Transforming tasks | Designing tasks where students do the thinking

Overview chart

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