6k7z>
- 2 It walks you through the rest from here but if you need more support there is a separate step by step guide here: <http://tinyurl.com/kkmamko>
- 3 You can create your own quiz or use a pre-existing one that may meet your needs.
- 4 It is all singing all dancing, so make sure you have the sound on for full effect.
- 5 You can use them as a starter to recap the last lesson or a great finish to check learning.
- 6 Students have a login name so you can review their performance and use this to inform future teaching.

## Impact

It's fun! Students therefore enjoy it and are more motivated to learn and engage in formative assessment.

It increases their confidence to work under pressure and it develops skills in answering questions specific to the topic.

Excellent practise for exams that use a multiple choice format.

Card Reference: CLI/Rhyl Tech / Kahoot.it

**Time:** teach **10 mins** | activity **20 mins**

## Resources

PC & Projector

Web browser

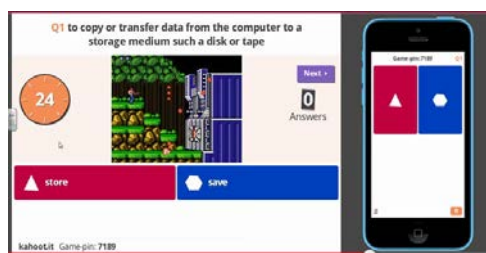
Speakers

Student web browsers

## Supportive resource

[http://blog.getkahoot.com  
/tagged/pedagogy](http://blog.getkahoot.com/tagged/pedagogy)

## Examples



This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Tests Your Students Will Love

**Kahoot** is a classroom/games based assessment tool where students engage with a fun and competitive approach.

- 1 Create an account at <https://getkahoot.com> and create a new Quiz. (see this tutorial: [https://www.youtube.com/watch?v=pFFv6\\_6was4](https://www.youtube.com/watch?v=pFFv6_6was4) )
- 2 In class, project your Kahoot screen, choose your quiz and click on **Play** and then on **Launch** (see image left).
- 3 Using their own web browsers, on any device, students should go to <https://kahoot.it> and enter the **game-pin** shown on the projected screen.
- 4 When all students have connected, click on **Start Now**. Students will see
  - a. *on the projected screen* - a question with shape and colour coded possible answers,
  - b. *on their PC/mobile screens* – the shapes and colours of the possible answers
- 5 Students must answer the questions in the time allowed. All answers and timings are recorded and can be downloaded as a spreadsheet after the quiz.

## Impact

The game-like feel, leader boards, time limits etc of this approach engages and motivates students who often want more tests!!!

Card Reference: CLI/ILT/Kahoot

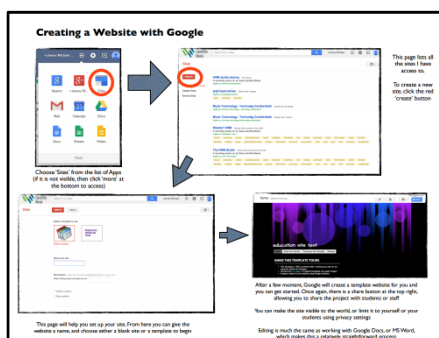
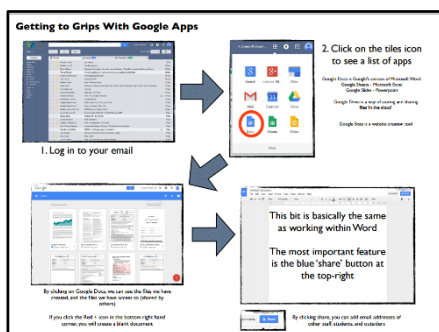
**Time:** teach **10 mins**  
activity **20 mins**

## Resources

Computers with Internet access

College email account

## Supportive resource



This is one of a selection of cards created by and for staff in Grwp Llandrillo Menai. To access the full range and other useful resources visit [Grwp Portal / Teaching and Learning Resources](#)



## Creating a website with Google

This activity will allow students to collaborate directly on a subject or course-specific website which they will create/edit. This could be used as evidence for assessment.

1. Tutor to initially set the site up using the guide attached
2. Once page is created, click on the share button and add student email addresses for those students that you want to involve in the activity. (make sure that you allow them editing privileges)
3. The students can then create pages within the website where they can add text/images and other media.
4. Other students can access each other's work and can view/edit or comment on aspects of the page.
5. Once pages are completed, they can be assessed by the tutor in a similar fashion to assessing a report.
6. Feedback could take place directly within the website with tutor comments appearing on student's pages.

## Impact

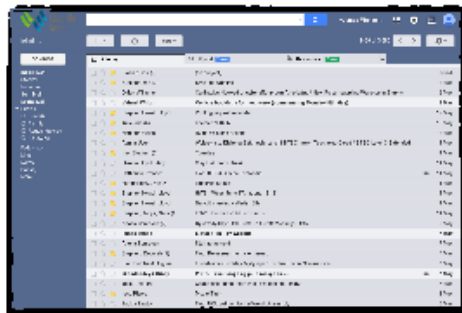
Students will gain enterprise skills through website creation and editing

## Additional Resources

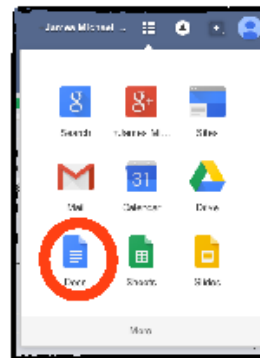
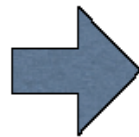
- [Creating a Website instructions](#)
- <https://sites.google.com/a/gllm.ac.uk/yr-hwb-studio/> (Hwb Studio example website address)

Card Reference: CLI/Denbigh/Create a Website in Google

## Getting to Grips With Google Apps



1. Log in to your email



2. Click on the tiles icon to see a list of apps

Google Docs is Google's version of Microsoft Word.  
Google Sheets - Microsoft Excel  
Google Slides - Powerpoint

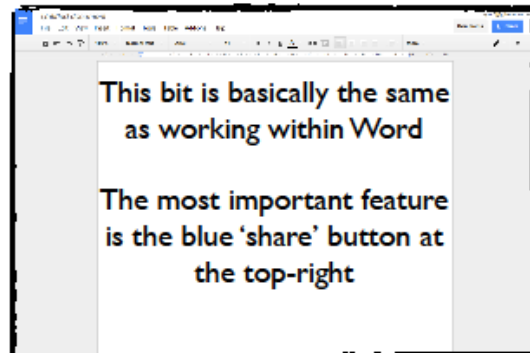
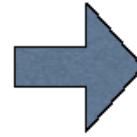
Google Drive is a way of storing and sharing files 'in the cloud'

Google Sites is a website creation tool



By clicking on Google Docs, we can see the files we have created, and the files we have access to (shared by others)

If you click the Red + icon in the bottom right hand corner, you will create a blank document



This bit is basically the same as working within Word

The most important feature is the blue 'share' button at the top-right

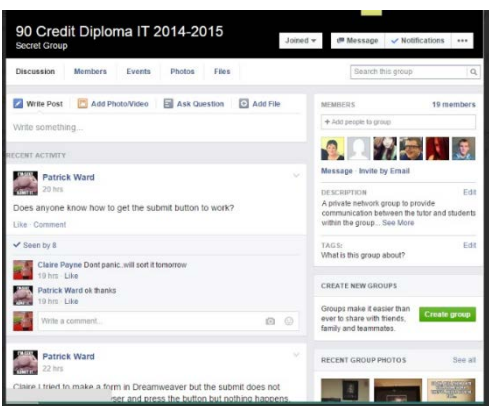


By clicking share, you can add email addresses of other staff, students, and outsiders



## Resources

- Internet connection
- PC with Web browser/mobile device
- Facebook account



## Supportive resource

Setting up Groups in Facebook  
<https://en-gb.facebook.com/help/162866443847527/>

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## Facebook

Try this to improve communication, increase tutor/learner relationship including alternative ways to inform learners of college and course announcements/developments.

This can also be used for learners to have group discussions away from college at any time that suits them, asking for help etc – monitored and controlled by the tutor.

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3. One learner becomes friends with the tutor to create the group (the friend relationship is then removed).
4. Direct link is given to learners for them to join the group.
5. Posts, news articles, appropriate assignment submissions and relevant discussions are added to Facebook.
6. Monitor group membership – remove learners who withdraw from the course.

## Impact

Aids group communication - both college/course announcements and developments are communicated to learners quicker – e.g. lateness, transport issues, absences, missed submissions, 1 to 1 meetings etc.

Privacy - no one outside of the group can see or search for what has been discussed, tutors profile remains completely private from the group content.

Group discussions – discussions on work topics can take place at any time 24/7, especially useful for learners who are nervous at speaking in class.

Improved learner/tutor relationship - proven that this method is more efficient and effective than a phone call/email and more suitable for staff who are not in their offices.

Audit Trail - The tutor has full control to monitor what can be seen, who has read and responded.

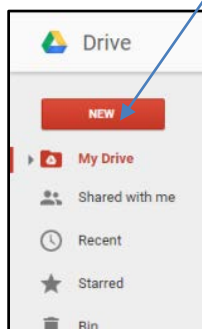
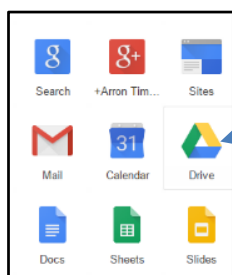
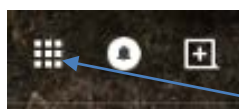
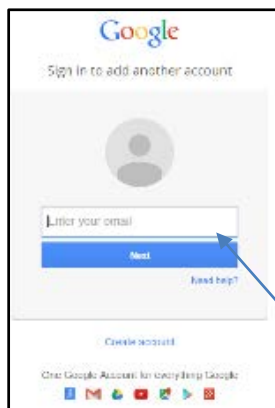
Card Reference: CLI/Computing and Media/Facebook

## Resources

PC

Tablet

Google drive

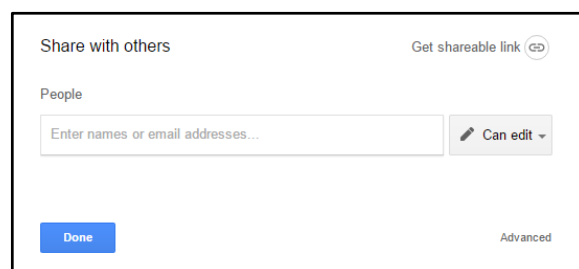


## Google Drive as a learning tool

By utilising the free and easy to use software that is given to each member of staff/student that have an email account.

This software is very similar to Moodle, however this is combined in Google Drive/Docs all in one place and is easy to use and has scope for improved collaborative learning and sharing of good practice.

- Google docs/drive: each student has a Google email account and associated with their account is Google Drive.
- In addition to normal use of Google Drive which are common aspects of Moodle, Google Drive can be used to:
  - Create and share documents I.E Live tracking sheets
  - Log onto Email account
  - Click on the square symbol to open up google apps
  - Click on the Drive symbol to get started
  - Select the New button to create your Google Docs (Word) Google sheets (Excel) and Google Slides (PowerPoint)
  - Create your desired Document select the share button and then input the recipients Email address to share



This is one of a selection of cards created by and for staff in Grwp Llandrillo Menai. To access the full range and other useful resources visit [Grwp Portal / Teaching and Learning Resources](#)

## Impact

Learners being actively involved in their learning experience.

- <http://www.wikihow.com/Use-Google-Drive>
- <https://support.google.com/drive/answer/2424384?hl=en>



Card Reference: CM/Motor Vehicle/Google Drive

### Time:

Can be flexible and accessed by learners in their own time

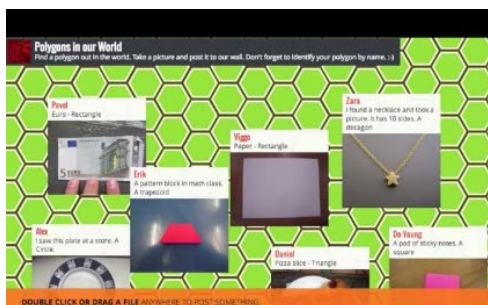
### Resources

PC  
Tablet  
Wifi  
Padlet account

### Supportive resource

#### [Video on use of Padlet](#)

[www.youtube.com/watch?v=5eVIFFpoQyw](http://www.youtube.com/watch?v=5eVIFFpoQyw)



This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## ESDGC Wall - WBL

To provide work placement learners with the opportunity to take part in a collaborative learning session related to ESDGC without having to attend a day release session or be visited.

1. Using [www.Padlet.com](http://www.Padlet.com) - create a wall.
2. Upload a series of videos with instructions for the learners to follow  
Video 1 – materialistic lifestyle  
Video 2 – impact of materialistic lifestyle (global warming, rubbish etc)
3. Learners are sent a link and asked to follow instructions on the 'Wall' and watch the video.
4. They post their thoughts and feelings on that kind of lifestyle – learners on the wall so that they can see each other's input
5. Learners are then sent a link to watch video 2 which is the flip side of the first video and then post their thoughts and feelings and whether this has changed their outlook.
6. This can be further extended to activities based on specific ESDGC topics which is linked to programme area – eg in Hair and Beauty - learners to follow instructions on the wall looking at material products derived from crude oil and the potential dangers of tanking in crude oil.
7. Watch video on oil spillage and the environmental impact.
8. Then look at the recycling of hair from hair salons and watch a video showing how hair can be used.

### Impact

This is a very thought provoking session for the learner as it looks at choices and decisions as well as consumption and waste. It is a chance for WBL to work collaboratively, get involved, feel part of a virtual classroom session and can share their ideas with other learners.

Card Reference: [CM/Cust Serv/ESDGC Wall & Padlet](#)



**Time:** teach **10 mins** | activity **variable**

### Resources

1 iPad/Tablet minimum – if had more, could film more at once

Photo Consent forms

Feedback forms

### Peer Assessment with iPad

A technique to offer visual feedback to students and allow peer mentoring to be done in a controlled and supportive way.

1. Introduce the merits and purpose of peer assessment. Explain exactly how the feedback process will work so students are happy with it.
2. Students must sign a consent form. If clients will also be filmed their consent must also be sought.
3. Students film each other performing a practical task or during a presentation.
4. Teacher sits with Videographer (student who did the filming) and asks them to review their peer's performance based on a set criteria.
5. Teacher then sits with Student and Videographer and gives feedback to student. Videographer is asked to offer advice to student to improve performance.

**Grŵp Llandrillo Menai**  
**Quotation/Image Consent Form**

To be signed when quotation/photographs are taken for publication and/or marketing purposes. The form is to be retained in an appropriate filing system.

I agree and my consent is given to my quotation/image appearing in College prospectus, brochures, literature, local and national press and any other promotional material relating to Grŵp Llandrillo Menai including the word and name and for the avoidance of doubt, agree to assign to Grŵp Llandrillo Menai any intellectual property rights and to waive any moral or performing rights I may have or acquire by reason of my participation in such promotional material.

I understand that the College may retain and use my quotation/image for the purposes outlined during the period I am an enrolled student of Grŵp Llandrillo Menai and for up to three years from me ceasing to be a student of Grŵp Llandrillo Menai.

I understand that I can withdraw this consent at any time by writing to the Grŵp Llandrillo Menai data controller. The Head of Quality, and that such withdrawal of consent shall not affect any processing which has taken place and shall not affect my entitlement to remain registered and enrolled as a student of Grŵp Llandrillo Menai.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

(Parent/Guardian to sign if dependent is under 18)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Course: \_\_\_\_\_

FOR OFFICE USE ONLY.

Photo/ID verification: \_\_\_\_\_

Date: \_\_\_\_\_

Photo: Llandrillo Menai (Image only)

### Supportive resource

Interesting article from Sussex University on the benefits of peer assessment:

<http://www.sussex.ac.uk/tldu/ideas/assessment/peer>

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit

[Grŵp Portal / Teaching and Learning Resources](#)

### Impact

- Students are motivated to perform well because they are being filmed.
- Students take more ownership of their learning.
- They learn skills on how to reflect and give feedback.
- This helps to develop their own skills in the process.



Card Reference: CLI/Rhyl/Vocs Peer Assessment with iPads

**Time:** teach **10 mins** | activity **20 mins**

### Resources

Web Browser

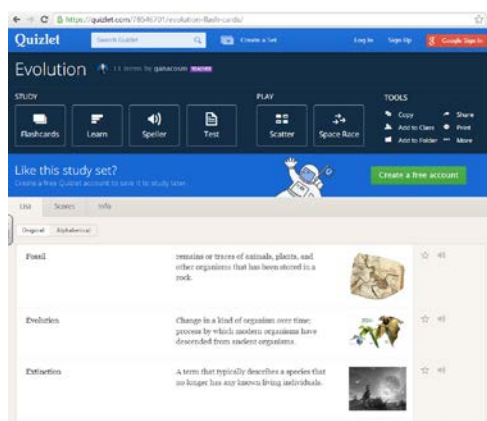
SMART Board

Speakers/Headphones

### Supportive resource

<https://quizlet.com/help>

### Examples



<https://quizlet.com/78546701/evolution-flash-cards/>

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



### Flashcard Fun & Games

The **Quizlet** website provides ready-made subject based resources that can be accessed by students in Flash Card or Game format to reinforce knowledge.

- 1 Go to <https://quizlet.com> and search the website for a topic you teach (roll over the search results to see the sets of paired information eg terms/definitions, photos/labels etc).
- 2 In class, give the web address of the Quizlet set(s) you want the students to engage with (eg Evolution; see example diagram and link left).
- 3 Tell students which of the 4 modes of study (Flashcards, Speller, Learn, Test) and 2 games (Scatter, Space Race) you want them to use and for how long (or give a free choice or set for homework).
- 4 You could also use a SMART Board to make this a classroom group activity.
- 5 Create an account on Quizlet to make your own flashcard sets. See this 'how to' video: <https://www.youtube.com/watch?v=fN6dP3tPYi0>
- 6 You could also get students to create their own accounts and make flashcard sets for each other.

### Impact

[https://voxy.com/blog/wp-content/uploads/2011/05/Flashcards\\_Effective.jpg](https://voxy.com/blog/wp-content/uploads/2011/05/Flashcards_Effective.jpg)

An excellent interactive way to revise knowledge.

Card Reference: CLI/ILT/Quizlet

**Time:** set up time **10 mins**  
activity **20 mins**

### Resources

- PC / Tablet / Phone
- Internet access
- On-line account to socrative

### Supportive Resource

#### Socrative Apps

[www.socrative.com/apps.php](http://www.socrative.com/apps.php)

#### Socrative in the Classroom

[www.youtube.com/watch?v=EGr53IA91MU](http://www.youtube.com/watch?v=EGr53IA91MU)

Engage, assess and personalize your class with Socrative! Educators can initiate formative assessments through **quizzes, quick question polls, exit tickets and space races** all with their Socrative Teacher app. Socrative will instantly grade, aggregate and provide visuals of results to help you identify opportunities for further instruction.

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Socrative as Formative Assessment

Use of Socrative to engage the learners and provide an interactive experience that motivates learners through a fun challenge.

1. Go to <http://www.socrative.com/apps.php>
2. Create a Socrative quiz by following these step by step instructions to access a free on-line account.
3. To create account select teacher login
4. Once registered enter through teachers login
5. i.e <https://b.socrative.com/login/teacher/>
6. Enter account details
7. Select manage quizzes to create a quiz
8. Select create quiz and give it a name (remember what you have called it)
9. Select type of question: multiple choice, True/False or short answer
10. Input question, answer and 3-4 distractors, upload photograph and enter any explanatory notes for the question. Save on completion.
11. Select Dashboard, then start your quiz, view live results or highly recommended is Space Race as this introduces a competitive element.
12. Space Race, select the quiz you have created, number of students, auto-assign teams as it automatically selects the colour rocket for that team.
13. Each student is assigned a coloured rocket, number of correct answers wins the race.
14. You are also allocated a Room number in order to enable the students to access to quiz.
15. Select Finish when all students have completed activity
16. Get reports
17. Select yes to whole class and individual student and question specific reports and opt for either e-mail or download
18. Each student report is an individual PDF breakdown (contained within student folder)

### Impact

Effective in motivating learners through a fun activity and enables you to see which students understand the content.

Card Reference: CM/Building Craft/Socrative

**Time:** teach **10 mins** | activity **20 mins**

## Resources

Tablet  
iPad  
PC  
Internet connection

## Supportive resource

### Facetime

<https://support.apple.com/en-us/HT204380>

### Skype

New to Skype - A Full Tutorial  
[www.youtube.com/watch?v=NMAeAeyh7zM](http://www.youtube.com/watch?v=NMAeAeyh7zM)

### Google Hangout

[www.youtube.com/watch?v=8wBprqSonpw](http://www.youtube.com/watch?v=8wBprqSonpw)

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## FACETIME/ SKYPE / Google Hangout WBL / Distant Learning

Using FaceTime / Skype or Google Hangout enables individual learners to progress even if the assessor is unable to attend the work placement.

1. Learner to download Skype or use FaceTime if using 'Apple' technology
2. Learner to contact the assessor when they have an unexpected assessment opportunity
3. Assessor to observe the real time assessment from either the office PC or tablet.

## Impact

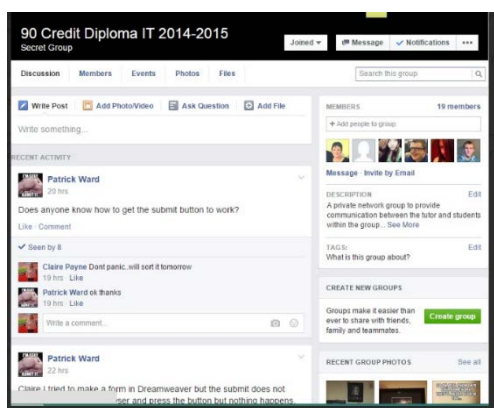
Regular contact is imperative in motivating the learner to progress. The learners have shown improvements in their progression.

The learner can take control and responsibility for their own progress.

Card Reference: CM/Cust Serv/SKYPE

## Resources

- Internet connection
- PC with Web browser/mobile device
- Facebook account



## Supportive resource

Setting up Groups in Facebook  
<https://en-gb.facebook.com/help/162866443847527/>

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## Facebook

Try this to improve communication, increase tutor/learner relationship including alternative ways to inform learners of college and course announcements/developments.

This can also be used for learners to have group discussions away from college at any time that suits them, asking for help etc – monitored and controlled by the tutor.

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Aids group communication - both college/course announcements and developments are communicated to learners quicker – e.g. lateness, transport issues, absences, missed submissions, 1 to 1 meetings etc.

Privacy - no one outside of the group can see or search for what has been discussed, tutors profile remains completely private from the group content.

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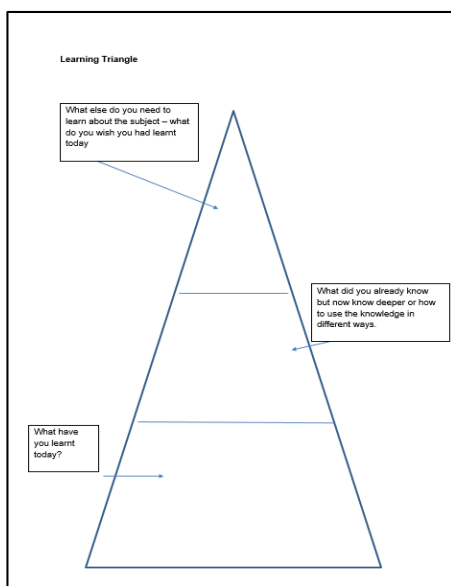
Card Reference: CLI/Computing and Media/Facebook



**Time:** teach **10 mins** | activity **20 mins**

## Resources

The Learning Triangle handout:



This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)

## The Learning Triangle

Use this resource at the end of a session to allow students to reflect and feedback on how well they learnt the material covered and what they still need to achieve.

Could be adapted for WBL

1. Introduce this at the end of the session.
2. Learners complete each box. For more able learners, request three points for the base question, two for the middle and one for the top of the triangle question.
3. It is useful to then have a group discussion about each question to see how much each students' answers cross over.
4. It could also be used for preparation for individual discussions based on answers.
5. Teacher uses answers to inform their planning for the next session.

## Impact

This prompts discussion on all three areas which is useful feedback for the teacher/assessor.

It stretches and challenges more able learners to guide their own learning by asking what more they would like to learn.

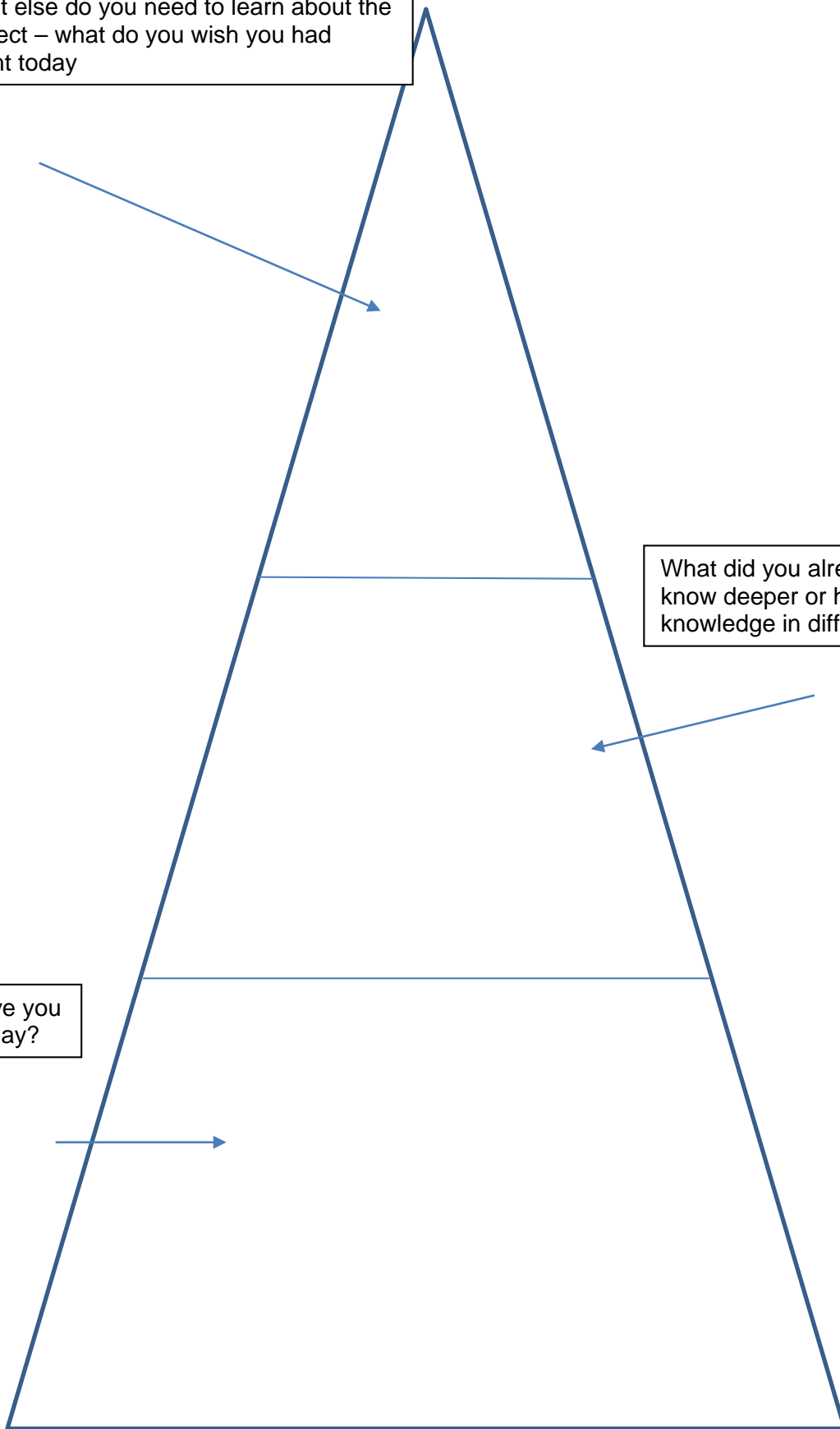
It serves as excellent formative assessment of further needs of all students.

## Learning Triangle

What else do you need to learn about the subject – what do you wish you had learnt today

What did you already know but now know deeper or how to use the knowledge in different ways.

What have you learnt today?



## Resources

Pens and paper

White board / pens

## Who wants to be a Millionaire?

This activity can enable differentiation and be a way of formatively assessing the learners' understanding

1. Tutor to split class into two groups (differentiation considered)
2. Each team member thinks of two questions in relation to the previous session / input.
3. Each team has 3 or 4 life lines:
  - Phone a friend – they can ask one member of their own team
  - Ask the audience – refer the question to the rest of the team
  - Flip the question – change the question to one from the tutor
  - 50:50 – Multiple choice provided by the tutor



Game Objectives: Each team takes it in turn to nominate a member from the other team, the nominated member gets asked a question, if correct the team get a point if they are unsure they have a choice of one of the lifelines. That member then chooses a member of the opposite team to ask their question and so on.

## Impact:

Life lines can allow for differentiation. Each student creates a question at their level of understanding. Revision of previous work during question creation. Reconsolidation of previous work during quiz.

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)

**Time:** Teach **10 mins** |  
Activity **30 mins**

### Resources

Computer

Wi-fi access

Poster making template

### Supportive resource

Poster making templates:

<https://creativecenter.brother.eu/business-center/business-filter?business-type=health-care#&business-type=health-care&category=posters>



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### Let the picture tell the story/theory

Try this to encourage learners to make associations between what is being delivered through use of images. Encourage learners to choose images that can be included on a poster to depict a theory in picture form.

1. Explanation of the task
2. Demonstration of how to reach the website and show an example
3. On a given subject, learners will produce a poster using images only
4. This can then be used in a number of follow-on activities:
  - The learner recap to the group, by explaining their images and why they used those particular images
  - One learner explains what they understand from another learners' poster
  - The poster could be used with other groups of learners to prompt discussion

### Impact

Students can enjoy a creative activity to depict theories within their curriculum

Additional Resources can be accessed via the following hyperlink:

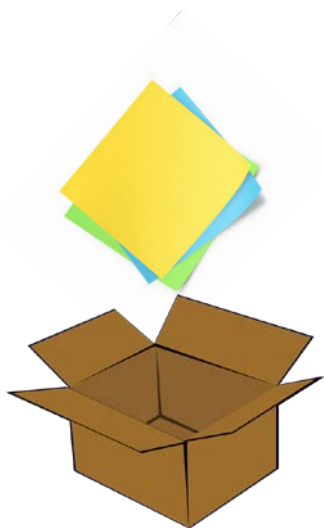
<https://creativecenter.brother.eu/business-center>

**Time:** 20 mins

### Resources

Hat / Bag / Box

Statements



### Mixed Hat

An interactive way to evaluate the lesson and gather feedback from the learners

1. Gather a bag / hat / box together
2. Print out statements / questions about the lesson
3. Cut / Laminate statements
4. Examples: How well did I do in this lesson? What information is important to remember from this lesson? What are the key words relevant to this lesson? How could I have improved my work? What am I going to research from this lesson?
5. Students at random pick a statement from the bag / hat / box
6. Record answers on paper / verbally / ICT
7. Tip – Collate statements on a word document so that you can select the most appropriate according to level of students

### Impact

This is a fun way of evaluating a lesson that ensures all students are actively involved in their learning.

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



**Time:** teach **30 mins** |  
activity **1 Hr**

### Resources

Block buster Interactive  
Game (Wordwall)

Pc & Internet Access

Cards (Sorts)

Smartboard



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cards created by and for staff in  
Grŵp Llandrillo Menai. To  
access the full range and other  
useful resources visit  
[Grŵp Portal / Teaching and  
Learning Resources](#)

### Blockbusters to check knowledge

This method raises student motivation,  
engagement and brings good use of technology  
into a normally construction based lesson.

1. Learners are given a power point presentation covering health and safety in the work place lasting around 15 minutes. Mainly re capping from previous lesson where underpinning knowledge has been gained.
2. Tutor splits learners into two groups.
3. Tutor introduces a “Blockbuster” type game loaded with questions and answers around health and safety. Learners are encouraged to come up to the smart board in turn and touch the correct block.
4. Tutor briefly discusses answers.
5. At the end of the game learners are put in pairs and are given a set of cards to sort, again around the theme of health and safety to re confirm that learning has taken place.
6. Brief summary

### Impact

All learners were motivated throughout the lesson, learning was taking place, especially useful for lower level learners.

**Time:** activity 1 min

## Resources

1 Deck of cards

Images (photos/ clip art)

Pen/s

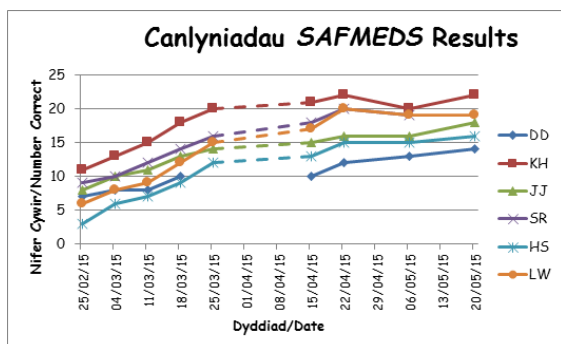
Stop watch

Laminate pouches &  
access to a laminator

## SAFMEDS - Say All Fast a Minute Every Day Shuffled

The main objective centres on building both the learner's speed and accuracy. The overall goal is to seek: stable, fluent performance & that it is "solid" learning that persists in the absence of daily practice.

1. SAFMEDS consist of a deck of cards. Each card has text printed on both sides, or for ILS learners an image with a simple word or phrase on the reverse.
2. Make a series of approximately 30 laminated picture cards associated with the task. For example - tools used for conservation work,
3. Before each session, shuffle the cards,
4. The learner may study the cards before a timed session. Please note that if you do, then this study forms part of their actual learning,
5. Set a session length from 15 second sprints up to a 1 minute maximum,
6. With SAFMEDS the learner should be the person holding and flipping the cards,
7. For each card, the learner looks at the front of the card; then say what is on the back before turning the card over,
8. Correctly answered cards are put into one pile, errors into another,



## SAFMEDS Tutorial

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Impact

- Initial results: KH -11, SR - 9, HS - 3, LW - 6, DD - 7, JJ - 8.
- Repeated weekly taking less than 10 minutes to complete. Learners wanted to participate and looked forward to it being their turn.
- It started off as a class situation but over time developed into a individual activity out of the class as this removed competition between learners and enabled them to focus on improving their own individual 'score'
- Results by the end of the summer term: KH - 22, SR - 19, HS - 16, LW - 19, DD - 14, JJ - 18.
- Also found that they were able to recognise the actual object and not just the picture.

Card Ref: [CMD/Glynllifon/ILS/SAFMEDS](#)

**Time:** teach **30 mins**  
activity **1hr**

### Resources

Internet access

Library

Paper

Pens



This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)

### Why not Debate?

This lesson incorporated a group debate consisting of two small groups of learners (3 in each group).

1. Tutor starts lesson by organising learners into two small groups.
2. Tutor introduces the topic and a question, in this case, "should the UK stay within the EU".
3. Learner are given a brief introduction into the topic before asking one group to debate and argue for the "Yes" vote and the other for the "No" vote.
4. Each learner researches the topic and collates information and notes in preparation for their debate.
5. Once both groups have enough information they then sit facing each other with the tutor in between conducting the debate. Tutor encourages views and opinions from each learner.
6. At the end of the debate each group provides a closing statement and closes the debate.
7. Learners then reflect and make notes on the subject and what they have learned.

### Impact

A very effective student centred lesson, all learners fully engaged, lesson was fun and allowed learners to put their own views on the subject. Plenty of information then to summarize at the end of the lesson.

**Time:** teach **30 mins**  
activity **1hr**

## Resources

Post it Notes

Paper

Resources to support  
topic being discussed

Pens



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cards created by and for staff in  
Grŵp Llandrillo Menai. To  
access the full range and other  
useful resources visit  
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Learning Resources](#)



## Reflect and Prepare

Use this to encourage learners to explore possible questions and responses in preparation for an exam.

1. Tutor starts lesson by asking each learner to state their own learning aims and objectives for the week and write on a post it note. Tutor asks learners to stick notes on the white board.
2. Learner are asked to write down their learning aims in more detail on a piece of paper and what they need to do and how to achieve their aims, small steps.
3. Learners are asked to write down the type of question they think they could face in relation to the topics they need to improve.
4. Learners are then paired up with their problem question and in turn, start to discuss their problem and how they would best answer the question in the exam. Learners would have access to resources to help answer the question.
5. After discussing each of their problems, learners would write the answer, swap their answers and discuss with each other if each answer made sense.
6. Learners to re visit own objectives and reflect on what they have learnt.
7. At the end of the week tutor gives back post it notes and has a one to one with learner to ensure objectives have been met.

## Impact

Effective exam preparation with learners benefiting from peers learning. This also provided opportunities for learners to reflect on possible gaps in knowledge.

Card Reference: CMD/Dolgellau/Gen Ed/Reflect & Prep

**Time:** Teach **10 mins**  
Activity **20 mins**

### Resources

De Bono's Thinking Hats card  
Picture/Template – A5 – for  
students' books.

De Bono's Thinking Hats  
Reflective Question slips  
(laminated, cut up and put in  
envelope)

Reflective Plenary Question  
Cards

### Supportive resource

De Bono's Thinking Hats for  
Schools -

[http://www.debonoforschools.com/asp/six\\_hats.asp](http://www.debonoforschools.com/asp/six_hats.asp)

Some sample questions to  
use as a guide:

[http://www.parade.vic.edu.au/md/teacher\\_research\\_guide/defining/defining\\_debono.htm](http://www.parade.vic.edu.au/md/teacher_research_guide/defining/defining_debono.htm)

This is one of a selection of  
cards created by and for staff in  
Grŵp Llandrillo Menai. To  
access the full range and other  
useful resources visit  
[Grŵp Portal / Teaching and  
Learning Resources](#)

## 'De Bono's Thinking Hats' for Student Reflection

Introduction – This is a thinking tool that can be used to help students' structure personal reflection of their performance.

1. Introduce the principle behind De Bono's Thinking Hats and give template to the class.
2. Prepare them for the idea that they will be asked to use these areas of thinking to evaluate their own work or performance from the day.
3. Set the task for the lesson – this could be a written piece of work or a practical element.
4. Produce a set of pre-prepared laminated cards with questions on each of the coloured hat themes that relate to your activity.
5. Each student pulls out a card in turn.
6. They then use this question to reflect on their work. This can be done verbally in front of the class and prompt discussion.
7. If the class does not lend itself to group personal reflection – a hat could be picked from the envelope and the whole

### Impact

It develops student thinking and questioning skills.

Encourages self-assessment of performance.

It stretches and challenges students.

Allows reflection of student performance.



**Time:** teach 5 mins | activity 15 mins

## Reflection on Progress

Useful activity at the end of a Unit/Topic to allow students to reflect on their effort, achievements and areas for improvement.

### Resources

Reflection on Progress form

**Grŵp Llandrillo Menai** Reflection on Progress

Programme area	Tutor	Date
Course Title	Subject	Name

Effort (1-10)	Difficulty (1-10)
---------------	-------------------

What I have learnt so far:

What I need help with:

Targets highlighted from Assignment	Action Required	By When?	Completed?

Signed (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Tutor) \_\_\_\_\_ Date \_\_\_\_\_

1. Please refer to the additional Reflection on Progress Form.
2. Ideally the first three parts are completed before they get assignment feedback. This allows them to reflect on their effort and personal experience rather than the grade and teacher comments.
3. The 'targets and action required' is done when assignment feedback is given. These are agreed between student and teacher.
4. Students are asked to look at this form when the next assignment is being set to reinforce and remind them of the targets.
5. Students must hand in the form with their next assignment. This allows teachers to monitor easily whether effort is being made to meet targets set.

### Impact

This is a useful way of encouraging students to think about the effort they have put into a unit and whether this is then reflected in performance.

It also allows for targets to be set and students to be reminded of them while starting the next assignment.

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)

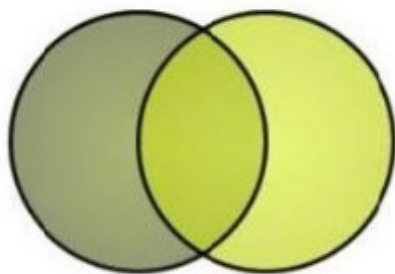
**Time:** teach **10 minutes**  
activity **35 minutes**

## Resources

### Cyfrifiadur

Adnodd diagram Venn) neu papur ysgrifennu (dwy gylch yn gorgyffwrdd)

WIFI



## Supportive resource

Create a Venn diagram in Word

<https://support.office.com/en-nz/article/Create-a-Venn-diagram-d746a2ce-ed61-47a7-93fe-7c101940839d>

Venn diagram Template

[http://www.educationworld.com/tools\\_templates/venn\\_diagram\\_templates.shtml](http://www.educationworld.com/tools_templates/venn_diagram_templates.shtml)

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Cymharu a Chyferbynnu

Defnyddiwch esiamplau i annog myfyrwyr i ddeall y gwahaniaeth rhwng dau beth e.e. 2 ddarn o waith gwahanol, o wahanol lefelau, 2 bwnc gwahanol neu 2 gyfrwng tebyg, (Gellir cyferbynnu mwy na 2 esiampl lle bo'n addas)

- 1 Cyflwynwch yr esiamplau
- 2 Gofynnwch i'r myfyriwr/wyr wrth-gyferbynnu y ddau esiampl wedi ei seilio ar ymchwil.
- 3 Esboniwch ddiagram Venn.
- 4 Anogwch y myfyrwyr i ddadansoddi yr hyn sydd yn gyffredin a'r hyn sydd yn wahanol a'i gofnodi o fewn y diagram.
- 5 Defnyddiwch yr hyn sydd yn cael ei nodi i greu "sgaffald" o eirfa ychwanegol sy'n deillio o'r tasg.
- 6 Gellir cynnal trafodaeth dosbarth yn seiliedig ar y gwaith.

## Effaith

Effeithiol mewn defnyddio amser i ddadansoddi a diffinio trwy roi pwyslais ar werthuso a gwahaniaethu. Roedd y gwaith ymchwil yn annog dealltwriaeth dyfnach o'r pwnc.

Roedd hyn yn fwy effeithio na'r dull arferol o ysgrifennu disgrifiadol.

Gwahaniaethol: Roedd y myfyrwyr uwch eu gallu yn medru adlewyrchu a rhoi rheswm dros y gwahaniaethu. Gwelwyd hefyd bod yna gwell safon i'r gwaith ymarferol ar ôl ymchwil fwy trwyadl.

Card Reference: CMD/Pwll/Similarities and Differences

**Time:** 10 mins

## Resources

Pen

3, 2, 1 takeaway sheet

## 3, 2, 1 Takeaway

Used to encourage learners to critically reflect on their learning

1. Print out 3 2 1 takeaway sheet
2. Hand out at the beginning or at the end of the session
3. Students complete the sheet
4. The three things I enjoyed the most, the two things I would research further, the one thing I want to ask
5. Collate responses for the next lesson and adapt session planning to clarification

3	Y tri peth wnes i fwynhau orau The three things I enjoyed the most
3	
3	
2	Y dau beth y buaswn yn ymchwilio yn ddorfnach The two things I would research further
2	
1	Yc un peth yz wyf am ddiol The one thing I will try!

## Impact

This is a fun way of ensuring all students are actively involved in their learning.

This is one of a selection of cards created by and for staff in Grwp Llandrillo Menai. To access the full range and other useful resources visit [Grwp Portal / Teaching and Learning Resources](#)



Card Reference: CM/A Lev, Access, Bus /3,2,1Takeaway

**Time:** teach **10 mins** | activity **20 mins**

## Resources

Learner generated mark schemes for essay style questions

## Exam Preparation through Peer assessment

Formative Assessment: activating students to act as instructional resources for one another.

1. Present the question/problem to the learners

*(Needs to be challenging enough for 10 marks on an exam paper)*

2. Ask the learners to break the problem down  
*(A mind map is a useful tool for this)*

3. Ask learners to generate a mark scheme

4. Learners peer mark the response to the question using the generated mark scheme.

## Supportive resource

## Impact

Improved outcomes as all learners passed the Examination

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit  
[Grŵp Portal / Teaching and Learning Resources](#)

Additional Resources can be accessed via the following hyperlink:

<http://www.celt.mmu.ac.uk/ltia/issue4/langanwheater.shtml>



Card Reference: CLI/Gen Ed/Exam Prep - Peer assessment

**Time:** teach **30 mins** | activity **1.5 hours**

## Resources

A suitable theme to investigate

A suitable research instrument

Naturally arising issues

## Supportive resource

<https://moodle2.gllm.ac.uk/moodle2/forum/discuss.php?d=228>

Topic 2 Supported Learning experiments

“Share your experiences, hints & tips here” (Nick Maung)

This is one of a selection of cards created by and for staff in Grŵp Llandrillo Menai. To access the full range and other useful resources visit [Grŵp Portal / Teaching and Learning Resources](#)



## Using Higher Order Thinking Skills in Teaching and Learning

An example of Constructing Meaning using the AMT Frame (*Acquire knowledge and Skills, make **Meaning** of big ideas, Transfer learning to other contexts*).

*Example involved teaching physics through real life contexts*

- The class was divided into groups of 3 and presented with a series of problems (*IB2 & A2 learners*).
  - *In this case about the operation of a 60W light bulb.*
- The groups were given about 10 minutes to work on a problem.
  - *Enough to get started but not complete the task.*
- After 10 minutes the groups were stopped & **either** presented with the solution from the tutor **or** 1 or 2 of the groups were asked to present as much as they had managed in the time.
  - *To reduce time spent on practising errors & allow cognitive capacity to understand.*
- Following this period of shared knowledge, the learners were allowed time to work on the problems for a while longer before being given hints about the required information, if stuck, then asked to resume.
- The questioning style adopted (*multiple steps rather than usual 2 step “plug & chug” approach*) allowed learners to think about a “real problem” involving synoptic knowledge and multiple stages (*See link to actual paper on left*).

## Impact

Improved numerical problem solving skills and learner metacognition

Additional Resources can be accessed via the following hyperlink:

<https://whatedsaid.wordpress.com/2010/05/18/constructing-meaning/>

Card Reference: CLI/Gen Ed/Higher Order Thinking