The Modelling Process: an example

1 Activate prior knowledge	Support schema-building by helping students contextualise the strategy. How do we typically approach tasks like this? Where do we often stumble? Do you think experts use a different approach?	*Example from PE: 'Have you noticed that, before we play football/tennis/rugby,etc. I lead you through a warm-up? How do you typically warm up? What makes a good warm-up? Is this video clip a good example of a warm-up?'*
2 Explicit strategy instruction	Remove extraneous cognitive load, chunk the process and use worked examples. Dual coding can be useful for novice learners, especially when presenting a procedure.	*'When I put together a warm-up, I want to do three things: raise my pulse, use stretching and mobility exercises, and engage in some sport-specific drills and practice'*
3 Modelling of the learned strategy	The 'I do' phase of most modelling. Talk out loud, verbalising the kind of thinking that is often left implicit.	*'Let me show you. To raise my pulse, I might ... To increase shoulder mobility, I might... When I play this sport, I know I'm going to put pressure on my ankles, so I'm going to drill ...'*
4 Memorisation of the strategy	This step is often missing but if we want students to acquire the strategy, they need to remember it. You might have them recall the steps, recreate a step-by-step diagram, explain to a partner, etc.	*'Let's see if we can remember that. How many elements are in my warm-up? What are the different elements? Draw the steps and add some examples. What are some examples of sports-specific drills?'*
5 Guided practice	The 'We do' phase of modelling. We are not yet handing over responsibility to students. Monitor their performance to determine whether you need to re-model the strategy or remain in the guided practice stage for longer.	*'Together, let's design a warm-up for our game.'*
6 Independent practice	The 'You do' phase of most modelling. In line with the EEF's TA guidance, consider the principle 'give the least help first' to prevent over-scaffolding and creating dependence. Add support when it is justified.	*'Individually, design a warm-up and present it as a diagram. Label each step to explain why you've included it.'*
7 Structured reflection	We want the new strategy to replace a less effective strategy, so encourage them to think about why this is a more helpful approach. Doing so will also help them remember the strategy.	*'Let's think back to that video I showed you and the discussion we had at the start. What was ineffective about that example? What could we do to improve it?'*

Note

These steps might take place over a sequence of lessons

Source

EEF's Metacognition and Self-Regulated Learning guidance report

Kingsbridge Research School