



Week 2 Quality teaching
Step 2.4 Teaching strategies for different stages of learning

Stage of learning	Questions students might be asking themselves	Teaching strategies
<p>1. Be introduced to it This is the introductory stage where students just start considering the topic or subject.</p>	<ul style="list-style-type: none"> • Is it interesting? • What might be involved? • How does this relate to what I already know and can do? • How might it be of use to me? 	<p>Lectures, overviews, reading, discussion, presentations, websites, field trips, work / life experience...</p>
<p>2. Get to know it An exploratory stage which involves further investigation from learners about checking their understanding through different activities</p>	<ul style="list-style-type: none"> • What exactly is involved - the detail? • What are the concepts? • How do the new concepts change the ones I already have? • What is the scope and range? • How is it applied? • How do I understand it? 	<p>Reading, group discussion, demonstrations, opportunities to ask questions, relating back to earlier learning and to experience, Interactive websites, research projects ...</p>
<p>3. Try it out Here learners might try out their new understanding, or skill which might be applying it to new situations (exercises, problems etc) This stage helps them to identify gaps in their knowledge.</p>	<ul style="list-style-type: none"> • Can I do it? • Who is watching? • Do I understand it? • What am I doing/understanding correctly? • How can I improve my performance/understanding? 	<p>Practical activities, discussions among peers and with facilitators, blogs, wikis, structured experiences, role plays, skills laboratories, tasks, projects...</p>
<p>4. Get feedback The feedback could be in various forms such as self, peers, or the teacher, in formative or summative tasks.</p>	<ul style="list-style-type: none"> • What do my peers think? • What does my teacher think? • Did my performance meet expectations? (whose?) • Would my performance be acceptable in the real world? • What do I think? 	<p>From self, from peers, from facilitators and teachers, from clients, from friends...</p>
<p>5. Reflect, adjust, and try again Take account of the feedback and try it out again. Students may need to go back to the getting to know more stage.</p>	<ul style="list-style-type: none"> • Do I trust the feedback I got? • Does the feedback match my own evaluation? • Do I need to learn more? • Do I need to try again? • What do I need to focus on? 	<p>Through opportunities that require further dialogue, resubmission of assessment tasks, portfolio or journal writing</p>