**Self-Organised learning environment (SOLE)**

Sugata Mitra, promoter of the self-organized learning environment (SOLE) concept, challenges teachers to become the ultimate facilitators of learning and to reimagine our classrooms as spaces for discovery where students are given the tools to succeed as we stand back and “watch the learning happen.”

1. **USE SOLE TO INTRODUCE NEW CONCEPTS**

SOLE is not meant to be the only method of teaching in a classroom. Consider it a tool for introducing and generating interest in a new topic, as well as broadening your students’ understanding of a familiar topic.

To prepare your SOLE session, formulate a “big question” related to your topic that will lead your students to an intended outcome. Crafting the big question is the most challenging piece of the SOLE puzzle; it’s important that it is a question that cannot be answered through an internet search. For example:

* Weak Big Question: What is the design process?
* Strong Big Question: How can I use the design process to create \_\_\_\_?

Post your big question on the board and spend no more than two minutes explaining it. Tell students they have the majority of the period to work in small groups to come up with an answer, and that they will share out their answers at the end of class. It’s helpful to make a timer available so students can manage their time appropriately.

1. **ALLOW GROUP FLEXIBILITY**

In SOLE, students can choose their research groups. And groups are fluid, which means students can switch groups throughout the period, moving to a group that is more aligned with their interests.

1. **MAKE SURE RESOURCES ARE AVAILABLE TO STUDENTS**

Provide links to several websites and tutorials that relate to the big questions. This not only saves time but provides students with a starting point for their research.

(https://www.edutopia.org/blog/getting-started-self-organized-learning-environments-jacquelyn-omalley)