TA TEACHERS
CONFERENCE 2016

Thinking as a Key Competence: Implications for Learning, Teaching and Management.
Riga, 23-24 September 2016

Conference Programme
Abstracts and Extended Summaries

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Welcome from the Organising Committee

I am pleased to welcome you to the third international TA Teachers conference, and to welcome you to Riga and Latvia. This conference has already become a good tradition and I am especially thankful to those of you who regularly find the time to join us for this special event.

Following the feedback received after the previous conferences, we have made slight changes to the format this year. Fewer presentations were included in the programme, so there are more opportunities for you to benefit from the input of practically all the experts involved in the event. Although we are all going to be in one large room during Saturday, the formats of the talks will be very different and you will be invited to participate in various roles. Finally, the time for discussion is planned after each contribution, so your active involvement is not only possible but also welcome.

Thinking as a key competence is the primary topic we would like to address this year. I would like to thank all the speakers who have sent their proposals and all the delegates who have come to attend this conference – you have made it a truly international event. In addition to various tutorials, talks and workshops that are included in the programme, there will be many informal discussions among the participants. Although some of them will inevitably be spontaneous, there are two discussions with pre-selected topics during the coffee breaks on Saturday. One similar discussion two years ago resulted in a joined project, so seize this opportunity to establish contacts and start a new partnership for your organisation.

Social events planned in the programme provide wonderful opportunities for further networking. You can chat with all the delegates at the welcome reception on Friday evening. Informal communication will continue during a guided walking tour of Riga Old Town on Saturday followed by a gala dinner in a famous Riga restaurant. On Sunday you are welcome to join a selection of guided tours to several beautiful parts of Latvia. More information about the social programme can be obtained at the registration desk.

This conference would not be possible without the support of the Nordplus Horizontal Programme of the Nordic Council of Ministers. My special thanks to all the members of the Organising Committee for the invaluable contribution to this event. Once again, welcome to Riga and I wish you a very fruitful conference.

Dr. Alexander Sokol
Head of the Organising Committee

Conference Programme

Friday, September 23

09:00 – 12:00   Pre-Conference Tutorials *(separate registration required)*

                    Tutorial 1. Is it really autumn now? Or what problems is my school going to face?
                    Dr. Alexander Sokol, TA Group, Latvia *(Room "Venta")*
                    Tutorial 2. The Let's Think approach: How to develop your current curriculum challenges into higher order thinking.
                    Stuart Twiss, Let's Think Forum, UK *(Room "Abava")*

11:00 – 12:30   **Registration for Delegates**

12:30 – 13:30   **LUNCH BREAK (Hotel Restaurant)**

13:30 – 14:25   **Welcome and Opening Plenary *(Room "Lielupe")***

14:35 – 16:00   **Workshops *(Rooms "Abava" and "Venta")***

16:00 – 16:30   **COFFEE BREAK**

16:35 – 18:00   **Workshops *(Rooms "Abava" and "Venta")***

18:10 – 19:00   **Plenary *(Room "Lielupe")***

19:00   **Welcome Reception *(Lobby next to "Lielupe")***

Conference Programme

Saturday, September 24 *(All sessions in room "Lielupe")*

09:00 – 10:30	**Thinking Competences through Subjects**
10:30 – 11:00	**COFFEE BREAK (Future of PASS discussion table – see p. 26 for details)**
11:00 – 12:45	**Thinking Competences beyond Subjects**
12:45 – 14:00	**LUNCH BREAK**
14:00 – 15:45	**Teacher Professional Development in Teaching for Thinking**
15:45 – 16:15	**COFFEE BREAK (Joined educational projects on thinking discussion table - see p. 26 for details)**
16:15 – 17:15	**Thinking Competences in the Language Classroom**

18:00   **Old Riga. Walking Tour** *(free for the delegates)*

20:00   **Conference Dinner**
Conference Dinner. Restaurant Kolonāde, Brīvības bulvāris 26
(separate registration)

Sunday, 25 September

Excursions to Sigulda and Rundāle *(separate registration)*

Pre-Conference Tutorials

Friday, 23 September

08:30 – 09:00   **Registration for Pre-Conference Tutorials**

09:00 – 12:00   **Pre-Conference Tutorials**

Tutorial 1. *Room "Venta".*
Is it really autumn now? Or what problems is my school going to face?
Dr. Alexander Sokol, TA Group, Latvia

Effective management is hardly possible without reliable forecasting. One should be able to notice current trends and predict future challenges. Succeeding in this means being able to prioritise and focus on those problems that are essential for successful future development. During this tutorial, you will be introduced to the model of seasons developed by Dr.Theodore Modis. There will be practical tasks to help you define which season your organisation is living through and decide on the most advantageous strategy for the future. We will also discuss the potential of systemic approaches to management in education.

Tutorial 2. *Room "Abava"*
The Let's Think approach: How to Develop Your Current Curriculum Challenges into Higher Order Thinking.
Stuart Twiss, Let's Think Forum

This tutorial will help you see how the materials of Let's Think originated from the mismatch between the demands of the curriculum and the reasoning power of students. From this insight grew our successful attempts at cognitive acceleration, the Let's Think approach.

After a review of the evidence supporting the Let's Think approach we will experience some challenging Let's Think activities and reflect on the experience of using the Let's Think materials. Through this we will become clearer about what it is that the materials must contain and what it is that the teacher has to put in place to teach like a Let's Think teacher.

Now the really useful and most difficult part of the session begins. For the last hour and a half you will work to create your own lessons that can be taught in the Let's Think manner. This is a challenging task for any teacher new to Let's Think and immensely rewarding. Stuart will coach the group to feel successful and be ready to teach their new lessons in their own subject and for their own age group when back in school.

12:30 – 13:30   **LUNCH BREAK**

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Conference Day 1

Friday, 23 September

13:30 – 13:45   **Official Opening.**
Official Opening and Welcome to the Conference Participants.
Room "Lielupe"

13:45 – 14:25   **Opening Plenary.**
Dr. Alexander Sokol, TA Group, Latvia.
Thinking Competence: What Is Inside?
Room "Lielupe"

We have come to this conference because we are interested in thinking. Most of us claim we do things to help learners become better thinkers. But to what extent do we agree on what makes a competent thinker? What is inside the thinking competence? Do we have a good model to help us reflect on the scope of our interventions? While not aiming to be comprehensive, I will share how we understand the thinking competence within the Thinking Approach to teaching and learning and invite the participants to discover and hopefully fill in the gaps in the model during the conference and collaborative activities following it.

14:35 – 16:00   **Workshops**
Irina Bučinska, Daugavpils Russian Lyceum, Latvia
What is the Right Time for Reflection?
Room "Venta"

The workshop will focus on organizing the teaching-learning process where reflection is viewed as an important skill for developing problem solving and creative thinking skills. Learner's reflection is not a new idea as it has been used in the educational process for many years. But in our view, the potential of reflection and development it as a separate skill have not been implemented at the lessons to a full extend. During our workshop different ways and forms of reflections will be offered within the Thinking Task Framework and Thinking Approach to teaching English in primary and secondary school. The participants will have an opportunity to work with examples of a thinking lesson worksheets and discuss the tasks from a pedagogical and subject matter perspective.

Conference Day 1

Isabelle Millon, Institute of Philosophical Practice, France
Practicing Philosophy or Thinking the Unthinkable from a Dilemma
Room "Abava"

I will ask a question based on a dilemma to all the participants.
All of them will have to make a choice and justify it by giving one clear argument (written work).
When everybody will have finished to write, I will use the Hegelian principle of internal critic and external critic where each hypothesis will be questioned in order to go further on the idea, to dig it in common, and show the inherent contradictions in the speech. When it will have been done, a second hypothesis will be taken and compared with the first one, and so on. Reformulation will be used to ensure that both questioner and interlocutor understand each other and to show the difficulty of expressing precise ideas.
The objectives of the workshop are to product ideas, questions, articulate them correctly, deepen them, listen carefully to the speech of the others, make abstract links between the different ideas, analyze and synthetize the work which has been done.

16:00 – 16:30   **COFFEE BREAK**

16:35 – 18:00   **Workshops**
Stuart Twiss, Let's Think Forum, UK
The Let's Think Approach
Room "Venta"

This workshop will give you the chance to experience the Let's Think approach through the materials for English, mathematics and the sciences.

From experiencing Let's Think in these different subjects and using materials aimed at children between 6 years and 16 years you will come to generalise the principles of effective teaching for better student thinking that is the Let's Think Approach.

Come to this workshop if you want to be engaged, have fun discussing difficult ideas with your peers and are prepared to work hard to reflect on the experience.

Conference Day 1

Kristof Van Rossem, University of Leuven, Belgium
The Art of Socratic Questioning
Room "Abava"

This workshop consists of questioning exercises. We will focus on the ability to enhance the critical thinking skills of the pupils/the colleagues in a Socratic way. Two main skills to obtain this are : listening literally to what the other has said and asking questions that establish the „Socratic movements' : taking position, arguing, listening, concretisizing and questioning. The workshop ends with a plenary critical reflection and with some practical tips how to use this in your classroom.

18:10 – 19:00   **Plenary Address**
Stuart Twiss, Let's Think Forum, UK
Thinking Competences in Let's Think
Room "Lielupe"

This plenary will give a perspective from the UK on competence in thinking.

Stuart Twiss is a member of the Let's Think Forum, the charity that promotes the materials and approach to cognitive acceleration that is Let's Think. Stuart will present ideas generated by the Let's Think Forum on four aspects of thinking competences.

• What are the key competences in learners experiencing the Let's Think approach?
• How should competent Let's Think teachers be prompting thinking in students using the materials of the Let's Think curriculum?
• What should a competent Let's Think tutor be working with a teacher?
• What should be the features of the course of training the teacher participates in?

19:00   **Welcome Reception**

Conference Day 2

Saturday, 24 September. Room "Lielupe"

09:00 – 09:30   Susan Granlund, Kirkonkylä Primary School, Finland & Kirsi Urmson,
Rauman Normaalikoulu, Finland.
Bringing the new Finnish Curriculum to Life through Thinking Competences

The new Finnish curriculum comes into effect in 2016. Thinking is the foremost underlying cross- curricular competence, highlighting dispositions, knowledge and skills in thinking, aiming to help learners to be more active, conscious of the learning process, questioning, willing to take risks and make an effort, and finally to be more in control of their own lives and decisions. They should be aware of how they and others think, be inventive and creative, and develop problem solving skills. This presentation is based on our experiences so far of using TA and the TTF, and some other approaches to thinking, and our aim is to demonstrate, through specific, practical examples from our own work in primary and EFL teaching, what steps we have been taking so far to integrate thinking competences more widely into our everyday work in the classroom.

09:30 – 10:00   Natalia Kovilina, Daugavpils Russian Lyceum, Latvia
What to Teach at a Modern Lesson?

The presentation is about one of the most important teachers' question "What to teach at the modern lessons?" For the teachers who start using TA (Thinking Approach) this question can be transformed into "What themes are good at the TA lessons? The author will share her ideas how to find some proper subject themes which will help a teacher to integrate subject and thinking aims, how to work with subject Elements at the TA lessons. The presentation will contain a number of examples from the Russian as a native language and other subject lessons.

Conference Day 2

Saturday, 24 September. Room "Lielupe"

10:00 – 10:30   Juli-Anna Aerila, Anne Keskitalo, Marja-Leena Rönkkö & Kirsi Urmson,
University of Turku, Finland
Arts-Based Learning Process Enhancing and Revealing Children's Thinking

In this study a holistic learning process is presented from the perspective of thinking skills. The learning process was part of the teacher training of University of Turku in Rauma department. The content of literacy, craft and visual art in the frame of thinking skills was combined into a learning process using story line pedagogy. The data consist of texts, art pieces and craft products made by second graders. The data was analyzed using qualitative content analyses and the study aims at finding out how arts-based activities support and enable children's thinking and how to evaluate these activities as thinking activities. The preliminary results show that the activities in this study might be effective in learning. They contain clear learning targets and limitations and simultaneously give the children the opportunity to be creative and implement their own ideas.

10:30 – 11:00   **COFFEE BREAK**

11:00 – 11:30   Dr. Ann S. Pihlgren, Ignite Research Institute, Sweden.
Keeping Order in a Thinking and Learning Environment

This paper is part of a larger study where more than two hundred teachers have been observed and interviewed. The questions guiding this part of the study focus on how the teacher's way of keeping order affects the cognitive quality of what is taught.
A 'thinking and learning environment' presupposes that the teacher acts with strong focus on fostering students' habits of mind, keeping order at the same time. However, there is no automatic relationship between orderliness and learning. Two factors are of importance: The teacher's way of exercising control and if the system was perceptible for the students. Four types of learning environments could be identified, two less successful in supporting cognitive development of students, and two more successful. The strongest learning outcomes are achieved when teachers use a clear and visible system during the lesson, so the students understand what is expected, a system that promotes their self-control.
Keywords: Cognition, order, praxis theory, teaching styles, thinking.

Conference Day 2

11:30 – 12:00   Dr. Sergei Modestov, Saint-Petersburg State University of Economics, Russia
Science-Fiction Texts Writing As a Method of Creative Thinking Development

It is possible to increase creative thinking skills if a person has a talent for creativity? This is a traditional concept. Creative abilities are regarded to be something existing only in the human mind. However, creativity may have different conceptions: every man-made product or technical system designed to deliver certain functional value tends to evolve in a systematic way according to generic patterns and trends of evolution, as well as to some laws of development. It is considerably more efficient than to try to develop genetically determined abilities. The easiest sphere in which everybody can try to create something new and essential is literature. Applying these laws and trends of development to literature leads to producing a new approach to creative thinking training – training by writing science-fiction and fantasy texts.

12:00 – 12:45   Justus Schollmeyer, Leibniz Institute for Interdisciplinary Studies, Germany
On the Gamification of Teaching Creative Problem Solving

At the round table I would like to discuss the opportunities that the increasing digitalization of education holds for teaching Creative Problem Solving (CPS) to more or less anybody with internet access. "CPS" refers to a few approaches that were developed within the TRIZ-tradition (TRIZ – Theory of Inventive Problem Solving) on the basis of patent studies. They were designed with the aim of providing potential inventors with guidelines and conceptual tools for solving problems in invention. According to the TRIZ approach, the art of creative problem solving cannot only be studied systematically but also be taught. Based on these ideas, I would like to focus on the possibility of gamifying education in CPS on a digital level, using as an example a particularly successful serious game for language acquisition, namely "Duolingo". I will suggest that designing serious online games for CPS might be a promising alternative to attempts of implementing CPS education in the public school system.

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Conference Day 2

Saturday, 24 September. Room "Lielupe"

12:45 – 14:00   **LUNCH BREAK**

14:00 – 14:45   Renata Jonina, TA Group, Latvia
                      Teaching competence for developing learners' thinking and problem solving: helping in-service teachers grow professionally.

                      The talk aims at helping participants understand which aspects of their teaching competence they can improve in order to make their classrooms more effective and directed at developing their students' problem solving competence or inventive thinking skills. In the framework of this talk, I refer to problem solving competence or inventive thinking skills as ability to "effectively solve non typical (creative) problems in various domains avoiding a large number of trials and errors" (Sokol et al., 2008: 34).

                      The discussion will touch upon both those competences which are required for effective teaching-learning process as such and those which are specific for inventive thinking skills classroom.
                      The talk is based on research data, the results of the study the facilitator is involved in, as well as facilitator's own pedagogical experience.

14:45 – 15:45   **Panel discussion. Teacher Stories about Thinking Classrooms.**

                      Teacher education is an important part of any approach to teaching thinking. In this session we would like to give the floor to colleagues who have recently started embedding elements of the Thinking Approach into their classes. They will share their stories about bringing thinking into the classroom, reflect on the achievements made and the difficulties they have faced. After discussing the experiences with the session facilitator and the audience, we will invite more experienced colleagues working in the framework of various traditions of teaching thinking to reflect on the stories and come up with their suggestions and advice.

15:45 — 16:15   **COFFEE BREAK**

Conference Day 2

16:15 – 16:45 **Dr. Jagoda Topalov & Dr. Biljana Radić-Bojanić, University of Novi Sad, Serbia**
The Role of Need for Cognition and L2 Proficiency in Task Performance at Higher Cognitive Levels of Bloom's Taxonomy

Need for Cognition represents an individual's tendency to engage in and enjoy cognitive tasks. Previous research results indicate that there is a positive correlation between NFC, on the one hand, and greater persistence and performance in academic tasks, on the other. The goal of this research is to determine whether NFC is significantly tied to success in the EFL tasks that require engagement at the higher levels of the cognitive domain. For this purpose, we conducted a quantitative research in which 68 fourth year English majors completed a short-form of the Need for Cognition Scale and proficiency level (CPE) tests of reading comprehension and the use of English. The results indicate that Need for Cognition is not a determinant of higher cognitive engagement, whereas proficiency in the L2 is significantly tied to the achieved success at higher levels of the cognitive domain. In practical terms this means that foreign language teachers must make attempts to simultaneously raise the level of their learners' foreign language competence and develop higher order thinking skills, which can be done via different types of tasks, some of which will be illustrated in the presentation.

Key words: Need for Cognition, L2 proficiency, the cognitive domain, higher cognitive levels.

16:45 – 17:15 **Svetlana Suchkova, Samara State University and Katie Riley,**
University of Vigo
Fostering Critical Thinking via a Wiki Project: Analysis of Experience

This paper analyses an international wiki project between a Russian and a Spanish group of EFL adult learners aimed at promoting cultural awareness amongst the participants (https://abcofcultures.wikispaces.com/). This project provided a space for students to share information about their cultures with peers, ask questions, and comment on each other's posts. Based on Bloom's revised taxonomy, the benefits and challenges of the project in terms of promoting critical thinking skills, student motivation, and language skills development will be discussed. In this analysis, we will look at the anticipated problems and solutions, evaluate the effectiveness of the project, focus on the results and student feedback, and suggest changes for future iterations.

Extended Summaries of the Presentations
Conference Day 1

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Dr. Alexander Sokol, TA Group, Latvia

Thinking Competence: What Is Inside?

Friday, September 23, 13:45 – 14:25, Room "Lielupe"

A number of various things are extremely important when one speaks about the thinking competence. One way of summarising them is through such questions as why, what, how, who, etc. *Why* is about reasons for developing thinking competence. *How* is about approaches and methods that can help us organise teaching for thinking. *Who* is about the competences of teachers that facilitate the process. *What with* is about curricula and materials. All of them are extremely important but they are all "outside" the thinking competence. The subject of this talk is the "inside", i.e. the *what* of the thinking competence.

The work on defining what kind of thinking we are trying to develop within the Thinking Approach goes back to the end of 1990s. The first publication appeared in 2001 and included a grouped list of thinking skills. After some time it developed into a system of inventive thinking skills and dispositions that followed the structure of the problem-solving process. This list satisfied the author and was more than enough for his own teaching. At the same time, it turned out to be notoriously difficult for teachers wishing to start working with the Thinking Approach. During the PASS project (www.ta-parents.eu), a visual illustration was developed to ease the process of comprehending the skills by parents.

In addition to providing the audience with detailed information on the above developments, I will propose to speak of five underlying elements of the thinking competence as a possible way of simplifying the perception of the system of thinking skills and dispositions. In the discussion to follow, I would be interested in both your suggestions for additional key elements of the thinking competence and possible missing parts in the proposed system of skills and dispositions. I believe that an agreement on *what* of the thinking competence will not only ensure a more fruitful collaboration between the professionals in the field but will be invaluable for further work on teacher education for thinking and assessment in the field of thinking.

Irina Bučinska, Daugavpils Russian Lyceum, Latvia

What is the Right Time for Reflection?

Friday, September 23, 14:35 – 16:00, Room "Venta"

One of the key requirements of a successful modern lesson is a student with an active position of an independent learner, the learner who is aware of what is going at the lesson, the learner who explores the subject and the learning process to better understand and manage it by building their knowledge through facing and dealing with challenges, asking questions, and creating their own personal strategies to successfully achieve their learning goals and developing necessary thinking skills.

Alongside with different methods and techniques applied nowadays, we consider reflection at different stages of a lesson and beyond can be a mighty tool to facilitate the learning process beneficial for both the students and the teachers. Appropriately organised reflection that fulfils various aims e.g. reflecting on what, why, and how, in our vision, should become a vital integral part of a modern lesson, developing a wide range of thinking skills of learners and solving a large scope of educational and subject matter issues of teachers.

During our workshop we will share our experience of how different forms of reflection are used throughout lessons within the Thinking Task Framework of the Thinking Approach to English language teaching, including examples of students' worksheets (age group is 13-16 year old learners) and demonstrating how this process is organized during a lesson. A number of questions will be touched upon. Who, How, and When organizes the reflection process? Who, How, and When deals with the outcomes of the reflection process? What are the benefits of the approach?

Extended Summaries of the Presentations
Conference Day 1

Isabelle Millon, Institute of Philosophical Practice, France
Practicing Philosophy or Thinking the Unthinkable from a Dilemma
Friday, September 23, 14:35 – 16:00, Room "Abava"

Practicing philosophy or thinking critically, it is « dare to know » (Kant), it is « to know how to be astonished » (Aristotle), it is « to be curious of what surrounds us » (Russell). It is to take distance with oneself, it is to be at the same time oneself and the other, it is « to suspend its own judgment » (Descartes), it is to invite the subject to reconcile himself with himself through his words and his acts, it is to face its own fears, it is to accept the finitude of its being and its imperfection. It is a dialogue with oneself and the others, it is to question oneself, learn how to like reality, to get out of its illusions; it is being here, present to the world and to oneself. It is to learn how to know oneself in order to give it up.

When we practice philosophy, we are not so much in what is true, but in how is it true, not in what we think but how we think it. We use Socrates's questioning, which is a work on oneself, on consciousness: how do I know what I know? What are my arguments? Can I justify all my affirmations? Am I coherent with myself? We use Hegel's dialectic on internal critic, where we "work" the opinion inside instead of giving a new opinion; the philosophers are there, in filigree. We work also on emotions, inherent on every human being, obliging the person to put them in distance in order to think.

Practicing philosophy is the reflective exercise of judgment, it is to be able to think the thinkable and the unthinkable. We learn to use some specific skills and attitudes to do it: seeing, listening, questioning, analyzing, constructing, deconstructing, comparing issues, concluding. It allows to acquire a critical mind, an autonomy to think in order to avoid any manipulation and prepare to take position in its own destiny.

In resume, learn how to think critically must allow one to confront oneself in four principal dimensions:
- Pedagogical: to confront oneself with the other by learning to think and not emitting ideas in profusion.
- Cultural: to learn to be, to exist by speech, which becomes a tool of the thought.
- Social: to become conscious of oneself and the other. Often, the youth have difficulties finding a position; the philosophical discussion will allow him to take into consideration the singularity of his speech. It will bring him freedom of thinking, and self-confidence that will lead him progressively to decenter himself and to take the other into consideration.
- Political by learning self-respect and to respect the other.

Stuart Twiss, Let's Think Forum, UK
The Let's Think Approach
Friday, September 23, 16:35 - 18:00, Room "Venta"

Let's Think, cognitive acceleration is an intervention that has over 20 years of evidence of its positive effect on children's reasoning. The theory of practice for Let's Think, cognitive acceleration is based on the work of the psychologists Piaget and Vygotsky.

The Let's Think approach was originally developed to improve students' abilities to reason in science. Students in the original study improved in their ability to reason in science, in their success in science national examinations and remarkably in both mathematics and English, subjects not part of the intervention. It has since been used to develop Let's Think courses in Maths and English. It has been extended from students aged 11-14 years to children as young as 4.

In this workshop you will get to experience some of the lessons that students and young children experience.

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Extended Summaries of the Presentations
Conference Day 1

You will have a chance recognize the engagement they generate, the challenge they can present even to competent thinkers like yourself. Your thinking will be supported by an experienced Let's Think teacher and you will have a chance to reflect on what he does to stimulate your thinking. You will also see some videos of Let's Think teachers teaching similar lessons. From all of this we will make clear the features of Let's Think materials and teaching

Stuart Twiss is a tutor representing the Let's Think Forum, the charity which is responsible for maintaining Let's Think, cognitive acceleration and currently is undertaking further research into the approach on behalf of the national government of England and the government of London.

Kristof Van Rossem, University of Leuven, Belgium
The Art of Socratic Questioning
Friday, September 23, 16:35 - 18:00, Room "Abava"

Asking the right questions and disciplining the conversation-behavior makes you steer a conversation in a direction that you want, be it an individual or a group. With a good question, you can influence the thinking and the behavior of your client, partner, student in a very thorough way. This seminar/workshop is aimed at improving this questioning behavior in your job as a teacher, coach, trainer, philosophical practitioner, manager,… We focus on questioning techniques to deal with an individual as well as with a group.
Special attention is drawn to the Socratic style in questioning. Starting from a specific interpretation of Plato, we will explore and evaluate a style that enables you to be as efficient, clear and thorough as possible in questioning your client.
The seminar is based on experiential learning. Some theoretical material will nevertheless be provided.

Objectives of the workshop :
1. You are creative in asking questions
2. You are efficient in asking your questions: you get what you want
3. You are quick and alert in questioning
4. You can demand accurate and precise information
5. You are aware of the nature of the intervention of your interlocutors
7. You can distinguish different types of questions and their effects
8. You practice the Socratic questioning attitude (of not knowing)
10. You can ask the right question with the right words at the right time to the right person
11. You have a sense of the 'appropriateness' of a question or intervention
12. You have insight into the rhetorical aspects of a question
14. You can intensify the (self)reflection of your client
15. You can make the other one (more) responsible for what he/she says or does with your questions
16. You have a neutral attitude
17. You can be non-empathical when needed.
18. You can be harsh with your client when needed : you are free of the desire to be loved etc.

The targets and the program proposed will be adjusted to what the participants bring in.
We will work on :
  - Distinguishing questions that work and questions that don't work;
  - Establishing conceptual differences between questions;
  - Elaborating Socratic questioning strategies;
  - Analyzing the effects questions produce;
  - Analyzing the rhetorical aspects of questioning behavior
  - Understanding the obstacles that stand on the way of working with thinking;
The disciplining of the client's answering and questioning behavior.

Extended Summaries of the Presentations
Conference Day 1

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Stuart Twiss, Let's Think Forum, UK
Thinking Competences in Let's Think
Friday, 23 September, 18:10 – 19:00, Room "Lielupe"

Let's Think, cognitive acceleration is an intervention that has over 20 years of evidence of its positive effect on children's reasoning.
It was originally developed to improve students' abilities to reason in science. Students in the original study improved in their ability to reason in science, in their success in science national examinations and remarkably in both mathematics and English, subjects not part of the intervention.

The original theory of practice for Let's Think, cognitive acceleration was based on the work of the psychologists Piaget and Vygotsky. A feature of Let's Think is how their ideas are translated into learning in classrooms and have become part of a well described pedagogy.

What is expected of students, teachers and tutors in Let's Think has been the subject of much of our recent work as an organization.

This work on competences has been driven by our participation in grant funded research where fidelity with the approach is necessary. It has also been driven by the Let's Think Forum's desire to develop processes of accreditation for tutors, courses and schools.

Stuart Twiss is a tutor representing the Let's Think Forum, the charity which is responsible for maintaining Let's Think, cognitive acceleration and currently is undertaking further research into the approach on behalf of the national government of England and the government of London.

19:00   WELCOME RECEPTION

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Extended Summaries of the Presentations
Conference Day 2

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Susan Granlund, Kirkonkylä Primary School, Finland & Kirsi Urmson, Rauman Normaalikoulu, Finland

Bringing the new Finnish Curriculum to Life through Thinking Competences
Saturday, 24 September, 09:00 – 09:30, Room "Lielupe"

"Skills for thinking and learning to learn" are the first of the seven basic competences which form the foundation of the new Finnish curriculum, coming into effect in August 2016. The other competences all require thinking skills. They include cultural skills, and skills for communication and expression, practical skills for everyday life, critical thinking skills in choosing, using, interpreting and evaluating texts, ranging from literature to factual texts and media, computer and social media skills, skills for working life and entrepreneurship and skills for participation, exercising influence and building a sustainable future.

Thinking competences described in the curriculum highlight dispositions, knowledge and skills which aim to help learners to be more active, conscious of the learning process, questioning, willing to take risks and make an effort, and finally to be more in control of their own lives and decisions. They should be aware of how they and others think, be inventive and creative, and develop problem solving skills, also making their own aims and learning peer and self-evaluation. Cooperation with each other and teachers in planning and carrying out phenomena-based learning units where different subjects and competences come together will be important.

We will describe how the Thinking Approach in particular, and a little knowledge of Let's Think! The Storyline Method and Philosophy for Children, have helped us greatly in our ongoing attempts at integrating the new curriculum into our own work. Since 2009 we have been using parts of TA, especially the Thinking Task Framework and ENV, as tools for ourselves and our pupils. We will show, through specific practical classroom tasks we have used, what steps we have taken aiming to develop pupils' thinking competences, as well as addressing the other demands of the curriculum and our subject content. We plan to discuss how these went, how we can evaluate them, and what we need to still develop. Our examples come from primary and EFL classrooms, but could easily be made relevant to and adapted for any level.

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Natalia Kovilina, Daugavpils Russian Lyceum
What to Teach at a Modern Lesson?
Saturday, 24 September, 09:30 – 10:00, Room "Lielupe"

Mostly at the teachers' training courses the teachers get some ideas about how to teach the students, what teaching methods are the most productive at the modern school. The experience shows that any teacher quickly master new technologies, skillfully uses new teaching methods during lessons. But still after the next teachers' training courses, the teachers say that they are not satisfied with the level of the modern students' motivation, their wish to learn and to work at the "streamlined" lessons. Maybe the reason is not only in the teaching methods. Maybe the problem is in the old curriculum as well.

For the TA (Thinking Approach) teacher it is obvious that the teachers should help students acquire not only "the skills that are easiest to teach and easiest to test" but more importantly the ways of thinking (creativity, problem-solving, decision-making and learning). These modern educational requirements cannot be performed through the old curriculum.

The presentation will focus on what and how the teacher can do to find the object of studies that will help integrate thinking into school subject using the ENV (Element -Name of feature -Value of Feature) thinking model that implies description of different research objects. The first step is identifying what "we want to describe", what the Element is. For any teacher it is the most important and the most difficult step. Thus, the presentation will be focused on the ways how to find the Element, how to describe it using the form of passport, how to use it in the Thinking Task Framework. There will be shown the examples from the Russian as a native language lesson as well as examples from lessons of other subjects.

Juli-Anna Aerila, Anne Keskitalo, Marja-Leena Rönkkö & Kirsi Urmson, University of Turku, Finland
Arts-based Learning Process Enhancing and Revealing Children's Thinking
Saturday, 24 September, 10:00 – 10:30, Room "Lielupe"

Young children become aware of thinking skills when they work together solving a problem. They learn to express themselves and listen to each other and make comments in the process. They can test their ideas by sharing them. Challenging tasks with specific limitations give them room to be creative. The tasks need to be well planned, relevant and meaningful to guide and push the children to find a new solution. Reflection on work process helps the children to see what the thinking skills are. Talking about thinking process is a good base in learning thinking skills.

In this study a holistic and art-based learning process is based on using the Thinking Task Framework from TA (Thinking Approach). Art-based and holistic learning connects situated and experiential learning to problem-based learning and creative thinking. The whole learning process was designed within the framework of storyline pedagogy. This was considered necessary since children's thinking differs from adults: they have less experience, expertise and working habits of thinking and approaching problem-based tasks. Previous studies indicate, that art-based activities allow children to work at their own pace, make their own choices, and enjoy a job well done. Taking the role of scarecrows gave the children an imaginary setting and a new point of view to act.

This learning process was a part of a teaching practice in class teacher education of University of Turku in Rauma Unit and it consists of 20 mother tongue, visual art and craft lessons conducted by two student teachers in a second grade class. In the study the University's garden was at the heart of all the activities and the starting
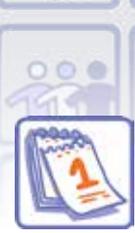
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point of the story line pedagogy: the aim of the whole process was to determine, how the children as scarecrows could protect the garden from various threats.

The data consist of texts, art pieces and craft products made by the children. The data was analyzed using qualitative content analyses and the study aims at finding out how art-based activities support and enable children's thinking and how to evaluate these activities as thinking activities. The study is a continuation to our previous studies in which we have tested different art-based activities trying to find a balance between freedom and limitations in activities from the perspective of thinking skills. In our previous studies we have been able to highlight how different art-based activities visualize children's thinking to themselves and to the others.

The preliminary results show that the activities in this study might be effective in learning. They contain clear learning targets and limitations and simultaneously give the children the opportunity to be creative and implement their own ideas. The products of the learning process reveal something of children's thoughts to themselves, to other children and to the educators. The study is in accordance to the new core curriculum of Finnish basic education, which emphasizes holistic learning, thinking skills and the activity of children in all learning.

Dr. Ann S. Pihlgren, Ignite Research Institute, Sweden
Keeping Order in a Thinking and Learning Environment
Saturday, 24 September, 11:00 – 11:30, Room "Lielupe"

The larger study includes a thorough analysis of research literature on how education can develop students thinking, compared with results from observations and teacher interviews, recorded at 125 lessons in grade K-12, 60 sessions in afterschools in grade K-6, and 40 sessions of preschools for children 1-5 years.

The 'thinking and learning classroom' presupposes that the teacher plans, assesses, chooses activities and tools, and arranges the setting, with strong focus on fostering students' habits of mind, rather than fixating on factual knowledge or covering of certain knowledge areas. Before teachers participated in the programs, observations showed little evidence of this (Pihlgren 2013a, 2014, in press). Though most teachers showed an understanding of what would develop the students' cognitive skills, they lacked the understanding of how to translate their theoretical knowledge into practice. However, most teachers could improve their cognitive teaching content when subject to systematic development programs (Pihlgren, 2015).

This particular part of the larger study is focused on how the teacher's style of keeping order affects the cognitive learning of students and how this might be related to the praxis theory of the teacher.

There is not an automatic relationship between orderliness and cognitive learning. Some teachers tend to keep the students at work, rather than challenging them cognitively (Marshall, 1988). If the expectations of the teacher are hard to understand, some students will fail (Berstein & Lundgren, 1083). If the student has a different lifestyle, characterized by other values than those of the teacher, this might cause disturbances (Demanet & Van Houtte, 2012). Students also tend to cultivate their interrelations, and this might distract them from the cognitive work (Wrethander, 2007, Tholander, 2002). The student's ability to self-regulation is of vital importance for learning (Andersson, 2012).

Two factors were shown to be important: The teacher's view on how to control and if the system for control was perceptible or not. This resulted in four types of learning environments:

1. Disorder and uncertainty.
2. Weak framing: some students will fail

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 3. Teacher authority / authoritarian teacher
 4. Students take on responsibility

In the first learning environment the teacher controls the actions within a vague system, resulting in disorder and uncertainty. This environment shows the lowest cognitive content. The second environment expects the students to exhibit self-control, but as the system of control is vague, it will be hard to discern for some students. This environment generally shows week cognitive content.

The third environment is governed by the teacher, whose system of control is perceivable, predictable, and clear to the students. This is a calm environment. However, if the teacher leaves the room, the good order will soon be gone. Teachers here teach basic skills and cognition. The forth learning environment displays a system where the teacher has set a perceivable system for the students to navigate within, exercising self-control. These teachers show the strongest learning outcome in their teaching, reaching higher cognitive levels by encouraging the students to analyze, evaluate, and create meta-cognitively.

Dr. Sergei Modestov, Saint-Petersburg State University of Economics, Russia
Science-Fiction Texts Writing as a Method of Creative Thinking Development
Saturday, 24 September, 11:30 - 12:00, Room "Lielupe"

Traditionally creativity stands for some mysterious process inside the human's mind. It is a person who with his/her great effort can make something new which in its turn can move the progress forward. This is typical in Europe, and it gave some results, for instance the model of abilities is based on it. It means that it is possible to develop person's creative abilities. If only individual abilities of students (which are often genetically determined) are taken into consideration, the serious contradiction can be faced: this is against the modern pedagogical principal of equality and humanistic approach. Thus, to make creative studying process accessible for all, one should overcome some challenges.

The first challenge is genetic determination of most human's abilities. For instance, if one wants to achieve great results in sport, he is supposed to have appropriate anatomic and physiology characteristics. For the experiment situation it is crucial to find some sphere in which even disabled people can create without any limits.

The second challenge is "the blockade of reality". A beginning creator compares his results to the results of experienced creators (e.g., an unfledged writer and an experienced author). This can produce a bad effect: a beginner may think that he will never reach the same skill level as in beautiful examples of experienced writes. It would be good if this inner competition do not prevent a beginner from his attempts.
The third challenge is an "algorithmization" of study, of the subject matter. The final goal of any educational process is to make somebody be ready for an effective activity in studying. It is easy to learn if a teacher or a tutor gives an audience some algorithms. So, we need an educational sphere, which contains some creative algorithms able to teach anyone regardless his/her personal abilities, and which does not contain any "reality blockade".

The best sphere answering to all these challenges is the text creation: the author mastery. The best ground to train creative thinking skills is the creation of literary texts – especially science-fiction and fantasy as it is a fiction of development, the future and other worlds. Thus, a training course consists of three main parts can be composed:

1. A drama text structure. This part is about how a literary text is built. A teacher analyzes the structure of a story and students try to make their own story.

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2. The basic writing skills of an author. This part is devoted to the way different literary tools. Students should analyze main writing techniques and learn how to create the plot.

3. Algorithms of creative activity. The appearing of new systems such as social, educational, technical etc. is determined by some objective laws of evolution. Many of these generic patterns are accumulated in the theory of inventive problem solving (TIPS, TRIZ in Russian), which was made in the USSR in 1956 and now is used all over the world. TRIZ-tools can be used to make qualitative fantastic literature texts.

These tools integrate in creative product, which students create while studying. Fantastic texts writing also has some incidental benefits, such us positive self-assessment, capacity to modeling different life situation, etc.

So creative abilities are not determined by genetic things. Therefore, this is the way to develop personal creative thinking skills whatever they are.

Justus Schollmeyer, Leibniz Institute for Interdisciplinary Studies, Germany
On the Gamification of Teaching Creative Problem Solving
Saturday, 24 September, 12:00 – 12:45, Room "Lielupe"

At the round table I would like to discuss the opportunities that the increasing digitalization of education holds for teaching *Creative Problem Solving* (CPS) to more or less anybody with internet access. "CPS" refers to a few approaches that were developed within the TRIZ-tradition (TRIZ – *Theory of Inventive Problem Solving*) on the basis of patent studies. They were designed with the aim of providing potential inventors with guidelines and conceptual tools for solving problems in invention. According to the TRIZ approach, the art of creative problem solving cannot only be studied systematically but also be taught. Based on these ideas, I would like to focus on the possibility of gamifying education in CPS on a digital level, using as an example a particularly successful *serious game* for language acquisition, namely "Duolingo". Duolingo not only provides its services for free. It also has an extraordinarily high number of users. Moreover, the teaching method works for more or less every age group; its only prerequisite is that users are able to read and write in their respective native languages. I would like to discuss how designing serious online games for CPS might be a promising alternative to attempts of implementing CPS education in the public school system.

During the round table discussion, I would like to present some ideas on what such games might look like and talk about these different designs with the other participants. I will suggest that in the short-term, different types of games would have to be developed in order to teach the "language" of CPS. In particular, I would like to discuss the design for a very simple game whose purpose consists in teaching people how to think in terms of system evolution; the stages of the game will correlate with increasing levels of complexity. I will argue that such a game could provide the framework for more specialized games on "Parametrization" (e.g. Rindfleisch/Thiel, 1986; 1988; 1989; Linde/Hill, 1993; Bukhman, 2012), "Substance-Field-Analysis" (e.g. Altshuller, 1984; Fey/Rivin, 2005), "Physical Effects" (e.g. Ardenne, 2005; Bukhman, 2012) etc. The demands that a successful gamification of these subject matters raises – particularly when it comes to connecting them with the overarching game on system evolution – will require ongoing research into the nature of CPS.

In the middle-term, collaborations with fields like "Science and Technology Studies" or "History and Philosophy of Science and Technology" will be required. Furthermore, I will suggest that – due to its nature – CPS might become in the long-term the overarching educational subject that might unify such educational subjects as physics, chemistry, and computer science. In other words, a successful gamification of CPS education might bear the potential for successfully gamifying lessons in other classical educational subjects.

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All in all, I hope that this presentation can provoke a controversial discussion about the more general idea of gamifying education of CPS, and, in particular, about the concrete game designs presented. Moreover, I hope to exchange ideas with the others.

Literature

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Renata Jonina, TA Group, Latvia
Teaching competence for developing learners' thinking and problem solving: helping in-service teachers grow professionally
Saturday, 24 September, 14:00 – 14:45, Room "Lielupe"

Information or knowledge society we live in nowadays imposes a new role on teachers who become more and more responsible for developing students' meta-subject competences, such as creativity, problem solving, interpersonal communication, self-management, ability to learn. Even though many teachers accept this new role, the question of how exactly to change their own teaching practice very often still remains open.

The research which I have undertaken addresses the problem of identifying measurable criteria and indicators of essentail teaching competences required for effective organisation of the problem-centred teaching-learning process. The given indicators include both those which are required for effective teching-learning process as such and those which are specific for the problem-centred education. These can serve for formative assessment and help teachers grow professionally in their endevour to change their classrooms into thinking classrooms.

During this interactive talk, I will involve participants in the discussion of the essential aspects of the teaching-learning process and the competences which are required for its organisation. Both theoretical issues and practical tasks will be touched upon.

The offered talk will be useful for practicing teachers who want to uncover essential elements of teaching competence that allow to increase quality of the teaching-learning process, as well as for methodologists and school administrators who are interested in helping their teaching staff grow professionally in the domain of teaching for thinking.
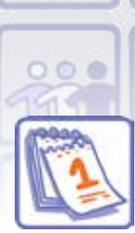
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Panel discussion
Teacher Stories about Thinking Classrooms
Saturday, 24 September, 14:45 – 15:45, Room "Lielupe"

One of the most difficult things for many teachers who have attended a course on thinking skills is to start bringing the ideas into their classrooms. This is especially difficult when it come to the whole lesson or even a series of lessons being built around the idea of developing thinking skills and dispositions of learners. During this panel discussion, you will hear four stories about thinking in the classroom that will be shared by novice thinking teachers from Latvia, Lithuania and Finland. The teachers will discuss the differences they noticed when conducting thinking lessons, speak about the achievements made and the difficulties faced, as well as share their own feelings and emotions when being involved in the process.

Upon hearing the stories, the session facilitator, who is a research in the field of teacher education for thinking, will offer further questions to the teachers to shed the light on some controversial points of bringing thinking into the classroom. These will be followed by questions from the floor and comments from other colleagues who have witnessed the process and often acted as mentors to the teachers. Finally, a group of experts in teaching thinking will reflect on the experiences we have heard and come up with their suggestions to both the participants and the members of the audience involved in the discussion.

Dr. Jagoda Topalov & Dr. Biljana Radić-Bojanić, University of Novi Sad, Serbia
The Role of Need for Cognition and L2 Proficiency in Task Performance at Higher Cognitive Levels of Bloom's Taxonomy
Saturday, 24 September, 16:15 – 16:45, Room "Lielupe"

In the academic context of tertiary education, higher order thinking skills are among the most important factors for academic success. Cognitive models of learning emphasize the active role of the learner in the construction of knowledge. Within this framework, Need for Cognition represents an individual's tendency to "engage in and enjoy effortful cognitive endeavors" (Cacioppo, Petty, Feinstein & Jarvis, 1996: 197). Learners who are high in NFC tend to "seek, acquire, think about and reflect back on information to make sense of stimuli, relationships, and events in their world" (Cacioppo et al., 1996: 198), whereas, learners low in NFC tend to "rely on others (e.g., celebrities and experts), cognitive heuristics, or social comparison processes" (Cacioppo et al., 1996: 198) when they form judgments and make decisions. Previous research results indicate that there is a positive correlation between NFC, on the one hand, and greater persistence and performance in academic tasks, on the other. Fewer studies, however, investigated a direct relationship between NFC and foreign language learning.

The goal of this research is to determine whether NFC is significantly tied to success in the EFL tasks that require engagement at the higher levels of the cognitive domain. For this purpose, we conducted a quantitative research in which 68 fourth year English majors completed a short-form of the Need for Cognition Scale (Cacioppo, Petty & Kao, 1984) and proficiency level (CPE) tests of reading comprehension and the use of English. The response variables in the study included participants' scores on EFL tasks at Bloom's (Bloom, Englehart, Furst, Hill & Krathwohl, 1956) levels of Application, Analysis, Evaluation and Synthesis, whereas the explanatory variables included the reported level of NFC and proficiency, operationalized as the participants' scores on the reading comprehension and the use of English measures. The results indicate that Need for Cognition is not a determinant of higher cognitive engagement in performing tasks in a foreign language. Proficiency in the foreign language, on the other hand, is significantly tied to the achieved success at higher levels of the cognitive domain. In the context of foreign language learning these findings suggest that the knowledge of the language can either facilitate or impede higher order cognitive processes. Because of the limited control over the foreign language most of the available cognitive capacity is used at lower levels as

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learners try to recall, understand and apply, and not enough of the cognitive capacity is left for higher levels of analysis, evaluation and synthesis. The results further suggest that in the context of learning a foreign language the three higher levels all require depth of processing and that they do not take place sequentially, as the taxonomy indicates, but are concurrent. In practical terms this means that foreign language teachers must make attempts to simultaneously raise the level of their learners' foreign language competence and develop higher order thinking skills, which can be done via different types of tasks, some of which will be illustrated in the presentation.

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Svetlana Suchkova, Samara State University and Katie Riley, University of Vigo
Fostering Critical Thinking via a Wiki Project: Analysis of Experience
Saturday, 24 September, 16:45 – 17:15, Room "Lielupe"

The aim of this paper is to analyse an international wiki project in which students used a wikispace to share information about their cultures with peers, ask questions, and comment on each other's posts, using English as a lingua franca. The participants were two groups of upper-intermediate adult EFL learners in a university context (one in Russia and the other in Spain.)

It is noteworthy to mention that this project was the first experience of this kind for both the teachers and students, and technical aspects added to its challenge. The project aimed to promote cultural awareness as well as develop a complex combination of students' critical thinking and communication skills. Using the cognitive, affective and psycho motor domains highlighted by Benjamin Bloom, we will analyse the effectiveness of the project delivery in terms of promoting these skills and make suggestions for improvement.

The project consisted of three stages: a pre-project task, core project activities, reflection and feedback.

During the first stage, students were challenged to negotiate a list of realia which most represent their culture. Limited by the ABC as a framework, they evaluated their decisions and exercised reasoned judgements.

The major outcomes of the project were media texts on wiki pages about designated cultural realia, created in a way that could be interesting for a person from another culture. The tasks engaged students in investigation, which required understanding, analysing, synthesising, and evaluating information. The tasks were challenging in terms of both developing language skills and applying higher-order thinking skills. They also provided an excellent opportunity to demonstrate creative skills, In fact, many students included images, music, and slideshows in their digital content.

The objective of interactive tasks, requiring students to read and comment on other posts, was to enable students to assess the information for clarity, fairness and accuracy. However, students' interaction could have been more active and meaningful. In some cases, the superficiality and poor quality of discussion showed us that students need support and guidance to shape it.

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In general, students' feedback on the project activities, instruments, the teachers' support, and their own participation was highly positive, and during reflection several interesting suggestions for improvement were mentioned.

There are several lessons we learnt from this experience:
1) An online project between cultures of this nature has excellent potential for fostering critical thinking skills.
2) Even adult learners need teachers' guidance and regulating functions in order to trigger critical reflection. Problems such as plagiarism, which clearly show that students have not thought in a critical way, also need to be addressed.
3) Given that the students demonstrated a lack of 'self-guided, self-disciplined' learning and poor time management skills, the importance of motivation, a necessary precondition for promoting collaboration and discussion, is also apparent. Students would have been more motivated if they had been assessed to get a credit for the course.
4) Some of the tasks and interaction modes can be reconsidered. Increased personal contact and more adequate timing would be beneficial here.

INVITATION FOR COLLABORATION IN EDUCATIONAL PROJECTS

Parents As Successful teacherS (PASS)

In the framework of the international project Parents As Successful teachers - PASS (2011-2013), TA Group professionals together with the colleagues from partner institutions have developed educational **materials for parents** for introducing a foreign language to 4-7 year-old children. This language education aids the development of **children's creativity and thinking skills using eight everyday situations**, such as watching cartoons, playing with objects, reading to your child, etc. The materials have been created **for eight languages** (English, German, French, Italian, Spanish, Latvian, Russian and Dutch) and piloted in five countries.

Are you interested in
- adapting the developed materials for your context?
- having the materials translated into local language(s)?
- launching a community of parents interested in the development of language and thinking skills of their children?
- organising support activities for parents (face-to-face and online)?

We invite you to get acquainted with the materials online – **www.ta-parents.eu** – and get in touch with us if you are interested in building the cooperation on further development and adaptation of PASS materials and extension of the PASS community of parents!

Do you find the idea of bringing PASS to your country interesting? Have you got suggestions for improving the materials? Do you just like the concept and want to learn more? Come and join us for an informal discussion about the future of PASS during the first coffee break on **Saturday (10:30-11:00)**. You are also welcome to share your ideas any time after the conference.

info@ta-group.eu

Teacher Education for Thinking Project

Over the past few years TA Group has coordinated a number of **projects on teacher education for thinking** in the Nordic-Baltic region. One of the outcomes of these projects are communities of thinking teachers who you can meet at this conference and also get to know via TA Teachers forum at **www.ta-teachers.eu**

We would like to collaborate with more teachers and organisations interested in working towards more **systemic approach to learning for thinking**. We would be happy to share our experience and learn from what you know. Let us use these two conference days to agree on possible common plans.

Let us know about yourself during the panel discussion on **Saturday (14:45 – 15:45)**, join us in the project planning corner during the second coffee break on **Saturday (15:45 – 16:15)**, come and talk to us at any time or just send an email or call after the conference.

We are always glad to talk to like-minded colleagues!
info@ta-group.eu

TA TEACHERS

FOR YOUR NOTES:

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CALL FOR COOPERATION IN ERASMUS+ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Many of our partner schools first contacted us through one of the teacher education events we organise in Latvia and other European countries. If you believe your school could benefit from a more systematic integration of thinking skills into the learning programme, we would be glad to partner with you in the framework of Erasmus+ programme. **EU funding will cover all your expenses related to training**, including travel and accommodation.

We are running a series of professional development training events in various locations across Europe (Italy, France and Latvia). Our courses address two key competences:
1. Development of thinking skills of learners when teaching various subjects and age groups.
2. Systemic approach to the management of a modern educational organisation.
Refer to our website for specific dates on our courses and detailed programme. The courses can also be organised on demand, either as residential or in-house. We would also be happy to develop a course tailored to the needs of your institution.

▮▮▮▮▮▮▮▮▮▮▮ RESIDENTIAL COURSES

Bringing Creativity & Thinking Skills into the Educational Process
Venue: near Strasbourg (France), Riga (Latvia), and Cantalupa (Italy).

Creativity & Thinking Skills in Language Education
Venue: Riga (Latvia) and Cantalupa (Italy).

Creativity & Key Competences of Children Aged 3-10 through OTSM-TRIZ
Venue: Riga (Latvia)

Effective Management of the 21st Century School
Venue: near Strasbourg (France), Riga (Latvia), and Cantalupa (Italy).

Problem Management & Effective Education Based on TRIZ
Venue: near Strasbourg (France) and Cantalupa (Italy).

CONSULTANCY ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

We believe that **learning should develop thinking**. To achieve this, specific learning programmes are to be designed, teachers are to be developed and effective leadership frameworks for thinking are to be implemented.

TA Group experts would be glad to collaborate with your organisation on
- design of courses, programmes and curricula;
- teacher development *(including ongoing professional development online and on-site)*;
- management training and development of quality-assurance frameworks for teaching thinking.

Contact us directly or check our website for further details:
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TA TEACHERS CONFERENCE 2016

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Conference Programme: An Overview

Friday, September 23

09:00 – 12:00	Pre-conference Tutorials *(separate registration)*
10:00 – 12:30	Registration for Delegates
12:30 – 13:30	LUNCH BREAK
13:30 – 14:25	Welcome and Opening Plenary
14:35 – 16:00	Workshops
16:00 – 16:30	COFFEE BREAK
16:35 – 18:00	Workshops
18:10 – 19:00	Plenary
19:00	Welcome Reception

Saturday, September 24

09:00 – 10:30	Thinking Competences through Subjects
10:30 – 11:00	COFFEE BREAK
11:00 – 12:45	Thinking Competences beyond Subjects
12:45 – 14:00	LUNCH BREAK
14:00 – 15:45	Teacher Professional Development in Teaching for Thinking
15:45 – 16:15	COFFEE BREAK
16:15 – 17:15	Thinking Competences in the Language Classroom
18:00	Old Riga. Walking Tour *(free for the delegates)*
20:00	Conference Dinner, Restaurant Kolonāde, Brīvības bulvāris 26 *(separate registration)*

Sun, September 25
Excursions to Sigulda and Rundāle
(separate registration)