

Shut Up & Teach

Teacher-Talk Time (TTT) vs.
Student-Talk Time (STT)

<https://goo.gl/oR3EH5>

Outcomes

- Awareness of own level of TTT
- Benefits of $TTT < STT$
- Strategies to
 - reduce TTT
 - Increase STT



The nature of learning

Discuss the [quote\(s\)](#) with your table groups:

- What does it mean
- Paraphrase it
- Do you agree or disagree with it
- What amendment, if any, would you make?



Teacher-centered classroom outcomes

- How does this make you feel?
- What do you think the students are thinking?
- What do you think the teacher is thinking?
- Have you ever been in the teacher/student's shoes?



Reasons teachers are talking instead of students

What are some of the reasons that you are talking instead of the students?

Which of these categories do your reasons fall in? “I talk to be sure that students....”

- have all the information they need to do the task
- have all the key information about the topic
- don't misunderstand
- care as much as I do
- hear me speak; I can't stop myself

TTT Traps

Over-explaining

- You talking is **not** the only way to explain ([example](#))

Self-answering

- Students learn that they don't have to answer

Pause-eating

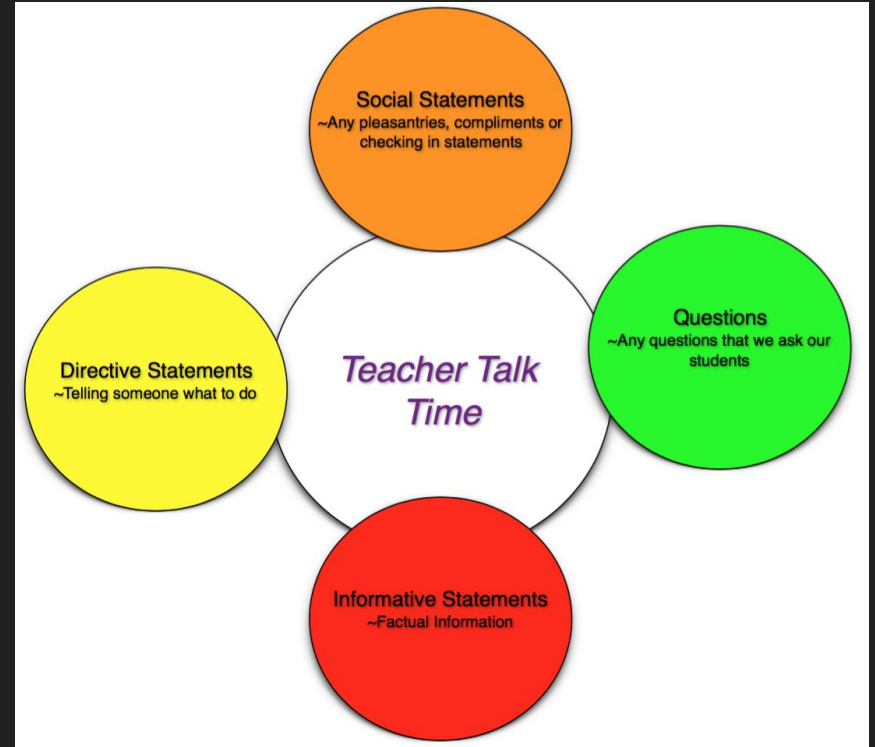
- Use the time to gauge understanding & boost meaning



Elements of *effective* TTT

- Concise
- Deliberate & structured
- Facilitates/guides STT

Your voice, knowledge,
and expertise matter!



How much time are you talking?

Create a pie chart that shows time-distribution of an average class you teach. How much time are:

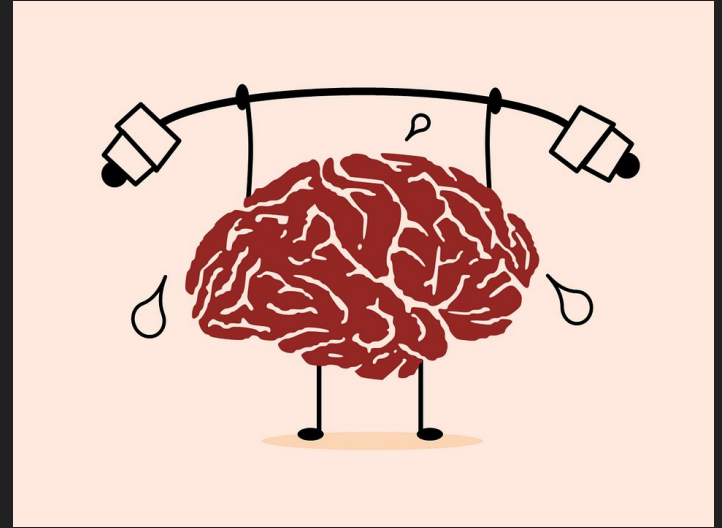
- You (teacher) talking?
- Students talking productively?
- Silent activities taking place (watch a movie, individual reading, etc.)?

When is the last time you objectively measured this?



Why students should be talking more

- Executive functioning & working memory
 - <5 minutes attention-span
- Social functioning
 - Listening to peers
- Active learning
 - Engagement & socialization
 - Retention
 - Application of concepts and skills



Barriers to *effective* STT

- Lack of ground rules/expectations
- Teacher-centered Q&A and story-telling methods (ex. IRF & anecdotes)
- Time perceptions

How can we overcome these obstacles?



Strategies to reduce TTT

- Record yourself teaching a lesson and watch/listen ←
- Use a timer/clock for yourself
- Have intentional, open-ended questions
 - How/why vs. what/who/where/when
 - Don't play "Guess what I'm thinking"
- Provide thinking time
- Read student body-language
- Develop non-verbal cues/signals for students



Getting another teacher to reduce TTT

- Co-planning lessons
 - Set time boundaries for lesson actions
 - Set questions
- Politely interrupt
 - Have students paraphrase, connect, and/or respond
 - What is the worst that can happen?
- Modeling instruction
- Record a lesson and watch it together



Center the conversation on the students' needs

Strategies to increase STT

- Provide thinking time ←
- Embrace
 - awkward silence
 - controlled chaos
- Have *students*
 - repeat/respond to each other
 - read-aloud
- Sentence starters
- Roles for groupwork
- Think-pair-share with questions and sources
- Visual vocabulary
- Encourage connections with students' personal experiences, emotions, and curiosity
- Technology



1. AWARENESS IS THE FIRST STEP

Research how much you talk. That could be as simple as recording 10 minutes of audio and then filling a pie chart of teacher talk time versus student talk time. Even better, invite a peer into your class (and make sure to return the favour) to get their analysis.



2. COUNT TO SEVEN

Embrace silence. If you find yourself answering your own questions, finishing students' sentences or over-prompting, remember not to fear silence. Hold your nerve! Try counting out seven seconds in your mind to give students enough time to reflect and formulate what they want to say.



3. PLAN TASK INSTRUCTION

Plan how you will give instructions for a task. A well-designed activity can fall flat if your instructions are unclear or verbose. Quickly script instructions before class in simple language that is staged and sequenced.



4. USE THE 'FINGER LOCK'

Put your fingers on your lips to stop yourself talking - you look rather thoughtful and, more importantly, it forces you to listen. Sometimes it is the simple things that work best!



5. DON'T ALWAYS 'TOP AND TAIL'

When students talk, allow them some control over the learning process rather than setting up the teacher as the authority moderating every response. Move away from asking questions that only ask students to display knowledge, to questions that really draw your learners out.



6. EXPLOIT YOUR 'AWARE' TALK TIME

There are times teachers should talk. Such time should be used to provide scaffolding. Vygotsky's Zone of Proximal Development is a helpful way of thinking about how teacher talk can be designed to help students go from what they can do unaided to the what they can do with guidance.

K.I.S.S.

Keep It Short & Simple

The Academic Research (some)

Bourdage & Rehark, 2009

Boyd, 2015

Gillies, 2014

McElhone, 2013

Michaels, O'Connor, Resnick, & Hall, 2010

Piazza, Rao, & Protacio, 2015

Smart & Marshall, 2012

Willhelm, 2014

Vygotsky, 1978

Popular sources

[EdWeek Blog, 2017](#)

[Teach Like a Champion](#)

[ClassTeaching Blog, 2013](#)

[PernilleRipp Blog, 2016](#)

A simple Google search of “teacher-talk time,” “student-talk time,” “TTT,” “STT,” etc. will yield lots of results.

A [poster](#) → <https://goo.gl/vd9po8>

Thank you for your time.
Are there any questions?