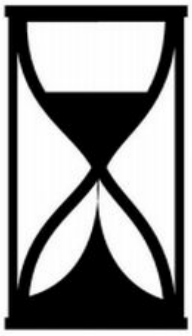
Guide to Facilitating Lasting Learning

Stages of Learning



Motivation
First, inspire, hook, or get that "what?!" response by presenting a problem or challenge question.

Acquisition
Next, ensure understanding and get the “aha!” response by promoting “grappling,” i.e., concrete and abstract “musings” around application.

Retention
Then, solidify learning by ensuring it is stored in long-term memory, and get the “I know!” response by making connections to other learning, providing application, and offering challenge (Sousa).

Facilitation Actions

1. **Pull up a chair!** Be a partner in the learning process, not a hovering overseer.
2. **Observe** to gain an understanding of the students’ thinking process in approaching the content.
3. **Ask questions** to clarify your understanding of the process, e.g., “Why did you write that number there?” or “How do you know Nate is unhappy [in the story]?”

If a student . . .	**Then . . .**
Demonstrates mastery of a concept or skill and is ready to learn the next in a progression of content . . .	• Ask a “What if?” or “Did you know . . .” question to trigger awareness of new content. • Present a new challenge requiring new content.
Is in the midst of learning a concept or skill . . .	• Ensure that the student is in a “grappling” situation; create one, if necessary. • Ask questions to guide the student’s process in getting to the “aha!” moment. • Offer other resources to explore the content, e.g., a printed “how-to” in addition to video.
Has just had that “aha!” moment . . .	• Ask the student to explain the concept or skill to you or others, with you listening in for accuracy. • Prompt the student to make connections to previous learning in the same or a different subject.

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