

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

As Salam

Hello

Cikgu Hj Nor Irniwati Hj Ismail
Brunei Darussalam Teacher Academy
Department of Educators Management

TOOLBOX ATTENDANCE FORM

**Teaching content
dialogically:
how do teachers
respond to
students'
answers?
C1.3c**



Name of Facilitator:
Hajah Nor Irniwati
binti Haji Ismail

TODAY



Bil	Hari & Tarikh	Jam	Tajuk Modul	Tempat
1.	Hari Isnin, 10 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Introduction to Teaching for Mastery (TfM)	Secara dalam talian (Online Melalui MS Teams) *pautan akan dikongsikan dalam laman Live EPS linktr.ee/bdltaeps
2.	Hari Rabu, 12 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.2 & 2.3b Lesson Planning and Structuring - How do teachers plan for progress in learning? & How do teachers structure and use time in lessons?	
3.	Hari Khamis, 13 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3a Teaching content dialogically – How do teachers questions students	
4.	Hari Selasa, 18 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3b Teaching content dialogically - What questions do teachers ask?	
5.	Hari Khamis, 20 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3c Teaching content dialogically – How do teachers respond to students' answer?	
6.	Hari Selasa, 25 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3d Teaching content dialogically – How do teachers engage the whole class?	
7.	Hari Khamis, 27 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.4 – Designing effective learning task: How do teachers use textbooks and other resources?	

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Important Reminders for EPS–binar Participants

1. Mute Your Microphone:

- Keep your microphone muted when not speaking to avoid background noise and distractions.

2. Use the MTeams Chat Feature:

- Utilise the chat function to ask questions or make comments without interrupting the presenter.

3. Be an Active Participant:

- Engage with the content by asking questions, participating in polls and contributing to discussions.

4. Take Notes:

- Take some notes to help retain the information, but don't feel pressured to write down everything.

5. Stay Until the End:

- Please stay until the end of the session to get the full benefit of the content and discussions.

6. Minimize Distractions:

- Find a quiet space and minimize distractions to focus fully on the webinar.

Important Reminders for EPS-binar Participants

7. Enjoy and Engage:

- Make the most tasks and opportunities presented. Your active participation will enrich your learning experience.

8. Content Relevance:

- This webinar session is designed to cater to the majority of participants who are Brunei Malay and some who are teaching subjects such as *Bahasa Melayu* (Malay Language), *Sastera* (Malay Literature), *Pengetahuan Ugama Islam* (Islamic Religious Knowledge), and *Melayu Islam Beraja* (MIB - Malay Islamic Monarchy). We aim to provide content and examples that are culturally relevant and beneficial to your teaching practice.

9. Specific Focus:

- This webinar is tailored exclusively for participants seeking a comprehensive understanding of the expectations for **Band 5 in rubric C1.3c**.
- The trainer aims to deliver **focused, high-value content without wasting anyone's time**.
- *If you are already familiar with these expectations, your attendance may not be necessary.*

DIALOGIC TEACHING

C1.3a

how do teachers question students?
bagaimana guru menyoal pelajar?

C1.3b

what questions do teachers ask?
apakah jenis soalan yang diajukan oleh guru?

C1.3c

how do teachers respond to students' answers?
bagaimana guru merespons terhadap jawapan pelajar?

C1.3d

how do teachers engage the whole class?
bagaimana guru melibatkan pelajar secara menyeluruh?



Today's PD Agenda

2.10pm Recital of Surah Al Fatihah

State PD objectives

Starter Activity (10mins)

PD Objective 1 (20mins)

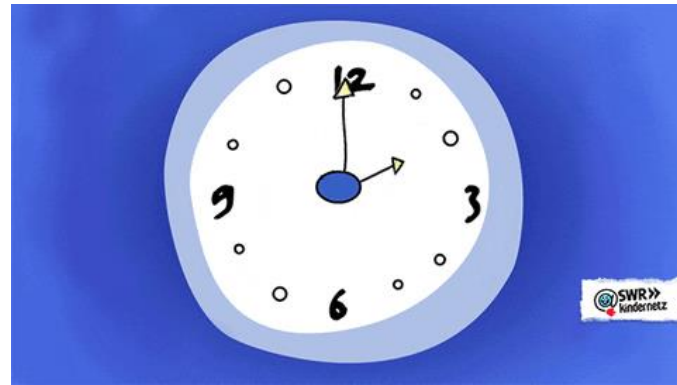
PD Objective 2 (20mins)

PD Objective 3 (20 mins)

3.10 – 3.20pm Plenary (10mins)

3.20 – 3.30pm QA and Feedback

Agenda of the Day



Let us start with today's itinerary.

2.05pm Starter Activity

PD Objective 1: To respond students' answers reflectively.

PD Objective 2: To respond to students' answers by comparing; reasoning; adding to; revoicing; rephrasing and facilitate discussion between students. CARRR.

PD Objective 3: To respond based on students' answers in order to identify and address misconceptions, challenge thinking and deepen understanding.

3.00pm
3.30pm Plenary; Evaluation and Question & Answer Session.

		Objective 1			Objective 2	Objective 3
Focus Area	Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
TPA 2.0 C1.3c Promote Learning through a Questioning and Reflective Attitude	Teaching content dialogically: How do teachers respond to students' answers?	Teachers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Students' answers are not followed up or probed.	Teachers always acknowledge students' answers. They occasionally follow up incorrect and correct answers, asking students to explain their answers.	Teachers nearly always follow up students' answers to encourage them to explain their ideas or to compare different answers.	Teachers use the full range of strategies to respond to students' answers: comparing; adding to; reasoning; revoicing; rephrasing; CARRR Their responses facilitate discussion between students.	Teachers respond to students' answers reflectively. They choose their responses based on students' answers in order to identify and address misconceptions, challenge thinking and deepen understanding.



If you see a banana peel on the floor, **how concerned should you be?**

If the cartoons are to be believed, the answer is, of course, very. Cartoons might understate banana peel danger by overstating the strength of your skull, but the cartoons aren't kidding about the slipperiness of banana peels. Rigorous scientific study has confirmed **bananas as the most dangerous of all fruit peels.**





Your friend slip on banana peel
and fell.

How would you **respond** to this
situation?

Type your responses in the
MS Teams Chatbox



Important Reminder
Providing the right response
according to the situation is crucial.

Teaching content dialogically:

How do teachers should **RESPOND** to students answers?

Brunei teachers Standards Teachers Performance Appraisal (version 2.0)

BTS-TPA Part C 1.3c

Remember, mastering these skills takes time.

- Take one step at a time and
- Be patient with yourselves as you practice.



PD Objective 1



To respond students' answers reflectively.

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How should teachers
RESPOND
to students' answers?



Teachers should respond to students' answers
in ways that encourage them **to think.**

How should teachers
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to students' answers?



Teachers should respond to students' answers
in ways that encourage **them** to think.

How should teachers
RESPOND
to students' answers?

Using correct responses, teachers can **foster a more engaging and thoughtful classroom environment** that encourages students to think deeply and participate actively.



Using incorrect responses, on the other hand, can **hinder dialogue** and negatively impact students' learning experiences.



Identify which of the following **teachers' responses** are correct and which are incorrect for dialogic teaching.

[Individual round – 1 minute]

1

Dismissive

2

Clarification

3

Elaboration

4

Ignoring

5

Challenge

6

Connection

7

Providing
the answer

8

Irrelevant
Praise

9

Overly
Critical

10

Reflection



Clarification:

- ❖ "Can you explain what you mean by that?"
- ❖ This encourages the student to elaborate and ensures that their response is clear to everyone.



Elaboration:

- ❖ "Tell me more about your idea."
- ❖ This prompts the student to expand on their thoughts, providing a deeper understanding.



Connection:

- ❖ "How does your answer relate to what we discussed earlier?"
- ❖ This helps students make connections between different pieces of knowledge and previous discussions.



Challenge:

- ❖ "Why do you think that? What evidence supports your answer?"
- ❖ This encourages critical thinking and requires the student to justify their reasoning.



Reflection:

- ❖ "What made you come to that conclusion?"
- ❖ This asks the student to reflect on their thought process, promoting self-awareness and deeper understanding.




Dismissive:

- ❖ "That's not what I was looking for."
- ❖ This shuts down dialogue and can discourage the student from participating further.



Overly Critical:

- ❖ "That's a silly answer."
- ❖ This can damage the student's confidence and willingness to share their thoughts.



Ignoring:

- ❖ "Okay, moving on."
- ❖ This ignores the student's contribution and misses an opportunity for deeper exploration.



Providing the Answer:

- ❖ "No, the correct answer is..."
- ❖ This doesn't encourage the student to think critically or understand why their answer might be incorrect.



Irrelevant Praise:

- ❖ "Good job!" (without context or explanation)
- ❖ While positive, this doesn't provide any meaningful feedback or help the student understand what was good about their response.

PD Objective 2



To respond to students' answers by **CARRR** and facilitate discussion between students.

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PD Objective 2:

To respond to students' answers by CARRR and facilitate discussion between students.

COMPARING

Asking students to compare their ideas and methods



COMPARING

Contrasting Views:

- "How does your solution differ from Ahmad's approach?"
- "Can you compare your reasoning with what Zainab mentioned?"

Evaluating Methods:

- "Which method do you think is more effective, yours or Ali's, and why?"
- "How does your approach compare to Aisha's? Which do you think is more efficient?"

Exploring Agreements/Disagreements:

- "Do you agree or disagree with what Maria just said? Explain why."
- "How does your viewpoint align with or differ from Rashid's opinion?"

Understanding Perspectives:

- "Can you compare your perspective on this issue with the viewpoint that John shared?"
- "How do your ideas about this topic differ from Hana's perspective?"

COMPARING

Analyzing Outcomes:

- "What are the similarities and differences between your conclusions and those of Sarah?"
- "How does your interpretation of the data compare to Ibrahim's findings?"

Synthesizing Ideas:

- "Can you combine your thoughts with what Yusuf said to create a more comprehensive answer?"
- "How does your understanding of the concept complement or contradict Fatimah's explanation?"

Reflecting on Processes:

- "How is your problem-solving process similar to or different from Salim's approach?"
- "In what ways does your method of analyzing this situation differ from Nur's method?"

Debating Concepts:

- "Do you think your explanation better addresses the problem than what Nadia suggested? Why?"
- "How does your argument hold up against Adam's reasoning?"

PD Objective 2:

To respond to students' answers by **CARRR** and facilitate discussion between students.

ADDING TO

Asking a student
to say more.



ADDING TO

Expanding Ideas

- "Can you give us more details, Ahmad?"
- "What else can you add to that, Maria?"

Building on Thoughts

- "Can you explain that further, Sara?"
- "Does anyone want to add something to what Ali just said?"

Providing Examples:

- "Can you give an example, Hassan?"
- "Can anyone add another example to what Zainab mentioned?"

Clarifying Points:

- "Can you make that clearer for us, Khalid?"
- "Who can add some clarification to what Aisha said?"

ADDING TO

Elaborating on Reasoning:

- "Can you tell us why you think that, Fatimah?"
- "Can someone add more reasoning to what Rashid just shared?"

Sharing More Information:

- "What more can you tell us about that, Huda?"
- "Can anyone add more information to what Adam said?"

Suggesting Alternatives:

- "Can you suggest another way, Yusuf?"
- "Can anyone add an alternative to what Sarah just proposed?"

Reflecting on Implications:

- "What do you think that means for us, Ahmed?"
- "Who can add to the implications of what Zahrah just explained?"

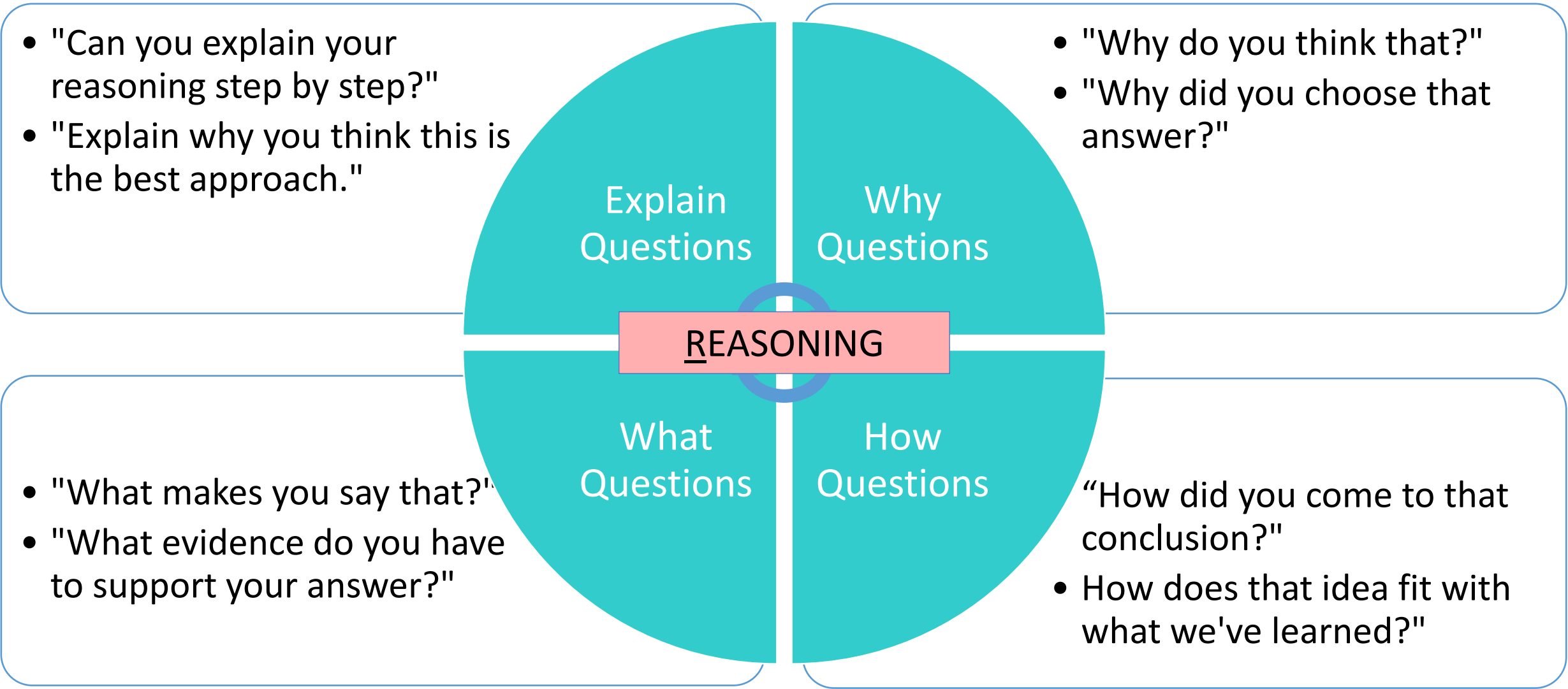
PD Objective 2:

To respond to students' answers by **CARRR** and facilitate discussion between students.

REASONING

Asking a student to explain why they think something, or why they have done something, or asking other students to try and explain.



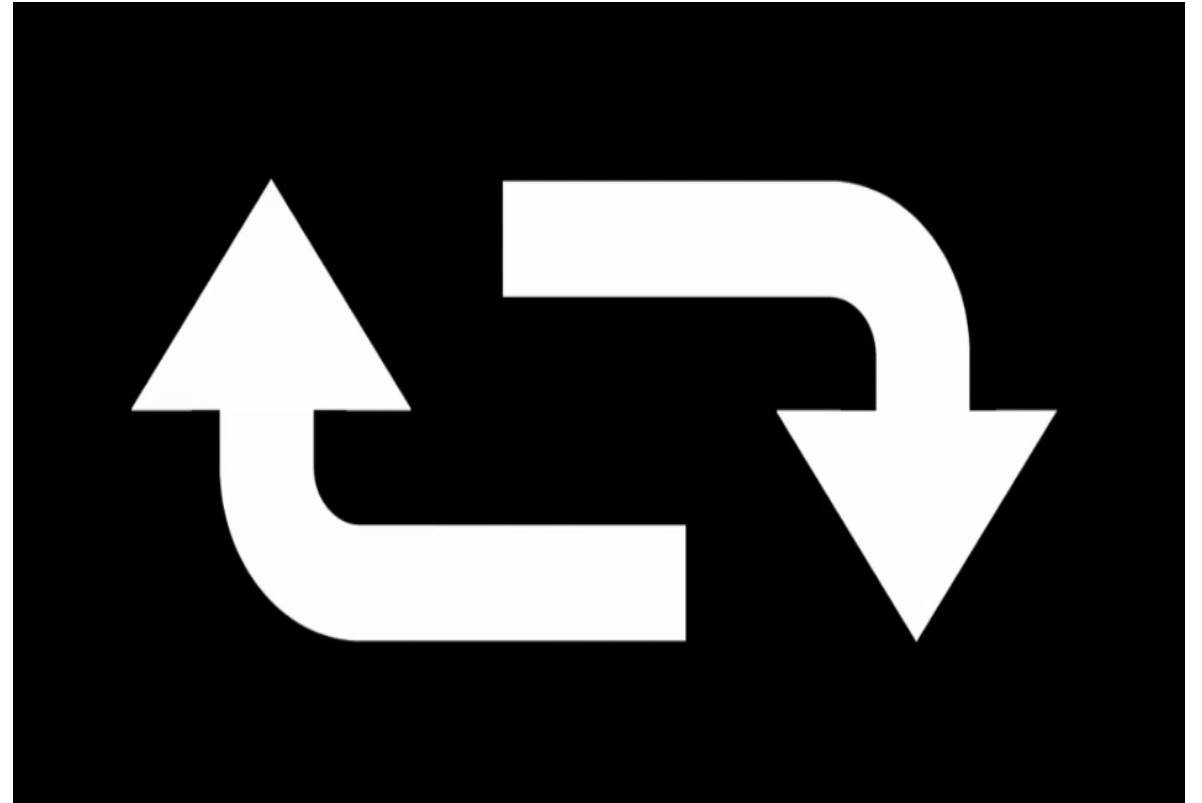


PD Objective 2:

To respond to students' answers by **CARRR** and facilitate discussion between students.

REPEATING

Asking a student to say what another student said in their own words.



Clarifying:

- "Rita, can you say what Mimi just said in your own words?"
- "Could you repeat that, Zam?"

Adding More:

- "Fidah, repeat Elmy's comment and add your thoughts."

REPEATING

Summarizing:

- "Iskandar, tell us briefly what Mariam's main point was."
- "Zaimah, can you summarize what Suzilah shared?"

Comparing Ideas:

- "Mar, repeat Rosnah's view and see how it matches yours."

Agreeing or Disagreeing:

- "Redza, do you agree with Mizi? Repeat what he said to check."

PD Objective 2:

To respond to students' answers by **CARRR** and facilitate discussion between students.

Revoicing

Revoicing is not the same as merely echoing or repeating what a student has said. Teachers could revoice in order to make sure that they understand what the student has said, before they pass the idea back to the student to validate. Teachers could also revoice in order to alter or clarify what the student has said, then again pass it back to the student to validate. Teachers could also revoice in order to compare what different students have said.



Revoicing

The following examples help ensure

- the teacher understands the student's point,
- provides a chance for the student to confirm or correct the interpretation,
- encourages further discussion and deeper thinking.

Validating and Building On:

- "Farah, you think reading together is better than reading alone. Did I get that right? Why do you think so?"

Expanding the Idea:

- "Nurul, you're saying plants need sunlight to grow. Are you also thinking about water?"
- "Zain, you say exercise helps us feel good. Are you also saying it makes us strong?"

Clarifying Understanding:

- "Rizal, you believe we should use the blue crayon instead of the red one, correct?"

REVOICING

Altering or Clarifying:

- "Siti, are you saying the water cycle has rain and evaporation?"
- "Ali, do you mean that playing outside helps us stay healthy?"

Comparing Ideas:

- "Aisyah, you think working in teams is better than working alone. Is that what you mean? How does this compare to what Azlan said about working by himself?"
- "Hana, you believe the poem is happy, while Ismail thinks it's sad. Is that right?"

PD Objective 2:

To respond to students' answers by **CARRR** and facilitate discussion between students.

Teachers should use the following strategies:

Comparing

Asking students to compare their ideas and methods.

Adding to

asking a student to say more.

Reasoning

asking a student to explain why they think something, or why they have done something, or asking other students to try and explain.

Repeating

asking a student to say what another student said in their own words.

Revoicing

Revoicing is not the same as merely echoing or repeating what a student has said. Teachers could revoice in order to make sure that they understand what the student has said, before they pass the idea back to the student to validate. Teachers could also revoice in order to alter or clarify what the student and has said, then again pass it back to the student to validate. Teachers could also revoice in order to compare what different students have said.

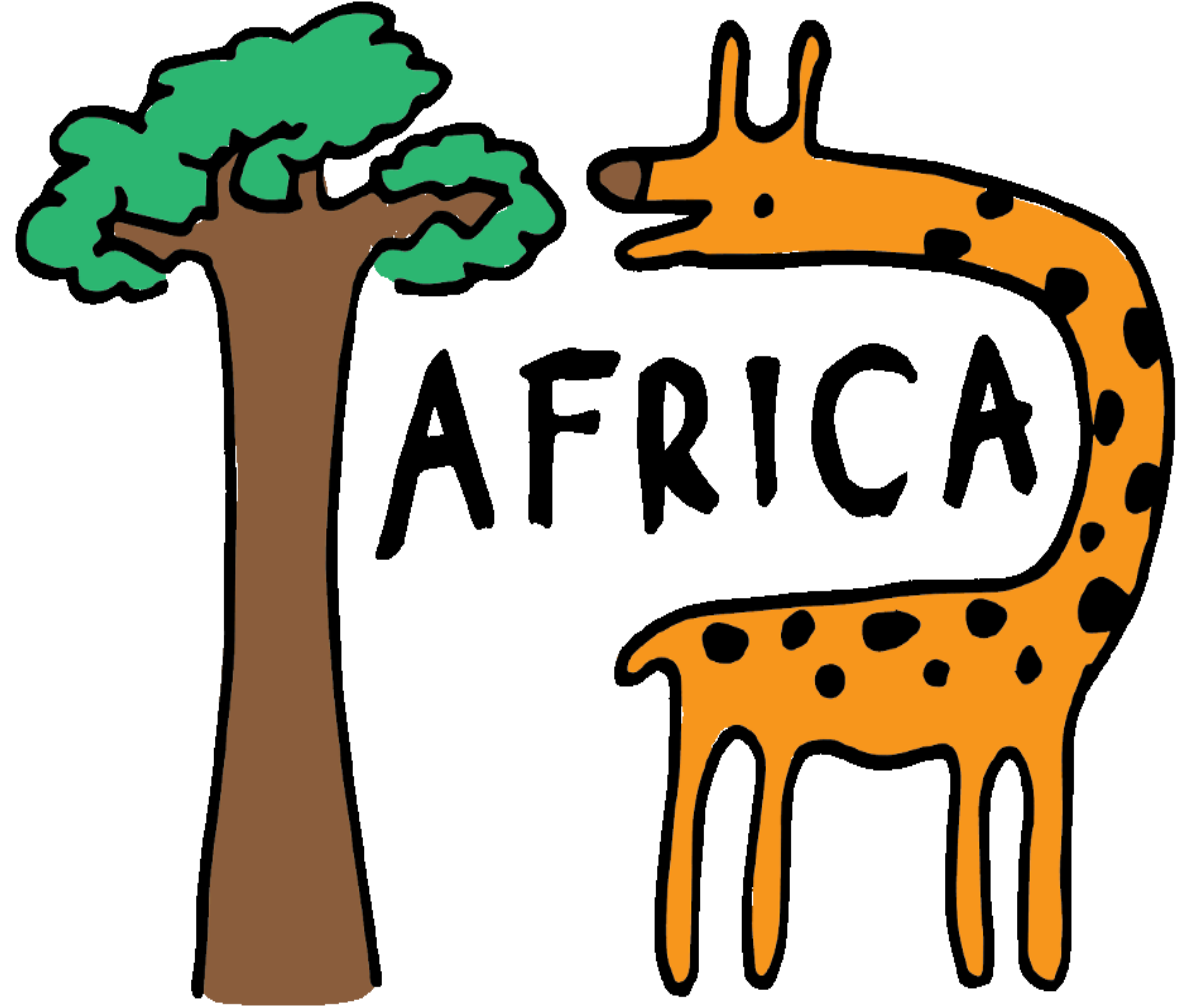
PD Objective 3



To respond based on students' answers in order to identify and address misconceptions, challenge thinking and deepen understanding.

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Student answer:
"Africa is a country."



Response Processes

Identify misconception

Response Processes

Identify misconception

Address misconception

Response Processes

Identify misconception

Address misconception

Challenge thinking

Response Processes

Identify misconception

Address misconception

Challenge thinking

Deepen understanding

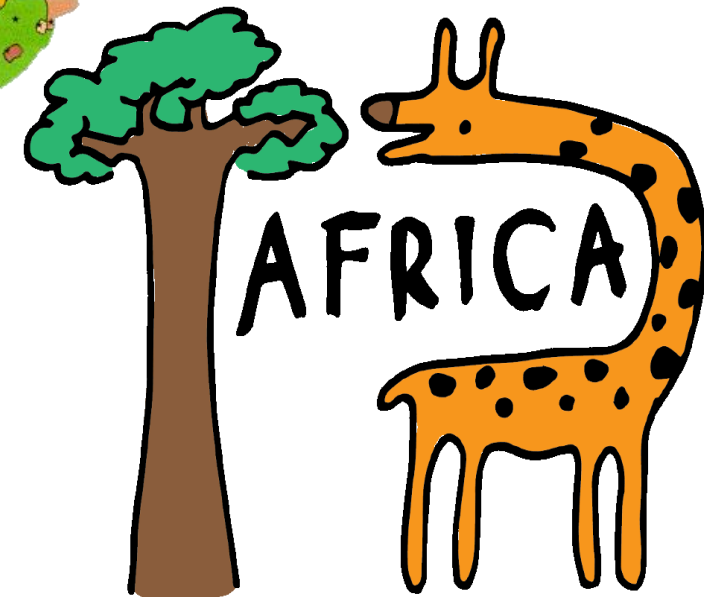
Identify misconception

- Student Answer: "Africa is a country."

Address misconception

Challenge thinking

Deepen understanding



Identify misconception

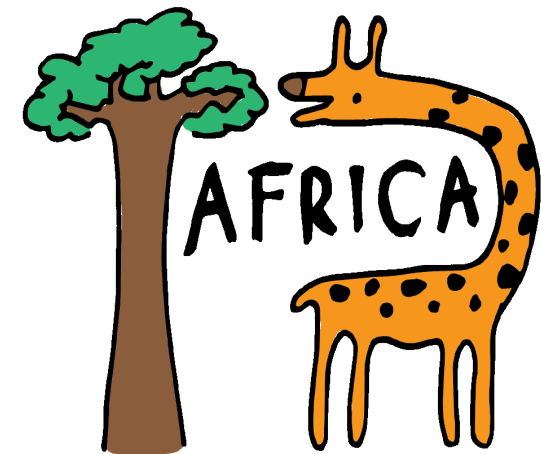
- Student Answer: "Africa is a country."

Address misconception

- Teacher Response: "Africa is actually a continent made up of many countries. Let's take a look at the map and learn about some of these countries. Can you think of why some people might think Africa is a country instead of a continent? What are some differences between a continent and a country?"

Challenge thinking

Deepen understanding



Identify misconception

- Student Answer: "Africa is a country."

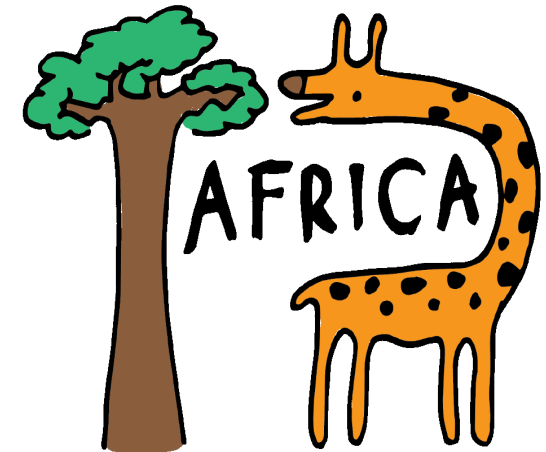
Address misconception

- Teacher Response: "Africa is actually a continent made up of many countries. Let's take a look at the map and learn about some of these countries. Can you think of why some people might think Africa is a country instead of a continent? What are some differences between a continent and a country?"

Challenge thinking

- Teacher: "What do you think makes a continent different from a country? How many countries do you think are there in Africa? Can you name some African countries?"

Deepen understanding



Identify misconception

- Student Answer: "**Africa** is a country."

Address misconception

- Teacher Response: "Africa is actually a continent made up of many countries. Let's take a look at the map and learn about some of these countries. Can you think of why some people might think Africa is a country instead of a continent? What are some differences between a continent and a country?"



Challenge thinking

- Teacher: "What do you think makes a continent different from a country? How many countries do you think are there in Africa? Can you name some African countries?"

Deepen understanding

- Teacher: "Countries in **Africa** have different languages, cultures and histories. Let's explore the diversity of Africa by learning about a few countries and their unique characteristics."



Relevant Research

- When instructors' responses to students are clear, purposeful and meaningful, students are better able to understand the information intended to be learned and develop metacognitive strategies for future learning ([Hattie & Timperley, 2007](#))
- Wait-time longer than three seconds has been shown to increase the number, length and accuracy of student responses and facilitate higher cognitive level learning ([Tobin, 1987](#))

Important

REMindeR

- ✓ Responding to students effectively is very important.
- ✓ Teachers should use wait time (or think time) carefully when asking questions and responding to what students say.
- ✓ This gives students time to think, organise their thoughts, and feel more confident in participating and helps students think deeply and learn in a supportive classroom.



In all cases, teachers should listen to students' answers rather than listen for a particular answer that was in their mind.


PLENARY ACTIVITY

The PEE Assessment

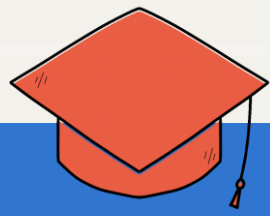
Instructions for Participants

- 1) **Point:** Write one thing you learned from today's training.
- 2) **Evidence:** Describe how you can show you understand this (e.g., examples or actions).
- 3) **Explanation:** Explain why this training is important or useful.
- 4) **Review:** Check your work to make sure it is clear and complete.
- 5) **Submit/Share:** Share it with the group via MS Teams Chatbox

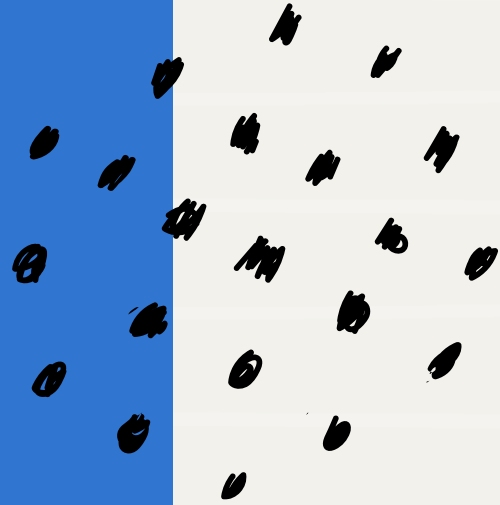
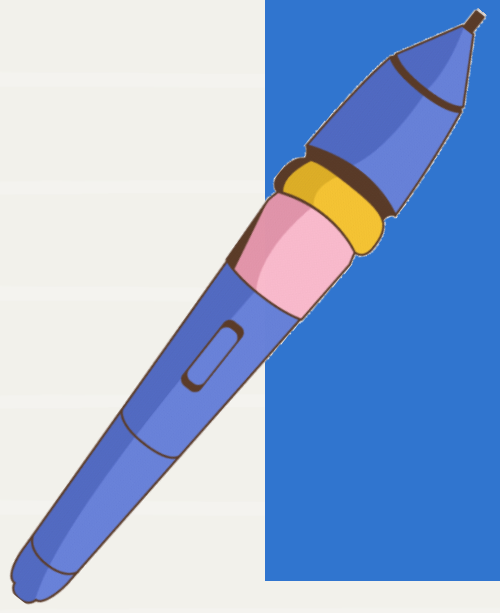
PEE Self Assessment



- **Point** – As a result of today's lesson I can.....
.....
.....
- **Evidence** – I can prove this by.....
.....
.....
- **Explanation** – This is important because.....
.....
.....



Toolbox Evaluation Form





كمنترين قنديديقن
MINISTRY OF EDUCATION
BRUNEI DARUSSALAM



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ
إِذَا أَلْمَمْتُمْ إِلَى شَيْءٍ مِنْكُمْ
فَلْيُذَكِّرْ بِاللَّيْلِ وَالنَّهَارِ
وَعَلَى الصُّحُوفِ فَتَوْصَلُوا
بِالْحَقِّ وَتَوْصَلُوا بِالصَّبْرِ

“By time, indeed, mankind is in loss, Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.”

[Quran, 103: 1-3]