A teaching and learning sequence

This teaching and learning sequence could be said to describe an 'education for conversation'. Conversation is a great metaphor for educational processes that aspire to engage learners in 'travelling with a different view'.

1. Initial stimulus
   Generates the motivation to find out more. Creates the need to think geographically in order to understand more. Creates the 'need to know'.

2. Mediation of geographical understanding
   What do we need to do to find out about and to describe, analyse and explain this geographical phenomenon or narrative? Engages learners in making connections with their earlier learning, to refine their thinking.

3. Making sense of the matter
   Applying learning and developing learners' understanding through activities that develop their abilities to 'think geographically'. These may be both in groups and individually based. They will involve creative and critical thinking. Space needs to be created for making sense of the geography in our heads, and refining it in the light of new perspectives.

4. Refining thinking
   Learners sort and re-present in some form their own geographical understanding to others. They refine and develop their conceptual understanding through having to communicate to others.

5. Reflection
   Learners reflect on their own geographical understandings. How have they been challenged to develop their ability to think in new ways? This often happens best in response to listening to others.