

Flow is a state where a person is fully immersed in an activity. It involves energised focus, full involvement and enjoyment in the process of an activity. Flow is associated with high levels of performance, engagement and creativity, and a sense of control. This means it is beneficial to create learning environments which promote flow. There are 3 main pre-conditions for flow to occur:

1. clear goals.
2. immediate feedback on action.
3. when the challenge presented is balanced with the skills available.

Using Flow Theory in the Classroom



Goals

This relates to short term goals. Clear goals can help provide structure and direction, and students should know how to achieve these goals. Having students help define the goals can promote autonomy, thus increasing motivation.



Feedback

Students should receive ongoing feedback so they are aware of how their effort is affecting their progress towards the goal. Students will be more likely to persist if they can see their effort is having an impact, and will be able to alter their approach if it is not.



Support

This can involve providing more scaffolded instruction, breaking an activity down into manageable steps, using students interests and strengths to increase feelings of competency, and helping students make decisions on how to approach a challenge.

If we consider these in the classroom and in activities, we can promote higher levels of engagement and motivation in pupils, and make learning a more positive experience.