



EFFECTIVE MODELLING

Chaucer School 2017

Observational learning

noun

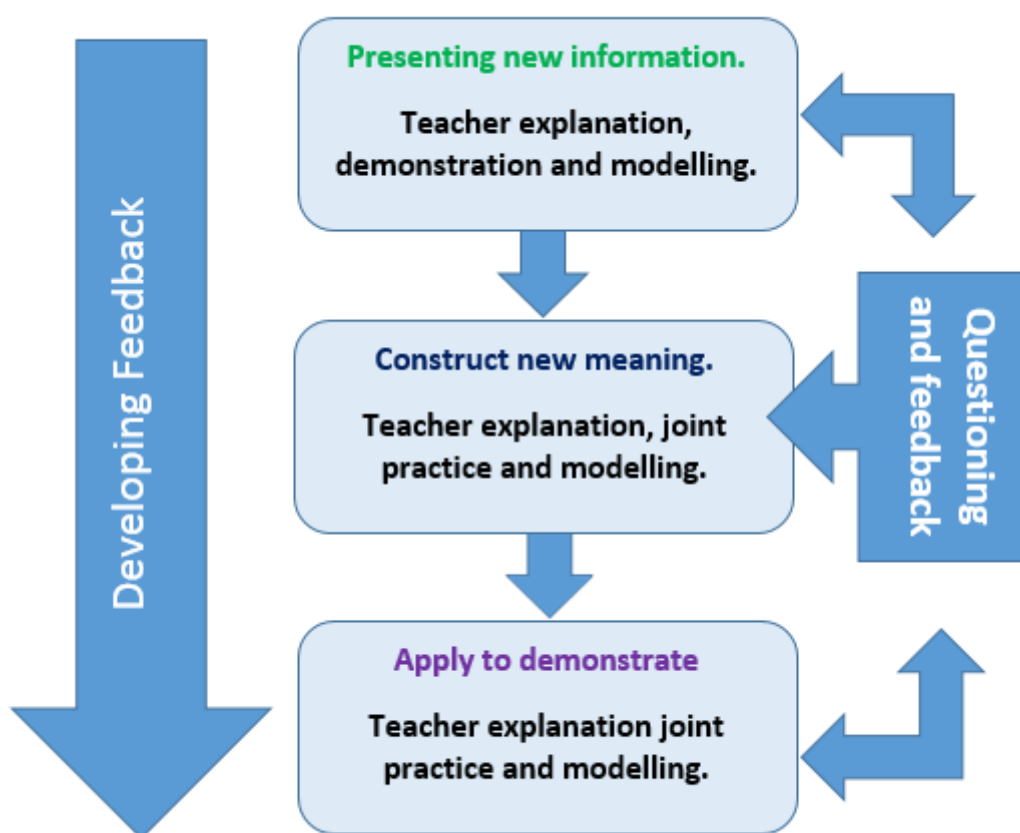
The definition of observational learning is picking up how to do something by watching another do it.

“Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.”

Albert Bandura 1977

What is modelling?

Modelling is...***an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing and making learning notes.*** This document is an aid to using modelling effectively in the teaching spaces you work in.



The diagram above illustrates where modelling can take place within a lesson following the TEEP cycle. Modelling can be used in all stages to help learn a new skill, undertake a task more effectively in terms of the success criteria, develop thinking skills, and thought processes etc.

The 4 different types of modelling.

Task and performance modelling

Task modelling occurs when the teacher demonstrates a task students will be expected to do on their own.

This type of modelling would precede activities such as science experiments, foreign language communication, physical education tasks, and solving mathematical equations.

This strategy is used so that students can first observe what is expected of them, and so that they feel more comfortable in engaging in a new task or activity.

Metacognitive modelling

Metacognitive modelling demonstrates **how to think** in lessons that focus on interpreting information and data, analysing statements, and making conclusions about what has been learned. This type of modelling would be particularly useful in a maths class when teachers go through multiple steps to solve a problem.

Teachers would talk through their own thought process while they do the problem on a board or collaboratively on MWBs.

“This thinking-out-loud approach, in which the teacher plans and then explicitly articulates the underlying thinking process... should be the focus of teacher talk.” - Bandura

This type of modelling can also be done in a reading lesson while the teacher asks rhetorical questions or makes comments about how to anticipate what is coming next in a story.

Modelling as a scaffolding technique

When using modelling as a scaffolding technique, teachers must consider students' position in the learning process.

Teachers first model the task for students, and then students begin the task and work through the task at their own pace.

In order to provide a supportive learning environment for students who have additional needs or English as an additional language, **teachers will probably need to model the task multiple times.**

Student-centred modelling

Often the most effective type of modelling in terms of student engagement, teachers ask students to model a **performance, task** or a **thought processes.**

In student-centred modelling, **teachers engage students who have mastered specific concepts** or learning outcomes in the task of modelling for their peers.

This type of modelling makes the class less “teacher-centred,” which, in some cases, provides a **more supportive learning environment for students.**

In order to be an effective modeller there are a number of steps you should take.

Prepare the lesson well, particularly if you are going to conduct a demonstration that is new to you. If you are about to model something new for the first time, you might write out a script and rehearse what you are going to say. Plan the questions you are going to ask student to check their understanding (what, where, when...) and what you will ask to ensure greater depth of learning (why, how might etc.)

Take into account pupils' **prior knowledge and experiences**. **Model your thinking** to explain links between an idea they have seen before and the one you are about to introduce. **Think out loud the connections and the reasons for developing or changing this model.**

Maintain the pace of the lesson by using modelling for **short periods only**, especially if pupils are not used to this way of working. Until pupils' listening skills have developed, **model just a small part of an activity**, for example, the conclusion of an investigation. Remember to task student with some sort of activity during modelling to ensure levels of engagement are high.

Repeat the modelling of a process (teacher or student) whenever necessary. Some skills are only acquired through **repeated practice**.

Modelling checklist

- **Modelling processes with pupils involves establishing clear aims;**
- **Providing an example;**
- **Exploring thinking – yours and the pupils;**
- **Demonstrating the process;**
- **Working together through the example;**
- **Providing prompts (or scaffolds) as appropriate;**
- **Providing an opportunity for pupils to work themselves (alone or in pairs);**
- **Drawing out the key learning.**