

DEVELOPING
MORE CURIOUS
MINDS

JOHN BARELL

Did you ever ask yourself, "Was that a GOOD question to ask?"



Chapter 4 , What is the nature of good questions?

Here are just some of their ideas :

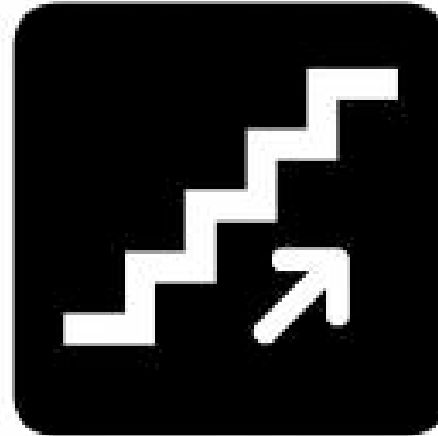
- **A good question**
 - makes you think !**
 - makes you curious !**
 - makes sense !**
 - makes you want to know the answer!**
 - helps you decide what is important!**

Another way to look at it...

Using (Applying Knowledge)

Processing (Understanding
Knowledge)

Gathering (Acquiring Knowledge)



There is a great graphic on page 64 of the book...check it out!

Inquiry- and Problem-Based Learning

Break the Silence of Student Passivity!

Why Challenge Kids...

(what I like to call the “duh’s”!)

- **They can handle it!**
- **They need it!**
- **Life doesn't have one-click solutions!**
- **Problems are identified!**
- **Students learn teamwork!**
- **Standards call for Inquiry!**
- **Deeper understanding is gained through problem based approaches**
- **There are plenty of places to look, search, examine and explore...they just need to be empowered to do it!!!!**



Why Inquiry?

**It allows students to take
responsibility for their
own learning!**

One method of Inquiry is an oldie but a goodie...
With slight modifications...

KWHLAQ

- **K- what do we know?**
- **W- what do we want to know?**
- **H- How will we find the answers?**
- **L- What are we learning/have we learned?**
- **A- How can we apply what we have learned?**
- **Q- What new questions do we have?**

Students who have control are energized and the entire classroom is transformed. Learning leaves the boundaries of the school and becomes a part of their personal life...



CHAPTER 10 – OF MUSEUMS AND FIELD NOTES

**MUSEUMS ARE INFORMAL
LEARNING CENTERS WHERE WE
CAN FREELY EXPLORE AND
CREATE OUR OWN LEARNING
EXPERIENCES.**

- **OLD SCHOOL:**
 - Having students fill in worksheets as they travel through the museum
- **NEW STYLE:**
 - ‡ Students travel in small groups in a non-sequential manner
 - ‡ Students have previously helped to develop overarching questions for discovery (see next slide)
 - ‡ Museum visits are somewhat self-paced, with periodic sharing time

Observe-Think-Question

SHARE THE CURRICULUM DESIGN WITH YOUR STUDENTS:

SHORT TERM INQUIRY:

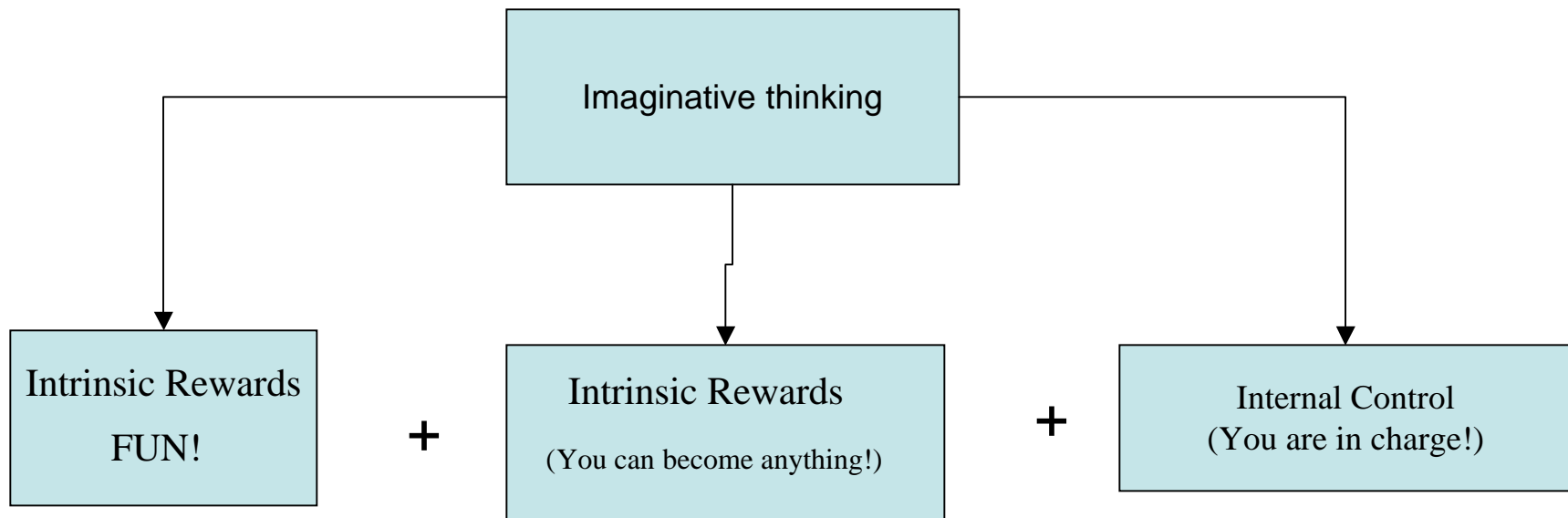
- ‡ What interested you the most?
- ‡ What impressed you the most?
- ‡ Favorite drawing? Most puzzling?
Fascinating? Etc.

LONG TERM INQUIRY:

- ‡ Use the KWHLAQ format see
Inquiry-and Problem-Based Learning,
Ch.8, pg. 138)
- ‡ There needs to be sufficient time for
open explorations back in the
classroom – time to build on curiosities
stimulated by the museum trip.

Inquisitives

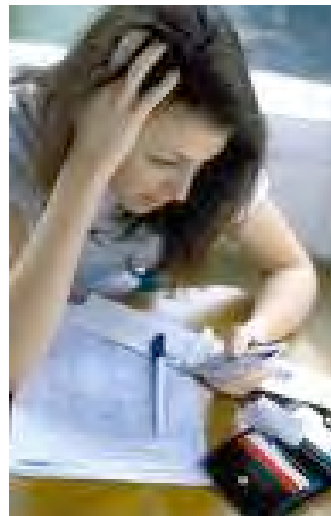
- **How We Assess Our Inquisitives?**
- **What is Inquisitiveness?**



What Inquisitiveness Looks Like...

Looks Closely

Explores

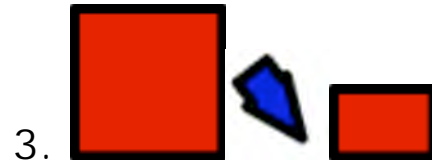


Creates Own Problems
To Solve

O
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Shows
Enthusiasm

Good problem solvers do the following:



See page 195.

Developing Curious Minds

By John Barrel



Just What the Doctor Ordered!



Knowledge is Power
_____Unknown

Proudly Presented by ESL SS Teachers

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