WBT - part 1
Class, class...yes, yes!
+ scoreboard

WBT - 'Teach - OK!"
part 2 As teach Bs

WBT - part 3
Bs teach As
Gestures!

WBT - part 4
"Switch"





OK GO - Upside Down and Inside out

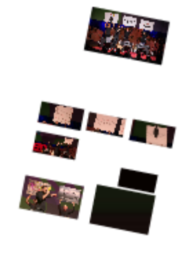
OK GO - Here it goes again

OK GO - Needing Getting

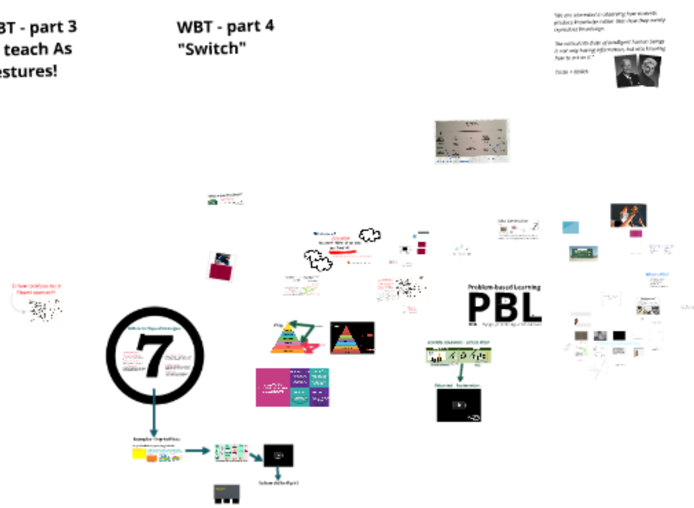
OK GO - The writings on the wall

OK GO - The writings on the wall





What
Where are the sandboxes in school?



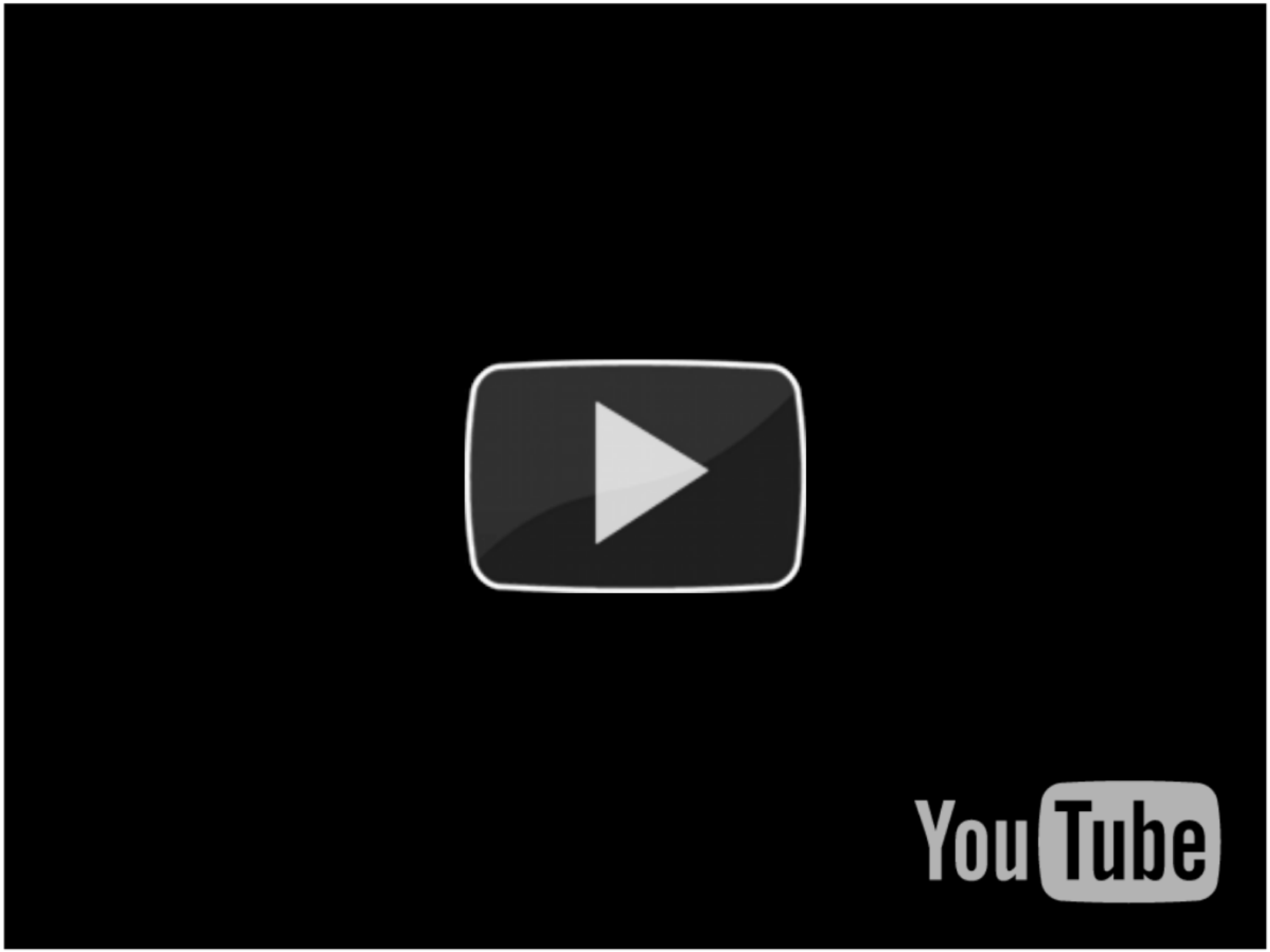
OK GO - Here it goes again



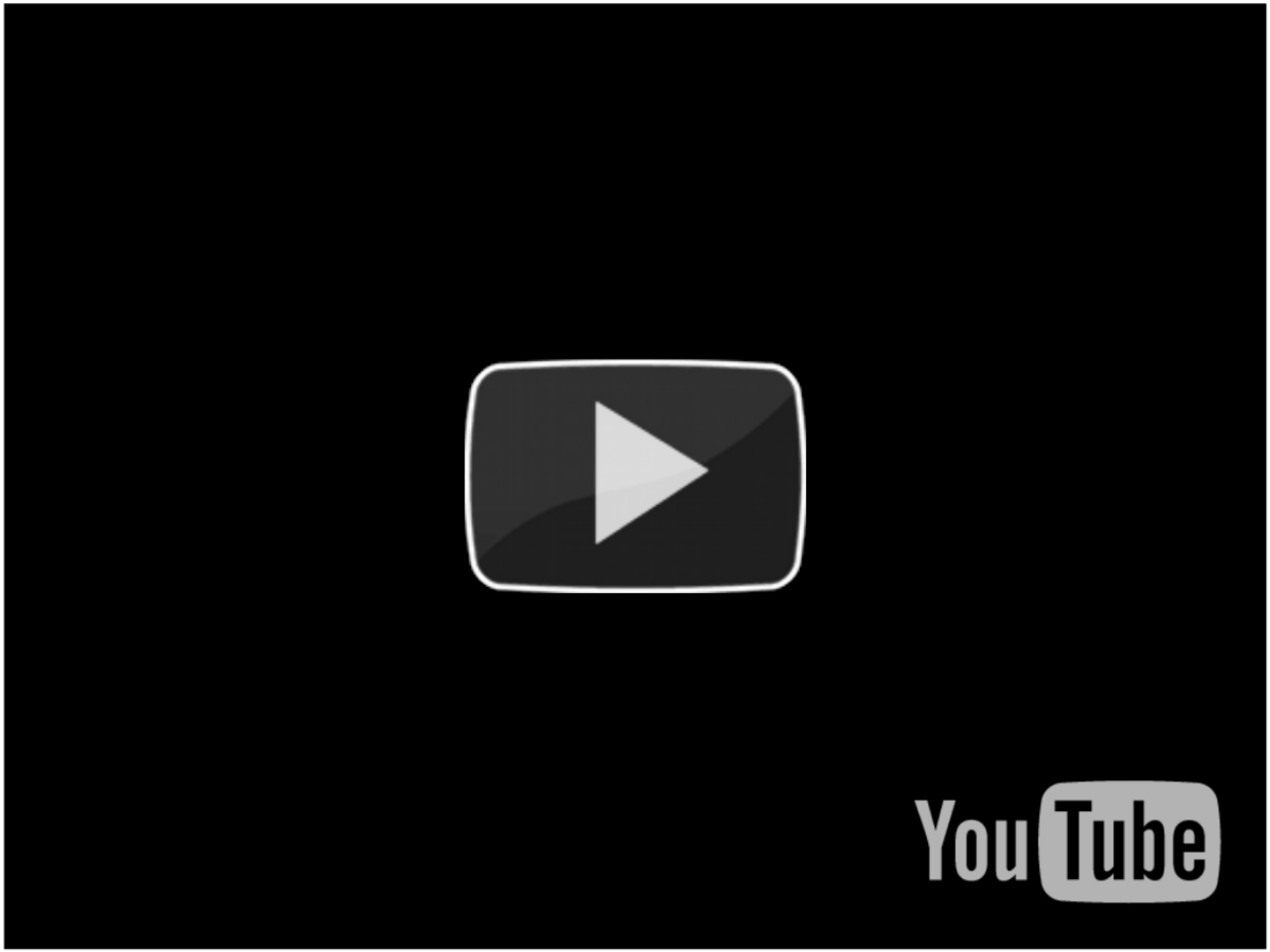
OK GO - Needing Getting



OK GO - The writings on the wall



OK GO - The writings on the wall



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

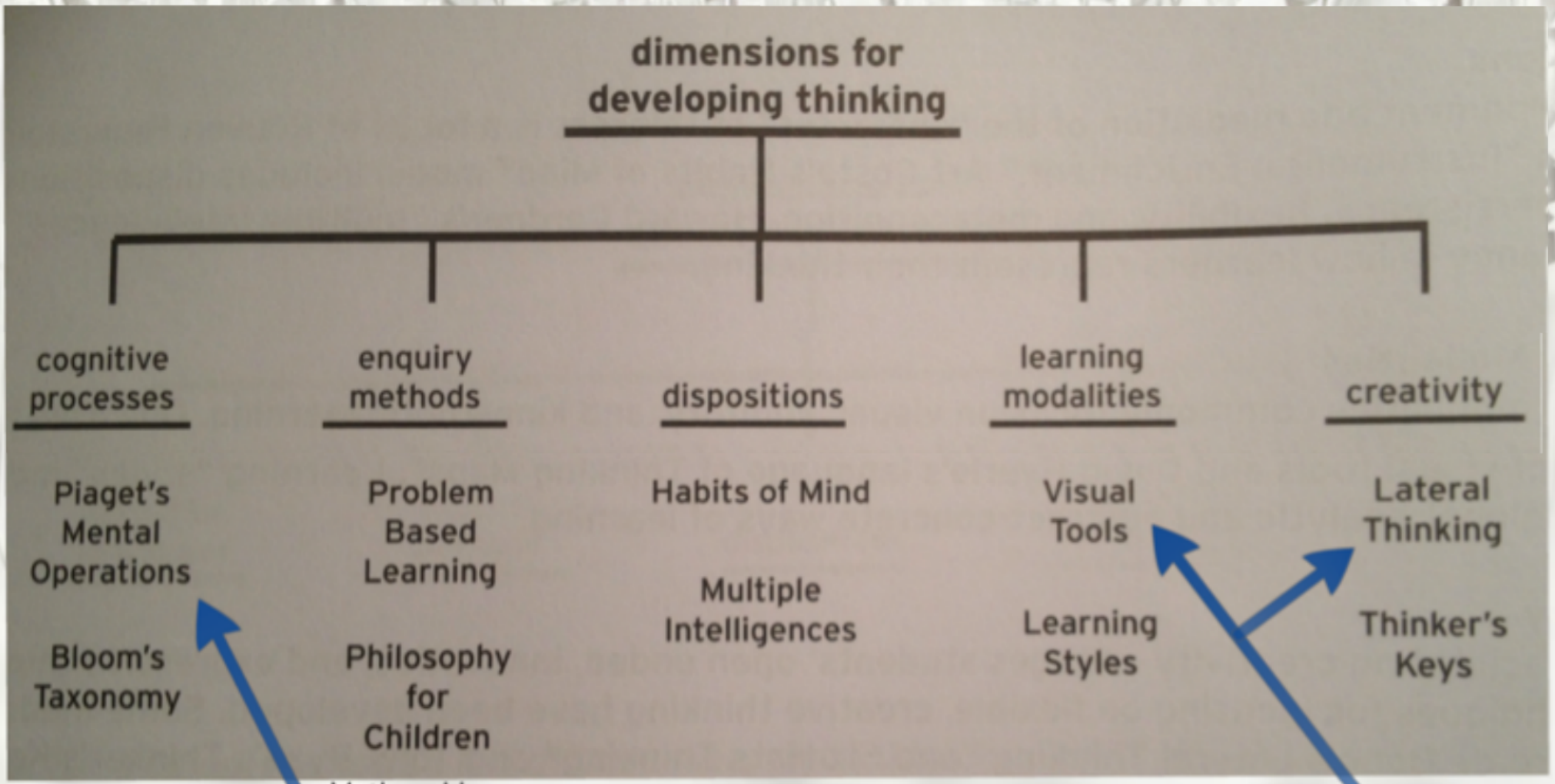
Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6004

You don't 'think' of an idea you 'find' it!

OKGO, ideas generation...and the "What if" competition!

Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education



Comparison/ categorisation/ cause-effect reasoning.

What would be an example?

The 16 Habits of Mind



















The 16 Habits of Mind

1. Persisting



2. Managing Impulsivity



3. Listening with understanding & empathy



4. Thinking Flexibly



5. Thinking about thinking (metacognition)



6. Striving for accuracy



7. Questioning and posing problems



8. Applying past knowledge to new situations



9. Thinking & communicating with clarity and precision



10. Gathering data through all senses



11. Creating, imagining, innovating



12. Responding with wonderment and awe



Can you make connections to ANY aspects of session so far?

13. Taking responsible risks



14. Finding humour



15. Thinking interdependently



16. Remaining open to continuous learning



Can you make connections to ANY aspects of session so far?

Thinking about Thinking

- Know what they _____ and what they don't ____.
- Can plan a _____ to produce the needed result.
- Are aware of the _____ they are going through to solve a problem,
- _____ on the process they went through judging how effective they were.
- Aware of the effect their _____ have on themselves, others and the environment.
- _____ what they would make if they were to do a similar activity again.

Responding with Wonderment and Awe

- Look for _____ problems to solve because they enjoy it.
- Enjoy _____ their own problems.
- _____ learning!
- Can see _____ in everything around them.
- Are curious about _____.

Listening to Others with Understanding and Empathy

- Listen to others without _____ with other information.
- Can _____ what the person has said in their own words.
- Detect how other people are _____ by the way they speak and behave and respond _____.
- Can _____ to try and get a better understanding of what the person is saying.
- Can see the situation through the other person's eyes despite _____.

Gathering Data through all the Senses

- Know that all information gets into their brain through their _____.
- Are _____ to information that is around them to be gathered through the senses.
- Are willing to use ___ their senses to _____ something – not just one or two.

Thinking and Communicating with Clarity and Precision

- Speak about their ideas in a way that is very easy to _____ and straight to the point.
- Use the correct _____ for things.
- They do not overgeneralise, delete or _____ sections of information.
- Justify clearly why they ____ a certain way.

Striving for Accuracy and Precision

- Take time to _____ their work to get the best possible results.
- They are very aware of the expectations of them and the _____ they need to meet.
- Confirm that their work exactly meets the _____ of the lesson.
- Take _____ in their work.
- Rework projects _____ decide do not meet the required standard.
- Don't go for the _____ answer but instead go for the best.

Learning Continuously

- Constantly _____ for new and better ways to do things.
- Try to improve them.
- Treat all experiences as learning _____.
- Realise that there is always more to learn so are not _____ to new learning situations.
- Know that asking new _____ is more valuable than _____.

Finding humour

- Can look at _____ from original and interesting angles.
- Look for _____ in _____ situations.
- _____ the humour of others.
- Play with _____ to find humour.
- Can see the absurdness of _____.
- Are able to laugh at _____.

Thinking Flexibly

- Can change their mind when they receive new _____.
- Can work on _____ activity at a time flicking from one to the other.
- Try to think of _____ ways to solve problems.
- Can see things from many_____.
- Can see the _____ as well as the smaller details.

Questioning and Posing Problems

- Know what _____ to ask to find out the information they need.
- Ask a range of questions to get a more _____ of their topic.
- Don't accept everything they are told by asking how the information _____.
- Ask _____ questions - what might happen if…

Managing Impulsivity

- _____ before they act.
- _____ how they are going to get to a goal before _____.
- Don't make _____ judgements about an idea despite their own personal views.
- Consider _____ and _____ to their ideas before beginning.
- Take _____ to _____ on an answer before giving it.
- Listen to other points of _____.

Applying Past Knowledge to New Situations

- Think about what they have _____ in the past to help them ____ a new problem.
- Use information gained in the past to _____ and explain their actions in the present.
- Can take concepts they have used in the past and _____ them to a completely different type of problem.
- Use knowledge from the past and make _____ with new concepts they are learning in the present.

Thinking Interdependently

- Know that a _____ can achieve more than an _____.
- Are _____ to the needs and feelings of others.
- Know that no one person has all the _____.
- Can _____ their ideas but are willing to _____ their ideas after listening to others.
- Are willing to receive _____ and _____ feedback from others.
- Can listen carefully to others and work to reach _____ with the group.
- _____ others in the group.

Taking Responsible Risks

- Push themselves past where they feel _____ to achieve goals.
- Accept that _____ is part of learning and will give things a go despite the chance of failing.
- View _____ as an interesting challenge that help them to find out more about the way they learn.
- Are aware of the _____ of taking the risk and know which ones are not worth taking.

Persisting

- Stick to a task until it is _____.
- Don't _____easily.
- Have a range of _____ to try and solve a problem.

Creating, Imagining and Innovating

- Try to solve problems in a new and _____ way.
- Examine problems from many _____ and think of alternatives.
- Take _____ and push themselves.
- Work on tasks because they _____ it not because they might get a _____.
- Are open to _____ – they want to know what other people think.
- Know that being _____ is something you work at, not something you are born with.



Managing Impulsivity

- _____ before they act.
- _____ how they are going to get to a goal before _____.
- Don't make _____ judgements about an idea despite their own personal views.
- Consider _____ and _____ to their ideas before beginning.
- Take _____ to _____ on an answer before giving it.
- Listen to other points of _____.



Taking Responsible Risks

- Push themselves past where they feel _____ to achieve goals.
- Accept that _____ is part of learning and will give things a go despite the chance of failing.
- View _____ as an interesting challenge that help them to find out more about the way they learn.
- Are aware of the _____ of taking the risk and know which ones are not worth taking.



Creating, Imagining and Innovating

- Try to solve problems in a new and _____ way.
- Examine problems from many _____ and think of alternatives.
- Take _____ and push themselves.
- Work on tasks because they _____ it not because they might get a _____.
- Are open to _____ – they want to know what other people think.
- Know that being _____ is something you work at, not something you are born with.

Teaching Creatively

What's the difference?

National Advisory Committee on Creative and Cultural Education (NACCCE, 1999)

N.A.C.C.C.E. (1999) All our futures: creativity, culture and education (London, DfEE).

Define?

Teaching for Creativity

innovation

Ownership

Control

Relevance

Woods (1990)

Teaching Creatively

'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).

What's the difference?

National Advisory Committee on Creative and Cultural Education (NACCCE, 1999)

N.A.C.C.C.E. (1999) All our futures: creativity, culture and education (London, DfEE).

Relationship?



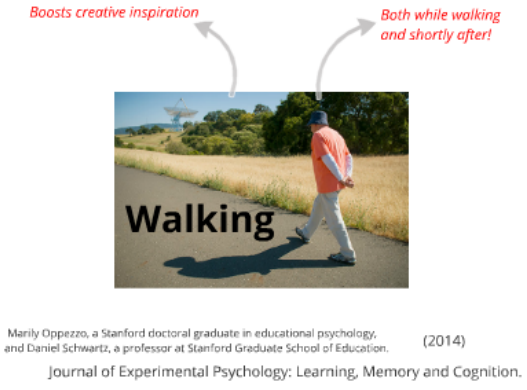
Define?

Teaching for Creativity

Forms of teaching that are intended to develop young peoples own creative thinking or behaviour.

Idea Generation



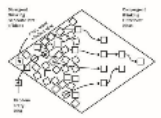


Marily Oppezzo, a Stanford doctoral graduate in educational psychology, and Daniel Schwartz, a professor at Stanford Graduate School of Education. (2014)

Journal of Experimental Psychology: Learning, Memory and Cognition.







Oppezzo said, the benefits of walking applied to the "divergent" element of creative thinking, but not to the more "convergent" or focused thinking characteristic of insight.



Productive creativity involves a series of steps – from idea generation to execution

Boosts creative inspiration

Both while walking and shortly after!



Marily Oppezzo, a Stanford doctoral graduate in educational psychology, and Daniel Schwartz, a professor at Stanford Graduate School of Education.

(2014)

Journal of Experimental Psychology: Learning, Memory and Cognition.

Walking Outside v Walking indoors (facing wall)

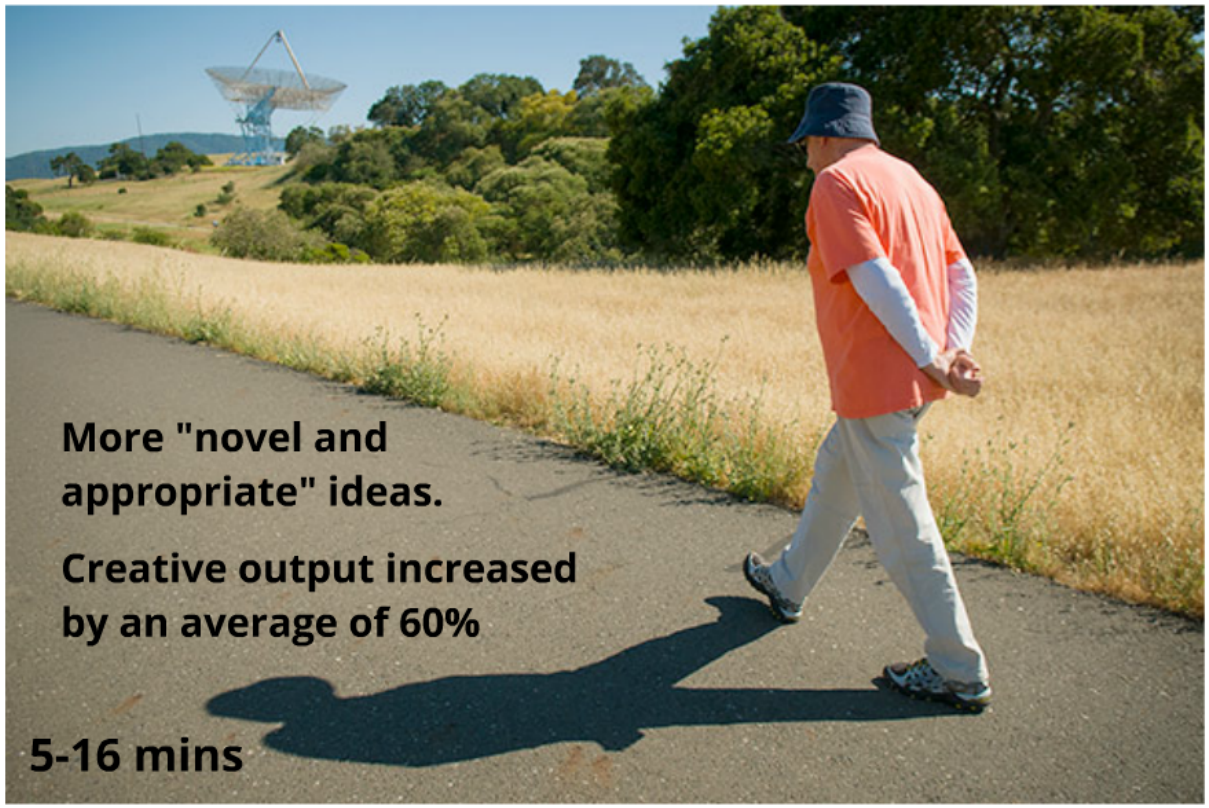


No significant difference



The act of walking itself, and not the environment.

Creativity levels were consistently and significantly higher for those walking compared to those sitting.





They tested participants on things like coming up with alternate uses for everyday items.



So what do you take from this?

Should we ask children to perform all thinking tasks while simultaneously walking?

Cottage

Swiss

Cheese

Cake

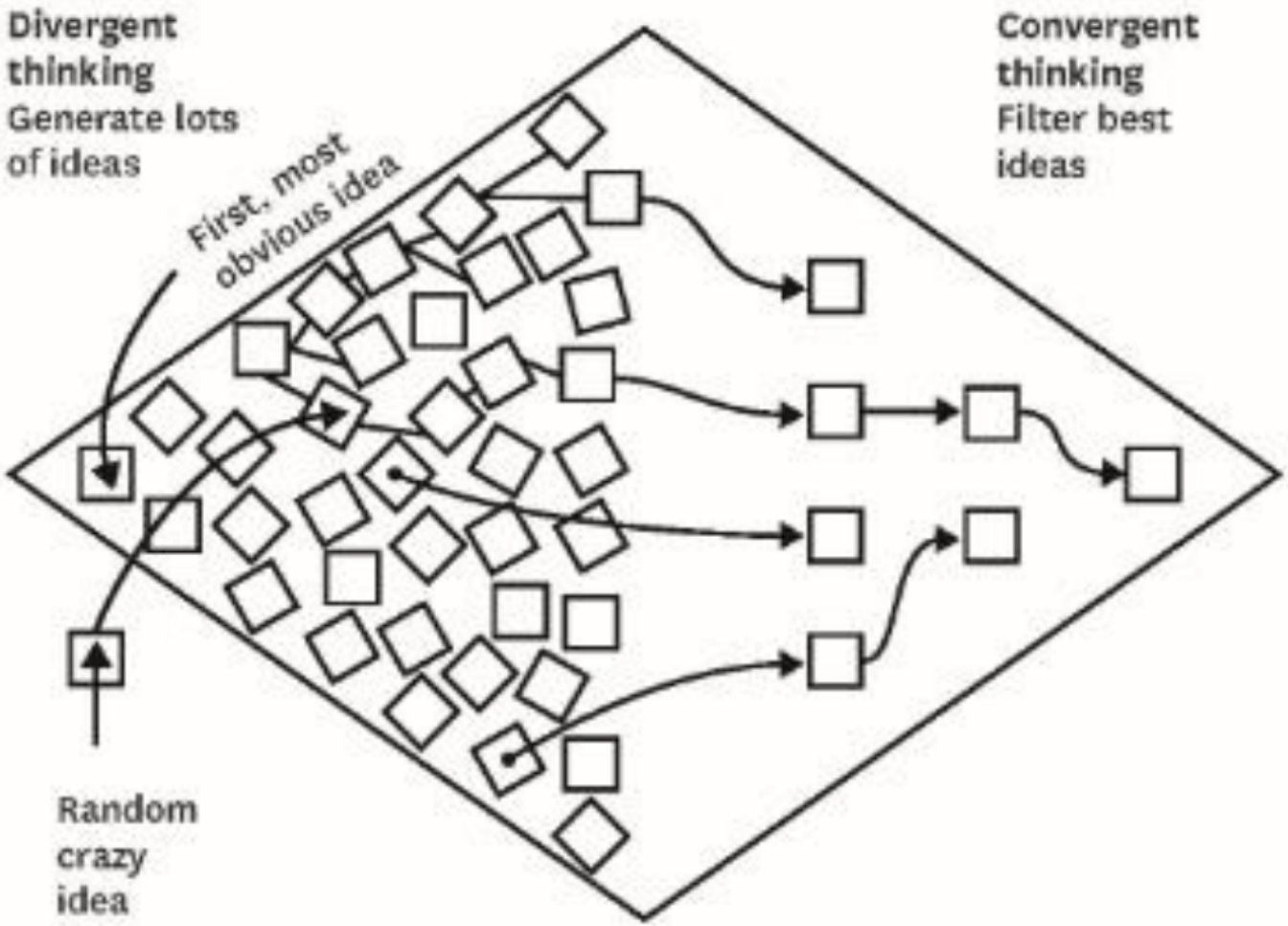
So what do you take from this?

Should we ask children to perform all thinking tasks while simultaneously walking?

Cottage **Swiss** **Cake**

Cheese

The research found that walking did not have a positive effect on the kind of focused thinking required for single, correct answers.



Oppezzo said, the benefits of walking applied to the "divergent" element of creative thinking, but not to the more "convergent" or focused thinking characteristic of insight.

Listen.



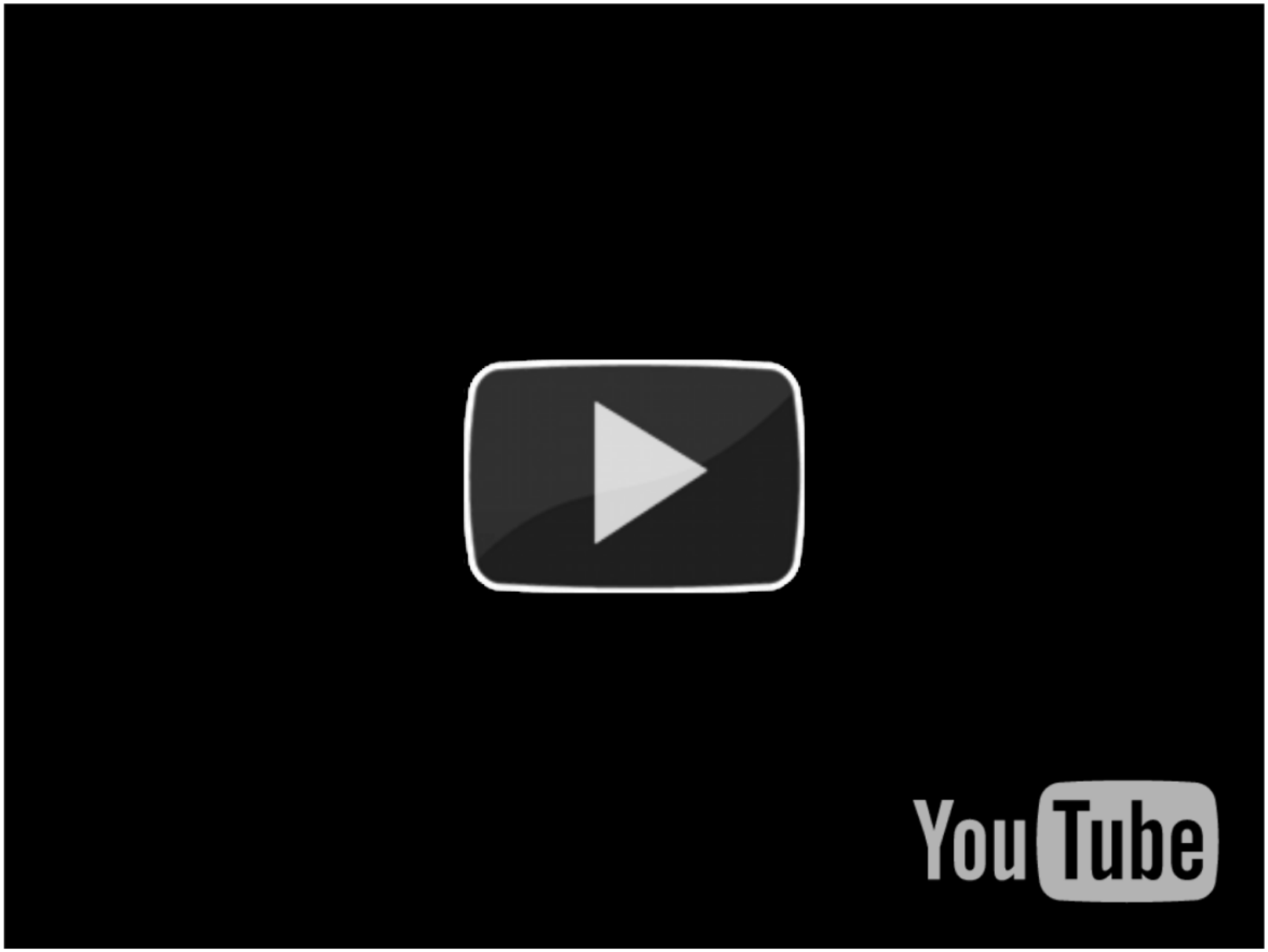
What might have they done in their video?

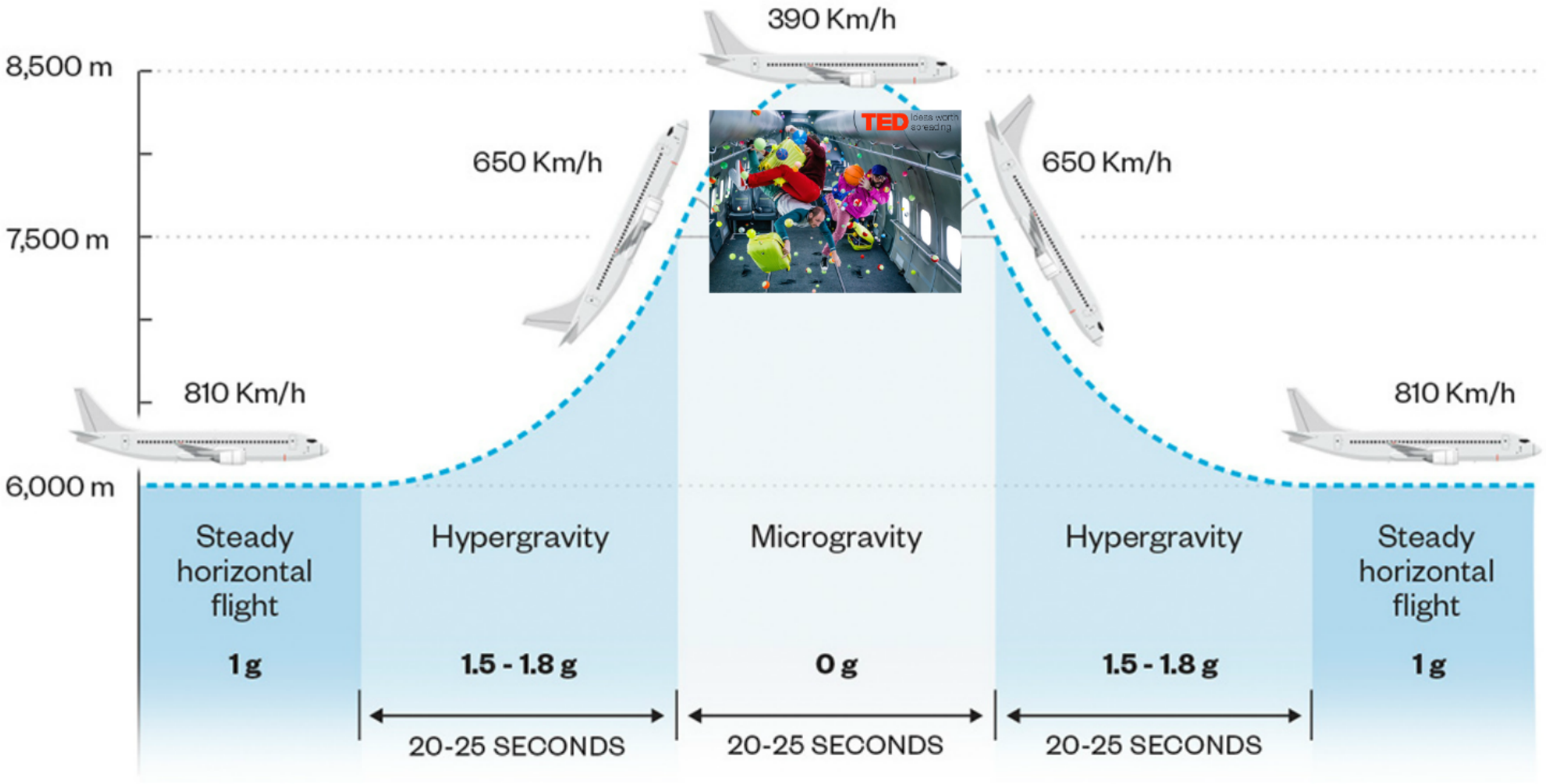


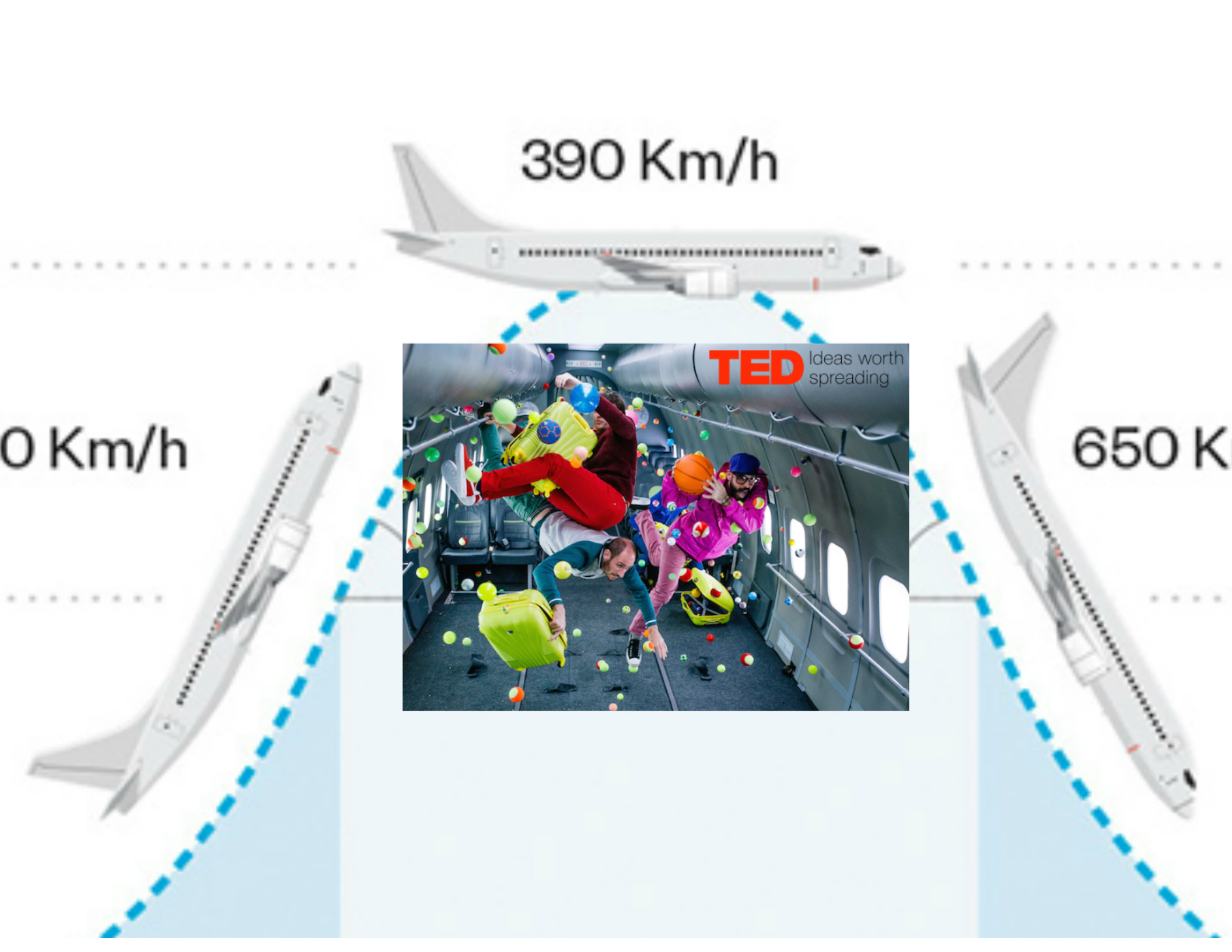




OK GO - Upside Down and Inside out

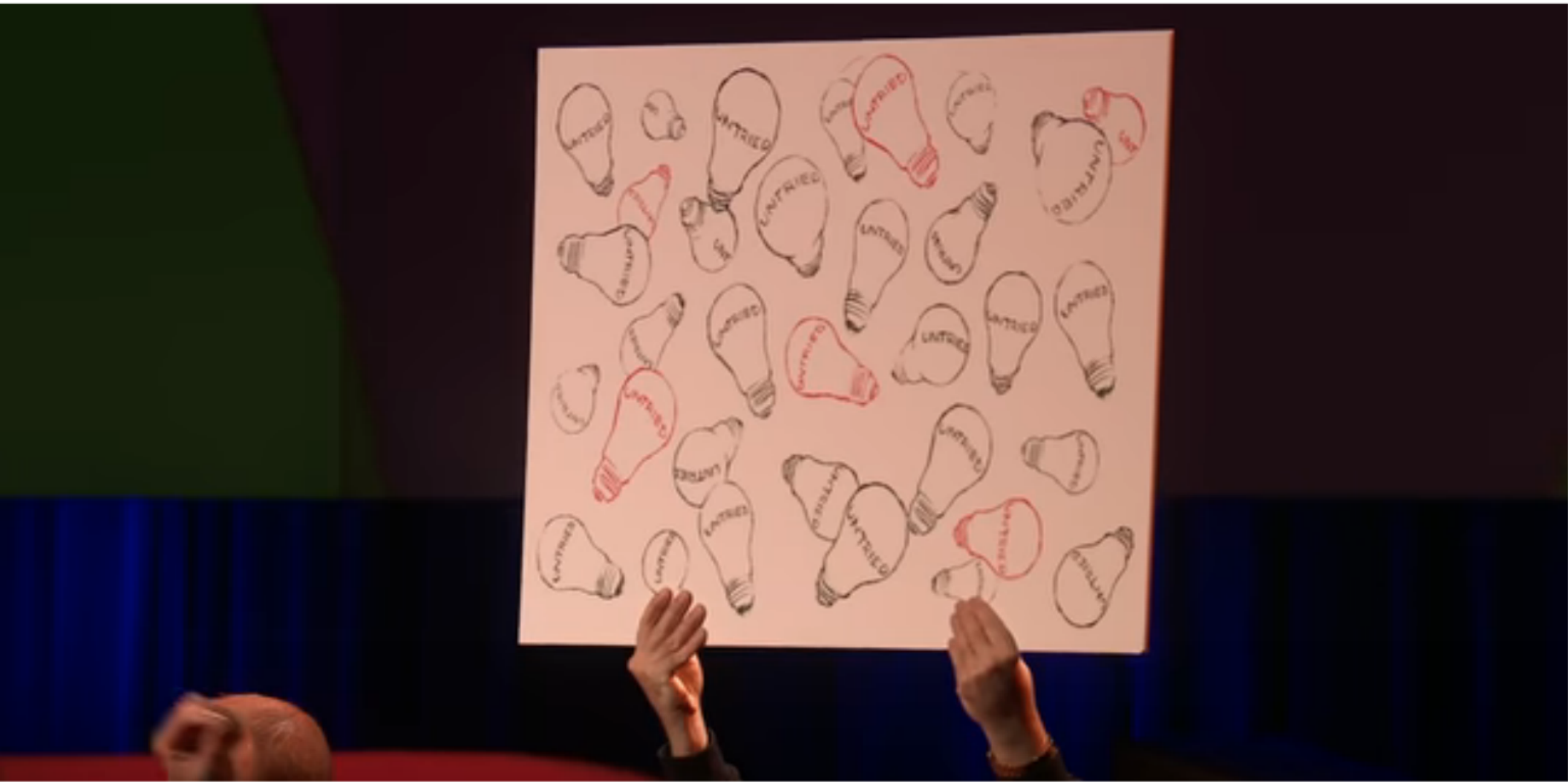


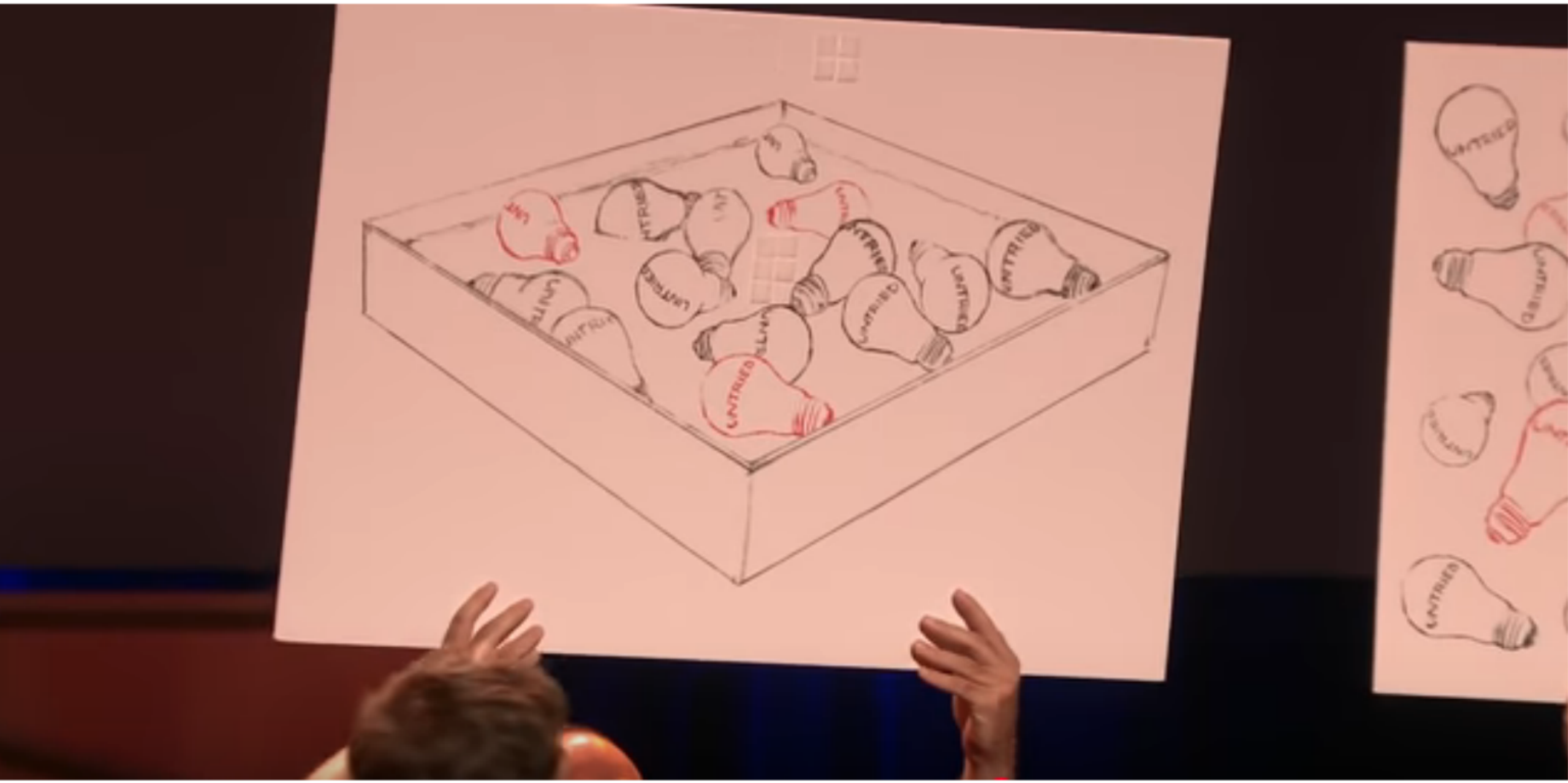

390 Km/h
8,500 m
650 Km/h
650 Km/h
7,500 m
TED
810 Km/h
810 Km/h
6,000 m
Steady horizontal flight
1 g
Hypergravity
1.5 - 1.8 g
Microgravity
0 g
Hypergravity
1.5 - 1.8 g
Steady horizontal flight
1 g
20-25 SECONDS
20-25 SECONDS
20-25 SECONDS

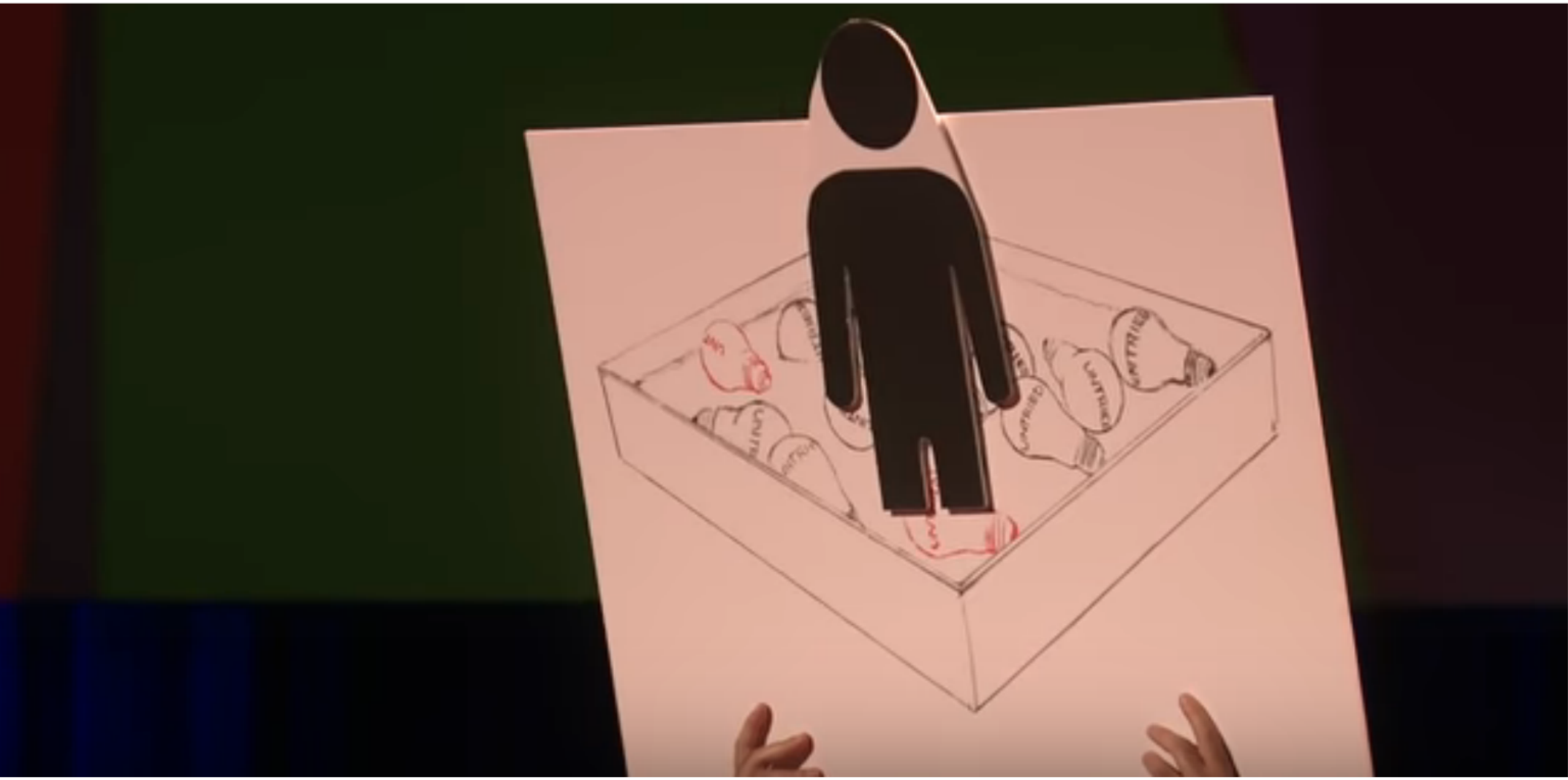

390 Km/h
0 Km/h
650 K
TED
Ideas worth
spreading

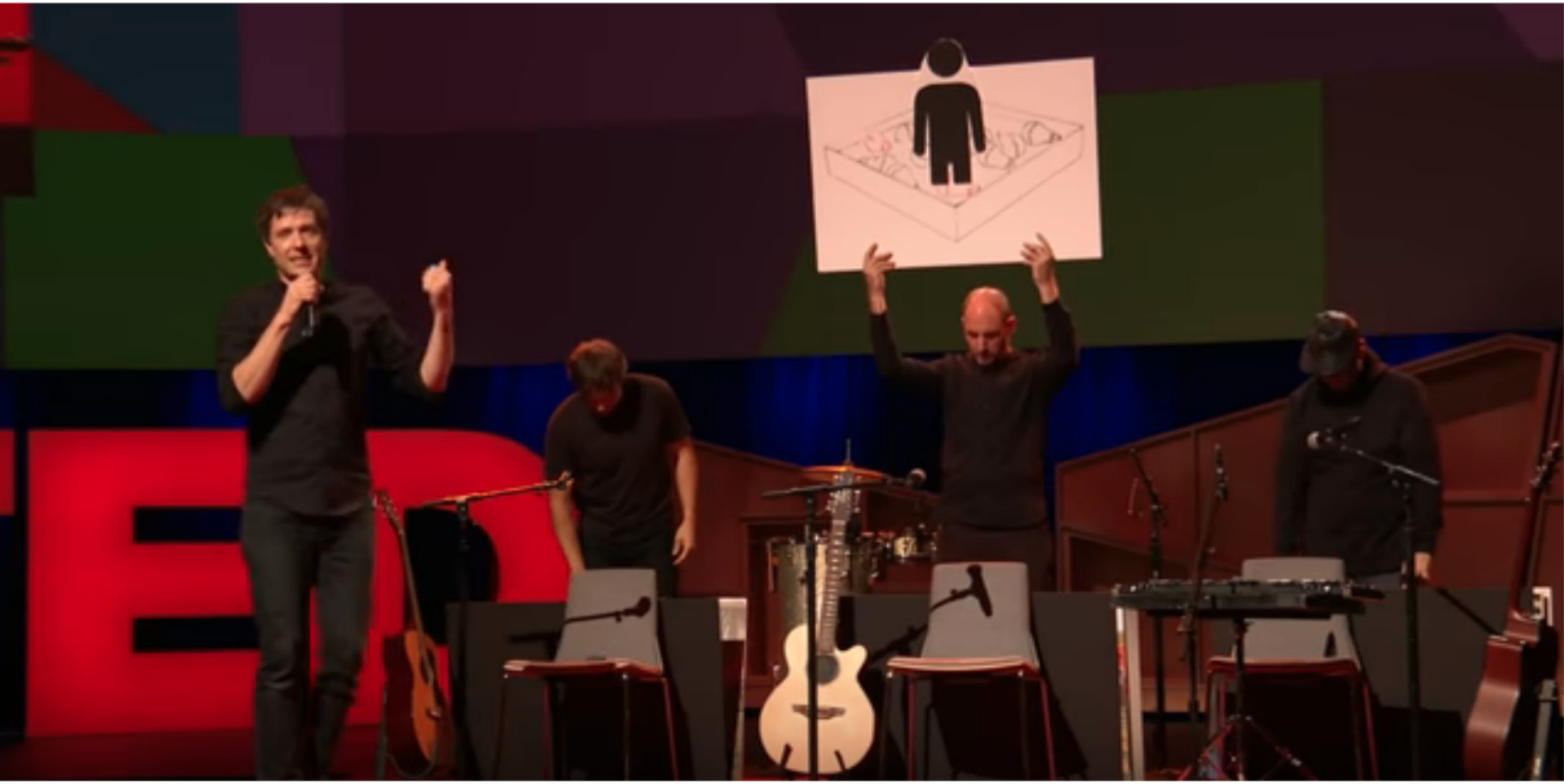

PLAN
great
PLAN




UNTRIED


UNTRIED






COSMONAUT TRAINING CENTER


COSMONAUT TRAINING CENTER

What Where are the sandboxes in school?




What
if?

Exhibit 3: A variety of general and targeted learning strategies foster social and emotional skills

