RESOURCE 1

Transforming tasks | Designing tasks where students do the thinking

Overview chart

Strategies	Techniques			
From **closed** to **open**	**Different perspectives**	**Many entry points**	**Many pathways**	**Many solutions**
	Have students explore different points of view in the task.	Have students work backwards by beginning with the outcome.	Ask for one problem to be solved in multiple ways.	Ask questions which have many solutions. Add or remove constraints.
From **information** to **understanding**	**Many ways of knowing**	**Compare and contrast**	**Make connections, find relationships**	**Generalise**
	Ask students to show what/how they know in more than one way.	Ask students to identify similarities and differences.	Have students make meaning by asking them to connect pieces of information.	Ask students to construct general rules by identifying patterns.
From **tell** to **ask**	**Socratic questioning**	**Explore before explain**	**Use dialogue**	**Student voice**
	Ask questions that help students dig deeper.	Ask students to try their ideas first.	Ask students to interact and build meaning through learning conversations.	Ask students to decide how they might do this best.
From **procedure** to **problem solving**	**Students identify the 'problem to solve'**	**Provide insufficient information at first**	**Provide only some of the steps**	**Include some irrelevant information**
	Present a provocation and ask students to determine the problem to solve.	Give a perplexing problem and slowly provide information as needed.	Provide multi-step problems and do not state all the steps.	Give additional information that is not required to do the task.