

DEMAND-HIGH TEACHING

1. Introduction: Seeing Learning

Teachers are used to setting tasks that are meant to improve the students' knowledge. However, the teacher can mostly only see what happens at the surface: The student has completed a task, solved a puzzle. If a teacher could see what each individual student needs to improve at any single point in a lesson, then the quality of learning would improve. Seeing learning would transform the teaching.

2. The Absent Elephant

Learning language takes time. To comprehend a piece of grammar students need not only fill in gaps and do a couple of exercises, they need to use it in context, be confronted with misunderstanding and so on. This can rarely happen in classrooms. The course books are a valuable source of teaching, but they can only be the starting point of learning a lesson. Teachers nowadays are confronted with having to finish a course book by the end of a term which means following the line of the course books, setting tasks and trying to entertain the students. This is done by using all kinds of measures teachers are well trained at. Nevertheless the "elephant" is missing from the room. Its name is **quality and depth of learning**.

3. What is Demand-High?

Demand-High emerged from the observation that a lot of energy and work in the classroom led to relatively little learning. The energy was often spent on winning a game or finishing an exercise first. Then the idea arose to have a **learning-centred classroom** that would mean improvements for each single student in each lesson. Each student (in a mixed-level class) should be set a challenge at his/her own learning edge. The teacher's job is to be a *teacher*, to advocate interventions that focus on increasing the learning. Demand-High is meant to give the teachers more ownership over what they do opposed to just following the course book.

4. Demand-High in Practice

Demand-High means looking very closely at the *learning* in class because the teacher needs to give the right/doable demand to each student to make an upgrade step possible. To apply Demand-High, one should use the following techniques:

- **3XP (three times practice)**

This means doing an exercise three times: The first time in the normal way, the second time covering some words and saying the sentences by heart and the third time by saying the sentences naturally to each other. These are just examples. The idea is to mine the exercises for more value. The outcome is that the language will be known better and probably be more available for use in the future.

- **PROUF (playful challenge, repeated opportunities, upgrade feedback)**

The most important point of this technique is "upgrade feedback". If the teacher says "Good" there is nowhere to go after that. Instead the teacher should look for ways to upgrade the answer e.g. by demanding more words, asking a question, making sounds/gestures, humming the intonation or giving an instruction (say it faster).

These upgrade steps should be different for each individual in class to make the student become aware of the problem, self-correct or improve.

The idea is not to rubberstamp an answer but to keep it open. That allows others to say their answer, too.

5. The Politics of Demand-High

As computers are becoming more and more dominant in the classroom it is important to define the role of the teacher. What can a teacher do that a machine cannot? Understanding learning could be one aspect that differentiates teachers from machines and proves their rightfulness in the modern classroom.

6. Conclusion

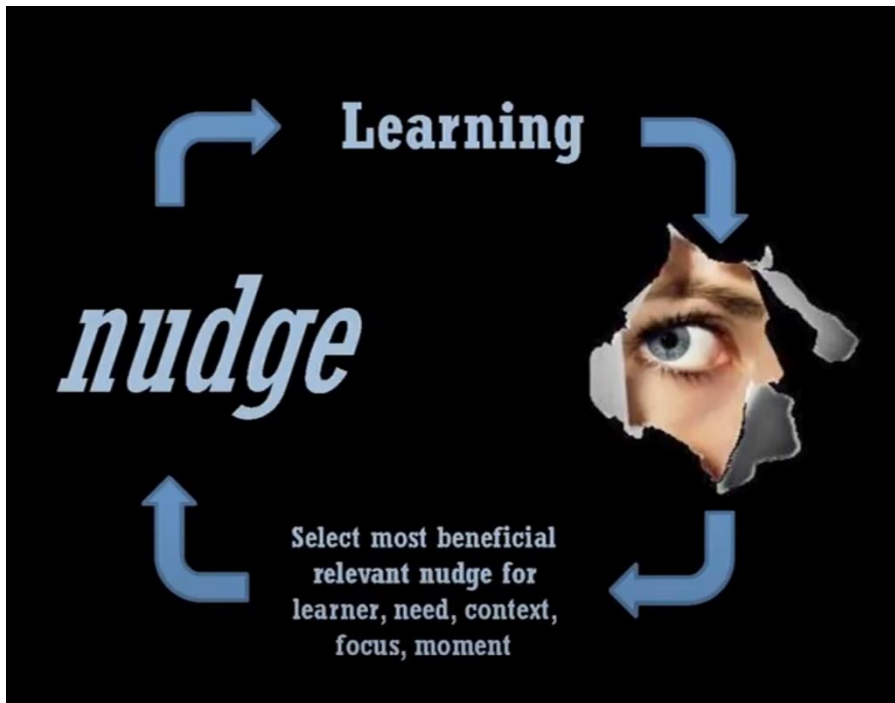
For the teacher the key question in the classroom should be: Do the things that I do lead to any learning?

Learning then happens through the cycle of learner actions and teacher feedback.

<https://www.youtube.com/watch?v=ePXmeK1BvYk> (JimScrivener)

<https://www.youtube.com/watch?v=W7C83dg139A> (Adrian Underhill)

<https://demandhighelt.wordpress.com/>



taken from the YouTube video of Adrian Underhill

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