REal Ed

real teaching for real estate

ISSUE NO. 2 | FROM LISTENING TO LEARNING

Last month, we explored why the first five minutes matter. Once you have students' attention, the next step is to give them something meaningful to think about. Real estate knowledge becomes useful when learners connect it to a decision, a consumer's question, or a problem they may encounter in practice.

As you prepare a lesson, ask: "Where will a licensee use this?"

Teaching Tip

Ask before you tell. Before explaining a concept, give students a brief situation and invite them to consider it. Keep the facts simple and supply enough background for those who are new to real estate.

"A contract has been terminated. Both parties want the earnest money. What information would you need before deciding what happens next?"

Give everyone a moment to think or write before inviting responses. Ask, "What led you to that answer?" Listen for the facts students noticed and the assumptions they made.

Then teach the applicable concept, clarify misunderstandings, and have students revisit their answers. If students are unsure where to begin, offer a clue or clarify a fact. Their responses help you decide what to explain next.

Adult Learning

Adult learners want to know why the material matters. A realistic problem gives them a reason to work with the content. Their experience can enrich the discussion, but it can also bring assumptions that need correction.

An explanation shows you more than a correct guess. Ask students to connect their answer to a fact or principle, and use that reasoning to check understanding.

Try This in Your Class

Use this prompt during a finance lesson:

"Two buyers each purchase a $400,000 home. One puts down $20,000 and the other $80,000. What questions would you ask before comparing their financing?"

Allow one minute for everyone to jot down a response. Discuss a few answers, then teach the financing concept in your lesson.

To close, ask each student to write one point they would explain to a buyer about this choice. Review those responses to decide what needs another example. You now have something concrete to assess beyond whether students participated.

What's Coming in the Next Issue

Turn a favorite instructor story into a learning activity. We'll explore where to pause, what to ask, and how to connect the discussion to your lesson.