

**SUSTAINING OUR
EXPERIENCE FOR MOVING
FORWARD**
focusing on Science

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30 November 2013

Writing to learn

See writing as learning, not just assessment.

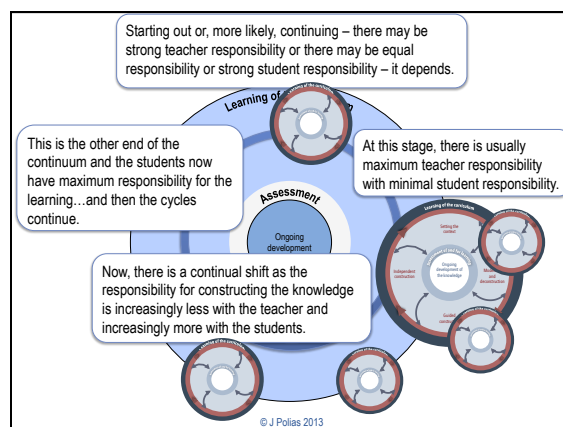
The process requires students to make crucial decisions for their learning:

- What should I include and what should I exclude?
- How should I organise the knowledge:
 - How is everything related?
 - What goes first?
 - What goes next?
- What visuals do I need to include?
- What more do I need to read about and what do I need to clarify?

Writing to learn

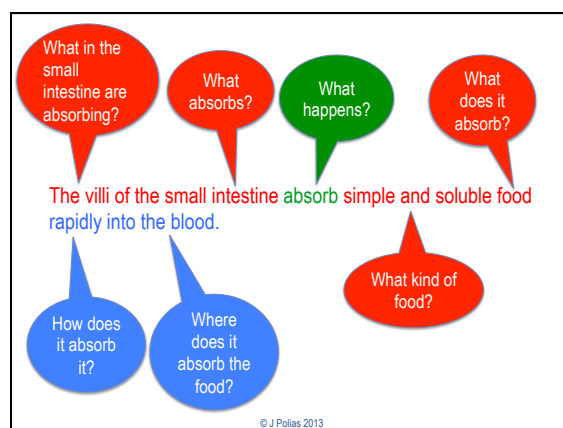
How to provide scaffolding for writing:

- plan all your teaching within a Teaching and Learning Cycle
- make explicit the knowledge patterns and
- make explicit how language organises the knowledge
- go from the easier to the more challenging
- break up the task into manageable bits
- set up activities that make the students work physically with the language



Make explicit how the English language organises the knowledge

The villi of the small intestine absorb simple and soluble food rapidly into the blood.



What in the small intestine are absorbing?

What absorbs?

What happens?

What does it absorb?

The villi of the small intestine absorb simple and soluble food rapidly into the blood.

How does it absorb it?

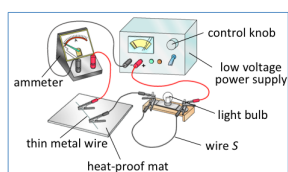
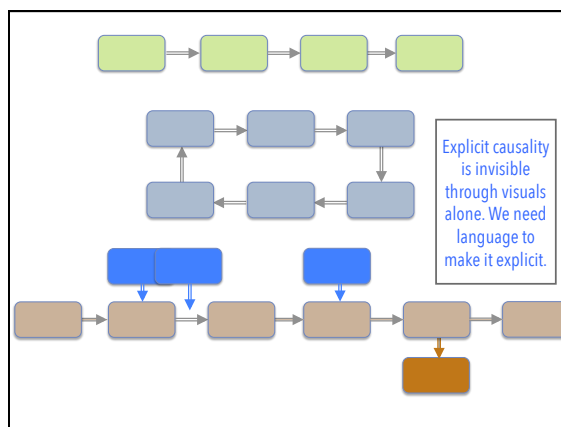
Where does it absorb the food?

What kind of food?

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Scaffolding students in writing a causal explanation

How can we explain processes in physics better?
S2 Integrated Science



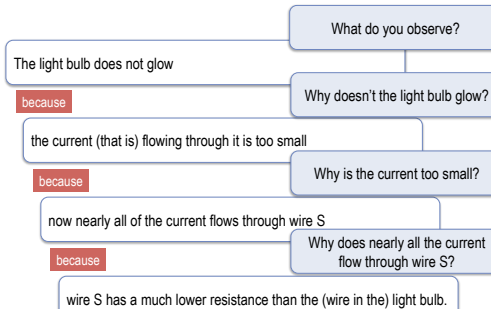
Why doesn't the light bulb glow in the circuit when we add wire S?

The light bulb does not glow because the current flowing through it is too small. Now, nearly all of the current flows through wire S since it has a much lower resistance than the light bulb.

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Why doesn't the light bulb glow in the circuit when we add wire S?

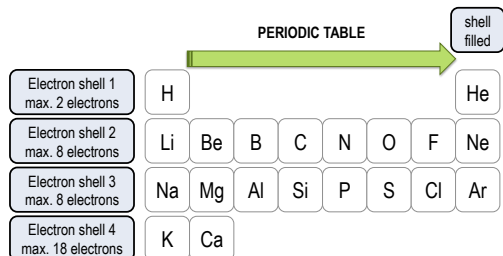


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Pedagogical resonance

Making sure that our teaching resonates with the knowledge being taught so that learning is maximised.



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