
Criteria-based Organization of Explorations in Education – CrEEEd, p. 1/4

<i>You (name, seminar group):</i>	<i>Your students: (school, year, number of students, subject):</i>

<i>Main idea:</i>	
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<i>Short analysis of conditions:</i>	
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<i>Non-operationalized global objectives:</i>	
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Criteria-based Organization of Explorations in Education – CrEEEd, p. 2/4

Criteria	Outline (Notes)	Performance (Notes)	Reflection (Notes)
General Discovery Interest (Curiosity): Inquiry Learning begins with the existence of a general interest. The original root of this required curiosity lies within the innate cognitive-emotional structure of an individual. Therefore, it may emerge directly by itself or may also be provoked and sustained by interesting conversations, experiments, different media, contradictory contents or unexpected learning environments.			
Method Affirmation: Inquiry Learning cannot be commanded, as this would be contradictory to the authenticity of the autonomous learning process. Approval of the individualized self-determined learning approach is, therefore, an inevitable constituent of the disposition of the exploring learners and a deciding determiner in the learning process.			

Criteria-based Organization of Explorations in Education – CrEEd, p. 3/4

Criteria	Outline (Notes)	Performance (Notes)	Reflection (Notes)
<p>Experience-based Hypothesizing: Inquiry Learning includes, among other things, hypothesizing and making assumptions. Participants do not only pose questions, they also make suppositions concerning potential answers. Presumptions are argued critically, based on personal experiences, reflected and eventually verified or falsified as a result of the reflection of the output of the explorations. In this process the learning experience can be integrated into the learning continuum – linked with personal foreknowledge and individual subjective concepts. This way it is likely to become more memorable.</p>			
<p>Authentic Exploration: Explorative actions in self-determined Inquiry Learning Arrangements are marked by autonomy, authenticity and collaboration. The discovery of suitable ways in which explorations can take place is controlled by the learner and supported externally by coaches, teachers, etc. individually on demand.</p>			

Criteria-based Organization of Explorations in Education – CrEEEd, p. 4/4

Criteria	Outline (Notes)	Performance (Notes)	Reflection (Notes)
<p>Conclusion-based Transfer: Transferring the discoveries (publication, application) rounds off the exploration phase and denotes personal value regarding the experienced Inquiry Learning process. Moreover, passing on, applying and transferring the acquired knowledge seems to be a logical and meaningful – and therefore also indispensable – action in all kinds of authentic researching and exploring processes.</p>			
<p>Critical Discourse: Reflecting Inquiry Learning experiences includes more than presenting and discussing the results. In self-determined exploration the participants also discuss their performance in the whole learning process as well as personal meaningful contexts which may have developed.</p>			