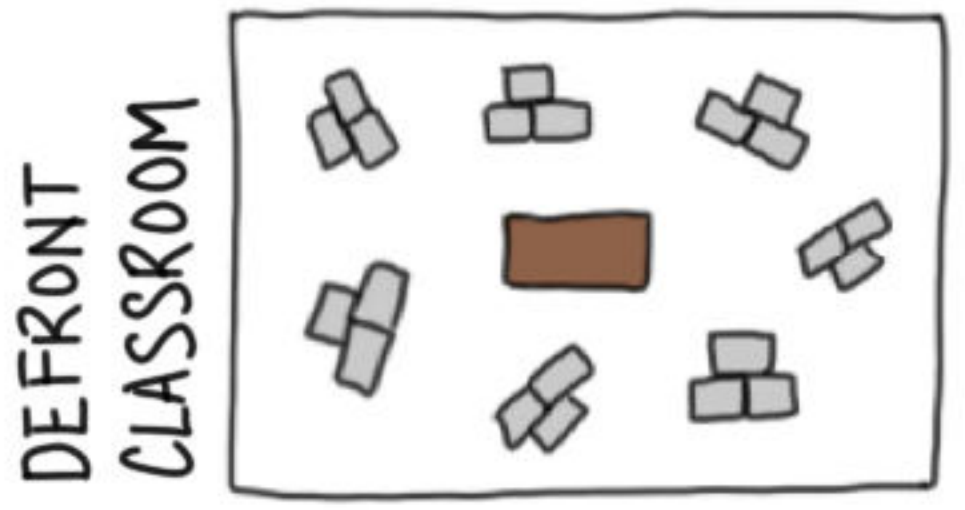
DEFRONT



DESKS IN DIFFERENT DIRECTIONS

↑ STUDENT COLLABORATION
↓ TEACHER TALKING
↑ TEACHER CIRCULATION

FURNITURE PLACEMENT ↔ TEACHERS' INTENTIONS + ACTIONS

THINKING IS MESSY

☑ STRAIGHTNESS
☑ SYMMETRY
☑ FRONTING
▶ PASSIVE LEARNING

☑ DE-STRAIGHTEN
☑ DE-SYMMETRIZE
☑ DE-FRONT
▶ ACTIVE THINKING

NOT TOO CHAOTIC OR ORGANIZED

↑ SAFETY TO TAKE RISKS
↑ FREEDOM TO TRY + FAIL

EQUITY

- SHIFTS POWER AWAY FROM TEACHER ONTO STUDENTS
- MORE STUDENTS ENGAGE MORE FREELY

KEEP THINKING Qs

1. PROXIMITY Qs
DON'T ANSWER

2. STOP THINKING Qs
DON'T ANSWER
"IS THIS RIGHT?"

3. KEEP THINKING Qs
ANSWER THESE
"WE ARE WONDERING ABOUT ... IS THAT OK TO TEST?"

KEEP THINKING QUESTIONS CLUES

- AVOID QUESTIONS ASKED EARLY IN TASKS
- ARE QUESTIONS ASKING FOR MORE OR LESS ACTIVITY, WORK OR THINKING? ↑↓

ANSWER A QUESTION WITH A QUESTION ... THEN LEAVE!

ISN'T THAT INTERESTING?
IS THAT ALWAYS TRUE?
WHY DO YOU THINK THAT IS?
WHY DON'T YOU TRY SOMETHING ELSE?
ARE YOU ASKING ME OR TELLING ME?

AVOID GIVING TOO MUCH HELP/INFO

EQUITY

- ONUS ON STUDENTS TO DO THE THINKING
- STUDENTS UNDERSTAND THEY NEED TO DO THE WORK
- STUDENTS ARE HEARD BUT EMPOWERED NOT HELPLESS

VERBAL INSTRUCTIONS

WHEN TO GIVE TASKS

3-5 MINS

→ EARLY IN LESSON
↑ STUDENT ENERGY
↓ TEACHER PRETEACHING

BEGINNING OF LESSON → TEACHER ADDRESSES WHOLE CLASS

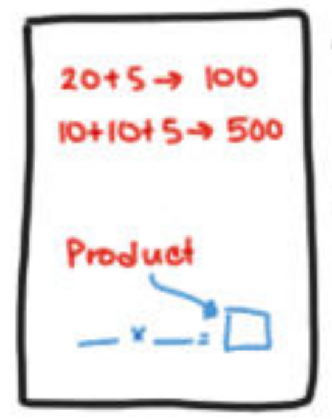
WHERE TO GIVE TASKS

→ STANDING + CLUSTERED
↑ STUDENTS FASTER TO TASK
↓ FEWER QUESTIONS ASKED

FIND LOCATION WITH ENOUGH SPACE TO BE COMFORTABLE

HOW TO GIVE TASKS

→ VERBALLY, WITH KEY INFO WRITTEN WHILE TALKING
↑ STUDENT TALKING ABOUT MATHEMATICS/TASK
↓ AMOUNT OF DECODING WITH TEXTUAL INSTRUCTIONS
↓ NUMBER OF QUESTIONS ASKED



- AVOID SAME SPOT TO WRITE EACH TIME
- RECORD IMORTANT DETAILS BUT NOT ENTIRE SCENARIO

EQUITY

- STUDENTS RELY ON EACH OTHER TO FIGURE OUT WHAT TO DO
- "STORYTELLING" APPROACH IS ACCESSIBLE

CHECK UNDERSTANDING Q

"HOMEWORK" → FOR TEACHER
FOR MARKS
MIMICKING

CHANGE NAME

"CHECK-YOUR-UNDERSTANDING QUESTIONS" → FOR STUDENTS
FOR UNDERSTANDING
THINKING

TIPS FOR CYUQs SUCCESS

TALK ABOUT THEM AS OPPORTUNITIES TO LEARN FROM MISTAKES (NO RISK)

~~"PRACTICE"~~ AVOID "PRACTICE" AS IT SUGGESTS MIMICKING

~~"ASSIGNMENT"~~ AVOID "ASSIGNMENT" AS IT SUGGESTS MARKS

☑☑ PROVIDE ANSWER KEY

PROVIDE AUTONOMY ON WHETHER IT IS COMPLETED

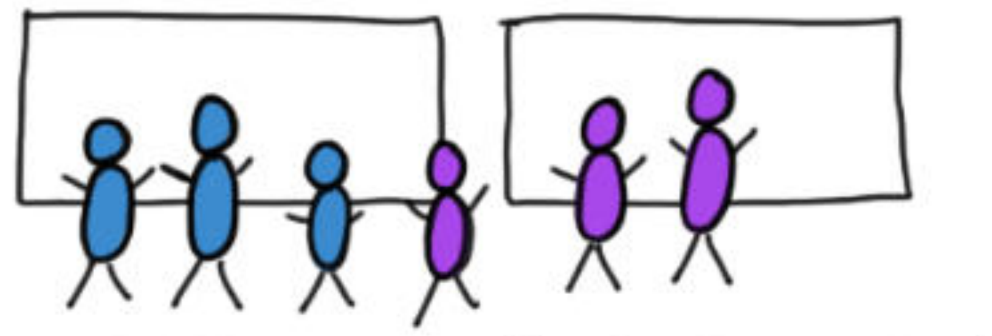
~~☐/20~~ NOT FOR MARKS

PROVIDE WORKED SOLUTIONS LATER – AFTER STUDENTS HAVE TRIED PROBLEMS

EQUITY

- STUDENTS HAVE AUTONOMY
- SPACE TO MAKE AND LEARN FROM MISTAKES
- STUDENTS DO NOT HAVE TO BALANCE PRESSURE OF MARKS WITH HOME LIFE DEMANDS
- STUDENTS CHOOSE WHEN, HOW AND IF TO DO THEM

MOBILIZE KNOWLEDGE



STUDENTS ACTIVELY AND PASSIVELY MOVE AND BORROW IDEAS

TEACHER MOVES

REDIRECT GROUPS TO OTHER GROUPS WHEN STUCK

A vs B HAVE GROUPS WITH DIFFERENT ANSWERS TALK TOGETHER

HAVE GROUPS WITH DIFFERENT APPROACHES TALK TOGETHER

BE LESS HELPFUL

EFFECTS OF KNOWLEDGE MOBILITY...

↑ STUDENT INDEPENDENCE
↑ DEPTH IN THINKING
↓ SHIELDING WORK
↑ POROSITY BETWEEN GROUPS
↑ SENSE OF ALL HAVING SOMETHING TO OFFER

EQUITY

- SENSE OF LARGER COLLECTIVE LEARNING TOGETHER
- RELIANCE ON PEERS INSTEAD OF TEACHER
- EMPOWERMENT OF STUDENTS LEADS TO INDEPENDENCE

CONSIDERATIONS FOR

MULTILINGUAL LEARNERS

MAKE KEY WORDS, SYMBOLS, VISUALS VISIBLE TO ALL

Aa ENCOURAGE USE OF TRANSLATION TOOLS

fence ↕ çit ENCOURAGE USE OF PRIMARY LANGUAGE

GIVE SENTENCE STEMS FOR GROUP DISCUSSION

LISTEN AND OBSERVE TO PROVIDE SCAFFOLDS AS NEEDED

SPECIAL EDUCATION SUPPORTS

STAND CLOSE TO/BE AWARE OF STUDENTS NEEDING AUDITORY ACCOMMODATIONS

COGNITIVE LOAD REDUCED BY VISUAL CUES THAT ACCOMPANY VERBAL INSTRUCTIONS

EXPLAIN BEFOREHAND QUESTIONS THAT WILL BE ANSWERED

EVERY STUDENT CAN ACCESS "PREFERENTIAL" SEATING

UNIVERSAL DESIGN FOR LEARNING

PROVIDE CHOICE WITH CHECK-YOUR-UNDERSTANDING Qs

ENSURE ALL STUDENTS HAVE ACCESS TO INSTRUCTIONS

BUILIDING THINKING CLASSROOMS
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