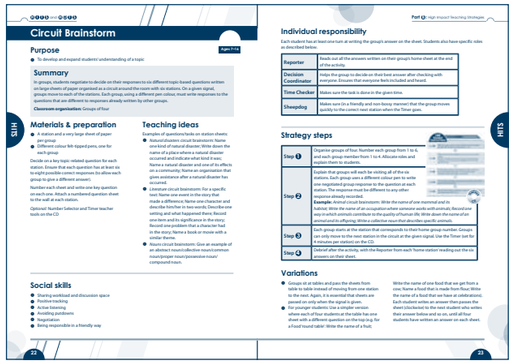
# PART A Introduction

## What's in this resource

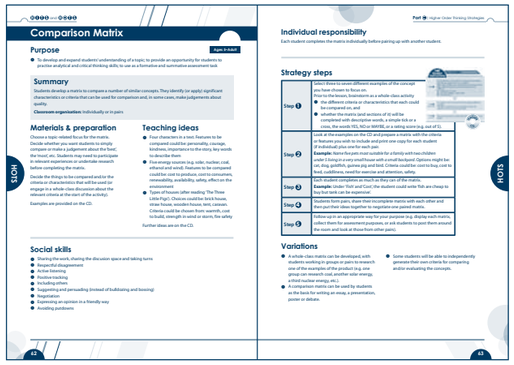
### HITS: High Impact Teaching Strategies

The HITS in the title of this resource are fourteen **H**igh **I**mpact **T**eaching **S**trategies that actively engage and motivate students and enhance their learning. The strategies are built on combinations of cooperative learning, peer teaching, reciprocal teaching, cooperative games and quizzes with academic content, formative assessment and feedback, authentic group projects and student reflection. Each HIT strategy suggests which social skills students can practise during the activity.




### HOTS: Higher Order Thinking Strategies

The HOTS in the title refer to fifteen **H**igher **O**rder **T**hinking **S**trategies that require students to think critically and creatively about key curriculum concepts and issues at the levels of Analyse, Evaluate and Create, using Bloom's Revised Taxonomy. As Hattie (2009, p. 27) has pointed out: 'If the students are not doing enough thinking there is something seriously wrong with the instruction'. These HOT strategies focus on a range of thinking skills and processes such as brainstorming and evaluating, summarising, identifying similarities and differences, creating new products, classifying and sorting, exploring controversial and contemporary issues and situations through multiple (e.g. local, national, global and futuristic) perspectives, generating criteria for evaluating ideas, and identifying and considering ethical dilemmas that arise from the diverse perspectives of the different people involved.




The HOTS encourage students to go beyond surface learning and develop a deeper understanding of complex concepts and issues. They provide effective scaffolds to assist students to develop good problem-solving and decision-making skills, to create a project or large piece of work that addresses given criteria or to produce an original work or product. All the HOT strategies are underpinned by many of the components of cooperative learning and, like the HITS, they are also supported by suggestions as to which social skills students can practise while they are participating in the activity.

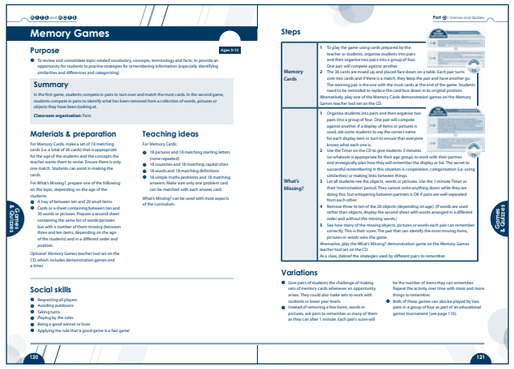






## Games and quizzes

All nine of the games and quizzes can be classified as either HITS or HOTS and, in most cases, as both. The quizzes also provide a framework for students to review and consolidate previous learning in a fun way. All the games and quizzes require students to play in teams, either in pairs or as part of a small group that contributes to a collaborative classroom culture. There are samples of some of the games on the CD, which create opportunities for whole-class instruction and for teams to compete in a whole-class game.




## Teaching social skills with the HITS, HOTS, games and quizzes

Schools are social centres and students' academic engagement and success depend on their capacity to develop positive relationships with peers and their teachers. A student's level of social competence and their friendship networks are predictive of their academic achievement (Caprara et al. 2000; Wentzel & Caldwell 1997). Hattie's meta-analysis (2009) identified that teaching social skills also makes a significant positive contribution to learning outcomes and student achievement.

Social skills allow students to actively participate and engage in any group work or learning activity that involves cooperation with their peers. The social skills referred to in the resource's subtitle are those that can be described as 'learning-related' as these skills 'enable' effective student learning—that is, they make the learning more likely to occur. Both the HITS and HOTS sections focus on social skills in working with others, or teamwork skills. These specific skills have been identified via a range of previous research studies, through studies conducted by the authors and the authors' extensive experience in working directly with schools and students. They include active listening, positive tracking, respectful disagreeing, negotiation, avoiding putdowns, expressing an opinion in a moderate way, suggesting and persuading others rather than bulldozing or bossing them, and being responsible in a friendly way. There are also social skills that can be readily learned and practised in games and quizzes, such as playing fairly, respecting all players and being a good winner and loser. In addition, this section provides suggestions for effective ways to help students develop these skills, which include using explicit teaching and drama as a starting point, conducting games tournaments and using tools such as X-Charts, Do's and Don'ts and self-reflection rubrics.