

## Networking Meeting at BMES "IB and the Common Core"

### Four Founding Thoughts:

- 1.) Intelligence is only 58% genetic
- 2.) Intelligence is not predetermined
- 3.) Students learn the most by teaching others (dendrons grow)
- 4.) PQ (passion quotient) +CQ (curiosity quotient) > IQ (Intelligence Quotient).... (The World is Flat-Friedman)

### Ideal classroom learning should be:

10-15 % didactic lecture

15-20% Socratic seminar

60-70% coaching

### Great teaching is:

- Student-centered
- Evaluative
- Investigative
- Project-based
- Inquiry based
- Guided by student questions

### Necessary questions for all critical thinkers?

- 1.) What is the speaker's bias?
- 2.) Is the statement based on fact/opinion?
- 3.) Are the statistics interpreted correctly?
- 4.) Is there an ethnocentric bias?
- 5.) Is the information complete? Whole story or partial story?

Goal for good teaching? At least 66% of the day should include questions asked of the students- rather than statements or students being talked to.

Teachers give on average less than 2 seconds of wait time when asking students questions.

Great teaching excited learners!

Taxonomy of Reflection- Peter Papas

Group activity- Take learner profiles written on sentence strips and have two groups arrange the same set of words them in order of what they think the world would consider important to the understanding of other cultures. In other words, would tolerance be the first or last word we should consider when learning about other cultures- why? The arranging of the cards is done in silence with each person removing and replacing cards where he/she thinks the idea belongs. Then the two groups stand facing each other and a discussion ensues around why each group placed the profiles where they did in the lineup. Other words such as conflict were introduced alongside the profiles. One group viewed conflict as being important (towards the front/middle of the line) because the group felt that conflict could bring about change in a positive way. Whereas, the other group placed conflict towards the end of their line believing that conflict got in the way of cultures understanding one another.