EMPOWERING TEACHING EXCELLENCE

K-W-L: REFLECTIVE LEARNING

KEY CONCEPTS
- ACTIVE LEARNING
- ACTIVATE PRIOR KNOWLEDGE
- REFLECTION

TYPE OF COURSE
- LARGE OR SMALL CLASSROOM LECTURE
- CLINICAL OR LAB PRESENTATION
- WORKSHOP OR TRAINING

INSTRUCTOR GUIDE
1. Introduce students to the topic and have them fill-in the topic in first section of the worksheet
2. Give students time to complete the “know” and “want to know” columns, then share results
3. At the end of the lecture, give students time to complete the “learned” column, consider having students share these results or turn them in for credit

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>WHAT DO YOU KNOW?</th>
<th>WHAT DO YOU WANT TO KNOW?</th>
<th>WHAT HAVE YOU LEARNED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMPOWERING TEACHING TIPS:</td>
<td>• Allow students to activate prior knowledge and list items or concepts that they already know</td>
<td>• Have students check off items from this list when they are covered in class</td>
<td>• Allow plenty of time for students to reflect on their learning for the day</td>
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<td></td>
<td>• Embed a think-pair-share activity (Rice, 2017, p. 145) into this first section, and engage students in discussion to get an idea of how to adapt the lecture to best fit the needs of the students</td>
<td>• If a topic wasn’t covered, this list can become questions for students to ask at the end of the lecture</td>
<td>• Ask students how responses in the “know” column helped them build to the responses in the “learned” column</td>
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<td>• This list can serve as topics for future student inquiry</td>
<td>• Embed an exit ticket (Rice, 2017, p. 178) or quiz time closure (p. 198) activity to reinforce learning</td>
</tr>
</tbody>
</table>

WHY USE K-W-L?
1. The K-W-L strategy was originally conceptualized by Ogle (1986) to allow students to take an active role in their own learning, and as a way to scaffold prior knowledge with newly learned concepts.
2. This strategy can be used to engage students across all four aspects of the ARCS Model for Motivational Design (Keller, 1987) including: attention, relevance, confidence and satisfaction.
3. Using this strategy to engage in course content has been shown to improve student learning and improves student ability to remember key concepts later on for assessments (Rice, 2017).

REFERENCES