4 Step Model for the ‘moment of first encounter’

In the teaching/learning context; focusing on an adult teacher as observer in the first moments of their visual contact/interaction with a new class group of adult learners

Each Step is instantaneous/involuntary/spontaneous/immediate. An observer cannot help him/herself but to respond as per the 4 Step Model.

**Step One**

Research by the observer using the eyes, to obtain the data before her or him. The aural and smelling senses may supplement the sense of sight.

Observing, looking, seeing, obtaining primary data - visual

**Step Two**

Observer makes sense of what is seen.

Considering the characteristics and needs of the people before the observer

Thinking, intuiting, judging, associating, interpreting, analysing, assessing, evaluating, appraisal, perceiving, cognising

**Step Three**

Observer makes decisions.

Based on the ‘findings’ of Step One and the conclusions of Set Two, determine which is the most effective/appropriate way to teach/facilitate/communicate in the next moment; to determine which actions/behaviours should be made.

Actions considered could be either verbal and/or non-verbal: for example, to speak, to move arms to point/direct attention, to walk, to pick up some thing, to put something down, to press something, to write something, to laugh, to cough, to eat, to drink, to sit, to stand, to turn around, to depart, to touch someone, to lower one’s eyes, to use one’s eyes to focus on one person, etc.

**Step Four**

Observer makes some action/s in response to the processes undergone in Step One to Step Three. The nature of the action is dependent on the observations, perception, cognition and judgement of Step One to Three.

During Step Four the observer will simultaneously commence the observation process of Step One again with the expectation of repeatedly moving through the Step One to Four processes. This will continue for the duration of the class.

**NOTE**

The action/s of Step Four by the observer will effect a change in the environment. The observed will have been involved in a similar process to that of the observer while being observed, and they will make actions in response to their own observations, perception, and cognitive research. In consequence one or more of the individuals in the class group will behave differently than as first observed (such response will be either verbal and/or non-verbal).

The observed’s response/s may or may not influence/propel the teacher to move through the processes of Step One to Step Four again using the new information obtained from the responses to add to the initial seen information.