**Articulation**

The articulation or representation of knowledge, skills in person, media or artefact

* Connect everything to the ‘real world’ or rather, how knowledge, skills and attitudes are applied in practice.
* Debrief students as part of activity design.
* Habitually draw on student thinking and experience.
* Support students to put ideas into critical language using [Read-Write-Think](http://www.readwritethink.org/professional-development/strategy-guides/) strategies.
* Learn to articulate what you know.
* Use post-it note activities to give students the confidence to make contributions. Pick up on post-it comments and value them by asking students to expand.
* Start to develop a CV from level 4 to help identify skills for [work experience](https://blogs.shu.ac.uk/highlyskilledemployment/work-experience/?doing_wp_cron=1570785310.3471789360046386718750).
* Oral presentation of placement learning - technical and 'soft' skills. Given to level 5 students as well as staff.
* Review and vary assessment methods across the course and its modules so every student develops experience in representing their knowledge in different ways.
* Ensure there are regular moments for students to articulate their understanding of the teaching.
* Seek feedback from students on the clarity of your teaching and use this to model good practice.
* Develop a ‘plain English’ strategy and involve your students to promote inclusive practice. Use fun methods to monitor your collective success!
* Break up lectures - find moments for peer discussion and have formal and informal methods of feeding back knowledge.
* Do not wait for the assessment for students to articulate learning.
* Scaffolding student input in taught sessions,
	+ Start with post-its - where students articulate their thinking in writing and give to tutor.
	+ Give positive feedback in respect of their points. Refer to well-made points in other situations to show how you value them.
	+ Ask if the author is prepared to acknowledge their input.
	+ Ask them to expand if they want to.