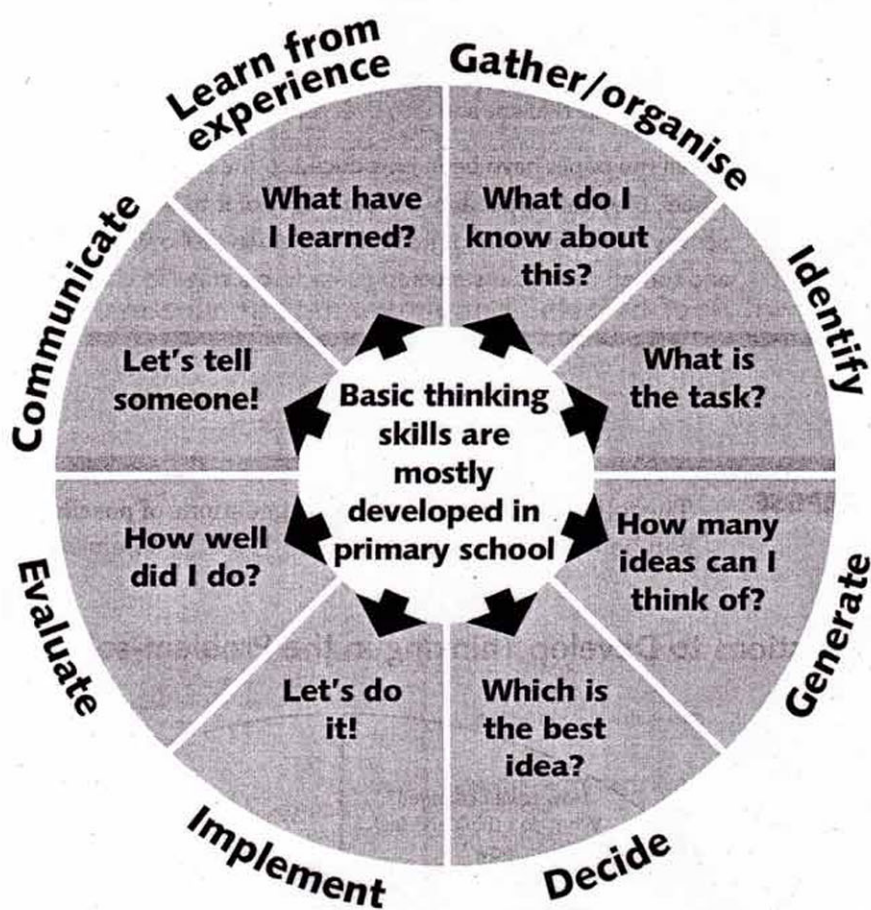


The Problem-solving Wheel



- Learners should work in groups as often as possible so that they can explain, share ideas and support one another. This is important so that they can negotiate meaning and understanding among themselves. Learners explaining to other learners is a very effective way of establishing peer coaching.
- When the teacher is leading the learning interaction, she or he needs to verbalise the thought processes and the stages of the problem-solving wheel that are being used. This is essential modelling of thinking skills by a senior learner.
- Learners need to identify and verbalise the stages of the problem-solving wheel they are using. This is necessary so that they highlight and crystallise the skills they are developing.
- Most importantly, learners need to establish the criteria that they will use to evaluate the product. The whole process of their thinking and method of working need to be evaluated as well. This is a vital 'thinking about thinking' or metacognitive stage. Then the results of their work need to be communicated in interesting and varied ways.
- The final stage of reflecting on what they have learned is a summative process that aims at crystallising and transferring what has been learned. This includes reflecting on the whole process of the thinking strategies they have used, and the specific subject skills, methodologies and content they have acquired. This metacognitive stage is essential if thinking skills and subject skills are to be retained and transferred.