

Feedback to address misconceptions

Addressing misconceptions:

Feedback should clarify the correct answers in a way that encourages pupils to fully process and commit them to memory .

How will you explain to students what the misconception is?

How can you recap the correct answer/concept?

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Do you discuss misconceptions in your faculty meetings?

Are your lessons designed to be ready for misconceptions?

How do teachers address misconceptions?



Mistakes in French

Confusing **connaître** and **savoir**

There are two ways to say 'to know' in French: **connaître** and **savoir**.

Connaître needs a direct object, which may be a person, place, or thing.
eg. **Ils ne connaissent pas Paris.** - They don't know (aren't familiar with) Paris.

Savoir is used with another verb and means 'to know how to do something'.
eg. **Tu sais faire la cuisine** - You know how to cook

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Feedback to address misconceptions. BE READY

Question 4

Students showed in their answer to this question that they understand how different factors had affected the development of Public Health, especially in the nineteenth and twentieth centuries. However, a number of students sadly misunderstood the difference between Public Health with its grounding in environmental health and wider community health, with the health of the individual and issues around the fight against disease or surgery. Students were overwhelmingly well versed in the factors that affect developments in health across the thematic and addressed them confidently, but a significant majority limited their answers by drawing their examples of medical developments from people such as Vesalius in anatomy and surgery or Fleming in antibiotic discovery rather than focusing on developments in Public Health.

The examiner's report is an excellent starting point that can inform KS3 as well as KS4 planning

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Question 19

Many students correctly worked out the coordinates of C and/or D . Some assumed that DE was equal to CD , either ignoring or misinterpreting the given ratio.

Question 20

This question was not well answered. Many did a correct calculation for the first mark but often were unsure whether they should use it to make further progress and, instead, went down a different route. Some who did a fully correct method ignored the instruction to give the value of x to 2 decimal places.

Show the students!

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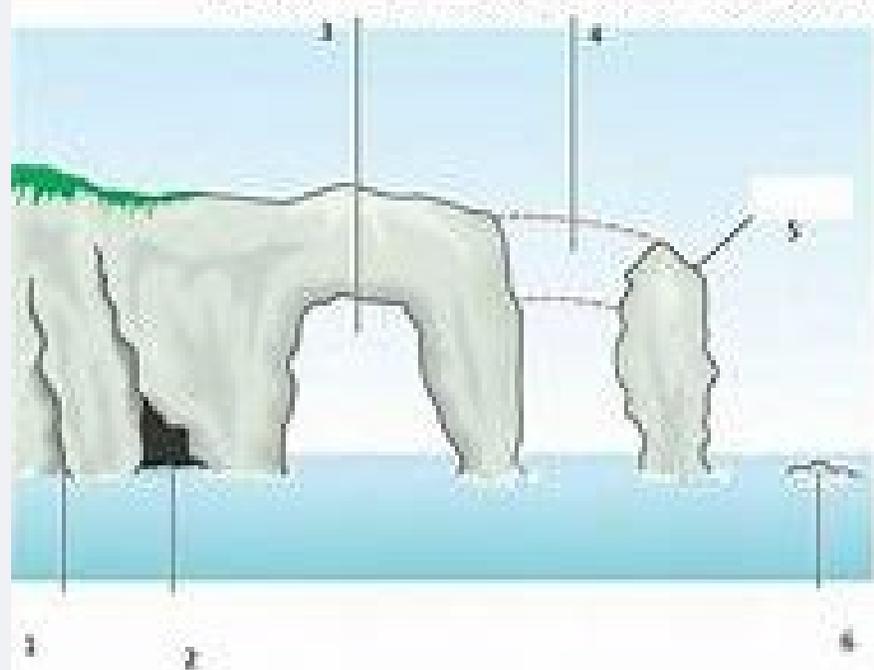
If you use mini whiteboards or have used the Freyer model you may be able to see where the gaps/misconceptions are. You may also be able to predict this. Build in a follow up slide into the PPT. It could be blank or be entitled 'feedback to address misconceptions.' This means that you have built in time to address this!

Explain what a misconception is.

*In geography a common misconception is that a cave **turns into an arch**.*

This of course is not the case.

If this is part of the retrieval be ready for it!



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- 1) A visualiser can be used to analyse an answer together.
(designed by you)
- 2) Involve the class by asking students to spot the mistake but also **fix** the mistake!

