Figure 1 When my ‘theories-in-use’ remained tacit

What is hidden

- What I believe – my implicitly held theories-in-use

What they see

- What I do – the classroom practice that I am modelling which is open to observation

What they do

- Reflect on what they have seen
- Decide what this will mean in their practice
- Imitate good practice

*For my own integrity I planned to teach using interactive strategies, strongly believing in the value of social constructivism in learning. I was putting my beliefs into practice*

Figure 2 When I articulated my ‘theories-in-use’

What is hidden

- What I believe – my implicitly held theories-in-use

What they see

- What I do – the classroom practice that I am modelling which is open to observation
- What they hear

- What I articulate about my practice – making the modelling explicit.
  - My espoused theory

What they do

- Reflect on what they have seen and heard
- Ask me further questions
- Decide what this will mean in their practice
- Imitate good practice
- Embed explicit theories into their practice
- Be able to articulate what they are doing

*Theory in use = espoused theory*