



Kansas Effective Practices Instructional Toolkit

Implementing Research and Resources Into Action Research Lesson 1: Daily Challenges

The Williams Model: Cognitive - Affective Interaction	
<p>The model is three-dimensional: Dimension One is concerned with subject matter, where any subject matter found in the school curriculum can be included.</p> <p>Dimension Two is a list of eighteen teacher-strategies that Williams believes stimulate positive learning behaviors. These strategies may be used with any content area, with the first eleven representing the strategies which are most ignored in schools and which are yet the most appropriate for gifted students.</p> <p>Dimension Three involves nine creative processes that foster creative potential. The Williams model may be implemented using a variety of methods to involve all three dimensions.</p>	
Cognitive Intellective Behaviors	<p>Fluency: Generation of a quantity of relevant responses.</p> <p>Flexibility: Variety of ideas or a shift in categories and directions of thought.</p> <p>Elaboration: Embellishment or improvement of ideas; addition of details.</p> <p>Originality: Unusual and/or unique ideas or responses; movement away from the obvious.</p>
Affective Temperament Behaviors	<p>Risk Taking: Expose oneself to failure; take a guess; function in unstructured conditions.</p> <p>Curiosity: Be inquisitive; toy with ideas; follow hunches; be open to puzzlement.</p> <p>Complexity: Delve into intricate problems willingly; seek alternatives; see gaps.</p> <p>Imagination: Visualize; build mental images; feel intuitively; reach beyond reality.</p>
Teaching Strategies	<p>Paradox: Statement or proportion which seems to be self-contradictory but may express a truth.</p> <p>Attribute Listing: Inherent properties or identities that must be open-ended.</p> <p>Analogy: Finding similarities between things or situations which may in other ways be different.</p> <p>Discrepancy: Gaps or missing links in given knowledge.</p> <p>Provocative question: Inquiry to incite exploration and curiosity.</p> <p>Examples of change: Show the dynamics of things; make modifications; alternations, or substitutions.</p> <p>Examples of habit: Build sensitivity to habit-bound thinking.</p> <p>Organized random search: Structured case study for new courses of action.</p> <p>Skills of search: Research on something done before; trial and error on new ways.</p> <p>Tolerance for ambiguity: Pose open-ended situations, e.g., 'What if ...?'</p> <p>Intuitive expression: Expressing emotion through the senses; guided imagery; role- playing.</p> <p>Adjustment to development: Examine or playback mistakes or failures.</p> <p>Study creative development: Analyze the traits of creative people, creative processes, or creative products.</p> <p>Evaluate situations: Extrapolate from ideas and actions; analyze implications or consequences.</p> <p>Creative reading skill: Generate novel ideas by reading.</p> <p>Creative listening skill: Generate novel ideas by listening.</p> <p>Creative writing skill: Generate novel ideas in writing.</p> <p>Visualization: Express ideas in three dimensional format or non-traditional formats.</p>