

## Revisiting Our Reading Assignments

Week 7 is a good time to consolidate your understanding of the various activities in this module. Remember we said that every week we would like you to be *Reading, Interacting, Watching Reflecting*, and *Writing*. You have completed tasks related to all 5 activities while navigating Coe et. al., building skills at different levels. Identify how we have scaffolded skills by labelling each task below with as many of the (colour-coded) skills that apply.

R1	Reading Comprehension, Level 1: identifying structure
R2	Reading Comprehension, Level 2: summarizing ideas
R3	Reading Comprehension, Level 3: basic critical analysis
W1	Writing Practice, Level 1: writing complete sentences
W2	Writing Practice, Level 2: concise writing
W3	Writing Practice, Level 3: basic critical analysis
Rf	Reflection

\*\*\* pp.1—7.

- Identify the six components of great teaching appearing in the Executive Summary.
- Look carefully at the Contents page to understand the layout of this review article.
- Peruse the References for style and find how these sources appear in the body of the work.
- Think about your own answers to three questions (see Week 1).

\*\*\* pp. 8—24.

- The first citation is (Strong et al 2011; Hamre et al 2009). Do you know how to find/cite references like this? Do you know where you would look to find out?
- What makes this a well-written introduction? What could be done better?
- Write a few brief summarizing sentences for each of the subsections that appear.

\*\*\* pp. 25—37.

- Compare p.9 to p.25. Why might the authors have chosen to start the second chapter in a different manner than the first? Did this change help you read the section more easily?
- Write down exactly two sentences describing each of the seven methods of evaluation
- Write 2-3 bullet points on the benefits, impacts, risks, limitations of each evaluation method.

\*\*\* pp. 38—41.

- Write down exactly two sentences describing each of the three subsections in this chapter
- For each subsection, write exactly two sentences on benefits, impacts, risks and limitations and indicate which references you might follow to justify your conclusions
- Did you notice that the authors used *effect size* to justify a position on teacher feedback?

\*\*\* pp. 43—49.

- Write down exactly four sentences describing the first subsection in this chapter
- Has your ordering changed based on what you have learned, and can you substantiate this with research evidence now?
- Use the final subsection to evaluate progress on your action plan. Are there any aspects of your aims/goals which might benefit from the approaches suggested in the quick wins list? How might you use what you have learned to become better at teaching OR communicating mathematics?

\*\*\* pp. 50—57.

- Search for 5 bibliography entries from the References; do you recover just the abstract or are you able to retrieve the full resource? Do you know what steps you would take to find the full source if you are not able to fully retrieve the reference?
- Summarise the authors' responses to the research questions appearing in the Appendix.

It is a very tricky thing to move away from teaching students "what they need to know" to "how to think about things". The above two ideas will be in constant tension throughout your careers, as you try to gain new skills, so we made a conscious choice to leave room for you to stretch your reading and writing skills through the Reading Assignments individually.