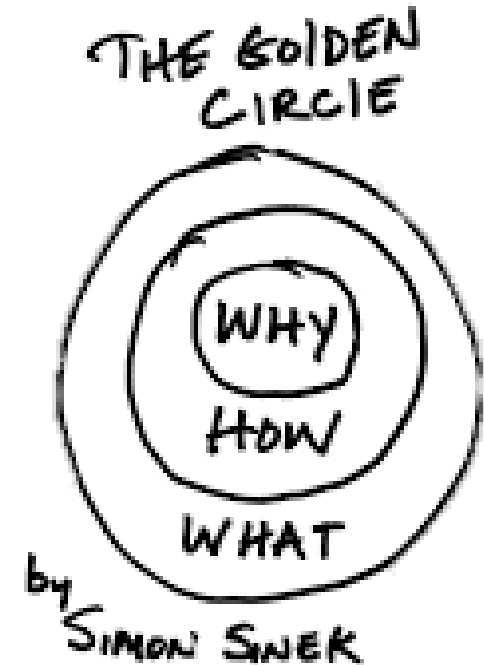


Overview

What makes an engaging and meaningful learning task for an adolescent boy? Adapting Simon Sinek's Golden Circle, we developed an inquiry-based approach to learning that centres around a big why linking learning to real-world problems involving future concerns. In this workshop, we will share resources, our approach to change management, evaluation of changes and outline future intentions.



Have you ever been asked?

Why Am I Learning This?



"Algebra will be important to you later in life because there's going to be a test six weeks from now!"

Dilemma

- Most boys love science
- Already engaged by practical work / experiments
- Do they link their learning?
- Is this the best way to teach science?

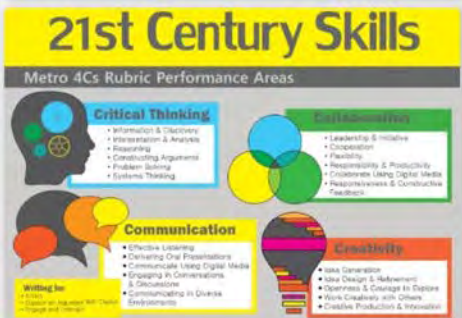
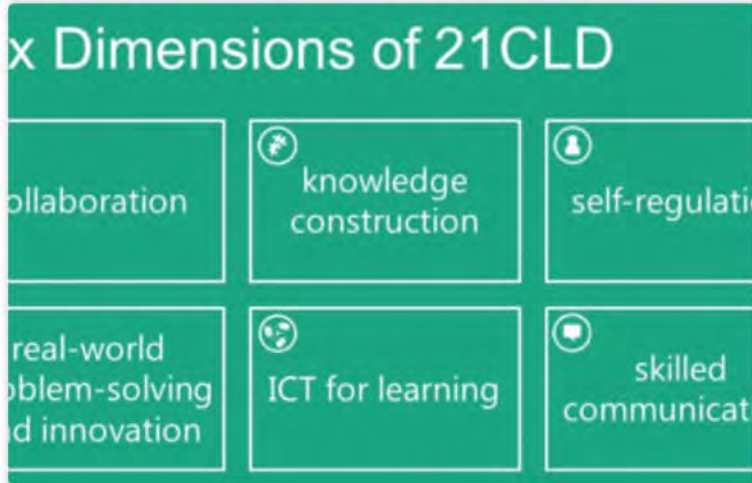


So many models!!



The 6C learning framework is about...

- 1C Concept
 - 2C Computer Infrastructure
 - 3C Content
 - 4C Context
 - 5C Collaboration
 - 6C Coordination
- www.6Clearning.com



Solution



WHY?

- Centre of the [model](#)
- “...a stronger emphasis on the why allows for more critical thinking in the classroom allowing students to dig deeper and more meaningfully into the goal behind their journey after knowledge.” (Dakkak, 2012)



Dilemma

- How to address mandated curriculum
- Sufficient knowledge construction
- Managing resources e.g. textbook?



EXPLORE



WHY?

Required
knowledge
(what do I need
to know/ find
out?)

Knowledge
construction
imperative to
adequately
address the big
Why?

Possible
resources

WHY?



Design-thinking model

Sample 1

Sample 2

Do (21CLD)

To DO could mean to...

- Build
- Prototype
- Experiment
- Predict
- Compose

Skills include...

Sample



CRITICAL THINKING

- Gathering information
- Interpret and analyse
- Reason
- Construct arguments
- Problem solve

Collaboration Space



COLLABORATION

- Initiative
- Leadership
- Cooperation
- Support
- Shared responsibility
- Constructive feedback

WHY?



COMMUNICATION

- Effective listening
- Writing for purpose: to inform, persuade and/or entertain
- Communicate using digital media
- Engage in conversation, discussion, decision-making
- Communicating to a variety of audiences and in a variety of environments



CREATIVITY

- Designing and refining ideas
- Risk-taking
- Analysis of ideas
- Creating with others
- Innovation and production



DO



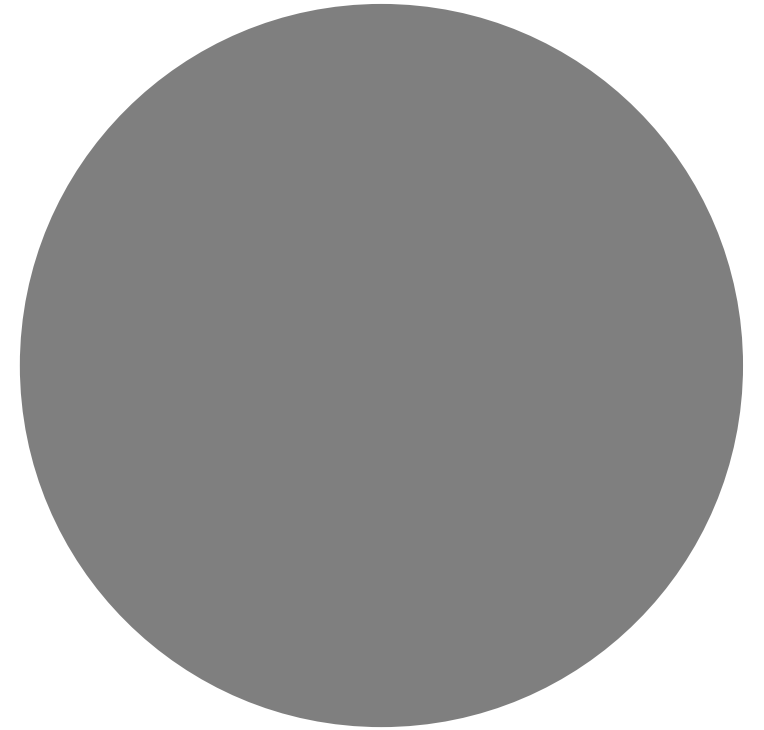
Review

- Checkpoint questions throughout explore
- Assessment structure
- Peer evaluation
- Formative feedback
- Summative feedback

Paramount to success:

- Combination of existing models tailored to suit our context and needs
- Teacher buy-in
- Cross-curricular links
- Student engagement

Reflection



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“

Science is a way of thinking much more than it is a body of knowledge.

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For a complete unit:



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