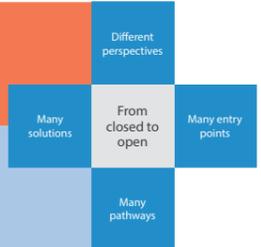


GOAL – Getting the students doing the thinking in Geography

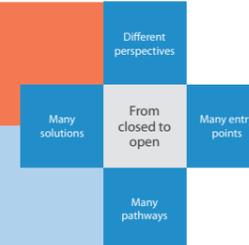
Transforming tasks strategy: From closed to open



Technique	Before	After	Reflection: Why and how?
<p>Different perspectives Our thinking can change beyond one point of view.</p>	<p>The Anangu community don't want people to climb Uluru. People visiting Uluru are informed of the Anangu community's views about climbing it.</p> <p>List the possible reasons why they have this view.</p>	<p>The Anangu community don't want people to climb Uluru. People visiting Uluru are informed of the Anangu community's views about climbing it.</p> <p>List the possible reasons why they have this view.</p> <p>Does everyone feel this way? Research the perspectives of different groups (tourists/visitors, local Anangu people, tour operators, environmental scientists).</p> <p>Would you climb Uluru?</p> <p>Explain why or why not.</p>	<p>WHY would you... have students consider many different perspectives towards the climbing of Uluru?</p> <p>To develop skills in making on-balance judgements by understanding the complexities of a situation.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to consider alternative views and justify their arguments and decisions.</p>
<p>Many entry points Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>The cultural aspects of a country include the nationalities and religions of the people living there. Using the statistics provided by the website: ABS Census answer the questions:</p> <p>Which religions are represented in the Australian population? Why?</p>	<p>The ABS data shows 16 % of Australians state they have no religion.</p> <p>What determines a person's religion?</p> <p>Why might people answer this way?</p> <p>Brainstorm the possible reasons people might have for answering in this way.</p>	<p>WHY would you... have students work backwards from the ABS data?</p> <p>To develop the skills of explaining why, questioning and analysis.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be creative and open minded, questioning their initial assumptions and re-evaluating preliminary conclusions when many entry points are invited.</p>
<p>Many pathways There are many possible ways to complete a task.</p>	<p>Incorrect disposal of wastes in our stormwater and wastewater systems leads to economic costs to the end-user. Use the SA Water website to identify the problems associated with incorrect waste disposal. Suggest a solution for overcoming each of these problems.</p>	<p>Incorrect disposal of wastes in our stormwater and wastewater systems leads to economic costs to the end-user. Use the SA Water website to identify the problems.</p> <p>Choose one to investigate further and suggest multiple ways of overcoming this issue.</p> <p>Create criteria in order to rank the solutions (making an on- balance decision). Justify your top choice.</p>	<p>WHY would you... ask students to solve the problem of waste in multiple ways?</p> <p>To develop skills of creativity by devising many possible solutions.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative with their suggestions and critical when ranking and evaluating them.</p>
<p>Many solutions Open ended solution, but thinking stretched by constraints.</p>	<p>Research different ways of reducing the waste in the school. Choose one and list why this option might be a good choice.</p>	<p>Research different ways of reducing waste in the school.</p> <p>What if:</p> <ul style="list-style-type: none"> • you need to find the most economical but environmentally sustainable solution possible? • you need to solve this problem quickly? <p>Propose one solution and consider it using a PMI tool (plus, minus, interesting). Compare this with the PMI charts created for other student proposals. http://www.mindtools.com/pages/article/newTED_05.htm</p>	<p>WHY would you... ask students to suggest the waste solution that is most economical and sustainable?</p> <p>To develop research skills and evaluate options.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to think flexibly and to be resilient when conditions are changed or constraints added to a task.</p>

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Transforming tasks strategy: From closed to open



Technique	Before	After	Reflection: Why and how?
<p>Different perspectives Our thinking can change beyond one point of view.</p>	<p>“Groovin’ the Moo” is a music festival held for the first time at the Oakbank Racecourse in April 2014. Many local residents in the Adelaide Hills objected to the music festival.</p> <p>List all of the possible reasons for the dissatisfaction of the local residents with the event.</p> <p>Make some suggestions to address their concerns.</p>	<p>“Groovin’ the Moo” is a music festival held for the first time at the Oakbank Racecourse in April 2014. Many local residents in the Adelaide Hills objected to the music festival.</p> <p>What other stakeholders might have an opinion about the festival? Research the different perspectives represented by these various stakeholders.</p> <p>Plan a solution that takes into account the various environmental, economic and social concerns.</p>	<p>WHY would you... have students explore the different stakeholders’ views? To develop skills of researching alternative views and opinions in order to understand the issues of stakeholders and to make a considered proposal for a solution.</p> <p>HOW does this develop powerful/expert learners? Students develop empathy, consider multiple perspectives and then make decisions.</p>
<p>Many entry points Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>Look at the photographs below of the shearing handpiece and the stump jump plough.</p>  <p>What did farmers do before these inventions? What were they attempting to do in the farming process with these new inventions? How did they improve the methods of farming? Did the innovations improve farm yields?</p> <p><small>Source: State Library of South Australia, http://www.flickr.com/photos/state_library_south_australia/3925493884/sizes/m/in/photostream/, Licensed under a Creative Commons Attribution 2.0 Generic licence</small></p>	<p>Who is this man? Why is he important enough to be on the \$50 note? What do you need to know to decide?</p>  <p><small>https://www.flickr.com/photos/miran/4603522314/in/photolist-6QDYX6-9ebzZp-83TvKT-8qPP7C-81NfNo-hxE4-a5oDHC-a5oDty-byibMw-bMcT42-6XPjN6-cX691u-Jfi4-fDHcXa-4XGWqj-5LDSRZ-28c56w-jdJJC-cX69a5-bMcT8i/</small></p>	<p>WHY would you... have students work backwards from an outcome? To connect the outcome with the significance of the event, and to demonstrate the interconnections between people and their world.</p> <p>HOW does this develop powerful/expert learners? Students learn to be inquisitive when many entry points are invited.</p>
<p>Many pathways There are many possible ways to complete a task.</p>	<p>There are many human-induced environmental changes that challenge the sustainability of our coastlines.</p> <p>List many ways that human impact can affect coastlines.</p> <p>How do we respond to address these environmental situations?.</p>	<p>There are many human-induced environmental changes that challenge sustainability of our coastlines.</p> <p>List the many ways that human impact can affect coastlines. Choose one of these and suggest multiple solutions for this environmental issue. Prioritise your responses from those most likely to have an impact to those least likely to have an impact. Explain.</p>	<p>WHY would you... ask for one problem to be solved in multiple ways? To develop skills of deep thinking and creativity by expecting many possible solutions.</p> <p>HOW does this develop powerful/expert learners? Students learn to be imaginative when devising solutions, critical when ranking and evaluating them and logical when explaining their reasoning.</p>
<p>Many solutions Open ended solution, but thinking stretched by constraints.</p>	<p>Stepping over the line! Goyder drew a line on the SA map. Find out where he drew his line and why.</p> 	<p>Stepping over the line! Goyder drew a line on the SA map. Find out where he drew his line and why. Is it still in the right place? What should we consider to answer this? How might the characteristics of 21st Century climate change affect where the line should be located? Explain.</p> 	<p>WHY would you... challenge thinking by removing the constraints of where to put Goyder’s line, and adding the constraint of climate change? To develop skills of theorising given new conditions.</p> <p>HOW does this develop powerful/expert learners? Students learn to think critically and review alternatives when new information becomes available.</p>