

# PROVINCIAL Outreach INQUIRY

OCT 19  
@  
KING DAVID

WITH LOGICAL THOUGHT WE ANALYZE  
WHAT IS THERE.

WITH CREATIVE THOUGHT WE CONTEMPLATE  
WHAT ISN'T THERE.

## DENMARK

HOW LONG DID  
IT TAKE TO  
IMPLEMENT THE  
GREEN CHANGES?

WHAT DO THEY DO  
FOR ELECTRICITY  
IF ITS NOT  
WINDY?

HOW ARE PEOPLE'S  
LIVES IMPACTED  
BY THESE GREEN  
CHANGES?

HOW DID THEY  
CREATE SUCH A  
UNITED VISION IN  
THEIR COMMUNITY?

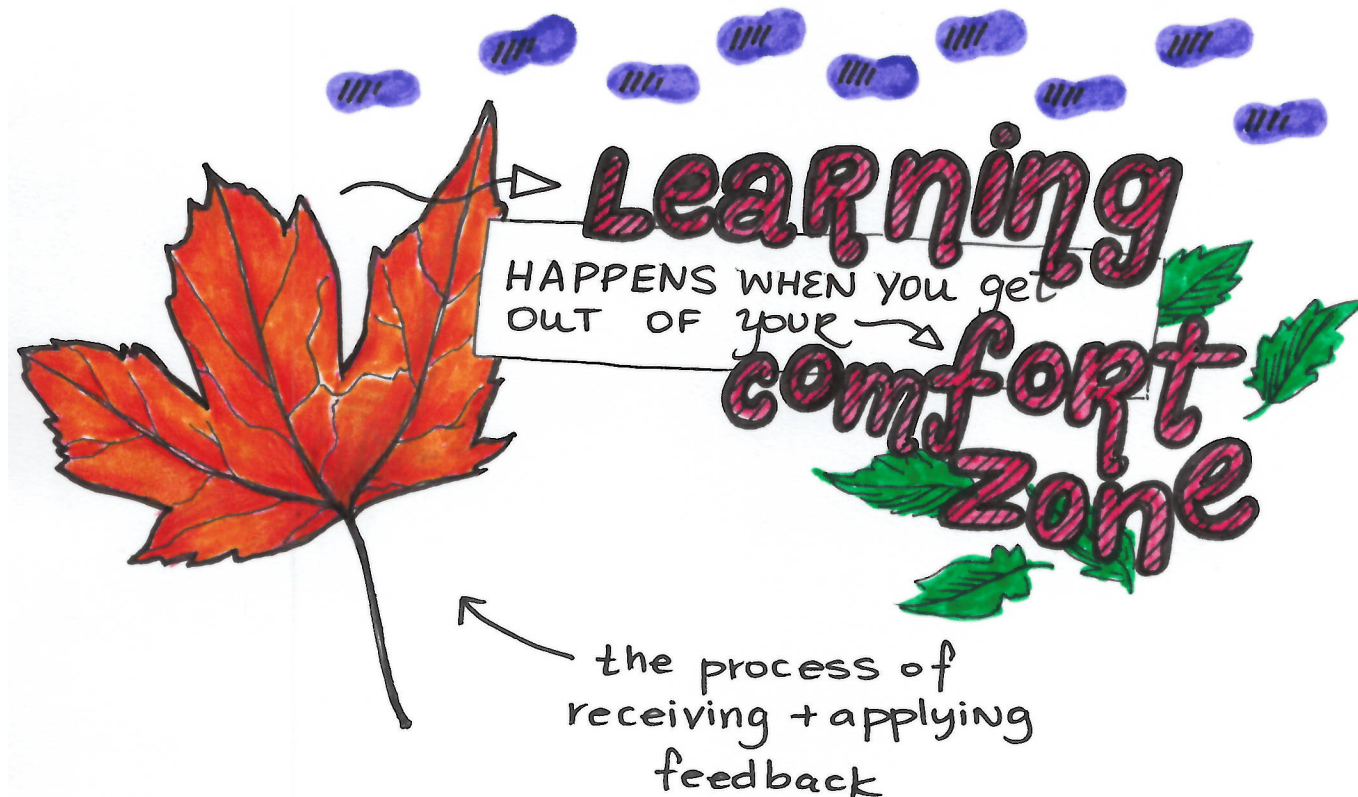
WHY DO THEY CALL  
THOSE PASTRIES  
'DANISHES'?

... CAN THEY STILL  
PRODUCE LEGO...?

“ WE ARE PREPARING KIDS TO SOLVE  
PROBLEMS THAT WE DONT KNOW  
YET ”

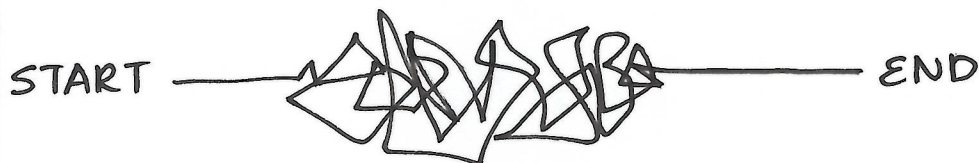
# THE JOURNEY!

WHAT STEPS CAN YOU TAKE NEXT TO  
MOVE CLOSER TO YOUR DESTINATION?



## ▲ THE 3 FACETS OF CREATIVE THINKING:

- 1 generating ideas
- 2 developing ideas
- 3 novelty and value



- 1 THIS IS AWESOME
- 2 THIS IS TRICKY
- 3 THIS IS TERRIBLE

- 4 I AM TERRIBLE
- 5 THIS MIGHT BE OK
- 6 THIS IS AWESOME



WHAT IS

# CRITICAL THINKING?

THINKING ABOUT  
WHAT YOU ARE  
THINKING

NOT BELIEVING  
THE FIRST THING  
YOU HEAR, BUT DOING  
YOUR OWN RESEARCH

ROADBLOCK TO CRITICAL THINKING...

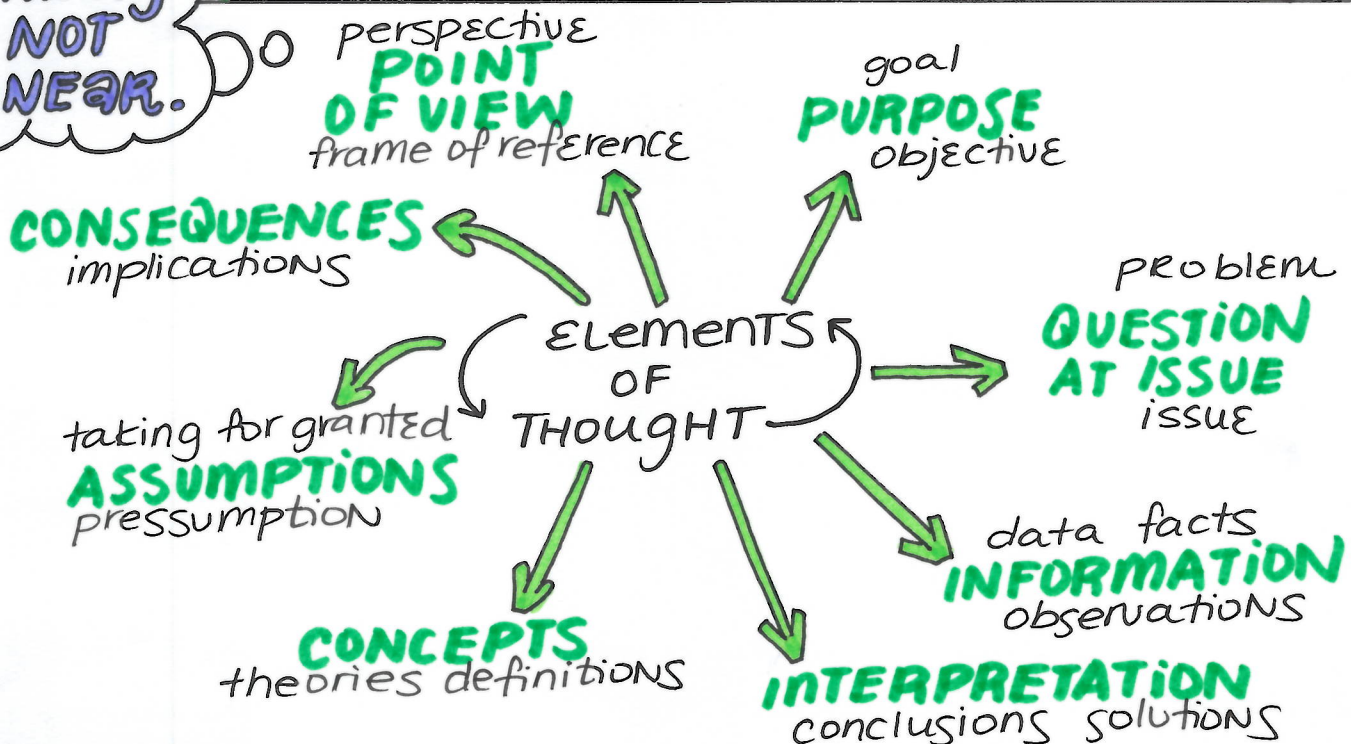
- innate self-validation
- innate selfishness
- innate egocentrism
- innate sociocentrism

ARE ALL FORMS OF THINKING EQUAL?

TEACHERS NEED TO:

- identify when we see it
- recognize what's missing
- know how to nurture and encourage

CRITICAL  
THINKING  
IS NOT  
LINEAR.



# ELEMENTS OF **CRITICAL THINKING**

## **CONCEPTS**

- WHAT IS THE main idea?
- CAN I EXPLAIN THIS IDEA?

## **ASSUMPTIONS**

- WHAT am I TAKING FOR GRANTED?
- AM I DISTORTING IDEAS?

## **IMPLICATIONS**

- WHAT CONSEQUENCES FOLLOW my REASONING?

## **POINT OF VIEW**

- FROM WHAT POINT OF VIEW AM I LOOKING AT THIS QUESTION?
- WHAT OTHER POV'S SHOULD I CONSIDER?

## **PURPOSE**

- WHAT am I TRYING TO ACCOMPLISH?

## **QUESTION AT ISSUE**

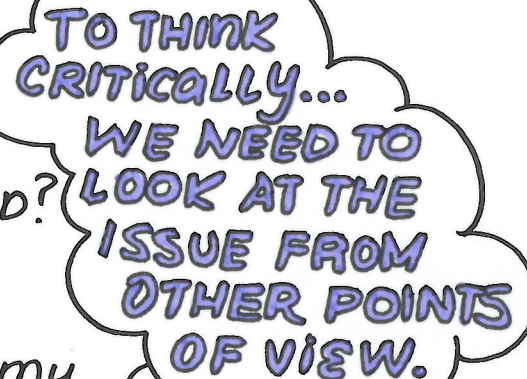
- AM I CONSIDERING THE COMPLEXITIES IN my QUESTION?

## **INFORMATION**

- WHAT INFORMATION AM I USING (NOT USING) TO COME TO A CONCLUSION?
- WHAT EXPERIENCE HAVE I HAD TO SUPPORT THIS CLAIM?
- WHAT INFORMATION DO I NEED TO SETTLE THE QUESTION?

## **INTERPRETATION**

- IS THERE ANOTHER WAY TO INTERPRET THE INFORMATION?



TO THINK  
CRITICALLY...  
WE NEED TO  
LOOK AT THE  
ISSUE FROM  
OTHER POINTS  
OF VIEW.



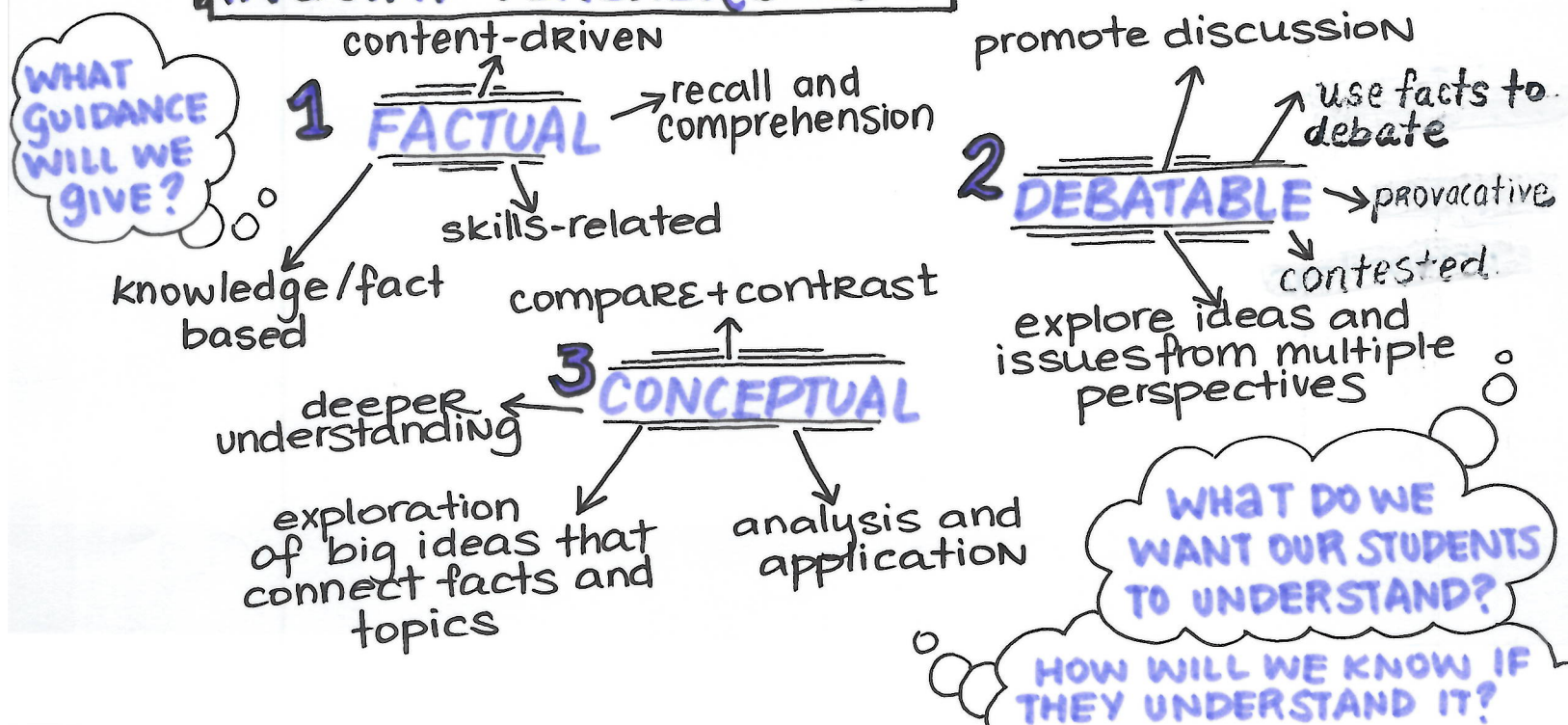
# THE INQUIRING CLASSROOM

INQUIRY can happen in  
ANY CLASSROOM!

"THE POWER OF INQUIRY" - KATH MURDOCH

- helping students to know what to do when they don't know
- helping students develop deeper understandings
- students learn better if:
  - △ engaged in 'authentic' learning projects
  - △ engaged in activities that require them to solve problems
- learner as an 'active participant'

## INQUIRY TEACHERS ASK:



# WHAT ARE WE REPLACING CONTENT WITH?

- FACTUAL QUESTIONS WHAT...?
- CONCEPTUAL QUESTIONS HOW...?
- DEBATABLE QUESTIONS SHOULD...?

## DESIGNING AUTHENTIC ASSESSMENTS

**G**OALS, CHALLENGES, OR PROBLEMS  
**R**OLE + RESPONSIBILITY  
**A**UDIENCE  
**S**ITUATION + SCENARIO  
**P**RODUCT OR PERFORMANCE  
**S**TANDARDS

**FEEDBACK** **FEED-FORWARD**

PAST



FUTURE

THIS TIME I DID...

NEXT TIME I WILL...



# REPORT CARD comments

- SHORT
- MANAGEABLE
- SAY A LOT IN A FEW WORDS
- SIMPLE

- SPEAK DIRECTLY TO 1 CORE COMPETENCY
- SUGGEST HOW HOME OR SCHOOL WILL SUPPORT

A SENTANCE,  
A PHRASE,  
AND A WORD.

Wrap up  
activity.

Ⓟ  
Thank you!