

TMC #14 GWWG – Stages of the learning cycle

(from How People Learn)

I. The archaeology of a new idea

Cause students to encounter something new

Get students to engage with it and reveal/activate their existing thinking

Get students to use exploratory talk to formalize a baseline idea or framework

Conduct a whole-class exploration of baseline ideas to reveal a stuck point or other tension (what Mercer calls “cognitive conflict”)

II. Initial provision of a new expert model

Reveal/Share a new idea or approach for students to consider, test, and explore

Get students to articulate the need-payoff of this new idea (How would things be better if we were to accept this new idea?)

Initial learning is necessary for transfer — ALL new learning involves transfer

III. Get students to use the new idea to solve problems that were not possible before

(“initial, effortful understanding”)

IV. Equip students for “deliberate practice” with active metacognitive self-monitoring through the cycle of understanding *(effortful -> relatively effortless -> automatic)*

V. Active Reflecting