

## Guided experiences presentation cycle

Gratefully used with permission from:  
Professor Emeritus Renate Nummela Caine & Geoffrey Caine  
[www.cainelearning.com](http://www.cainelearning.com)  
©Caine & Caine 2003

### Introduction

What follows is a model that facilitates a more advanced brain/mind approach to teaching. This model focuses on the guided experience level. It will always be different in many ways but the described phases will be present regardless of subject matter, focus or discipline.

### Before you begin

It is critical to remember that the following will only work if the teacher and students have established an authentic community with shared procedures and expectations.

Be sure that as the teacher, you have internalized as many of the standards as possible and have access to the rest.

Collect and display examples that represent excellence in the instructional discipline on which you are focussing. Leave these available throughout all four phases. You may refer to them or simply have them openly available encouraging student investigation and questions.

\* Although official guidelines may suggest that you must limit yourself to a topic, broaden your investigation into a concept that covers several related topics. Selection of topics should be left for student choices.

Maintain a clear sense of essential skills and knowledge you want students to master. This will allow students to choose topics to explore while you still feel a sense of control over the necessary outcomes. The standards and essential skills and knowledge will guide your active processing, help in the design of rubrics and authentic and paper/pencil assessments.

### Phase 1: creating an initial sense of 'Felt Meaning'

*Purpose:*

To facilitate an introduction to new and largely unsolicited subject matter.

*How done:*

Global experience which invokes an emotional reaction and intellectual understanding.

### Phase 2: forming preliminary connections to new subject matter

*Purpose:*

To encourage student exploration and 'buy-in'. Students decide how they want to explore this concept or topic.

*How done:*

Allow for open questions, comments and reactions to global experience.

Once students have expressed an interest in any aspect of the subject, have them agree on and write out what they want to explore and research.

### Phase 3: deep exploration through research and projects

#### *Purpose:*

To develop a project that demonstrates unique aspects of the subject being investigated. This phase allows students to access input from all sorts of sources including literature and books, the internet and software, teacher guidance, information and expert knowledge. The exploration phase helps students continuously improve, refine and process what they are learning.

#### *How done:*

Provide students with multiple sources of information. Have them define and describe their project. Collectively and individually process rubrics and clarify them for all concerned.

#### *Active processing throughout all phases but particularly Phase 3:*

#### *Purpose:*

The teacher's job during phase 3 is to actively process student work in an ongoing fashion, keeping high standards, critical skills and disciplinary knowledge and rubrics in mind. It is the teacher's responsibility to see that all students master basic knowledge in the field despite divergent research and/or projects.

#### *How done:*

Open ended questions, guiding comments, direct instruction when needed in order to consolidate essential knowledge and skills.

### Phase 4: consolidation

#### *Purpose:*

- To document learning.
- Products, presentations, exhibits or projects finalized.
- Knowledge gained is consolidated and critical aspects of learning are articulated in multiple ways.

#### *How done:*

Although assessment will have been ongoing through Active Processing, it is in this phase that various modes of assessment may be used as a culminating activity. For example, understanding is demonstrated through authentic assessment of all types. Students can design and take exams covering critical elements. Teacher engages students in oral and written exam in order to process essential learning and to assure that students can use acquired knowledge in new and spontaneous situations.

It is also in this phase that the teacher determines what needs to happen next and how best to tie that to student interest and begins to design a new global experience.