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| Autore | Barell John |
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| Descrizione fisica | 1 online resource (258 p.) |
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| Soggetti | Questioning Critical thinking Problem-based learning |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | A culture of inquisitiveness -- Models of inquiry -- Creating schools of inquiry -- The nature of good questions -- Writing our curiosities -- Questioning texts -- An intelligent revolution -- Inquiry- and problem-based learning -- Wisely using the World Wide Web -- Of museums and fieldnotes -- How we assess our inquisitiveness -- The power of leadership -- Epilogue. |
| Sommario/riassunto | After the September 11 attacks on the World Trade Center and Pentagon, many people questioned why no one had anticipated the terrorists' acts, even when events and intelligence seemed to point toward them. John Barell wonders if the attacks speak to a greater societal problem of complacency. He believes many students have become too passive in their learning, accepting information and "facts" as presented in textbooks, classes, and the media. Drawing on anecdotes from educators and his own life, Barell describes practical strategies to spur students' ability and willingness to pose and answer their own questions. Antarctica expeditions, outer space discoveries, dinosaur fossils, literature, and more help define the importance of developing an inquisitive mind, using such practices as* Maintaining |

journals on field trips,* Using questioning frames and models when reading texts,* Engaging in critical thinking and problem-based learning, and* Integrating inquiry into curriculum development and the classroom culture. To become habits of mind, students' daily curiosities must be nurtured and supported. Barell draws a vivid map to guide readers to "an intelligent revolution" in which schools can become places where educators and students imagine and work together to become active citizens in their society.
