Characteristics of Learning Phases
(developed by Tara Fortune and Diane Tedick based on Cloud et al., 2000; Kucer et al., 1995)

“Into” Activities: The Preview Phase
• Provide students the conceptual, linguistic and cultural foundation needed to understand and carry out main activity
• Are meaningful and significant
• Activate prior knowledge
• Create a common experience base
• Entice student interest
• Assist students in making connections between previous and future learning experiences

“Through” Activities: The Focused-learning Phase
• Focus students’ attention and highlight what is of significance in understanding the theme/topic
• Give students the opportunity to confirm their understandings and correct misconceptions
• Provide a model and then practice in the use of concepts, skills, language and strategies being learned
• Act as learning events that scaffold and develop independent communication and thinking abilities

“Beyond” Activities: The Expansion or Extension Phase
• Support, extend, or integrate student understanding of theme/topic by inviting student to revisit now-familiar knowledge for more focused study
• Provide opportunities for students to apply what they’ve learned
• Encourage the re-presentation of learned information in a new and different format
• Provide opportunities for students to reflect on and creatively respond to what they have learned in personally and socially relevant ways
• May assist students in linking the current learning experience with previous and future activities within the same theme/unit

Sources:


From the CoBaLTT Project website: http://www.carla.umn.edu/cobaltt/modules/