Modelling is an essential part of the teaching and learning process. Rosenshine (2012) found that the most effective teachers guided pupils' practice for longer during teaching instruction, using modelling and scaffolds. This ensured pupils were confident and able to work independently later in their learning. Whereas teachers who gave less guidance to pupils during their explanations spent more time correcting individual errors because not enough time was spent ensuring pupils had a good understanding before being asked to work independently.

You can model different ways to support pupil understanding, but this session will focus on 'Think Aloud'.

Using 'Think Aloud'

'Think Aloud' is a form of live modelling which makes the implicit process of completing a task or problem explicit. It is when a teacher narrates their expert thoughts, questions or corrections as they complete an activity so that the pupils have a clear example of how to think and what to consider when approaching a particular task. This type of modelling helps to make abstract ideas or processes concrete and accessible. It is also a good strategy to expose potential pitfalls to pupils and explain how to avoid them.

This process is used to model an expert's (the teacher's) cognition and metacognition. Before you explore this further, use what you learnt in module two to match the correct definitions to the words in the quiz linked below.

Over to you!

Complete the short matching activity here to check whether you can recall the definitions of cognition and metacognition.