CHRIS WATKINS

Driving Learning

We are looking for more ways to help all learners articulate their learning journeys. Let's try a driving metaphor!

Read the following sequence and see whether it describes some of your experience of a driving journey

Before starting:
    Where do we want to get to?
    Which way should we go?
    Has someone got a map?
    Or shall we make up our own route?
    Is there anything to remember from previous journeys?
    Do we need to take any equipment?

On the road:
    How's it going?
    Are we on track?
    Do we need to change direction?
    Shall we check back on the map?
    Has anyone gone another way?
    Cor look!

Journey's end:
    Where did we get to?
    Is this the place we planned? Maybe it's better!
    Shall we take a photo/send a postcard?
    Did anyone get here by another route?
    How would we do it another time?
    Where next?

Now read the sequence again and see whether it describes some of your experience of learning

When it comes to learning, the core processes which are key to being an effective learner are planning, monitoring, and reflecting.

Can we help learners become more effective at these core skills by utilising metaphors and prompts such as these? To do so would help them notice more about the experience of learning and become more in charge of it. It's the learners who are responsible for whatever achievements occur, so let's give them credit for it and improve from there.

And when it comes to driving,
            we all believe we can be competent!

Watkins, C. (2009). "Learners in the driving seat." *School Leadership Today* 1(2): 28-31.
            http://chriswatkins.net/download/103/
Watkins, C. (2009). "Learner-driven learning in classrooms." *Teaching Thinking and Creativity* 9(3): 5-9.

Watkins, C. (2010). "Learners at the controls." *Creative Teaching and Learning* **1**(4): 38-41.