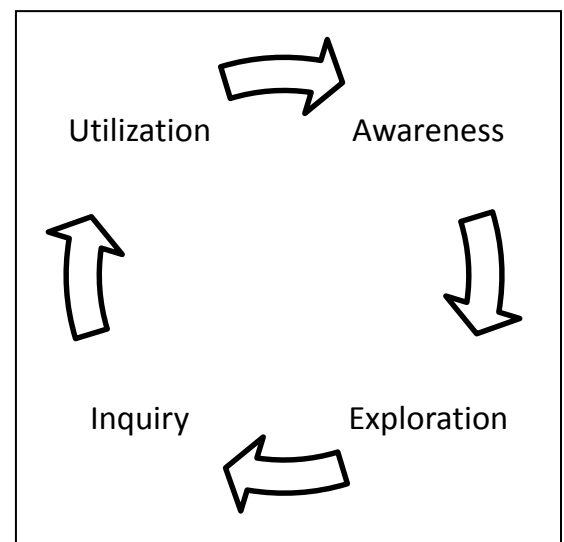


Stages of Learning

The stages of learning are based on an interactive-constructivist view. The cycle is not developmental; children and adults experience the cycle of learning whenever they acquire a new skill or gain new knowledge.

Awareness	<u>What Children Do</u> Experience Acquire an interest Attend Perceive	<u>What Teachers Do</u> Create the environment Provide opportunities; introduce new objects, events, people Respond to child's interest/experience Show interest, enthusiasm
Exploration	<u>What Children Do</u> Observe Explore materials Discover Create Figure out components Construct own understanding Apply own rules Create personal meaning Represent own meaning	<u>What Teachers Do</u> Facilitate Support/enhance exploration Extend play Describe child's activity Ask open-ended questions "What else could you do?" Respect child's thinking and rule systems Allow for constructive error
Inquiry	<u>What Children Do</u> Examine Investigate Propose explanations Compare own thinking with others Generalize Relate to prior learning Adjust to conventional rule systems	<u>What Teachers Do</u> Help refine understanding Guide children, focus attention Focused questions, "What else works like this?" Help make connections
Utilization	<u>What Children Do</u> Use the learning in many ways; learning becomes functional Represent learning in various ways Apply learning to new situations Formulate new hypotheses and repeat cycle	<u>What Teachers Do</u> Create vehicles for application in real world Help children apply learning in new situations Provide meaningful situations in which to use learning



Content taken from: Bredekamp, Sue and Teresa Rosegrant, *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume 1*, National Association for the Education of Young Children, Washington D.C. 1992. pgs. 28-42.