Transforming tasks | Designing tasks where students do the thinking

Overview

- Different perspectives
- Many ways of knowing
- Many solutions
- Compare and contrast
- From closed to open
- From information to understanding
- Many entry points
- Generalise
- Many pathways
- Make connections, find relationships
- Socratic questioning
- Students identify the ‘problem to solve’
- Student voice
- From tell to ask
- From procedure to problem solving
- Use dialogue
- Provide insufficient information at first
- Explore before explain
- Include some irrelevant information
- Provide only some of the steps