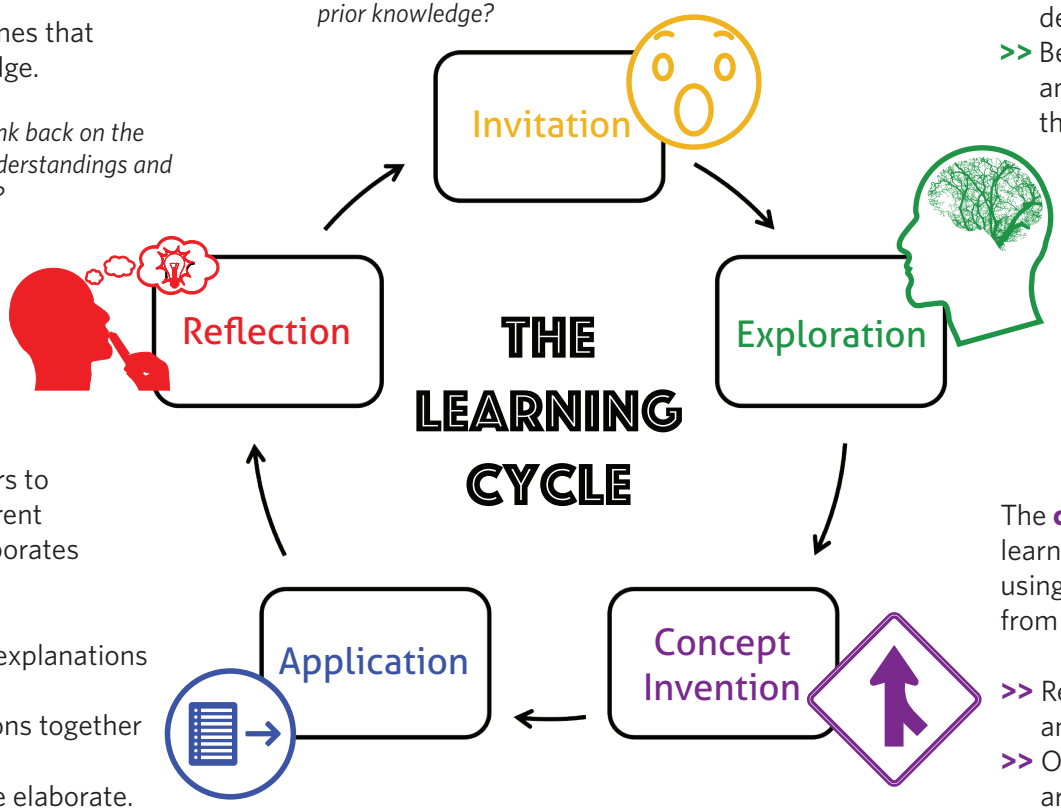
THE LEARNING CYCLE



The **invitation phase** sparks interest, and spurs learners to recall past connections from their memories that may be relevant to present learning experiences.

>> Capture attention to begin focus on the topic of the upcoming activities.
>> Pique curiosity for initial effort to engage in the learning task.

+ *How will the task get learners interested in learning about the topic?*
+ *How will the task provoke learners to access their prior knowledge?*

The **exploration phase** is driven mainly by learners' interests and questions. Discussions about observations, results, and discoveries foster more questions for further exploration.

>> Explore real phenomenon that provide common reference point for all learners in community.
>> Retrieve prior connections to examine alongside new information in the effort to determine relevance of new ideas.
>> Begin elaborating on existing memories, and use everyday language to articulate thinking.

+ *How will the task provide learners with experiences that produce concrete observations and discoveries to help them make sense of the topic?*
+ *How will the task urge learners to relate prior experiences with new ones?*

The **concept invention** phase focuses on learners generating explanations of concepts using their direct experiences and language from the discipline.

>> Receive formal definitions, explanations, and new vocabulary, as necessary.
>> Offer evidence and clarification to further articulate their thinking.
>> Push to integrate new information with existing memory, including rearranging prior connections.

+ *How will the task encourage learners to struggle with their understanding and negotiate ideas with others?*

The **application phase** urges learners to use their new connections in a different context, which strengthens and elaborates on new connections.

>> Use newly gained language and explanations to solve a different problem.
>> Retrieve new and prior connections together to strenghen relationship.
>> Make connected memories more elaborate.

+ *How will the task demand learners to apply what they learned to a new situation?*
+ *How will the task invite learners to make connections that are meaningful to them?*

The **reflection phase** cultivates metacognitive skills. It is time for learners to be conscious of what they learned and how they learned it, which becomes a resource for future experiences.

>> Confront differences between previous and new understanding to be aware of how knowledge has evolved.
>> Mindful of skills, tasks, and routines that contributed to changing knowledge.

+ *How will the task prompt learners to think back on the process for learning to help reinforce understandings and make them better learners in the future?*