Bridge-in
• Communicates “Why” this learning is important
• Highlights the relevance for yourself and your diverse students
• Increases motivation; Focuses attention and links to prior experiences

Objectives
• Focuses your planning and students’ learning on the “heart” of the lesson
• Communicates what you expect students to learn, be able to do, and focus their energy on
• Defines the “What” of your lesson

Pre-assessment
• Identifies what students already know or can do.
• Measures your expectations
• Allows you to adapt to your students’ readiness
  Prompts retrieval to strengthen memories
• Can prompt curiosity & act as a further bridge-in

Participatory Learning
• “How” learning happens
• Involves both what you do as an instructor and what learners do to connect new ideas to existing memories, and practice
• Inclusive when includes diverse ways of engagement, representation and expression

Post-assessment
• Timely feedback to the students about what they know/can do & what gaps remain in their learning
• Immediate feedback for you about your students’ learning as a foundation for the next lesson
• Feedback on the effectiveness of your approach

Summary
• Highlights the key points of the lesson, including connections with prior or future learning
• Repeats key ideas to increase recall, even more effective when students summarize the lesson as it activates retrieval & memory traces

Created by Carolyn Hoessler in the Gwenna Moss Centre for Teaching and Learning, University of Saskatchewan based on teaching and learning research and Biggs (1999) constructive alignment research. CC-BY