

Pacific School of Innovation and Inquiry

UVic EDCI 336

- Jeff Hopkins -

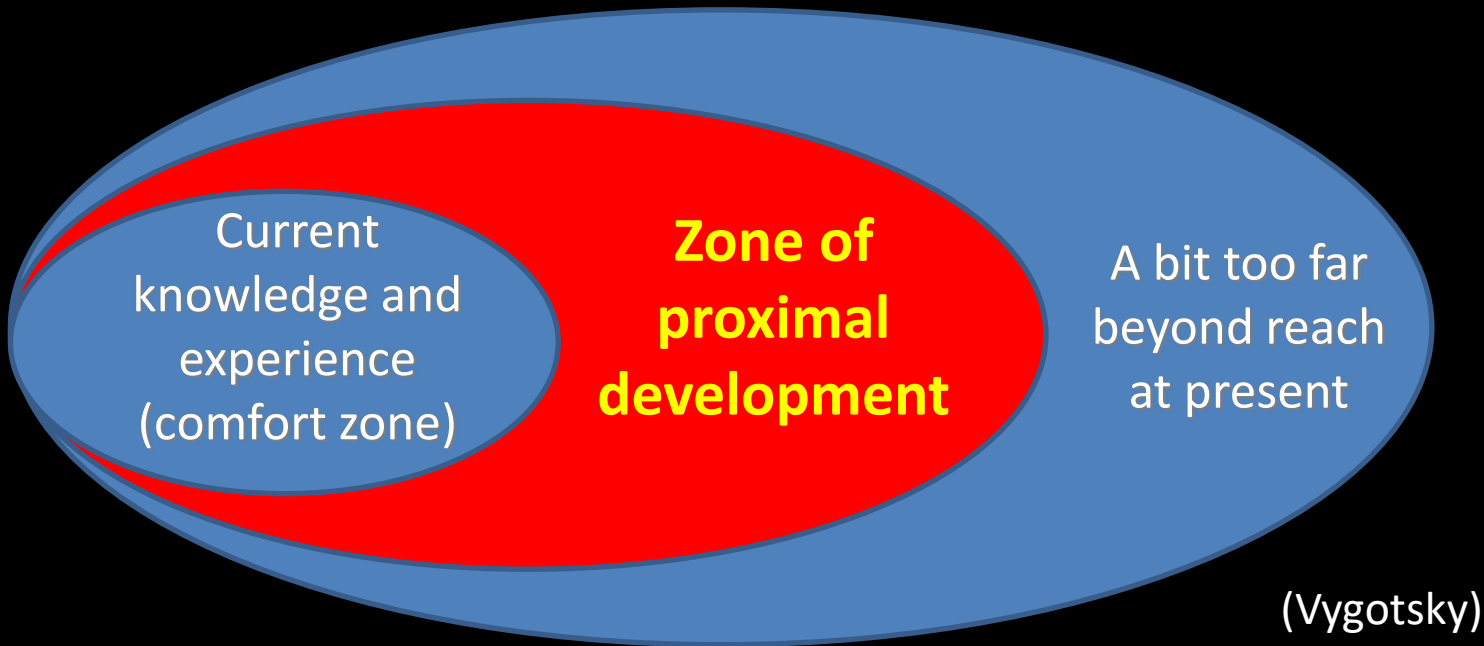
What semi-recent discoveries in cognitive neuroscience are telling us

- **Social**
(Matthew Lieberman) → *Contextualized Learning and being with other learners*
- **The Emotional Life of Your Brain**
(Richard Davidson) → *Emotion and Cognition integrated system*
- **Calm, Alert and Learning**
(Stuart Shanker) → *Self-Regulation*
- **plasticity of the neo-cortex**
(e.g. Karen Pape) → *People can seem “stuck” due to habit, not ability*

Considering quality of knowledge

Knowledge, not just quantity

- depth
- knowing vs. knowing about
- internalizing and testing concepts
- beyond curriculum “coverage”



Zone of proximal development

- Different for each learner
- Depends on timing/readiness
- Demand a variety of learning environments and methods

The PSII Approach to Learning and Teaching

The shape of the learning path at the Pacific School of Innovation and Inquiry (PSII) is the key tenet and the reason for this school. It is a combination of

Emergent/personal curriculum (This is the idea that what needs/wants to be learned emerges through the teaching and learning relationship and is informed by earlier learning that leads to it. So, what emerges for each learner is unique to each learner.)

Common curriculum (There are also some learning goals that are universal, but which can still be addressed through the individual lens created by and for each learner.)

PSII Inquiry process

1. Question generation
2. Initial research
3. New Questions (reframed, deeper, more)
4. Develop Learning Activities
5. Execute Learning Activities

Assessment
(of, for, as learning)



Detailed view of process....

Step 1: Questions

Values Questions

(What's right? What do I believe? What's important?)

Cause and Effect Questions

(Where will this lead? What if...?)

Theoretical Questions

(How did we end up here? How did this evolve?)

System Questions

(How does this work? What are the connections/relationships? How well does it work?)

Descriptive Questions

(What is this? Who is that? What happened?)

Example: “After completing my work in step 2, I now know more about this topic. My new questions are:

- Is lucid dreaming possible and can it help people address real issues?
- What are the various contemporary schools of thought on the meaning of dreams?
- How have dreams been portrayed in literature?
- Do different cultures in the worlds place different levels of importance on dreams?
- Are dreams part of the regenerative process of sleep?
- What are the characteristics of the various sleep stages (REM, alpha, delta...)?
- Is it easier to wake up in the morning if you are at the end of a sleep cycle?
- What is the relationship between diseases and disorders and sleep deprivation?
- Do artists often refer to their own dreams for inspiration?
- What is the difference between nightmares and night terrors?
- On average, how much sleep do people really get each night?
- Does a darker bedroom make it easier to dream?
- What equipment/techniques are used to measure levels of consciousness?
- Is hypnosis at all related to sleep and dreaming?
- Is it dangerous to wake a sleep walker?

Example: ‘Based on my new questions, here is how I would like to pursue the learning within this line of inquiry:’

- Conduct secondary research on dream and sleep science, including lucid dreaming, sleep stages, the role of sleep in health, nightmares, night terrors, and sleepwalking (1 week timeline)
- Write a story about a lucid dreamer who harnesses the power of the surreal dreamworld to develop cures for major illnesses in the real world (2 to 3 weeks, including editing and writing workshops)
- Ask for teacher-led writing workshops on character development and suspense creation. (2 to 3 lessons; invite other students who are writing things)
- Ask teacher for a list of literature titles in which dreaming plays a major part. Read some of those (1 week), and synthesize the main themes in a short essay. (1 week)
- Conduct some primary research on the relationship between darkness of room and dreaming. (ask for student volunteers to participate for one week in either a dark room or a brighter room and to report on dream (remembered) frequency and analyse results (one month).
- Ask teacher for a lesson/discussion on research methodology so my study (above) is as good as it can be (1 hour)
- Research famous artists who have credited their dreams as sources of inspiration for their work. Interview some local artists and ask them about the influence of dreams on their work. (1 week) These interviews could be recorded on the zoom recorder (with artists’ permission) and made into a podcast. (3 to 4 hours)

(These examples touch on learning outcomes in all competency areas, plus major outcomes in English, Science, Psychology, Math, Art, Social Studies, Drama, Digital Media,...)

We use tools....

- Trello
- portfolio
- PSII assessment framework (on our website)
- StudioBinder (e.g.)
- gantt charts
- business plans/business canvases

The role of the teacher...

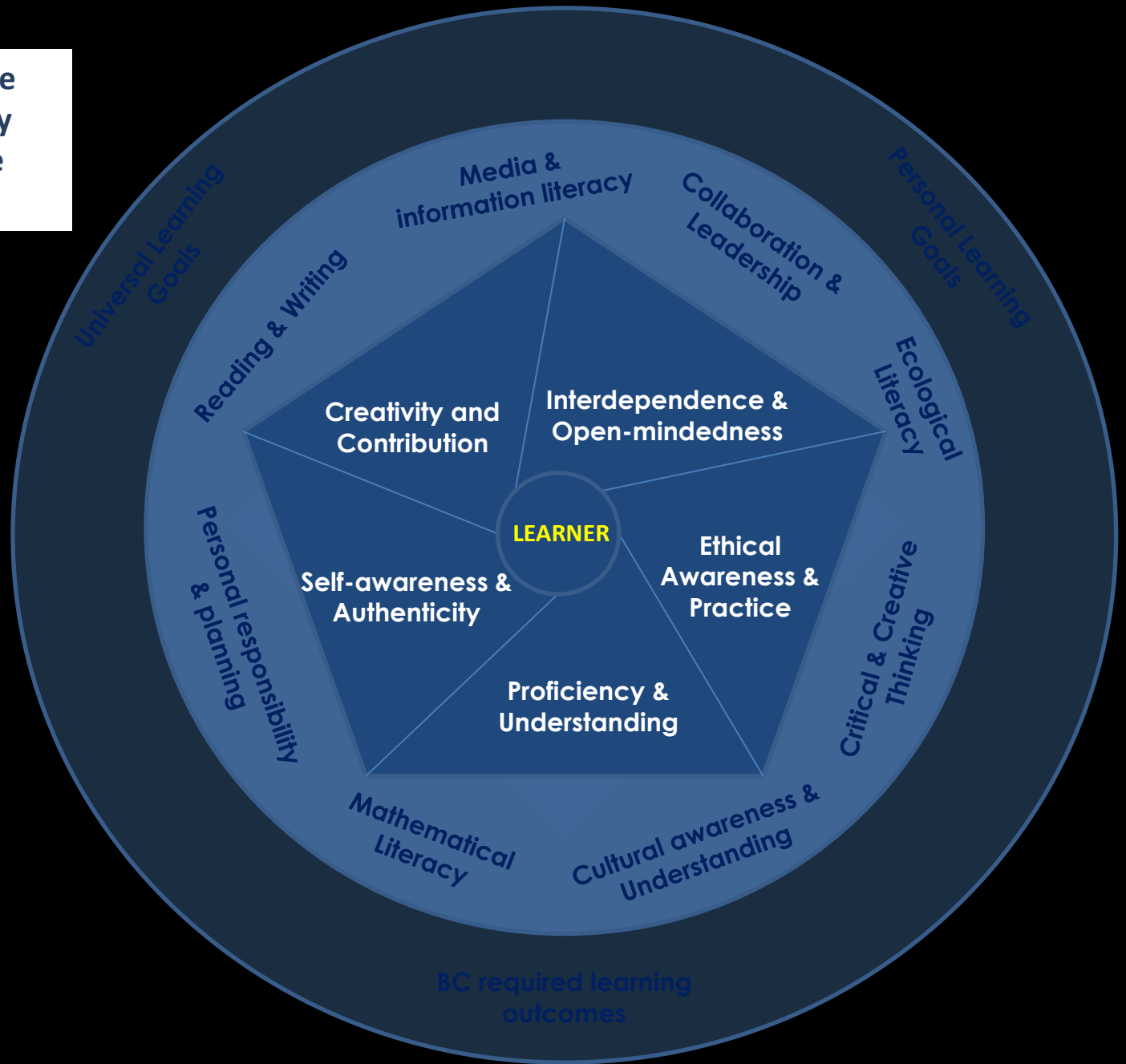
mainstream schools:

Sole planner, creator, deliverer, assessor, motivator, monitor, expert, evaluator, reporter and follower of the curriculum for a group of students.

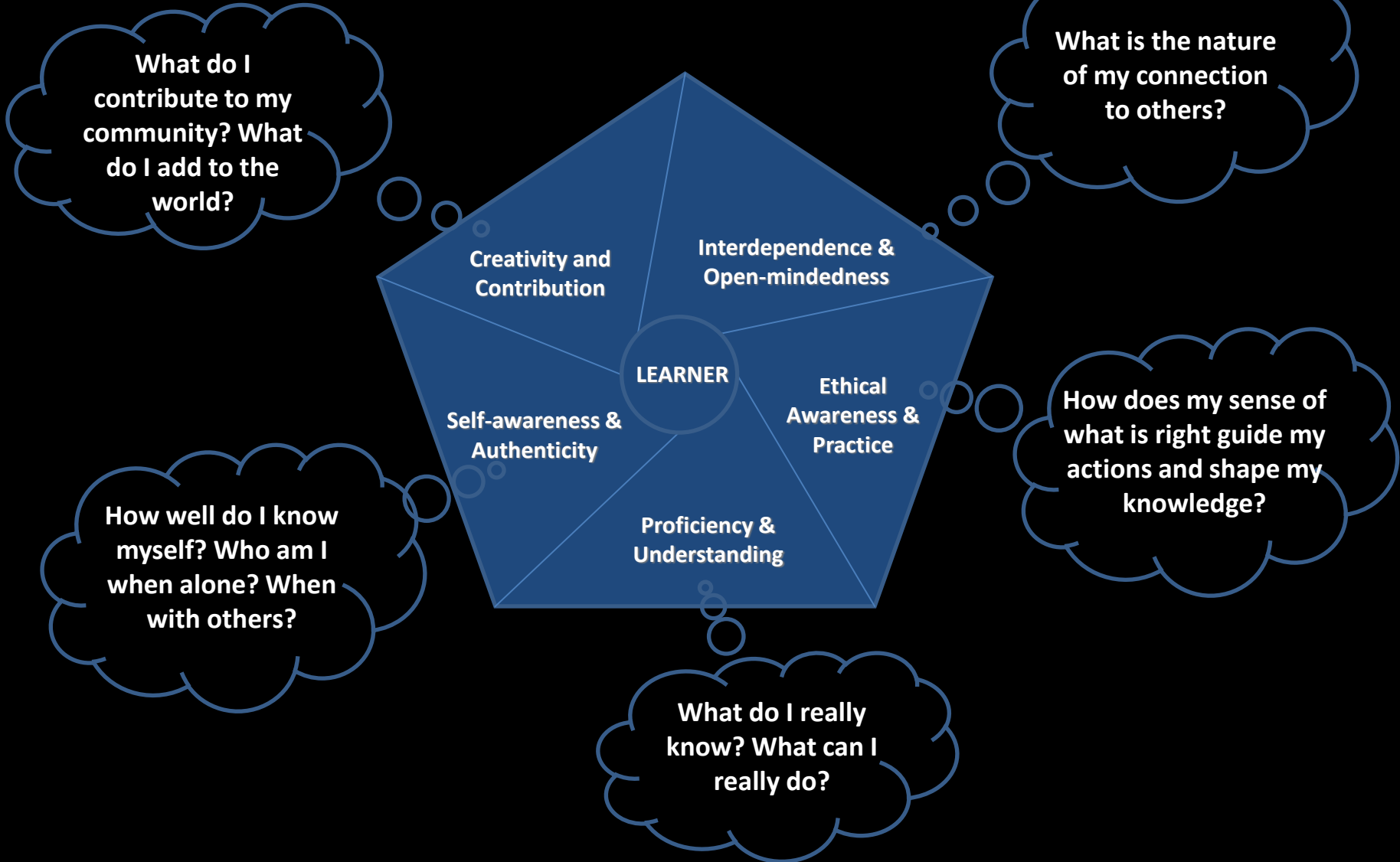
Pacific School of Innovation and Inquiry:

Professional facilitator of learning, who adapts learning conditions to be developmentally appropriate to each learner, who encourages and seamlessly incorporates legitimate in- and out-of-school learning experiences, and who offers or finds expertise as demanded by co-created individual learning plans.

It all starts with the learner. That's why "learner" is in the centre.



Valued Human Attributes



Next come competencies. While important and while a better starting point than subjects, competencies still must be nested in the deeper valued attributes.

