

A scenic landscape featuring misty, layered mountains in the background. In the foreground, there are several pine trees, with some branches framing the top and sides of the image. The overall atmosphere is serene and natural.

Science for Monks

Inquiry of Thinking

Palpung Sherabling Monastery, Bir India

Buddhist Geshe Monks/Nuns

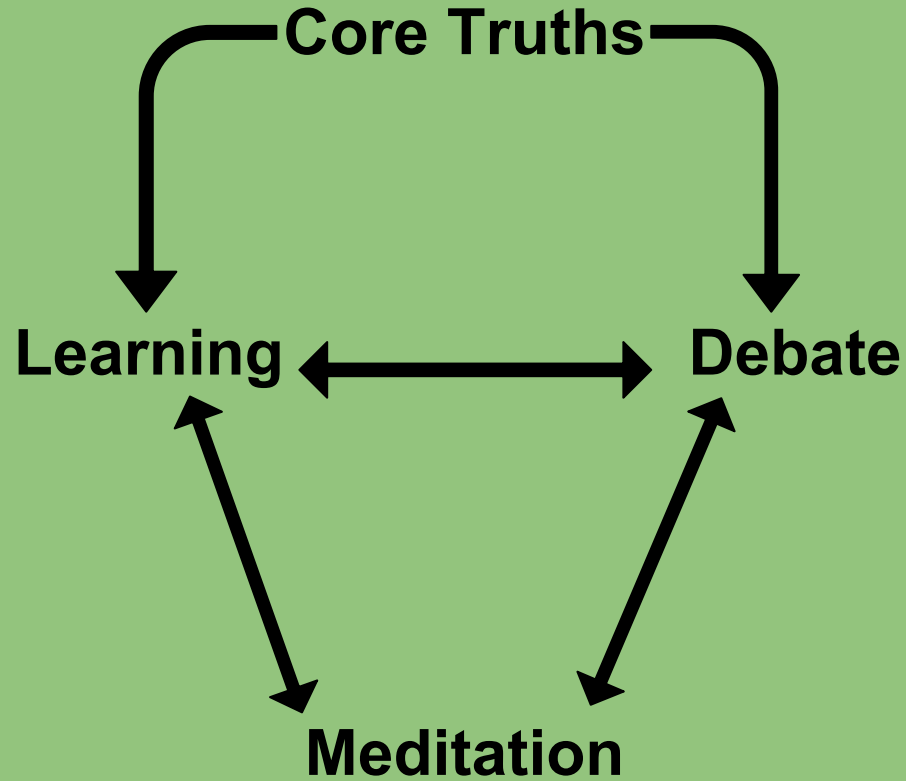
Learning science process and content

Six days to answer the question “What is life?”

Funding through the Knowles Science Teaching Foundation



Flowchart of Buddhist Learning





Core Truths of Education

Teacher Core Truths: pedagogy, collaboration, student thinking, engagement, reflection

Student Core Truths: content, collaboration, thinking, engagement, reflection

Overemphasis of content prevents reflection on thinking and learning for both teachers and students.

Context is equally important to content for both teachers and students.

Inquiry Based Learning

Provides a context for core truths to be explored

Learning versus Thinking

Content versus Cognition

Curiosity, not content, should drive learning. Curiosity is the product of thinking and leads to learning.

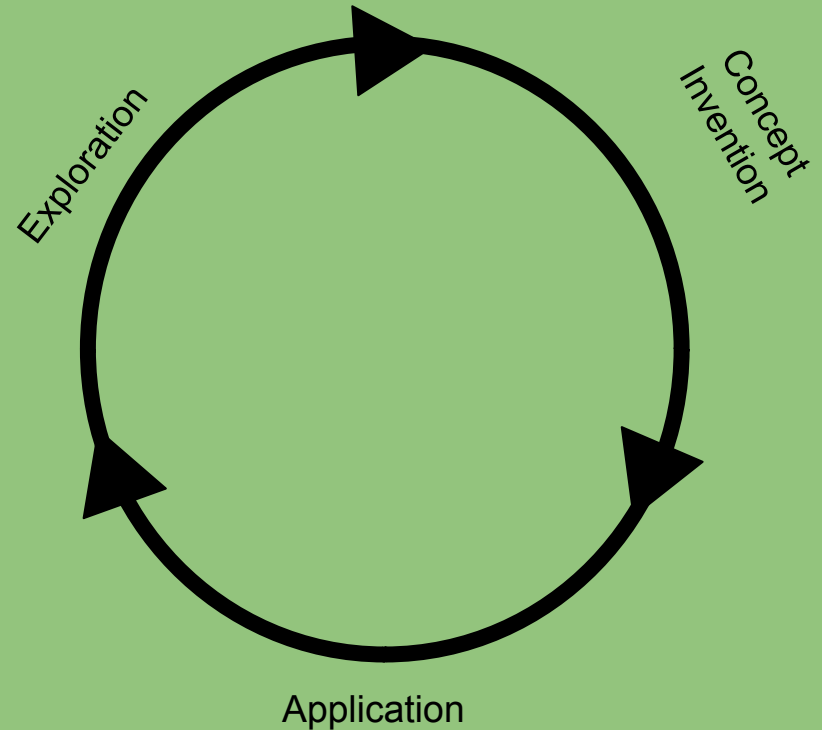
Our education system rewards learning, not thinking, and content without cognition.

POGIL-Process Oriented Guided Inquiry Learning

Organized method of scaffolding student inquiry into complex ideas or concepts

Emphasizes groups collaboration, thinking and engagement

Debate and discussion

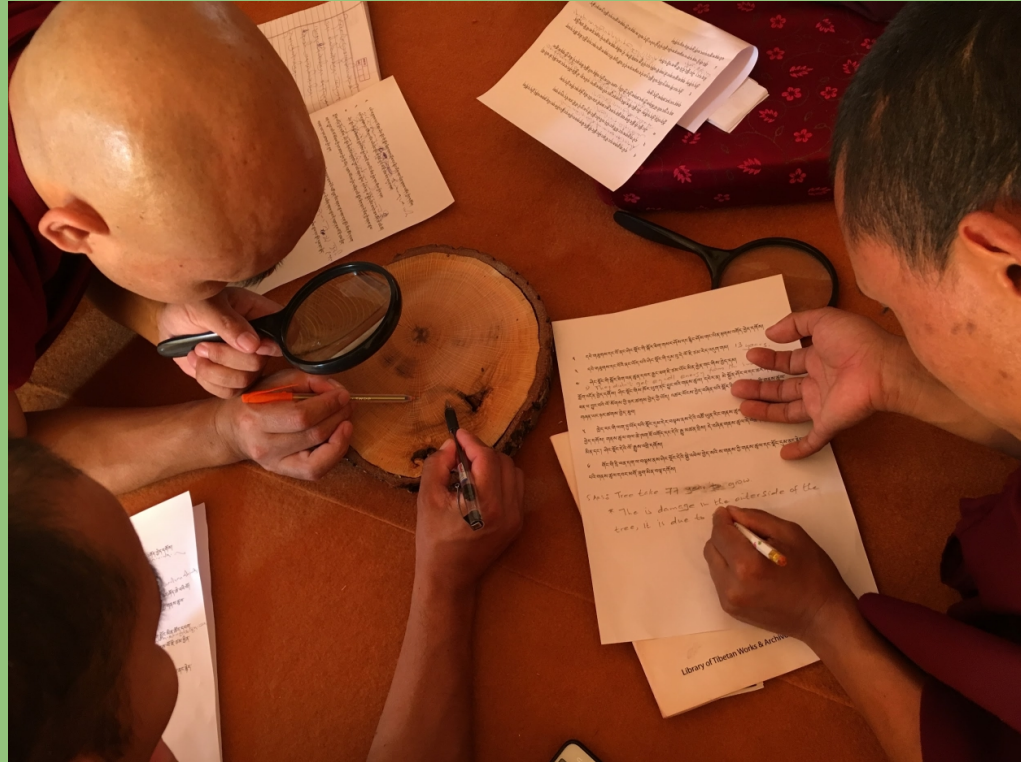




PBL - Project/Problem or Place Based Learning

Open-ended inquiry guided through a project, problem or place.

Challenges students to discover and understand content as a means of completing it task



From Monks to Maht.

Implement inquiry based approaches across content areas

Encourage and nurture collaboration across all content areas

Provide opportunities for student reflection on cognition and learning

Support and encourage innovative teaching opportunities



