

COLD CALLING

This technique helps to address the two main purposes of questioning: making all students think and providing feedback to you as the teacher as to how well things are going. If you are to gain a reasonable idea of how well students have understood the material in hand, it is important to involve them all in thinking and then to sample responses strategically. If you allow 'hands up' or calling out, you only get responses from volunteers. This quickly becomes the norm. Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.

WALKTHRU IN THIS SERIES

QUESTIONING & FEEDBACK

COLD CALLING 90 | THINK, PAIR, SHARE 92 | SHOW-ME BOARDS 94 |
CHECK FOR UNDERSTANDING 96 | SAY IT AGAIN BETTER 98 |
PROBING QUESTIONS 100 | PROCESS QUESTIONS 102 |
FEEDBACK THAT MOVES FORWARD 104 | FEEDBACK AS ACTIONS 106 |
WHOLE-CLASS FEEDBACK 108

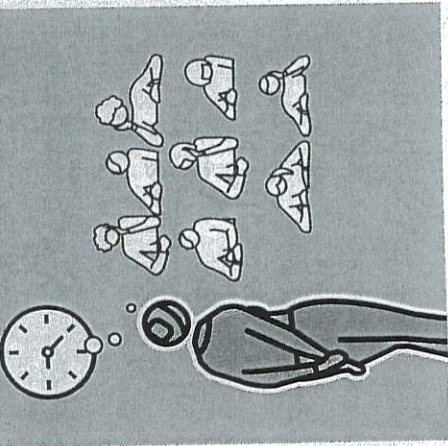
THINK, PAIR, SHARE

There are many times during a learning sequence when it is beneficial for students to engage in a structured discussion. Pairs are the most powerful way to involve all students in rehearsing and sharing ideas as part of the flow of responsive teaching. Used well, in conjunction with **Signal, Pause, Insist**, teachers can switch from whole-class listening and back to paired discussion in a dynamic and orderly routine providing all students the opportunity to talk about the material in hand in a productive manner.

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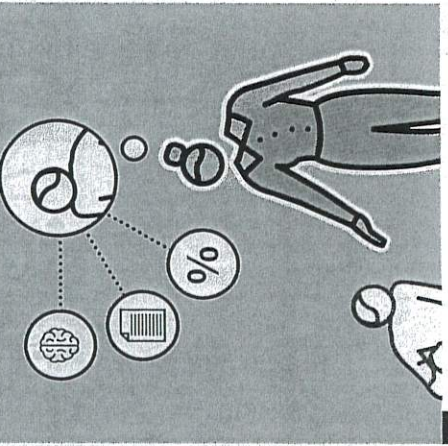
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1

ASK THE CLASS THE QUESTION

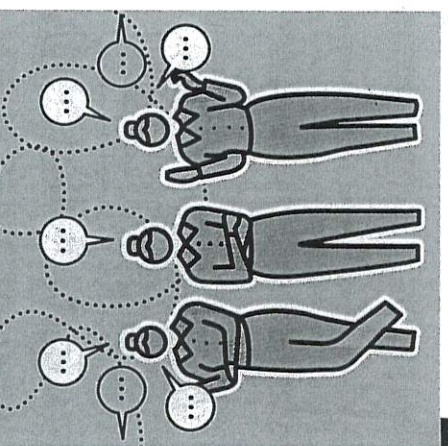
The best approach is to ask a question aimed at everyone in the room. This then gives everyone a chance to consider the answer, checking their own recall and understanding. If you use a range of techniques, you might want to name the approach. "OK everyone, we'll cold call this question: What are the main reasons for ...?" "This tells everyone that you will not accept hands up and that calling out is not acceptable. It also tells students to be prepared to give their answers."



2

GIVE THINKING TIME

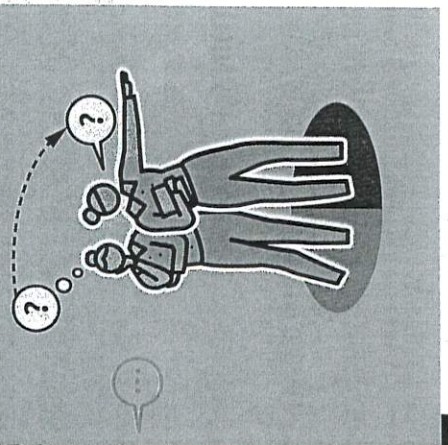
Allow students time to think in silence before seeking responses. This could be anything from 5–30 seconds or perhaps longer depending on the complexity. This is especially important for anything beyond simple recall questions where shorter response times might be more appropriate. Use the thinking time to scan the room, checking students are focusing on the task, as far as you can tell.



3

SELECT SOMEONE TO RESPOND

Using your knowledge of the students, select a student to respond. The idea is that this could be anyone including someone you have only recently asked. Using names tells them that you are interested in each respondent and their ideas. It can be helpful to ask a diffusing question such as "James, what were you thinking?" which invites James to present his half-formed thoughts or to say that he wasn't sure. If we over-stress correctness at an early stage, this can inhibit less confident students. Make it safe for errors, doubts and misconceptions to surface.



4

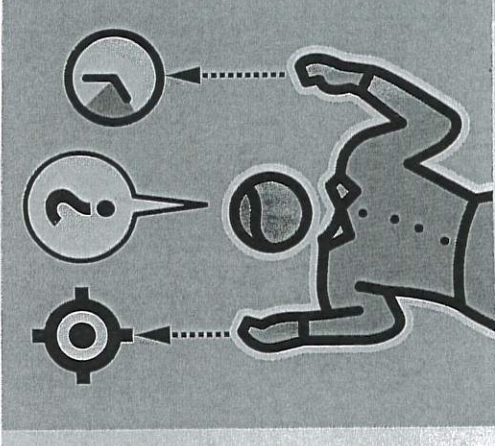
RESPOND TO THE ANSWERS

Try to turn each question into a short exchange. If a good answer is given, respond with an affirmation and a **Probing Question** or a **Process Question**. "Yes, that's really good — which method did you use?" Or "And can you give me another example?" If the answer isn't quite right, respond with something like "Good try... but that's not quite right..." before re-teaching or giving a prompt either directly or via another student. Very often the **Say It Again Better** strategy is useful as a response.

SELECT ANOTHER STUDENT AND RESPOND AGAIN

After the first exchange, invite another student to respond to the exact same question or a slight extension of the original question. Choose a range of students including those who are enthusiastic about answering and those who are less confident and would tend to opt out. Scan the room making sure all students know that they too could be asked. Repeat the response process each time until you feel you've received enough feedback to decide to proceed or to re-teach.

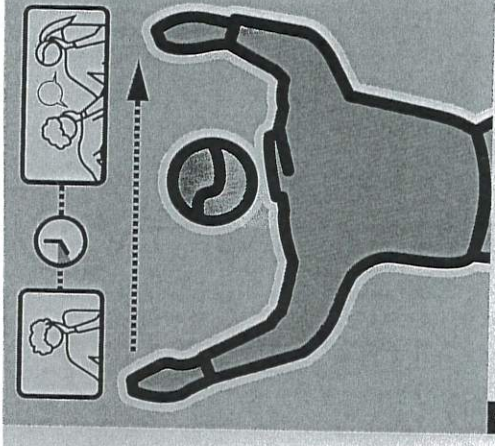
Attempt | Develop | Adapt | Practise | Test



1

ESTABLISH TALK PARTNERS FOR EVERY STUDENT

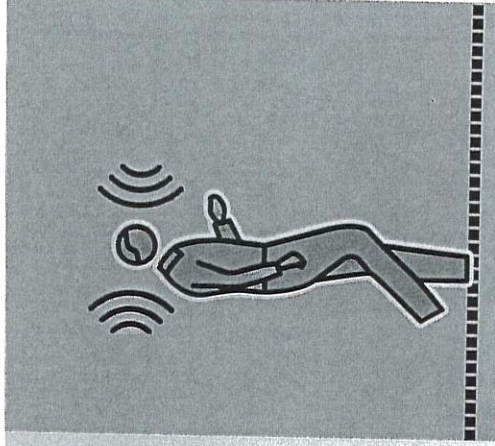
If this is a strategy you use repeatedly, it is useful to pre-determine each person's talk partner. Odd students can form the one group of three. Ideally pairs will be reasonably well matched so that one person in the pair does not dominate each discussion and do all the thinking.



2

BUILD IN THINKING TIME

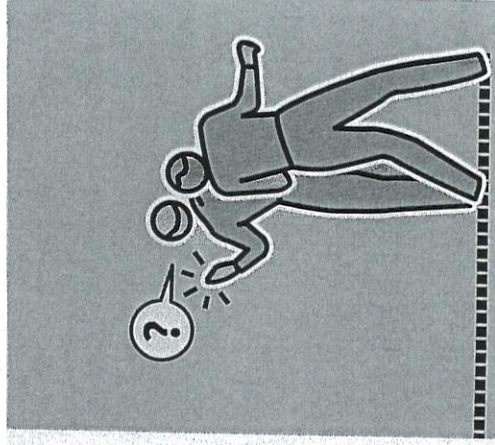
An optional feature of this process is to give students time to think individually before they turn to their talk partners to share their ideas. The advantage of this is that it makes sure every member of the class engages in generative thinking before their partner offers their ideas. The disadvantage is that it can take up more time so you might decide to go straight to the discussion.



3

CIRCULATE TO LISTEN AS PAIRS ARE TALKING

Very often the power of this technique lies in hearing what students say to each other, circulating around the class as they share ideas in their pairs. This can help to pick up particularly interesting ideas or important errors, misconceptions or subtle technicalities. It also helps to keep the discussions focused. This is more relevant when more extended in-depth questions have been asked.



4

USE COLD CALL TO SAMPLE PAIRS' RESPONSES

At the end of the time, use **Signal Pause** **Insist** to bring the class to attention. Sample the discussions by choosing who to respond, as with **Cold Calling**. Again, give them the option to reveal their doubts as well as any ideas. "Michael, what were you and Annie discussing in your pair?" This means Annie can't talk for Michael but he can either give an extended response or express uncertainty. Then select other pairs to contribute their ideas or **Check for Understanding**.

Attempt | Develop | Adapt | Practise | Test

SHOW-ME BOARDS

A good way to sample the responses from a whole class is to use mini-whiteboards (MWBs). These can be called 'Show-Me' boards, highlighting the way they are used. They are cheap to buy and can become part of the standard equipment in any classroom. The basic idea is that students write on the boards in response to a question and then, simultaneously, show the teacher their responses, giving a big hit of feedback to the teacher about the range of responses around the class. They also help where you want students to generate ideas or practise making diagrams or short sentences.

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95

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

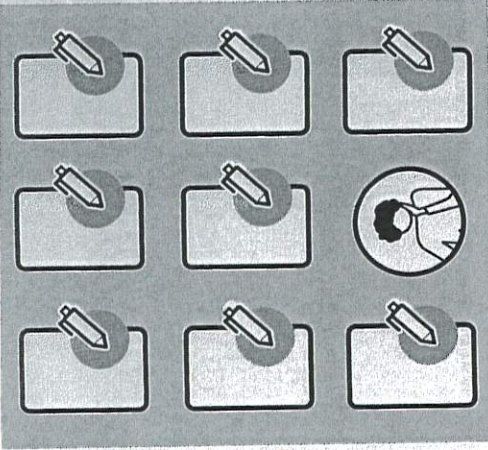
SAY IT AGAIN BETTER

The purpose of this technique is to set a standard for the depth of verbal responses you expect from students and to support them to produce high quality responses. If you accept short, shallow responses without further development, it sets low expectations and students will assume half-formed answers are the norm. However, unless you allow students to initially offer their more basic ideas, you can deter them from trying to answer in future. With **Say It Again Better**, you accept initial responses but develop them each time.

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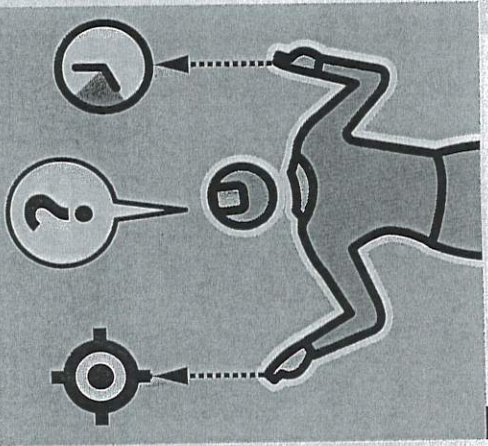
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1

ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND

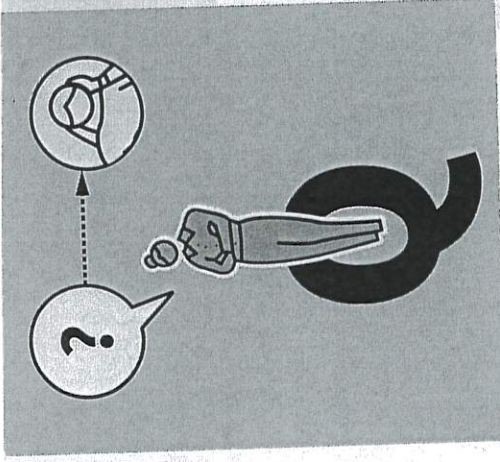
Ideally they should be ready to use whenever you choose to use them spontaneously, not a big deal to borrow or organise in advance. It can help to have sets of board+pen+wiper in wallets to speed up the logistics of handing them out.



2

SET THE QUESTION WITH A GOAL AND A TIMEFRAME

Ask students to produce the particular type of response you want with clear goals e.g. to write out the maths solutions, to sketch a diagram, to write out a balanced chemical equation, to write the sentence with the correct grammar, to describe the main features of the poem or piece of music. Give students a timeframe for the task in minutes.



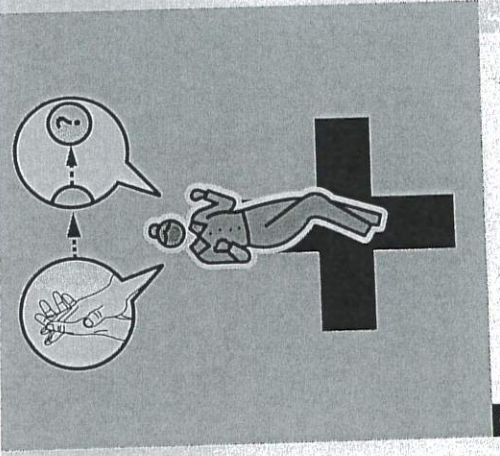
1

ASK A STUDENT A QUESTION

Use one of the questioning techniques to invite students to think about the material in hand and to prepare to respond. This might include:

- **Cold Calling**
- **Think Pair Share**
- **Check for Understanding.**

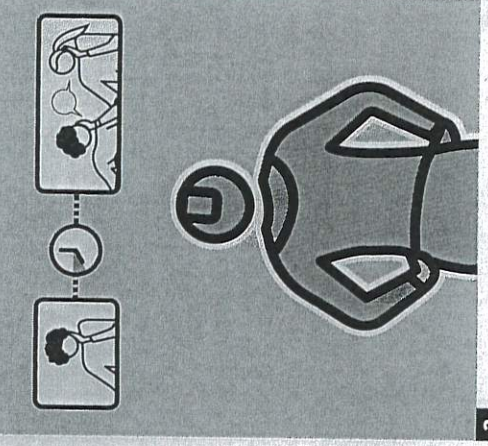
The more complex the material and the demanding the question, the more important this technique will be.



2

ACKNOWLEDGE THE FIRST RESPONSE

When a student you have selected gives a response, be as positive as possible about their offering. If it is a half-formed answer, falling short of what might be an excellent response, say something like: "Yes, OK, that's a good start. But let's develop it further". If they are simply wrong, say something like "Good try but that's not quite it; let's see how we can get it right".

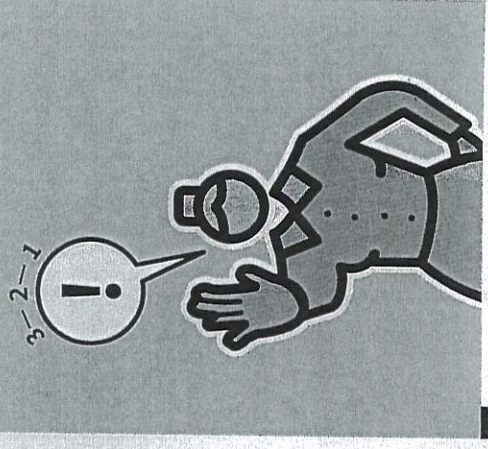


3

GIVE SUPPORTIVE FORMATIVE FEEDBACK

Invite the student to consider specific ways in which the response could be improved.

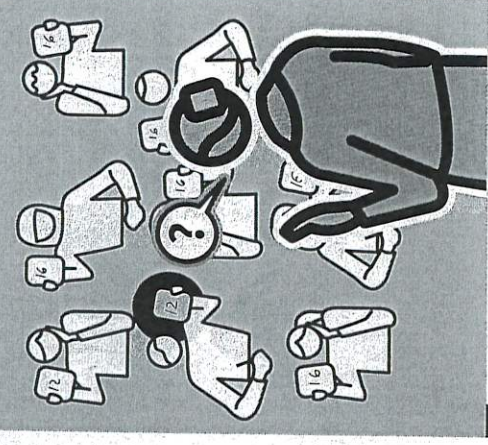
- What's the more formal/technical term for that idea?
- Does the graph just 'go up' or is there a more complex pattern you could describe?
- Can you include a reason for that opinion to back it up — remember we should be aiming for "I believe X is true because..."



4

INVITE STUDENT TO "SAY IT AGAIN BETTER"

After exploring what a better answer might include, ask the same student to have another attempt, "OK, now try to say it again better". This is important because in giving the improved answer, you can check that they've understood at the same time as giving them an opportunity for practice and for feeling more successful having generated a higher quality response.

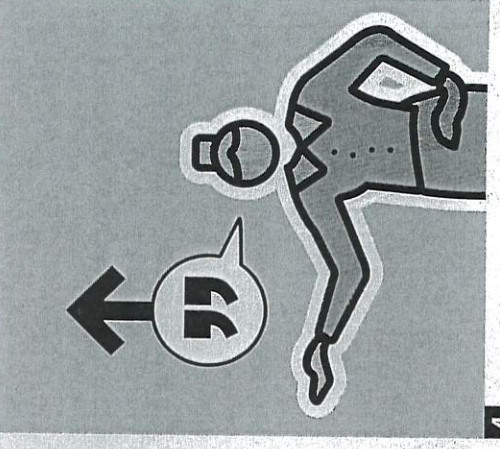


5

RESPOND TO THE IMPROVED RESPONSE

Decide if the improved response is sufficiently improved to warrant simple affirmative praise before moving on or whether there is value in adding more detail or depth or accuracy. You can repeat the feedback process and then ask for a further response that is even better still. The effect of this process is to demonstrate to students that they are capable of excellent responses and in time it is likely to become more common for them to produce them first time around.

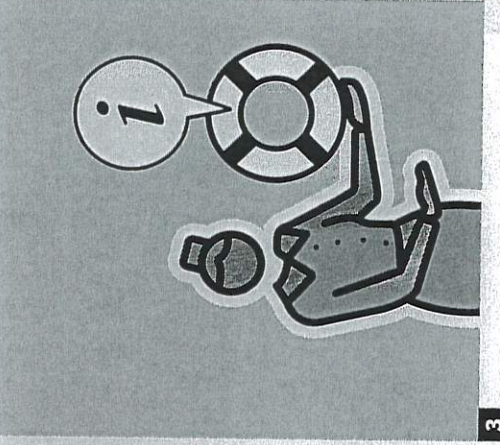
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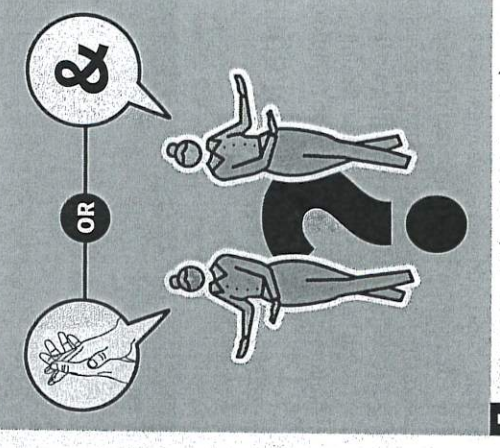


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