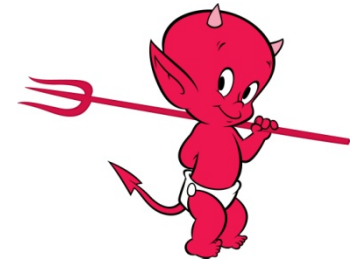


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STRATEGIC INSTRUCTION

**Rai Farrelly, PhD
MA TEFL, AUA
Faculty Workshop
October 4, 2013**



AGENDA

- Review learning objectives
- Happy Hour Activity – SWOT Analysis of AUA
- Introduction to SIN
- Making Instruction/Content Accessible & Promoting Strategy Development
 - Lectures
 - Reading
 - Writing
 - In-Class Activities/Discussion
- Final Reflection Activity



LEARNING OBJECTIVES

By the end of the workshop, I hope you will be able to:

- Describe the SIN framework
- Design lessons and activities that are both accessible to learners and useful for cultivating strategy development (using SIN)
- Utilize at least 2 of the following in your classes:
 - Happy Hour
 - Think-Pair-Share
 - One-Minute Paper
 - Graphic Organizers



SWOT ANALYSIS – HAPPY HOUR STYLE

- Each of you will receive a strip of paper with a question.
- Stand up and find someone to respond to your question. Then respond to his/her question.
- Once you both exchange ideas, *trade slips of paper* and find a new discussion partner.
- As you discuss, write (on the board) ideas that fit in any of these categories:
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
- We'll discuss ideas as a group.
- You have 10 minutes to mingle.



SIN-FUL TEACHING



Think-Pair-Share Activity

○ **Think** for 2 minutes about the following concepts:

- Scaffolding
- Interaction
- Noticing

→ How would you describe/explain each as it pertains to teaching and learning?

○ **Pair** with someone and discuss (4 minutes):

- Do you incorporate scaffolding, interaction and noticing in your teaching? If so, how?

○ Be prepared to **Share** with the group.



SCAFFOLDING, INTERACTION, NOTICING (SIN)

○ **Scaffolding**

- Focus (mostly) on the Input
- Making the lecture/lesson more accessible
- Aim: support learners as they work within the Zone of Proximal Development (Vygotsky, 1978)

○ **Interaction**

- Focus on Output
- Promote active learning → promote critical thinking
- Cultivate 21st Century Skills: communication, critical thinking, collaboration, creativity

○ **Noticing**

- Focus student attention on learning (skills, strategies, knowledge)
- Focus student attention on language, genre devices
- Focus student attention on strengths and weaknesses



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LECTURES

Scaffolding, Interaction, Noticing

SIN-FUL LECTURES

Scaffolding

- Provide Agenda/Preview and Learning Objectives
- Activate Background Knowledge
- Supplement lecture with visuals (charts, graphs, images, text) → not too much on slide; bring points in one at a time if necessary.
- Provide comprehensible input: slow (natural) rate of speech, clear, simple language
- Repeat and Recycle information/concepts/vocab
- Utilize Graphic Organizers



SIN-FUL LECTURES

Interaction

- Deliver mini-lectures punctuated with opportunities to interact with peers and material
 - Think-Pair-Share/Square
 - Review Questions
 - One-Minute Paper
 - Muddy Points
- Conduct frequent comprehension checks
- Provide opportunities for peer instruction
 - Instant Expert
 - Jigsaw
 - Panel Discussion
 - Poster Sessions

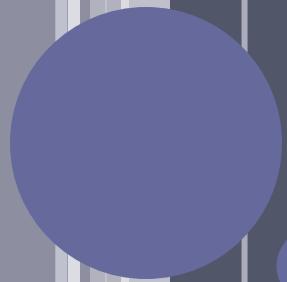


SIN-FUL LECTURES

Noticing

- Signpost your lecture (indicate sequences, important information, changes of topic)
- Highlight and reinforce key vocabulary
- Cultivate listening strategies
 - Invite students to predict information based on a hook, topic, question
 - Have them summarize and elaborate on lecture
 - Help Ss organize information (note-taking, graphic organizer)





READING

Scaffolding, Interaction, Noticing



READING IN SIN

Scaffolding

- Be intentional with reading choices – consider content, length, purpose
- Make expectations explicit (i.e., skim, read deeply, come with questions, complete a task)
 - Clear instructions
 - Tasks to complete while reading
 - Guiding questions
 - Graphic organizer
- Activate background knowledge
- Provide a list of additional resources to provide more context



READING IN SIN

Interaction

→ With text & classmates

- Comprehension checks
 - Pair paraphrase/summary
 - Group quiz
 - Groups generate test questions
 - Discuss muddy points
- Compare notes, graphic organizers, guiding questions
- Promote critical response
 - Engage in role play, debate, additional research



READING IN SIN

Noticing

- Cultivate pre-reading skills
 - Predict based on headings, pictures, text enhancement (bold, italics, underlining), sidebars, charts, etc.
- Model reading strategies
 - Share tips you use with difficult readings
 - Encourage them to reflect on their strategies
- Vocabulary
 - Treasure Hunt for key terms
 - Noticing how key terms are used
- Discourse Analysis
 - Note distinct features/devices for particular genres (e.g., abstract, literature review, outlining process)



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WRITING

Scaffolding, Interaction, Noticing

ACTIVITY: APPLYING SIN TO WRITING

- Form groups of 3 – 4.
- Assign a note-taker, a time-keeper and a presenter.
- Take the SIN framework and apply it to the writing component of your courses.
- Generate 2-3 ideas for each of the following:
 - **Scaffolding** writing assignments
 - Promoting **interaction** related to writing tasks
 - Fostering **noticing** of key concepts and language in writing tasks
- Your presenter will share your ideas with the class.
- You have 10 minutes.



WRITING IN SIN

Scaffolding

- Provide clear instructions, guidelines
- Establish explicit expectations: what are the learning objectives/goals?
- Develop a user-friendly rubric
- Provide a template
- Provide former student or professional samples of acceptable/unacceptable work
- Create in-class activities that model the task



WRITING IN SIN

Interaction

- Peer Review – multiple drafts, workshops
- Critique and debate quality/characteristics of writing samples in pairs, groups
- Assign collaborative writing tasks



WRITING IN SIN

Noticing

- Analyze writing samples for genre specific devices (tense, voice, organization)
- Promote reflection on feedback from peers and instructor
 - Error logs
- Seek evidence that feedback is incorporated in revised drafts
 - Reflection paper
 - Track changes/annotated drafts



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IN-CLASS ACTIVITIES

Scaffolding, Interaction, Noticing

COLLABORATION, COOPERATION

Scaffolding

→ In-Class Activities

- Provide clear instructions
- Model (on board, with a volunteer)
- Conduct comprehension checks
- Be explicit with purpose/objectives
- Create a task to complete (goal)

→ Discussions

- Assume role of facilitator, rather than leader
- Create task to complete (focus discussion)



COLLABORATION, COOPERATION

Interaction for:

→ In-class Activities

- Designate roles
- Determine if groups are one-time or permanent
- Discuss their expectations
 - Introduce concept of Forming, Storming, Norming and Performing

→ Discussions

- Monitor group dynamics
- Assign roles (umpire, note-taker, facilitator)
 - Invite students to manage discussion



NOTICING AND COLLABORATION

- How can we promote noticing during in-class activities?
- What might they need to notice?



COLLABORATION, COOPERATION

Noticing during:

→ In-class Activities

- Peer assessment of group work (contributions, dynamics, effectiveness for goal)
- Debrief activities
- Reflect on how peers view content in relation to self

→ Discussions

- Draw attention to contributions
- Teach effective communication
- Encourage self-reflection



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PRACTICING WHAT I PREACH

How did I demonstrate SIN in this workshop?

FINAL REFLECTION ACTIVITY

One-Minute Paper

- Individually, write freely for one-minute in response to this prompt:

What two things from this workshop might you integrate into your teaching?

→ If nothing, please write 1-2 burning questions *or* a really good joke.



REFERENCES & NOTES

- Vygotsky, L. (1978). *Mind and Society*. Cambridge, MA: Harvard University Press.

The SIN Framework is based on our upcoming book to be published next year as part of a TESOL* Publications series: ESOL* for Different Professions:

- Shapiro, S., Farrelly, R., & Tomas, Z. (Forthcoming). *Fostering Success for International Students in Higher Education*. TESOL Publications.

*TESOL → Teaching English to Speakers of Other Languages

*ESOL → English for Speakers of Other Languages

Many ideas are based on hours of university class observations across various disciplines.

