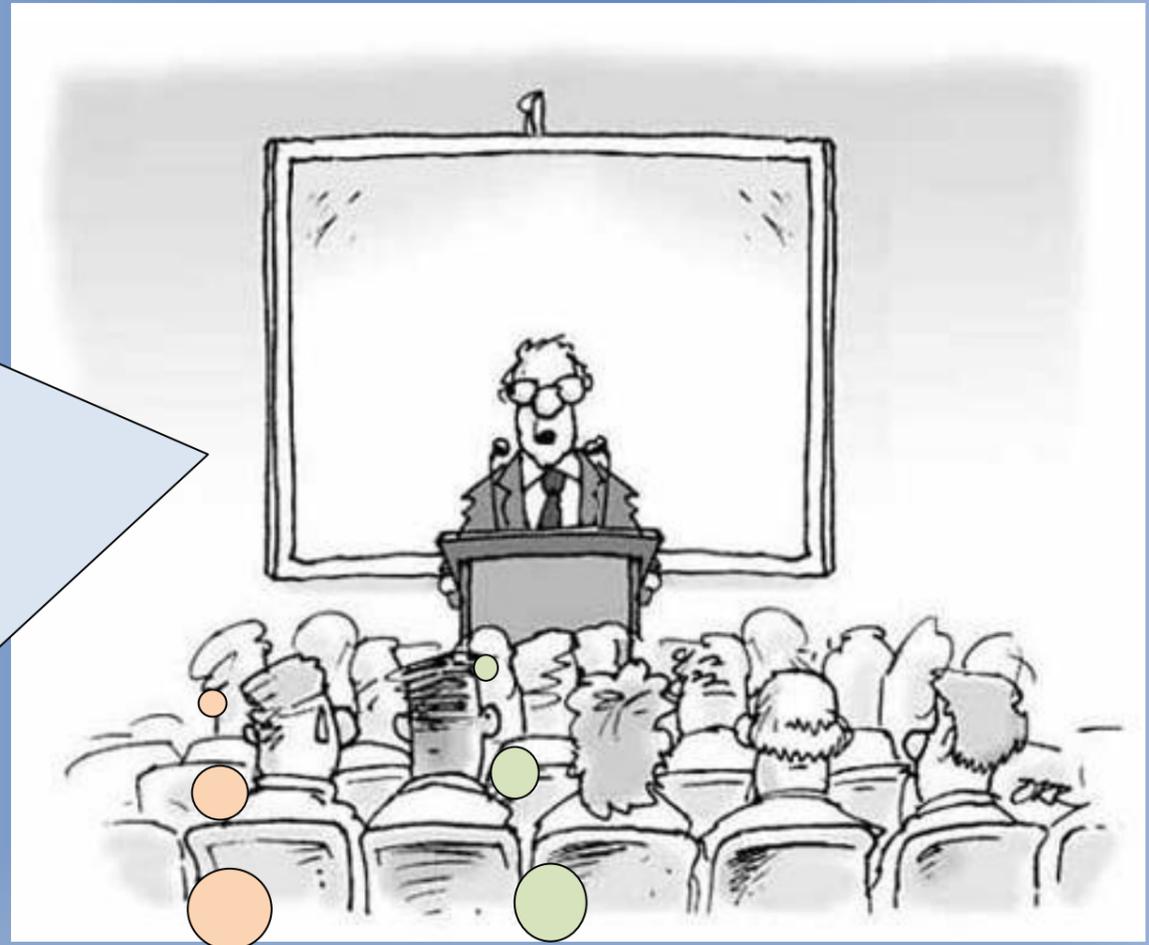


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In today's lecture we are going to discuss the impact of class on cognitive development and we will be examining the work of Mark Golden, Beverly Birns, Wagner Bridger and Abigail Moss, 1971 who found that in a longitudinal study of 89 black children from different social classes, while there were no significant SES differences on the Cattell Infant Intelligence Scale at 18 and 24 months of age, there was a highly significant 23-point mean IQ difference on the Stanford Binet at 3 years of age between children from welfare and middle-class black families. The range in mean IQs of the black children in the extreme SES groups (93-116) was almost identical to that obtained by Terman and Merrill in their standardization sample of 821



What is he talking about?

I wish he'd talk slower, I can't keep up.... I'll never pass

Wonderful, just what I need for my essay

ZZZZZ

This is going to be really interesting

If he'd just write the lecture down I'd be able to go home and deal with my cousin... I wonder if she will

Don't judge the situation by your own experience; some of our lives and routes to university are very different to yours.

Do you know anything about us?

"You lost me",
"I can't keep up",
"I don't have a clue".

Please give us a gap to catch up with you. Give us something to "do"

"You sparked a really interesting idea and then I missed the next bit"



Do you have any idea what we are thinking?

What is your aim for us in this lecture? In this module? On this

What you DO in a lecture is listen to me! What else can you suggest?



How can I possibly know what you are thinking?

Half way through ask them to work in pairs and summarise what you have said so far

Ask them to write their thoughts on your lecture on a post-it note and stick it on the wall as they leave.

In a maths/science lecture you might have a set of graded questions available, stop every so often to ask them to do some. Explain they are graded and not everyone is to do all of them. Encourage them to decide which one(s) to try - This puts the pace of their learning more under their control.

Getting them to write a reflective journal is good for their learning but it also gives you an insight into their thoughts

Quotes from journals

“My friends say i think too much and look into things too much. Sometimes its a good thing and helps and other times it can be overloading.”

Ask them to discuss with a neighbour what they think about an idea you have just presented.

“Last week was a bit of a blur. We had an assignment to hand in on friday and it didnt go very well, . I understood what was needed to do but I found it hard to actually do the work.”