Provincial Outreach Inquiry

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?

How are people's lives impacted by these green changes?

What do they do for electricity if it's not windy?

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 don't know yet.
WHAT STEPS CAN YOU TAKE NEXT TO MOVE CLOSER TO YOUR DESTINATION?

Learning happens when you get out of your comfort zone.

The process of receiving and applying feedback.

The 3 facets of creative thinking:

1. Generating ideas
2. Developing ideas
3. Novelty and value

START ————> END

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 Thought:

- purpose
- problem
- question
- issue

Perspective

Point of view

Frame of reference

Consequences

Implications

Assumptions

Presumption

Concepts

Theories definitions

Interpretation

Conclusions solutions

Data facts

Observations
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 POVs 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 GUIDANCE WILL WE GIVE?

1. FACTUAL
   - Content-driven
   - Recall and comprehension
   - Knowledge/fact based
   - Skills-related
   - Compare and contrast

2. DEBATABLE
   - Promote discussion
   - Use facts to debate
   - Provocative
   - Contested
   - Explore ideas and issues from multiple perspectives

3. CONCEPTUAL
   - Deeper understanding
   - Exploration of big ideas that connect facts and topics
   - Analysis and application

WHAT DO WE WANT OUR STUDENTS TO UNDERSTAND?

HOW WILL WE KNOW IF THEY UNDERSTAND IT?
What are we replacing CONTENT with?

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

DESIGNING AUTHENTIC ASSESSMENTS

GOALS, CHALLENGES, OR PROBLEMS
ROLE + RESPONSIBILITY
AUDIENCE
SITUATION + SCENARIO
PRODUCT OR PERFORMANCE
STANDARDS

FEEDBACK

PAST  THIS TIME I DID...
FUTURE  NEXT TIME I WILL...
Report Card Comments

- Short
- Manageable
- Say a lot in a few words
- Simple

- A sentence,
- A phrase,
- And a word.

- Speak directly to 1 core competency
- Suggest how home or school will support

Wrap up activity.

Thank you!