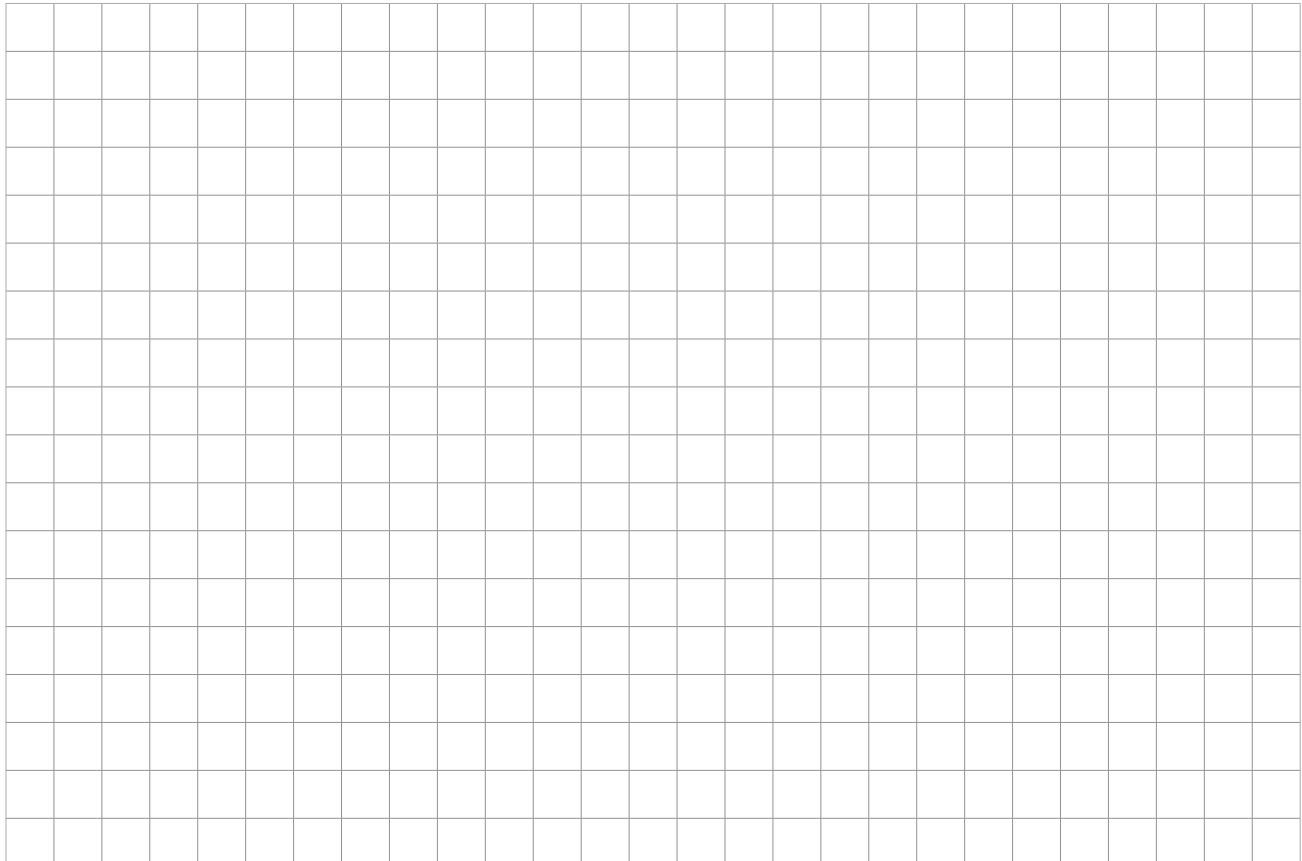




Workshop links / resources:  
[thielmann.ca/presentation-notes](http://thielmann.ca/presentation-notes)



## TEACHER IDENTITY

- ☐ passion, strengths, goals/values, wish-lists, force of personality
- ☐ my story - personal & cultural narratives
- ☐ influence of other educators, peers, and supervisors, network
- ☐ influence from students (e.g. what you think you've learned from them that will influence current or future learning design)
- ☐

## THE INGREDIENTS OF COURSE AND UNIT PLANNING

### STRUCTURES & ROUTINES

- ☐ start and end points (e.g. content, timeline)
- ☐ norms & expectations
- ☐ hook(s) - overarching/ongoing vs set of daily prompts
- ☐ kinds and number of lessons (dividing a unit into parts)
- ☐ pedagogical balance (talk vs read vs move vs view, etc.)
- ☐ matching learning resources (old & traditional vs newer & tested vs newest & experimental); funded vs unfunded, supported vs unsupported
- ☐ design for quick engagement (cool) vs depth or importance
- ☐ classroom traditions or habit-forming practices (for teachers and students)
- ☐ style and expression options for students (e.g. multimodal)
- ☐ flex time, pacing for lesson elements
- ☐ question techniques, varied methods for encouraging response
- ☐ backup activities, go-bag for subs
- ☐ assignment design, digital or print support (e.g. handouts)
- ☐ making space for all voices, perhaps starting by considering Indigenous learners, ELL learners, aiming for equity
- ☐

## CURRICULUM

- ☐ Curriculum Goals & Rationale documents
- ☐ Curriculum Core Competencies
- ☐ Curriculum Big Ideas
- ☐ Curriculum Curricular Competencies
- ☐ Curriculum Content Standards
- ☐ how much or little, where to put it and why
- ☐

### WHAT ELSE?

- ☐
- ☐
- ☐
- ☐

## VALUES & PEDAGOGY

- ☐ educator beliefs (e.g. what is this course about)
- ☐ educational or developmental theory (e.g. attachment, inquiry-based approach, growth mindset, constructivism, Bloom's taxonomy, pedagogy of the oppressed)
- ☐ First Peoples Principles of Learning and/or variants
- ☐ BC College of Teachers Standards
- ☐ values of inquiry (clarity, accuracy, precision, depth, coherence, breadth)
- ☐ Universal Design for Learning, backwards design, differentiation
- ☐ cognitive skills (e.g. interpretation, analysis, evaluation, inference, explanation, metacognition)
- ☐ Wholistic Learning Intentions (over/above or complimentary to official curriculum)
- ☐ multiple intelligences & learning styles (teaching style)
- ☐ notions of actualization & world-views (what kinds of humans are we making, what do I believe about students)
- ☐

### ASSESSMENT

- ☐ formative (formal/informal) & summative assessment
- ☐ entry level & pre/post assessments
- ☐ performance standards/rubrics/proficiency scales
- ☐ reflection cycle for students and teacher
- ☐ real-world/authentic assessment
- ☐



### CONTEXT - STUDENTS

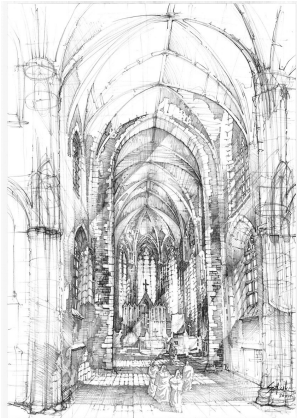
- ☐ the range of abilities & strengths, disabilities & challenges (learning and behavioural), IEPs, adapt vs modify -- understood? funded? supported?
- ☐ socio-economic and cultural realities/vulnerabilities
- ☐ energy level, cohesion, baggage/history, collective personality
- ☐ inventory of interests, passions, inclinations, skill sets, parent support
- ☐

### CONTEXT - SPATIAL

- ☐ factors that influence social-emotional and self-regulatory systems
- ☐ embedded (spatially oriented) classroom management strategies
- ☐ indigenizing spaces - environments of care, inclusion, mindfulness, and paying attention to the needs of the body, mind, and soul
- ☐ social contexts: individual, group, student vs teacher led, guests
- ☐ environmental contexts: indoor vs outdoor, class, library, lab, gym
- ☐ classroom design: desks, tables, configuration, patterns (cf "Pattern Language"), walls & shelves, Reggio-inspired, order vs chaos, "feng shui"
- ☐ strategies for clean & safe work areas
- ☐ spaces for social contexts: individual, group, student vs teacher led
- ☐ community and place-conscious opportunities, and guests!
- ☐ environmental contexts: indoor vs outdoor, class, library, lab, gym
- ☐ classroom design: desks, tables, configuration, patterns
- ☐ classroom presence: where is the teacher, why there
- ☐

## CATHEDRAL THINKING

- ▶ Community (network) approach with strong role for experts
- ▶ Planning for long-term uses that are different than the immediate needs and challenges
- ▶ Project may never really be completed, but at some point it needs to be used

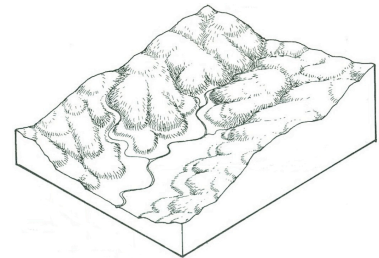


## OLD GROWTH MINDSET

- ▶ Class as an ecosystem with necessarily different functions but focused on long-term health and diversity of the community
- ▶ Continuous decay and renewal within set patterns
- ▶ Old growth specimens: denizens of the forest and nurse logs
- ▶ networked & interconnected



## THE FLUVIAL MODEL



- ▶ Lessons from the river: stream competence vs stream capacity
- ▶ Different roles for young and old, trust and community necessary for system success

### Reflecting on your Design Flow:

> Design Victories

> Flaws in Design

> Gold/Silver/Bronze Standard Design Solution

# Values of Inquiry — supporting questions

## Clarity

- Are your examples useful?
- Is your argument structure clear?
- Are your diagrams easy to understand?
- Is your paragraph structure well-developed?
- Are your words well-defined and unambiguous?

## Accuracy

- Is your argument sound?
- Are your claims justified?
- Is what you are saying true?
- Have you represented ideas faithfully?
- How could people check on your claim?

## Significance

- Have you avoided superficial issues or arguments?
- Have you identified and developed your core ideas?
- Has your analysis identified the most significant areas?
- Have you identified the most meaningful aspects of your topic?
- Has your treatment of the topic focused on substantive aspects?

## Precision

- Is your attention to detail sufficient?
- Have you used technical terms appropriately?
- Have you quantified your information where appropriate?
- Are any bullet points categorically distinct from each other?
- Have you identified areas of vagueness or ambiguity in your topic?

## Depth

- Are the complexities of the issue sufficiently described?
- Have you been thorough in your treatment of the issue?
- Are your analogies effective and your generalizations well-justified?
- Do your arguments consider premises that are themselves conclusions?
- Have the problematic aspects of the issue been identified and dealt with?

## Relevance

- Have you focussed on the point at issue?
- Have you selected information supporting the topic?
- Have you minimized distracting or unhelpful information?
- Have you been able to identify why information is relevant?
- Have you justified why your selection of material is relevant?

## Breadth

- Have you avoided using logical fallacies?
- Have you avoided contradicting statements?
- Are your ideas developed in a logical manner?
- Do all your premises support your conclusions?
- Have you used transition phrases to identify logical progressions?

## Coherence (Logic)

- Have you considered alternative perspectives?
- Have you represented a broad range of alternative views?
- Why have you preferenced one perspective over another?
- Have you sought out others for the purpose of testing your ideas?
- Has your breadth of treatment allowed you to synthesis a new perspective?



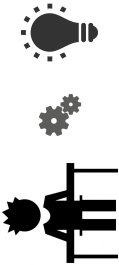



## What we learn, why we learn it, and how it will be assessed in Social Studies

**Foundations**  
ability to comprehend and organize subject/course related knowledge and understandings

**Skills**  
ability to apply hard & soft skills and successful habits or mindsets in Social Studies

**Thinking**  
ability to use critical thinking concepts with source evidence in order to draw conclusions

**Connection**  
ability to express findings, respond to inquiry, synthesize and apply learning in real time

CORE			
"I can" STATEMENTS	KNOW / DO / UNDERSTAND	EXAMPLES	
<i>I know about themes and examples from history, geography, and society.</i> <i>I have a sense of the world in which I live and my story within it.</i>	 ++++ + ++ more about curricular content, also about breaking down the big ideas	<i>categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum</i>	PS
<i>I apply what I have learned to theoretical and real-world problems.</i> <i>I have picked up skills and found the relevance in Social Studies.</i>	 ++ ++++ + more about curricular competencies, especially as they relate to content	<i>annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim</i>	T
<i>I interpret, form opinions, and gain understanding from data and evidence.</i> <i>I have a sense of how human nature has played out on the world.</i>	 + +++ +++ more about the big ideas, especially as they are understood by critical thinking	<i>current events response template; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change, building an historical account</i>	C
<i>I follow different kinds of inquiry steps and express my learning effectively.</i> <i>I make authentic connections to the stories of others.</i>	 ++ ++ +++ more about putting both competencies and content to work to show learning about the big ideas	<i>research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action</i>	

<--- personal & social responsibility --->

<--- communication --->

<--- creative & critical thinking --->

introducing the "CAPACITIES"

## Assessment Free-Write

Yes... let's focus on competencies, big ideas, etc., but what do we actually tend to assess?

- ability to conduct research, follow an inquiry cycle, organize notes and work in a useful way, apply research to project concepts, complete projects, present projects
- ability to supply facts from the course narrative -- some names, dates, and places, lots of "what happened" or "what happened next" and sometimes questions about significance, motives, connections between events, identification of themes, etc.
- ability to fill the gaps in incomplete examples of historical or geographic phenomenon e.g. matching, map questions, response to leading questions or prompts
- ability to organize knowledge or understanding, reconceive or apply thinking along a new line of thinking or in a different context
- ability to reason, form opinions, defend with evidence, demonstrate ability to express understanding in a variety of ways
- ability to get involved, contribute to group work, join in class discussions, take the learning outside the class, make a contribution to the community
- ability to work with sources, interpret evidence, and apply critical thinking to data associated with the course narrative

### Recommended for formative assessment (generating feedback)

4-category rubric -- Emerging • Developing • Proficient • Extending (re: progress towards proficiency standards)

5-category rubric -- Emerging • Practicing • Developing • Applying • Extending (used in SD57 and perhaps elsewhere)

Single point rubric

Areas requiring support	Proficient (performance standards)	Areas requiring challenge

### Recommended for summative assessment (generating marks)

5-point scale

??? --> how about: 1. not yet • 2. almost • 3. alright • 4. nailed it • 5. above and beyond

Generate your own language around what these mean, for example:

- 1st mark: has some kind of response that shows they probably understood the question and attempted an on-topic answer
- 2nd mark: generated enough writing or response to make sense as a on-topic answer, this includes reference to some of the main ideas (concepts)
- 3rd mark: includes some relevant details (facts, arguments, vocab) from the unit -- the answer is an adequate response to the question or prompt but may follow a random structure (simply listing or mentioning ideas with no particular direction)
- 4th mark: additional details and probably examples, structured along some line of intentional reasoning that derives from what they know or what they've learned
- 5th mark: all of the above in quantity and quality, with attention to detail, style, and expectations for communication, perhaps with some new on-topic ideas or complex reasoning that was not a requirement of the question but still added to the answer.

Be consistent through-out a course (if this is important to you), or better yet, don't... perhaps a 3 should be easier to get in the first unit than in the last -- do you expect that students will get better at the work over time? Or is what you do so different in the first and last unit that you might as well use the same criteria through-out.

Not so important what scheme you use -- more important that you know what you are assessing and that you find a way to communicate this regularly with students.



## STORY CARDS -- prompts for historical and geographical thinking -- K-12

Includes: 2 Story Cards with Instructions part one and two, and 10 cards for each category; 42 cards total

Artwork: public domain Illustrations by Arthur Rackham from the Wikimedia Commons <sup>1</sup>



These cards can be used to prompt thinking about heritage and culture, about time and place, and about a person's place within their family and community. They can be an icebreaker, a class activity (one card at a time), prompts for story circles, or they could be the basis of further inquiry. Some cards contain special terms that a teacher might need to define for students. For the little ones, the cards can be read aloud.

The questions are examples of what can come out of a Q Matrix with the guiding theme of "heritage inquiry." Here is one possible way to set up a Q Matrix.

Q MATRIX	Event <i>what</i>	Situation <i>where/when</i>	Alternatives <i>which</i>	People <i>who</i>	Reasons <i>why</i>	Means <i>how</i>
Present <i>is</i>						
Past <i>did/was</i>						
Possibility <i>can</i>						
Probability <i>would</i>						
Prediction <i>will</i>						
Imagination <i>might</i>						
Decision/Choice <i>should</i>						

<sup>1</sup> [https://commons.wikimedia.org/wiki/Category:Arthur\\_Rackham](https://commons.wikimedia.org/wiki/Category:Arthur_Rackham)

The questions are also heritage-themed ways to explore the six critical thinking concepts that form the basis of the Competencies in BC Social Studies curriculum.

Historical and Geographic Thinking Concepts
<p><b>Significance:</b> Make decisions about the importance of a person or event from the past, while understanding different perspectives on what is important. Make decisions about what aspects of geographic locations and phenomena (things that happen) make them important or noteworthy. Why does it matter?</p>
<p><b>Evidence:</b> Evaluate different sources and information, especially primary sources, and make decisions based on sound evidence. Develop interpretations based on different kinds of social, geographic, and scientific data.</p>
<p><b>Continuity and Change:</b> Understand that some things change while some things remain the same over time. Identify how patterns and trends related to specific places vary and stay the same over time and compared to similar locations.</p>
<p><b>Cause and Consequence:</b> Examine what creates change and evaluate the impacts of change. Understand how humans and the environment interact or influence each other. Consider obvious causes but also look for hidden causes.</p>
<p><b>Perspective:</b> Understand that we do not all view the world in the same way, and that our experiences of the same events can differ. Understand that each of us has our own sense of place that results from our experience of the human and physical characteristics of our environment. How people from the time or place express what has happened?</p>
<p><b>Ethical Judgment:</b> Make informed judgments about the fairness of a decision or whether people made the best choices in the past. Make informed judgments about the responsibility of practices and results of a particular action related to human or physical environments.</p>

### Card Contents

#### STORY CARDS Instructions

- ▶ Can be done with a partner or in a group.
- ▶ You can draw one card for everybody or each person can draw their own card.
- ▶ Ask a teacher or adult to explain any words that you find difficult to understand.
- ▶ You are allowed to change the question a bit if it helps you find an answer.
- ▶ The idea here is to explain a bit, to say “why,” and not just answer the question.
- ▶ “Family” can mean anything you want -- the people you live with, but also relatives or other special people that are a part of your life.
- ▶ Each question is meant to pull out a little story from your memory -- the stories can be short, like a quick reply, but they can also be longer if you have more to tell.
- ▶ Maybe the question won’t work for everyone, but give everyone a chance to respond. Come around again to anyone who needed more time to think.
- ▶ questions about someone else’s response if the person has finished talking. Asking “why?” is a good way to pull a bit more from each person’s response.
- ▶ Another way to play is to take the question home and come back with a story the next day.



## Artifacts

- What do you think is the oldest object in your house? Perhaps it is something that has been passed down in your family -- an "heirloom."
- If you had to pick two or three objects from your home that showed who you are or where your family came from, what would they be?
- What is something in your home that's not really worth a lot of money, but is still quite special to you or your family? Something of "sentimental value" -- but not a pet!
- Is there an old photo in your home that has a story behind it? If not, is there any photo that helps capture what your family is like?
- What is something interesting in your home from the past that you or your family has displayed or put up somewhere?
- What are two objects in your room that could be used to explain what it is like to be a Canadian to someone from another country?
- Sometimes tools or object that were once commonly used everyday items but were replaced by more modern objects that do the job differently. What is something in your home that used to be used but is hardly used at all nowadays? A "relic."
- Imagine that one day you will be a grandparent. What is an object or "heirloom" that you would pass on to your grandchild?
- If you could have a painting or photograph of anything at all to place in your home for family and guests to see, what would be in it?
- What is an imaginary object that you wish was real and that you could have?

## Culture

- You probably think of yourself as a Canadian. Is there another nationality or culture that you are connected with? How do you know about this?
- What is your favourite activity that your family does on a regular basis?
- Is there a tradition in your family that probably goes back a long time, maybe since before your mother or father was born?
- "Heritage" means something that is passed down to others. This could be a language, tradition, property, dance, recipe, and so on. What is something that has been passed down to you?
- "Culture" is a word for all of the things that make a group of people unique from other groups, like art, traditions, beliefs, and ways of making a living. Culture takes many forms, like ethnic groups (Irish, Cree, or Mexican), or groups that have things in common, such as teens, farmers, schools, or hip-hop dancers). Do you belong to a culture? Do you belong to more than one culture?
- Do you think your family has a connection to something important that happened in history? This could be anything that made an impact on the past.
- Think about experiences you have had with other people's families or with your friends? What is a tradition they have that you really enjoyed?
- Some people build tree diagrams to show parents, step-parents, cousins, grandparents, great-grandparents or other relatives. How far back can you go? Do you know the name of a great-grandparent?
- Of all the food that gets made at your home, which one goes back the furthest? In other words, is there a recipe or way of making something that has been passed down for a long time?
- Using your imagination, what would be an amazing tradition to start?

## Qualities

- What you ask if you could interview an ancestor of yours that has passed away?
- What is something sad or funny that happened in your family's past that you can share?
- Families sometimes have beliefs or attitudes that make them unique -- sometimes these are called "values." What are one or two values that you come to mind when you think about your family?
- If you found yourself in a situation where other people asked you to tell them a interesting story about your family, what would you say?
- Is there something your family does that you think might be unique -- something that would not be common in other families you know? This could be an activity, tradition, meal, holiday, belief, and so on.
- What's something that it is important for you to do on a regular basis? Nothing gross, please! Where do you think this activity came from -- what are it's "origins?" Maybe it's something your whole family does.
- Do you have a lot of elderly people in your life? What is a good memory you have about an elderly person?
- What is the longest conversation you have had with an elderly person? How did the conversation come to be, and what did you talk about?
- What is the best quality a person can have? Who do you know that has this quality?
- If you could only pass on one value, quality, or belief to others, what would it be? Think of a time you showed this value, quality or belief.

## Places

- Of all the places in the country or the world, your family lives here. How did your family end up living where they do? How about other relatives?
- What is a built place, something made by people, that is important to you? Perhaps this is a place that has special memories for you. Think about what makes it special.
- What is a natural place, something outdoors, that is important to you? Perhaps this is a place that has special memories for you. Think about what makes it special.
- What your earliest memory of nature? Think about what your remember about this experience. Maybe it's not the earliest, but one of the earliest.
- What is a place that you have visited that really stands out in your memory? Is this place important to other people as well?
- If you could change one thing about the place you live (home, neighbourhood, town or city), what would it be?
- What place in your home town or city is probably the most important? Think about who it is important for, and what makes it important. You could limit this question to just your neighbourhood if you want.
- How do you think your life would be different if you were born in another country?
- What comes to mind when you think about a place that is safe? How about a place that is dangerous?
- What is an imaginary place that you wish you could visit?