

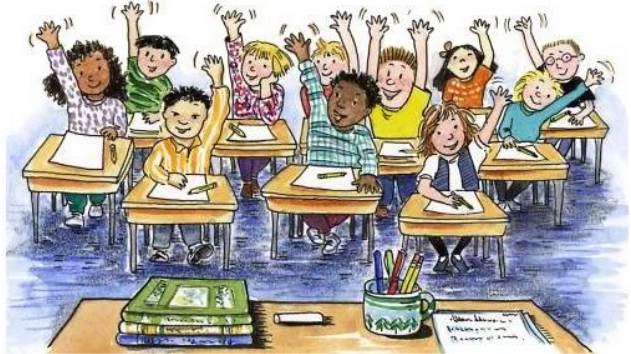
# Kagan Structures

- WALT– introduce Kagan structures in order to broaden teaching and learning methodology
- WILF
  - improved knowledge of Kagan structures and will be familiar with approx 6 structures
  - to consider how the key principles of Kagan and how these can be incorporated into learning and teaching

# What are Kagan Structures?

- A cooperative learning approach – NOT group work
- Devised by American educator – Spencer Kagan who came up with over 200 different structures.
- The aims of these are to promote:
  - thinking skills
  - social skills
  - increase self esteem
  - enjoyment
  - engagement in learning

# Strategy A - Traditional

- Teacher asks question
  - Think time
  - Student(s) raise hands
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- The illustration shows a diverse group of children sitting at their desks in a classroom. Many of the children have their hands raised, indicating they want to answer a question. In the foreground, a desk is visible with a stack of books, a pencil holder containing several colored pencils, and a small notepad with a pencil.
- Teacher calls on student to answer
  - One student answers
  - Teacher responds → Dialogue between two people – what are the rest of the class doing? How many are actually actively involved?
  - How do the rest of class feel?

# Strategy B - *Group Work*

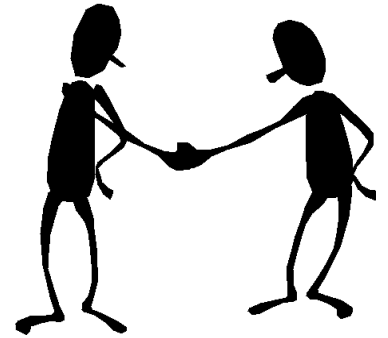
- Teacher sets task
- The more confident/intelligent/bossy child will take over task
- Less confident/unmotivated children will sit back
- Prescription for inequitable work load: Hogs complete work and make progress; Logs do nothing, are passive or disruptive typically leading to underachievement.



# Strategy C – Kagan Approach

- Lessons are designed such that all members of each team participate
- **Students participate equally** so ensuring the success for all and learn to support and value each other both **socially** and **academically**.
- No passive students, **“It’s all about Engagement”**.
- This creates a more **effective** teaching and learning environment.
- The ability of pupils to work with others is an important life skill.
- Working with others actually improves **understanding**, stretching the high ability and lower ability pupils alike.

# Stand - Pair - Share



- Stand up
- **Walk** around room
- On teacher's indication – find a partner (Pair)
- Timed Pair Share Who goes first?
- Person A talks first – Person B listens
- Person B **summarises** what person A has said
- Swap roles
- Teacher asks for **feedback**

# Rally Robin



- Paired Task
- Teacher asks a question with multiple responses e.g. adjectives to describe the weather
- Partners repeatedly take turns in answering orally, often with a set time limit

## Roundrobin/Roundtable

- Both structures are used to brainstorm ideas and generate a large number of responses to a single question or a group of questions
- The type of structure, i.e. **Round robin** (spoken) or **Rour** (written) is easily adaptable.
- Completed in groups of 4



# Numbered Heads



- Each student in the team has a number
- Students work individually to solve a problem / answer a question. (Use white boards or paper)
- They work individually to begin with and then **share their answer with the group and agree a group response**
- Teacher selects a student to feedback to the rest of the class (e.g. – all number 3s stand up and tell me....)
- This student stands up and shares with the whole class



# Fan n Pick

- Students are given a set of prepared cards on a topic (these can be prepared by the teacher or the students). On each card is a question and an answer
- Partner A fans the cards
- Partner B chooses a card
- Partner B reads the card to Partner A
- If Partner A does not know the answer, Partner B **coaches** them to reach the answer.
- Partner B **praises** Partner A and then roles are reversed

# Quiz Quiz Trade

- Excellent Starter / Plenary Activity
  - Whole class activity
  - Each student in the group is given a card with a question and an answer from the topic being studied or revised
  - Students move around room – teacher tells students to stop and pair up
  - Partner A quizzes partner B – Partner A coaches if necessary and then partners switch cards
- Partners trade and wait for instruction to move



# Plenary – What have I learnt?

## Showdown

- Teacher pick team captain and gives him / her a set of cards
- Team captain reads the question to the team. Team members write answers on white board, when team captain thinks team members are ready, he / she says showdown
- Team captain has to give each team member feedback

# Review – The benefits of using Kagan

- Multiple studies show that Kagan structures promote social skills through positive interaction with their peers.
- Students develop self esteem and increase motivation for learning
- Promote development of language skills – speaking and listening
- Encourage students to justify / debate / argue a case
- Students verbalising learning = making connections
- Lead to more successful whole school outcomes – to take teaching and learning from good to outstanding

# Key principles – how can these fit into our learning and teaching?

- Active engagement – no passive students
- An environment where students feel it is safe to participate (praising, coaching, a culture where it is ok to get things wrong)
- A wider variety of teaching and learning strategies to promote enjoyment
- Teachers as facilitators, rather than leaders of learning
- Activities to promote higher levels of thinking
- Seating plans to support learning