

During this phase of reading/learning, the content or information is shared by teacher, text, media, etc. This is the initial phase and focuses on the content to be learned. Comprehension of new knowledge is the goal. This phase serves only as a springboard to students' interaction with new knowledge.

Students grapple with new information based on their lived experiences. This phase moves us beyond what, where, when, how, who questions to questions, which invite reflection of the new knowledge. For example, students are asked: Have you ever experienced this? Does this relate to your family? How do you feel about your new understandings? During this phase the new knowledge is linked to the lives of the students.

After comprehension of knowledge and the creation of linkages to the students' lives, the students are now encouraged to reflect critically, draw inferences, seek implications, and analyze. Is the knowledge valid? For whom? Always? Why? Is it applicable for all cultures, classes, ethnicities? Is it gender-free?

This is the action phase of learning. How can students take the theory or new knowledge and use it to improve the life of the community? How can learning move from the classroom to the real world of the students?

The Creative Dialogue

Adapted from: Wink, J. and Wink, D., (2004) Teaching Passionately,

What's Love Got to Do with It?, Boston, MA: Allyn & Bacon.