THE IMPACT OF SPEAKING ON STUDENT LEARNING

August 2nd, 2022
1:30-2:30pm
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➔ MAT degree program
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How did you feel about speaking in class when you were a student?
How do I feel about speaking up in class?

30 responses

- 63.3% I always speak up, participate, and share my answers!
- 23.3% I sometimes speak up and participate, but only if I’m confident with my answer.
- 13.3% I prefer not to speak up and participate during class.
“I don’t talk much in school but love to talk at home.” – Brooklyn
“I don’t talk much in school but love to talk at home.” - Brooklyn

“I’m a very shy student.”
-Kayla
“I don’t talk much in school but love to talk at home.” – Brooklyn

“I describe myself as very quiet. I only talk if I’m asked a question. I’m a good listener though and I pay attention.” – JeNiah

“I’m a very shy student.” – Kayla
“I don’t talk much in school but love to talk at home.” – Brooklyn

“I describe myself as very quiet. I only talk if I’m asked a question. I’m a good listener though and I pay attention.” – JeNiah

“I’m a very shy student.” – Kayla

“I’m too shy to talk in front of a group of people.” – Elijah
“I don’t talk much in school but love to talk at home.” – Brooklyn

“I describe myself as very quiet. I only talk if I’m asked a question. I’m a good listener though and I pay attention.” – JeNiah

“I’m a very shy student.” – Kayla

“I’m a good student. I just don’t like to talk that much.” – Cassidy

“I’m too shy to talk in front of a group of people.” – Elijah
I don’t talk much in school but love to talk at home.” - Brooklyn

Have a conversation with your group about any of the following questions:

➔ What were your experiences as a student and speaking in class?
➔ What surprised you (or didn’t!) about my students’ responses?
➔ What changes have you noticed about your students’ talking in class lately?

BREAKOUT ROOMS
building confidence

mixing it up

practice, practice, practice!
GIVING STUDENTS A VOICE

building confidence
GIVING STUDENTS A VOICE

➔ Non-academic discussions for the first week of school

building confidence
GIVING STUDENTS A VOICE

➔ Non-academic discussions for the first week of school
➔ Scaffold the speaking activities so students always feel prepared
→ Non-academic discussions for the first week of school

→ Scaffold the speaking activities so students always feel prepared

→ Establish a foundation of trust and respect
I don't talk much in school but love to talk at home. - Brooklyn

A different kind of discussion strategy

➔ Builds students’ confidence
➔ Practices discussion skills in a low-stakes setting
➔ Fun and interactive - can be used with non-academic topics or content

MUSICAL DESKS
GIVING
STUDENTS
A VOICE
MUSICAL
DESKS

View handout
1. Arrange desks into groups of four. Come up with 4 open-ended questions for students to answer. Print them on strips of paper and tape onto student desks (one per desk).
2. Give each student a dry erase marker. Make sure each student in a group has a different colored marker.
3. Invite students to respond to the question on their desk (in bullet points, sentences, words, pictures, etc.) for as long as music is playing – about 2 minutes.
4. After 2-3 minutes, stop the music. Students will rotate seats within their groups - but they should keep their same colored marker with them.
5. Encourage students to first respond to the previous response already written:

✓ = I agree!
X = I disagree
? = I don´t understand…
6. Start the music again. Students will respond to the new question, adding their own thoughts and ideas. Encourage students to build off their group member’s ideas by drawing arrows, circling, etc.
7. Repeat until students rotate back to their original seat. Back in their original seat, students will read through all the responses on their desk and circle the detail that best answers the question.
8. Erase the desks easily with Clorox wipes.
HELPFUL HINTS:

1. Have a bucket of different colored markers set out at each table group.
2. Assign mixed-ability groups before class by writing names on a sticky note.
3. Play the music REALLY loud, so kids aren’t tempted to chat instead of write.
GROUP CHAT

Is this strategy something you could use with your students?

➔ What are your initial thoughts?
➔ When would be a good time to use this strategy?
➔ How might this strategy help build students' confidence to start talking in class?
GIVING STUDENTS A VOICE

mixing it up
GIVING STUDENTS A VOICE

Variety of different strategies
- Turn and Talk
- Timed Pair Share
- Rally Robin
- Round Robin
- Quick Chats
- Call Outs
GIVING STUDENTS A VOICE

Variety of different strategies
Mixture of low-stakes speaking (with partner or small groups) and whole-class discussions
CONNECT THE DOTS

A low-stakes discussion game
- Builds students' confidence
- Practices discussion skills in a low-stakes setting
- Fun and interactive - can be used with non-academic topics or content
1. Come up with 20+ vocabulary words from a unit (or, even better - have your students come up with the words!). Write them across a page in a random order.
2. Divide students into groups of 3-4. Give each student in the group a different colored marker. Each group gets a copy of the page of terms.
3. Each student in the group will take turns drawing a line between 2+ terms and explaining the connection between them to their group.

"______ and ______ are connected because ____________________."
GROUP CHAT

Is this strategy something you could use with your students?

➔ What are your initial thoughts?
➔ When would be a good time to use this strategy?
➔ How might this strategy help build students’ understanding of the content?
GIVING STUDENTS A VOICE

practice, practice, practice!
My goal is for all students to talk every day.
My goal is for **all** students to talk **every** day.

Consider using a tracking sheet for accountability.
My goal is for all students to talk every day.
Consider using a tracking sheet for accountability.
Made student voice a priority!

practice, practice, practice!
My goal was for all students to talk every day. Used a speaking and listening tracking sheet for accountability.

practice, practice, practice!
How do students talk in your classroom?
I don’t talk much in school but love to talk at home.” - Brooklyn

How do students talk in your classroom?

➔ Mostly full class discussions?
➔ Lots of group work?
➔ A mixture?
➔ Is student speaking intentional?
➔ Or, does it tend to be off-task talking when they’re supposed to be working?

Write first - then we’ll talk!
Students claimed that speaking in class helped them understand the information better.
How does speaking in class (either to a partner or during a whole class discussion) impact your understanding?

21 responses

- 42.9%: Talking about the information definitely helps me understand it better.
- 57.1%: Talking about the information doesn't really help me understand it better.
“It helps me understand things better when I get to talk about it.” – Jacob
“It helps me understand things better when I get to talk about it.” - Jacob

“Hearing it again helps it get stuck in my brain.” - SaRiah
“It helps me understand things better when I get to talk about it.” - Jacob

“Hearing it again helps it get stuck in my brain.” - SaRiah

“My participation in class helped me because it helped my brain focus on what we were talking about.” - Maya
The average score on the unit assessment was an 83.3%. Each student talked an average of 46.5 times throughout the unit.
Speaking and Understanding

Trendline for series 1 $R^2 = 0.509$
What do you notice?
Jot down a few thoughts.
Speaking and Understanding

Trendline for series 1 $R^2 = 0.509$
Speaking and Understanding

Trendline for series 1 $R^2 = 0.509$
The type of talk matters.
Whole-class discussions didn’t benefit students as much...
...but low-stakes speaking did.
Girls and boys benefit from different types of talking.
DIGGING DEEPER

Speaking and Understanding - GIRLS

Speaking and Understanding - BOYS

Trendline for series 1 $R^2 = 0.37$

Trendline for series 1 $R^2 = 0.725$
DIGGING DEEPER

**Girls - Volunteering to Speak**

\[0.574x + 77.5\] \(R^2 = 0.178\)

**Boys - Volunteering to Speak**

\[0.76x + 68.7\] \(R^2 = 0.633\)
What were your reactions to the data results?

→ What surprised you?
→ What didn’t surprise you?
→ What are the implications for your own classroom discussions?
→ How might you incorporate more intentional and meaningful talking in your classroom?

Write first – then we’ll talk!
Students need to be speaking in class every day.

Speaking in the classroom should be intentional – and taught!

Speaking strategies should be varied and structured to benefit all students.
“Learning is social. Talk deepens thinking and learning. Yes, there are moments when we seek deep, reflective silence in our classrooms, but these moments are balanced by the frequent buzz that occurs when students share interesting thinking with each other.” - 180 Days
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