

April 11, 2014 David Scott

Offered in both iBook and website form, this teacher's guide offers insights into how the eight principles of the Galileo Educational Network's inquiry rubric can enhance the conceptual framework of historical thinking.

Enhancing Historical Thinking Through Discipline-based Inquiry

A DIGITAL RESOURCE GUIDE FOR TEACHERS

The Galileo Educational Network's Eight principles to guide inquiry

By David Scott

Many of the readers of this report will be familiar with the conceptual framework of historical thinking as developed by Dr. Peter Seixas and colleagues at The Historical Thinking Project. For those less familiar with the Galileo Educational Network's approach to inquiry, although not exhaustive, this conceptual framework includes the following eight characteristics:

- 1) **Authenticity:** The inquiry study originates with a question, problem, issue, or exploration that is significant to the discipline.
- 2) **Academic rigor:** Students have opportunities to build deep

understanding and create or produce high quality products and performances that mirror the disciplines. 3) **Assessment:** Ongoing assessment is woven into the design of the study and guides students' learning and teachers' instructional planning.

- 4) **Elaborated communication:** Students have opportunities to choose forms of expression appropriate to the task, and communicate what they are learning with a variety of audiences. 5) **Beyond the school:** Students are encouraged to explore issues or problems with a focus on competencies expected

in high performance work organizations, such as teamwork and project management. 6)

Connecting with expertise: Students are given opportunities to observe and interact with exemplars as well as adults with relevant expertise.

7) **Active exploration:** Students are engaged in real (authentic) investigations using a variety of media, methods, and sources.

8) **Appropriate use of technology:** Technology is used in a purposeful manner that demonstrates an appreciation of new ways of thinking and doing (view [the rubric](#) in pdf form).

Then/Hier Small Grant Project Summary

Project Summary

Funding from a Small Projects Grant by Then/Hier allowed for the creation of a teacher's resource, in both ePub and website form, exploring how the conceptual framework of historical thinking as articulated by Dr. Peter Seixas and colleagues at The Historical Thinking Project could be enhanced by the the eight principles of the Galileo Educational Network's Discipline-based Rubric for Inquiry Studies. Divided into five chapters, this teacher's guide explores the following themes.

To better appreciate the fundamental shift involved in engaging young people in discipline-based inquiry, **Chapter 1** explores the core assumptions that underpin traditional approaches to education.

Chapter 2 then leads to a discussion into how discipline-based inquiry departs from these core assumptions, offering a fundamentally new vision for education. A PowerPoint presentation imbedded in this chapter supplements this discussion.

In **Chapter 3** the focus turns to the nature of historical thinking as developed by Dr. Peter Seixas and colleagues at the Historical Thinking Project. To aid this process, this articulation draws in particular on a recent publication by Dr. Seixas and Tom Morton: *The Big Six Historical Thinking Concepts* that offers the most recent articulation of how teachers can take up historical thinking with their students.

Additionally, this chapter includes links to video resources created by TC2: The Critical Thinking Consortium offering their interpretation of these six historical thinking concepts.

Seeking to demonstrate how historical thinking could be enhanced by insights into the nature of inquiry formulated by the Galileo Educational Network, **Chapter 4** unpacks the eight principles of their Discipline-based Rubric for Inquiry Studies. To help introduce newcomers to this conceptual framework, this discussion is augmented with a video presentation by Amy Park on how her 2010 Governor General Award winning grade 2 inquiry into the Inuit aligns with these eight principles.

To show how the conceptual framework of historical thinking could be enhanced by these eight principles, **Chapter 5** then outlines a grade 7 historical inquiry into pre-Confederation Canadian history recently undertaken by Jody Pereverzoff and Chris Dittmann at Connect Charter School. To help explain this project, a short video outlining the various stages of this historical inquiry is imbedded within the chapter. The website for this project can be found at: <http://inquiryinhistory.weebly.com> and the ePub iBook can be downloaded for free from the iTunes store <http://www.apple.com> by searching: *Enhancing Historical Thinking Through Discipline-based Inquiry: A Teacher's Resource* by David Scott.

iBook

The iBook, published to the iTunes Store where it can be downloaded for free, includes two video explanations from teachers in the field and a PowerPoint, along with a variety of links to relevant websites and articles. For those who do not have an Apple device, the resource was also published in website form.

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towards a vision of education where young people engage in meaningful projects that are connected to the world and reflect work in particular disciplines, is well supported by research. For example, a study conducted by Newman and his colleagues

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An Introduction to the Discipline-based Rubric for Inquiry Studies

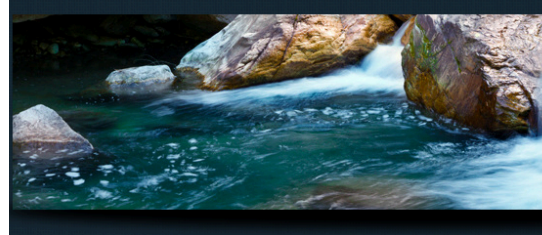


In this video Amy Park explains how her Governor General Award winning grade 2 inquiry into the Inuit aligns with the 8 principles of the Discipline-based Rubric for Inquiry Studies.

Enhancing Historical Thinking Through Discipline-based Inquiry

ABOUT THIS WEBSITE

TRADITIONAL EDUCATION



Inquiry involves "being in the company of a passionate adult who is rigorously pursuing inquiry along as peers in that discourse."

-Larry Rosen

About this Website



The making of this teacher's guide would not have been possible without the help and support of Amy Park from the Galileo Educational Network (left) and Jody Pereverzoff and Chris Dittmann of Connect Charter School (below).



Distribution of Funds

By David Scott

Funds from the Then/Hier Small Projects Grant were used in a number of areas. Specifically, funds were used to work with Amy Park and two teachers at Connect Charter School to document in video form how historical thinking guided by the eight principles of the Galileo Educational Network's Discipline-based Rubric for Inquiry Studies can live in the classroom. As part of this process, money was allocated to Amy Park to explain and help produce a video on how her grade 2 inquiry into the Inuit was informed by these two conceptual frameworks. Additionally, funds went into the various tasks associated with helping the two teachers at Connect Charter School plan and implement their grade 7 inquiry into pre-Confederation Canadian history. This included identifying primary source materials, creating graphic organizers and assessment rubrics, as well as offering students detailed

descriptive formative feedback on their works in progress. Funds were then distributed to write and create both the ePublication using the Apple iBook Author platform, as well as a website to house the five sections of this teacher's resource. This included the cost of upgrading a Weebly website platform to include video and other interactive features.

Although the Then/Hier Small Projects Grant provided a generous amount of money, it should be noted that this project was extremely labour and time intensive and required a great amount of volunteer hours on the part of myself as project manager. However, it was a pleasure to donate these hours as it is my hope that this teacher's guide can be a user friendly, free, and practical resource for both practicing teachers in the field, as well as pre-service teachers completing their teaching certification.