

## Providing Expansive Framing

	<b>Setting</b>	<b>Places</b>	<b>Participants</b>	<b>Time</b>
<b>Expansive Framing</b>	Ask student to specify other settings in which the topic(s) have, are, or will be likely to come up in their lives	Refer to other places—their home, school, doctor's office, etc.—in which they can use what they're learning	Treat learning as involving the whole class, the school, the discourse community, plus the students' family, friends, teachers, and anyone else connected to the learning	Use present progressive verbs ("you're figuring out")  Refer to other times, both inside and outside of the lesson
<b>Bounded Framing</b>	Do not ask student to specify other settings in which the topic has, is, or will be likely to come up in their lives	Do not make references to other places outside of the room	Treat learning as involving only the students and teacher in a particular class	Use simple past with completion verbs ("we're finished with that now")  Make no references to times other than the just completed lesson

Additional Aspects of Learning that Can Be Framed (adapted from “How Does Expansive Framing Promote Transfer?” by Randi A. Engle, Diane P. Lam, Xenia S. Meyer, and Sarah E. Nix )