

## Pay attention to higher-order thinking

A recent study by Pooja Agarwal found that retrieval practice should require pupils to complete more complex tasks such as analysing, evaluating and explaining.

**Making inferences: for instance, a question which asks for recall of details about a concept can be paired with another question which involves applying that information.**

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From 11:12 4 mins

# Inference

**Inference** is when you read between the lines and look for clues in a story, image, graph, action.

It helps students apply knowledge!

In this lesson on *Macbeth* the teacher has used whiteboards to recap/recall

Power  
Murder  
Blood etc.

The students have also remembered key quotes.

Students then use this image to **infer** what atmosphere the director was trying to portray while linking back to themes or quotes.

## Inference in practice



Freyer Model 1

Definition:

*Deforestation or forest clearance is the removal of trees from land that is then used as farms, mines, towns or roads.*

Facts/Characteristics:

*In the graph the peak for TRF was 1950 to 1995 at 325 million hectares*

Deforestation

Examples:

*Amazon  
Solomon Islands  
only 10 years left!*

Non-Examples:

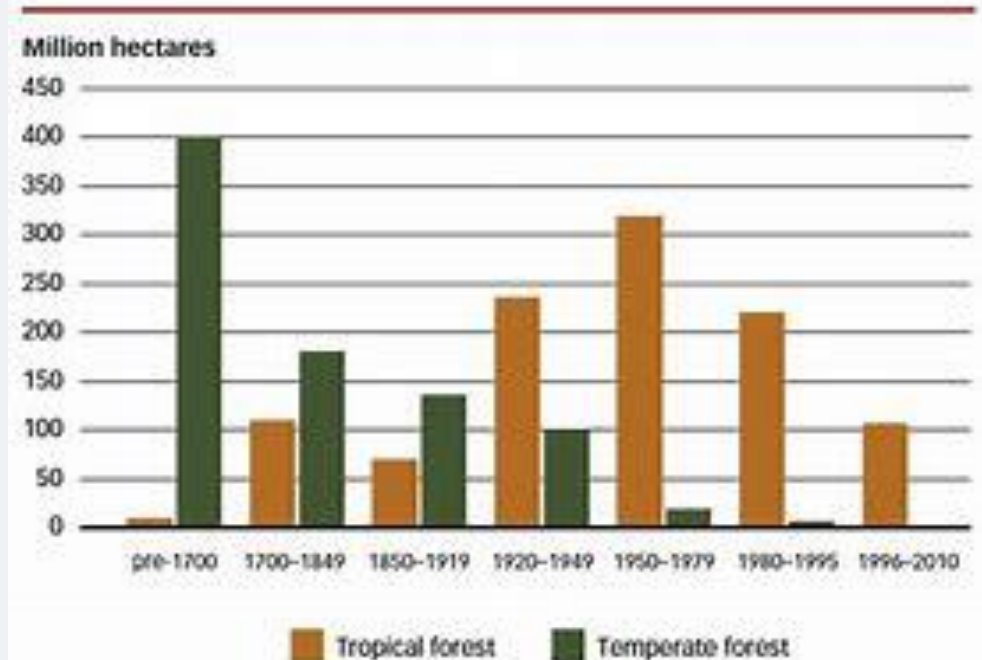
*Planting trees eg.  
Reforestation  
National parks  
Reacting to climate change*

Here the teacher has used the Freyer model to recap deforestation

Then asked students to use the graph to predict what may happen next... 'I can infer that..

# Inference using a graph

Figure 2: Estimated deforestation, by type of forest and time period



Source: Estimates based on Williams, 2002; FAO, 2010b.

## Inference as part of the recap/recall

*As part of GCSE revision this teacher has used images to aid recall at the start of a lesson  
They could go on to do an exam question.*

Describe the ways in which pathogens can be transmitted.  
Give examples in your answer. [6 marks]

Here are three pathogens.  
What can we infer by looking at them?

What key words could we use? (Virus, cell, DNA, host, protist etc.)

