

# Managing Objectives in Inquiry Learning Arrangements, p. 1/5

## OUTLINE

<b><i>You (name, seminar group):</i></b>	<b><i>Your pupils: (group, subject, school):</i></b>

<b><i>Primary content of arrangement:</i></b>		<b><i>Period:</i></b>	
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<b><i>Short analysis of conditions:</i></b>	
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<b><i>Note your personal non-operationalized global objective before performing the Inquiry Learning Arrangement!</i></b>	
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## Managing Objectives in Inquiry Learning Arrangements, p. 2/5

### OUTLINE – PERFORMANCE

- Outline your Inquiry Learning period! Use therefore a customary or individual form!
- After performing your Inquiry Learning period make a performance documentation! Use therefore a customary or individual form!
- Compare your outline notes with your performance documentation!

### PERFORMANCE

<b>Note your pupil's desires and objectives!</b>	
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### PERFORMANCE-REFLECTION

	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
<i>Factual Knowledge</i>						
<i>Conceptual Knowledge</i>	Basically you should be familiar with the conception of Krathwohl's taxonomy of objectives. Read therefore the following article: Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, 42(4), Ohio, p. 212-218. <a href="http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf">http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf</a>					
<i>Procedural Knowledge</i>						
<i>Metacognitive Knowledge</i>						

# Managing Objectives in Inquiry Learning Arrangements, p. 3/5

## REFLECTION

<i>Note actualized operationalized objectives!</i>	<i>Mark the relatable objectives category!</i>	<i>Describe indicators!</i>	<i>Reflect further meanings for the next outline!</i>
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		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

# Managing Objectives in Inquiry Learning Arrangements, p. 4/5

<i>Note actualized operationalized objectives!</i>	<i>Mark the relatable objective category!</i>	<i>Describe indicators!</i>	<i>Reflect further meanings for the next outline!</i>
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		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

# Managing Objectives in Inquiry Learning Arrangements, p. 5/5

<i>Note actualized operationalized objectives!</i>	<i>Mark the relatable objective category!</i>	<i>Describe indicators!</i>	<i>Reflect further meanings for the next outline!</i>
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		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								

		<i>Re</i>	<i>Un</i>	<i>Ap</i>	<i>An</i>	<i>Ev</i>	<i>Cr</i>		
	<i>FK</i>								
	<i>CK</i>								
	<i>PK</i>								
	<i>MT</i>								