

the think!nQ real learning process - at a glance

Stage 1: Immersion

- immerse learners in the content knowledge, concepts, processes and skills
- include issues or further aspects that 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 possess the prerequisite schema for the new learning
- 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 and the lives of others?); the 'so what' may be individual or pursued as a class challenge, particularly early on when you are also introducing learners to the learning framework
- 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 and/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? These are not arbitrary questions. They are strategic, purposeful and therefore authentic questions!

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 (advanced organiser)

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 internalization 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

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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)
- learners sign up for 'clinics' to address areas of need (consolidation; clarification; depth/breadth)

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.