

Approaches to Learning

Communication Skills

Inquiry: How can students communicate through interaction?

Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

Inquiry: How can students demonstrate communication through language?

Reading, writing, and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays, and reports

Social | Collaboration Skills

Inquiry: How can students collaborate?

- Use social media networks appropriately to build/develop relationships
- Make fair and equitable decisions
- Delegate and share responsibility for decision-making
- Exercise leadership and take on a variety of roles within groups
- Take responsibility for one's own actions
- * Listen actively to other perspectives and ideas
- Build consensus
- Encourage others to contribute
- Negotiate effectively
- Help others to succeed
- Advocate for one's own rights and needs
- Manage and resolve conflict and work collaboratively in teams
- Give and receive meaningful feedback
- Practice empathy

Research Skills

Inquiry: How can students demonstrate information literacy?

Finding, interpreting, judging, and creating information

- Collect, record, and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyze data identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyze and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

Inquiry: How can students demonstrate media literacy?

Interacting with media to use and create ideas and information

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentations
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast, and draw connections among (multi)media resources

Self-Management Skills

Organization Skills

Inquiry: How can students demonstrate organization skills?

Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

Reflection Skills

Inquiry: How can students be reflective?

Considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness

Consider content

- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

Consider ATL skills development

- What can I already do?
- How can I share my skills to help peers who need more practice?
- What will I work on next?

Consider personal learning strategies

- What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural, and environmental implications

Affective Skills

Inquiry: How can students manage their own state of mind?

Managing state of mind

Mindfulness

- Practice focus and concentration
- Practice strategies to develop mental focus and to overcome distractions
- Practice being aware of body-mind connections

Perseverance

- Demonstrate persistence and perseverance
- Practice delaying gratification

Emotional management

- Practice strategies to overcome impulsiveness and anger
- Practice strategies to reduce stress anxiety
- Practice strategies to prevent bullying
- Practice being aware of body-mind connections

Self-motivation

- Practice analyzing and attributing causes for failure
- *Practice managing self-talk and positive thinking

Resilience

- Practice "bouncing back" after adversity, mistakes, and failures
- Practice "failing well"
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change

Thinking Skills

Critical Thinking Skills

Inquiry: How can students think critically?

Analyzing and evaluating issues and ideas

- Practice observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Creative Thinking Skills

Inquiry: How can students be creative?

Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media, and technologies
- Design new machines, media, and technologies
- Make guesses, ask "what if" questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments
- Practice visible thinking strategies and techniques
- Generate metaphors and analogies

Transfer Skills

Inquiry: How can students transfer skills and knowledge among disciplines and subject groups?

Utilizing skills and knowledge in multiple contexts

- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts and gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives