

Preparing to learn is the natural, common sense starting point of learning, and therefore should be the first teaching activity. But it's a step too often ignored in the hurry to cover as much material as possible in each class meeting.

The teaching and learning process model, **PIE-R³** begins with the preparation phase because it's crucial for good teaching and optimized learning.

Accelerated learning experts contend that taking time to prepare to learn increases the rate of learning by two to three times. Skipping this vital step only slows and hampers learning in the long run and is very expensive in terms of increased time to learn and lowering LROE (Learning Return On Energy).

Instructor concerns

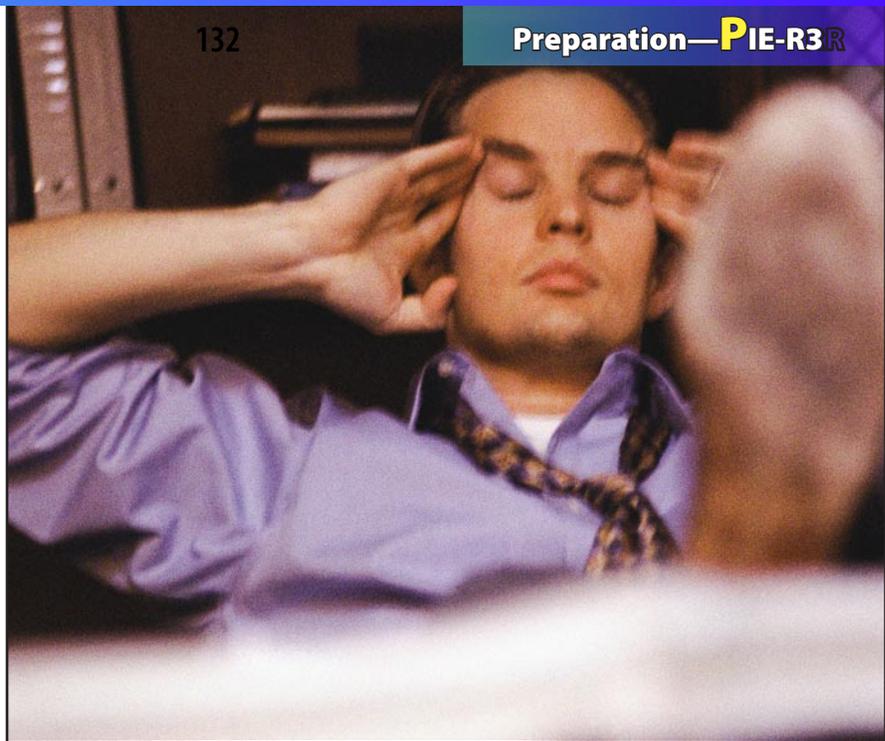
An instructor, thinking about how best to begin a class session, may ponder: How can I get students to arrive on time to class? I need to take roll, return assignments, handout new study sheets, announce the date of the next unit test and remind students there will be no class meeting next Monday because of a holiday. Also, I need to motivate students to study harder and find a way to engage students in the back rows.

Consulting the CSF model, this instructor might see that the following Course Management strategy would meet his needs and his students' concerns.

- Assign seats—take roll during group learning activity and return papers at the end of class.
- Motivate students with a preparation activity from the list below.

Students concerns

According to learning experts Colin Rose and Brian Tracy, the following help students prepare to learn:



 Ideally, students come to class fully prepared mentally, emotionally and physically to learn at their peak ability. But what if they don't?

- Create a positive expectant attitude of successful learning and learning outcomes.
- Form and maintain a creative, relaxed, resourceful mindset with meditation, imaging, or breathing exercise breaks.
- Write daily, weekly and course learning goals and review these before each study session.
- Repeat confidence-building assertions before starting a study session, such as, "I'm a terrific learner." It works wonders in keeping energy high.
- Adopt strict time-management practices—such as working on the most difficult learning task first.
- Maintain peak levels of self-motivation by setting rewards such as coffee break, e-mail a friend or shop for music on-line.

Instructor action step

Write a list of unique ways you can begin your class session that will prepare your students to learn. Modify your syllabus to include a brief discussion with students about the value of learning preparation and practical ideas they can implement.

A Learning Process Model—**PIE-R³**

An easy way to remember the components of this model is to remember the mnemonic for this instructional success system plays off the common equation used to calculate the area of circle: **Success in learning equals PIE-R³**. This system is built on the learners' needs, and the steps are:

- P**repare.
- I**nput.
- E**xamine.
- R**etain.
- R**econfirm.
- R**eflect.