



Top ten tips for using the principles of TASC and e-TASC

An important principle of TASC is...	which can be followed or extended in e-TASC by...
1. Asking pupils key questions at each stage of the TASC process	...using the 'Generic Questions' template. This provides a standard set of questions which can be used as a starting point for each new template/project.
2. Metacognition: asking questions about questions. Give pupils an explicit problem-solving framework that you reference often in the early stages, but decreasingly so later	...ensuring pupils not only upload the outcome of their research or problem-solving, but also at each stage record their awareness of what thinking strategies they were using. This enables pupils to be more objective when later recalling their thinking process.
3. Give opportunities for autonomous problem-solving	...clearly recording a set of instructions or objectives in each stage that set out your expectations. Pupils can then refer back to them during each stage of their project.
4. Model the thinking process by 'thinking out loud'	...recording some of your own thinking process in 'Project Notes' for the template you're working on (or alternatively in one of the other sections). As well as hearing your thinking process in the classroom, pupils can go back and re-examine it.

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5. Provide initial scaffolding, then withdraw	...creating a template that begins with considerable detail becoming less detailed in the later stages. This allows pupils' ideas to diverge as they work through the problem.
6. Supporting multiple learning styles	...uploading a range of multimedia files to your template (as stimulus material) and by setting pupils tasks that can be expressed in different media (e.g. audio, scanned images, photos).
7. Develop the positive motivation of the learner by giving praise and feedback	...offering written feedback on individual pupils' projects by adding comments to the Project Notes.
8. Encourage learning from errors (not penalising errors)	...getting pupils to record what they have learnt from an error, either within the Project Notes or in a particular section of their project. This also helps with more objective metacognition (see above).
9. Embed the skills and strategies in appropriate problems	...using e-TASC to record projects that have an ICT connection, especially those that involve internet research and/or multimedia content.
10. Encourage self-evaluation strategies	...ensuring pupils can offer a critique of their problem-solving strategies and are able to record ideas of how to improve these in Learn From Experience.