Reflection questions

Consider these questions in your own context.

How do I help students access prior knowledge and combine this with new information (graphic organisers, maps, cross-curricular analogies, visual imagery)?

In what ways will I guide learners to distinguish between relevant and irrelevant or unimportant content (cues and prompts, multiple examples and non-examples, emphasising key elements)?

How will I ensure all learners are able to access information and ideas and create new understandings (prompts for sequence, organisation options, graduated scaffolds)?

How will I support students to remember information in order to apply learning to new situations (checklists, mnemonic strategies, concept maps)?

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