

Engaging with the Minutes of Evidence Coranderrk Curriculum and Teacher Resource Package (TRP) using a 5E framework

The Department of Education and Training (Vic) explains their e⁵ Instructional Model as a “framework to inform conversations and guide the observation, critique and reflection of classroom practice”...and that the “e⁵ Instructional Model is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom”. <http://www.education.vic.gov.au/school/teachers/support/Pages/e5.aspx>

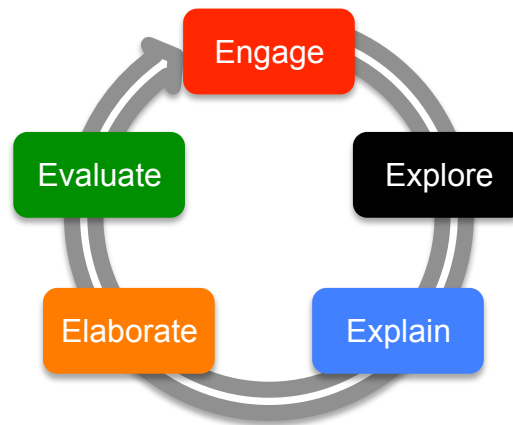
However, the e⁵ model has been derived from various similar models from across the world – the ‘5e framework’ can be also used as a teaching sequence that assist with the structuring of units of work and even individual lessons. The information in this resource (below) has been adapted from material at <https://nasaclips.arc.nasa.gov/teachertoolbox/the5e>

What is a 5E instructional model?

The 5E instructional model is a constructivist learning cycle that helps students build their own understanding from learning experiences and new ideas.

What are the 5Es?

The 5Es represent five stages of a sequence for teaching and learning: **Engage, Explore, Explain, Elaborate, and Evaluate.**



ENGAGE:

The purpose for the ENGAGE stage is to encourage student interest and to get them personally involved in the lesson, while pre-assessing prior understanding. During this experience, students first encounter and identify the instructional task.

During the ENGAGE stage, students make connections between past and present learning experiences, setting the organisational groundwork for upcoming activities. Material is used to arouse student curiosity and encourage them to ask their own questions. Material (such as videos etc.) may be also used to elicit students' prior understanding.

EXPLORE:

The purpose for the EXPLORE stage is to get students involved in the topic and provide them with a chance to build their own understanding. In the EXPLORATION stage the students have the opportunity to get directly involved with information and materials. As they work (individually and/or in groups) students build a set of common knowledge and experiences which prompts sharing and communicating. The teacher acts as a facilitator, providing materials and guiding the students' focus. The students' inquiry process drives the instruction during an exploration. Emphasis is placed on: questioning, analysis and critical thinking. Through self-designed or guided exploration students can make hypotheses, test their own predictions, and draw their own conclusions.

EXPLAIN:

The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what that knowledge means. EXPLAIN is the stage at which learners begin to communicate what they have learned. Acquisition of 'metalinguage' helps sequence events into a logical format. Communication occurs between peers, with the facilitator, and through the reflective process. Once students build their own understanding, students should be able to summarize or EXPLAIN their own ideas. Contextual vocabulary can be built upon and the teacher can correct or redirect misconceptions.

ELABORATE:

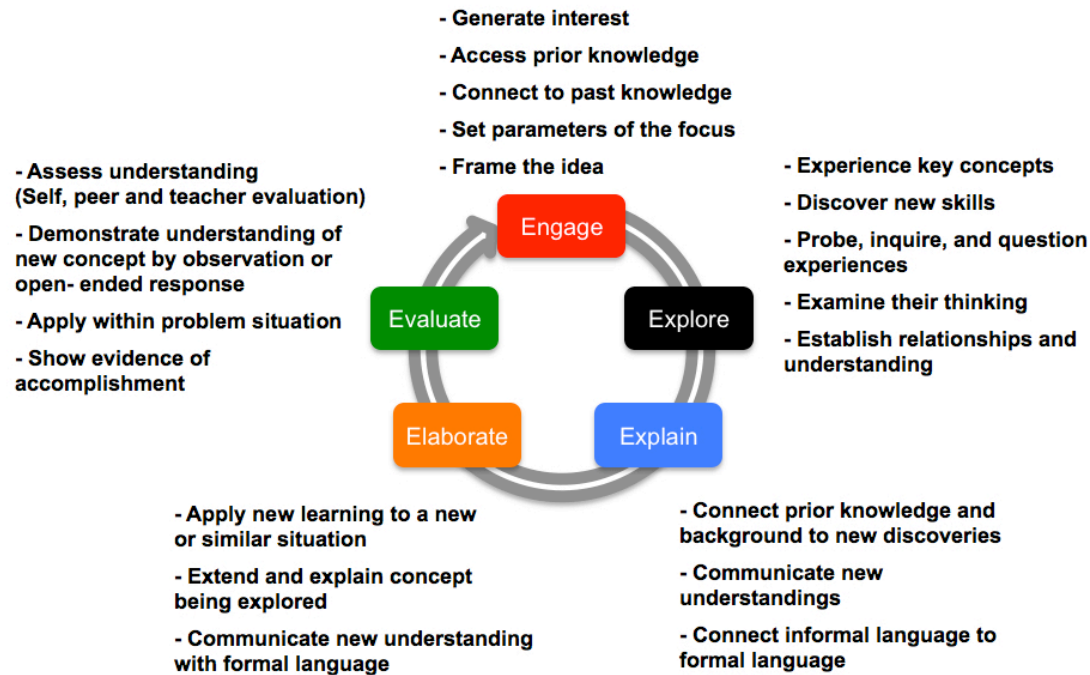
The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

EVALUATE:

The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place. EVALUATE, the final "E", is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process. Some of the tools that assist in this diagnostic process are: rubrics, teacher observation, student interviews, portfolios, project and problem-based learning products. Students can demonstrate their understanding through final products including journals, essays, presentations, models, performance tasks etc.

*The roles of the teacher and the student in a 5e framework are concisely displayed in a useful handout at:

<http://www.wisd.org/users/0001/docs/GVC/5E%20Model.pdf>



ENGAGE	EXPLORE	EXPLAIN	ELABORATE	EVALUATE
<ul style="list-style-type: none"> • Generate interest • Access prior knowledge • Connect to past knowledge • Set parameters of the focus • Frame the idea 	<ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their thinking • Establish relationships and understanding 	<ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language 	<ul style="list-style-type: none"> • Assess understanding (Self, peer and teacher evaluation) • Demonstrate understanding of new concept by observation or open-ended response • Apply within problem situation • Show evidence of accomplishment