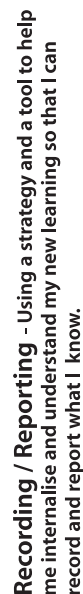


☐ math smart ☐ word smart
☐ nature smart ☐ picture smart
☐ people smart ☐ movement smart
☐ self smart ☐ music smart
☐ ☐ deep? smart



math smart ☐ **word smart** ☐
nature smart ☐ **picture smart** ☐
people smart ☐ **movement smart** ☐
self smart ☐ **music smart** ☐
 ☐ **deep? smart** ☐

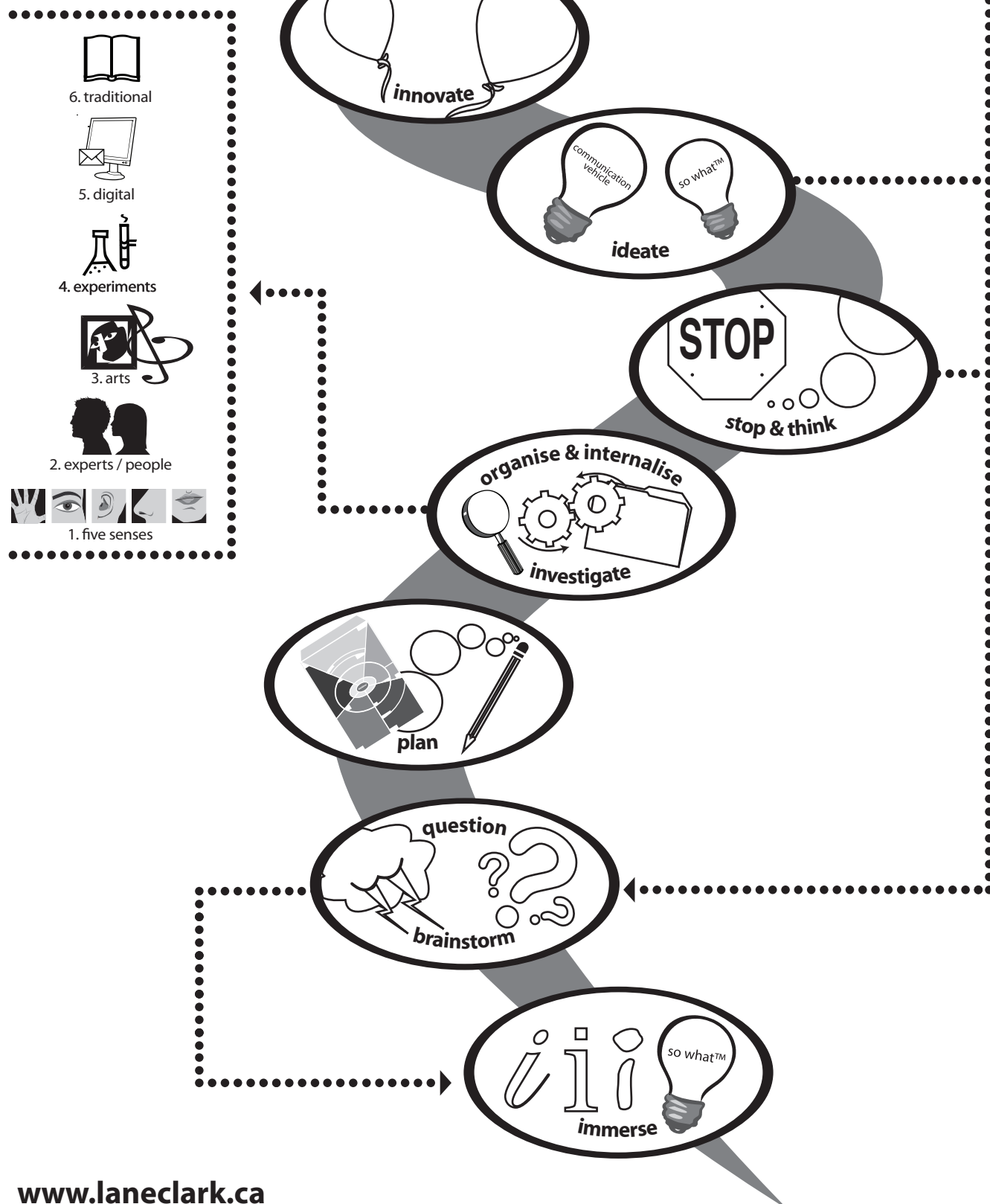
All rights reserved. No part of this chart may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner.

think!nQTM

real learning process

© lane clark

real thinking, real assessment, real technology infusion, real cross curricular integration, real ownership, real self direction, real purpose, real learning



the think!nQ real learning process - at a glance

Stage 1: Immersion (free immersion)

- immerse learners in the content knowledge, concepts, processes and skills
- include issues or further aspects which will engage learners both emotionally and cognitively
- strategically design immersion opportunities to check consolidation of past learning/schema (assume nothing); and to check if learners actually know, already, what you are intending to focus on (already possess the schema)
- collect baseline data
- develop centres that begin to address new schema at a basic level
- set up the 'what if challenge' so learners identify a 'so what™' to pursuing the learning (Note: this is key to the entire framework and learners do not proceed with further stages until a 'so what' has been established — how will the learner USE the new learning to make a difference in their life or the lives of others?); the 'so what' may be individual or pursued as a class challenge
- the 'so what' provides the *purpose* and therefore contributes to germane cognitive load

Stage 2: Brainstorm & Inquire (brainstorming and wonderings)

- invite learners to brainstorm what they know about the focus challenge/s using a recording tool of their choice
- invite learners to determine what they will need to know; these wonderings may be incorporated into the class 'must do' inquiry question/s if engaging in a whole class inquiry or learners may be provided an opportunity to pursue individual questions a long side the class question/s; ensure that learners consider WHY they wish to investigate their question/s: "How will this new learning make a difference in your life or the lives of others?™"; in directing learners in this regard, relevance is promoted and the 'SO WHAT'™ is identified

Note: the questions are strategic and relate directly to the *so what* established upon the conclusion of immersion. If I want to write a fairytale for children in Africa who have no access to literature, what do I know and what would I need to know to successfully achieve this?

Stage 3: Plan (planning for action)

- share with learners the thinkbox™ or thinktower™ classroom model indicating the skills, tools and strategies that they will be introduced to during the inquiry process
- explain that once they develop their understanding of thinking that they will use the thinkbox™ or thinktower™ frameworks to plan with you; eventually they will be provided the opportunity to independently plan all of the tools for use in their personal inquiries using the thinking framework of their choice

Planner

- provide learners with a planner that outlines the entire learning journey; all steps should be clearly identified

Criteria

- provide learners with criteria in the format of a rubric (leveled expectations); learners will reference this criteria to self evaluate prior to outside evaluation

Framework

- ensure learners have their black and white think!nQ framework to colour in as they progress through the learning process

Stage 4: Investigate . Organise . Internalise (delivery)

Delivery

- provide learners with the learning and thinking tools associated with each stage of the think!nQ process™ (information, knowledge/comprehension, analysis, evaluation, synthesis) as each tool and/or strategy is used
- as each tool is used, it should be immediately identified on thinkbox™ and/or thinktower™ as this will assist in making thinking explicit to the learner; the relationship between thinking skills, tools, strategies and learning process will also become more explicit
- informal internalisation time is provided at the end of each learning session
- learners are encouraged to record discoveries and wonderings within their learning journals
- target teaching and/or explicit whole class teaching is provided as required
- regular debrief sessions are conducted to ensure accuracy and completeness of student accessed information

Stage 5: Stop and Think (now what do you know?)

- internalise - invite learners to self select a strategy and tool for internalisation of newly accessed information; a lack of knowledge, confusion and /or misunderstanding should result in further investigation and/or target teaching before moving forward in the process

- invite learners to self select a strategy and tool for sharing their comprehension : What do you now know?

(Note: great amounts of time are not provided for learners to 'regurgitate' what they KNOW - the communication vehicle is NOT assessed and evaluated - learners are simply given the opportunity to 'get it out' so that they and you can determine if they need to move back before they move forward)

Stage 6: Ideate ('so what™' / communicate)

- invite learners to reconsider how they might 'USE their new learning to make a difference in their life or the lives of others?™';
- learners may continue with their original idea as per the brainstorming & question stage; they may make modifications; or include additional actions

- invite learners to determine a communication vehicle which will get their idea to an appropriate audience (this may result in an additional inquiry so that learners can generate criteria for their specific communication vehicle)

- direct learners to put their 'so what™' idea into action

Stage 7: Innovate & Celebrate (celebrate & validate the learning and learning journey)

- direct learners to trial and monitor the results of their 'so what™'

- invite learners to celebrate the learning journey while waiting to identify if their 'so what™' idea made the intended difference

- celebration includes a formal, informal and social time

Stage 8: Evaluate (track thinking & learning process and set goals)

- direct learners to track (underline/create dots) the thinking skills, tools and strategies used during the inquiry on their thinkbox™ /thinktower™ framework

- invite learners to identify the strengths and weaknesses of their selections and set goals for improving their thinking during their next inquiry (using the S.W.SW™ tool)

- invite learners to identify the strengths and weaknesses experienced during each stage of the think!nQ™ real learning process

- guide learners to set goals for reference during their next inquiry (using the S.W.SW™ tool)

NOTE: for a comprehensive understanding of the think!nQ real learning process, see, 'where thinking and learning meet, Lane Clark. 2008'. Hawker Brownlow Publishing.

where thinking, learning and assessment meet - 9 step planning process

- ☐ Start with the end in mind.
The teacher outlines in *specific detail* what he/she would like the students to achieve at the end of the learning opportunity. Unpack your outcomes/standards in detail. The more specific the better. The rigour of the learning is identified at this time, as is the thinking. This unpacking will see itself realised within the organiser/s created for the students. When learners use the thinkchart™ in conjunction with the thinkitgreat™ process, deep knowledge and understanding will be attained and high level synthesis (far transfer) will become a reality.
- ☐ Ask Why...Why do my learners need this content, these processes and these skills...
 - at this age?
 - at this time in their lives?
 - at this developmental level?
 - in this community?
 - in this culture?
- ☐ How can my learners USE this knowledge and these understanding to make a difference in their life or the lives of others TODAY?™
At this time you will determine the so what™ possibilities; select one or more to drive the Inquiry.
- ☐ Revisit the curriculum documents, this time to identify the additional disciplines that underpin the so what™ you have identified. Continue to focus on the knowledge and understandings components only. Identify the outcomes in each discipline and unpack these in specific detail.
- ☐ Design the main organisers and the corresponding **content criteria for the investigation** stage of the learning process. Also develop at this time the **content criteria for producing**.
- ☐ Identify the processes your learners will use as they move through all stages of the learning process (ie. thinkitgreat process, sciencethink, techthink, jigsaw cooperative group framework, publisher's process); **develop the process criteria** for each.
- ☐ Identify the skills that the learners will require to move through the learning process (ie. reading skills, writing skills, illustrating skills, collecting, representing and analysing data skills); **develop** the corresponding **criteria for the cross curricular skills** required.
- ☐ Develop the immersion opportunities; these incorporate the content, processes and skills of the entry inquiry; baseline data for each area is collected; learners are immersed in the 'so what™' possibility so that they can identify their purpose for engaging in the upcoming Inquiry.
- ☐ Name the unit OR preferably invite learners to name it after they have completed the immersion experience and identified the 'so what™' that will drive their Inquiry.