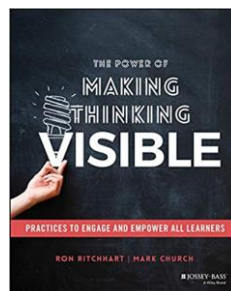
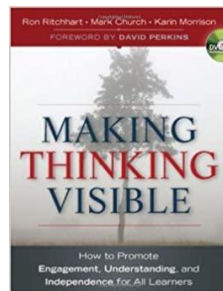




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Webinar (5/21/20)

Information in this session is drawn from these resources.



For more information and additional resources, go to:

<https://pz.harvard.edu/thinking-routines>

Thinking Routines

Thinking routines are simple procedures that provide a framework for focusing attention on thinking. Each thinking routine is made up of a series of steps that support, and structure participants' thinking and lead to deeper understanding.

Thinking routines:

Make participants' thinking **visible**

Teach for **understanding**

Breakout Room Instructions:

1. Unmute yourself AND turn your video on. Be brave.
2. QUICKLY Identify the group facilitator – choose the person whose birthday is closest to December. The group facilitator's job is to get and keep the discussion going as everyone shares their responses to the questions below:
 - How could you use the _____ thinking routine in an ECE training? Be specific (e.g., topic, concept, etc).
 - Why would you use this thinking routine in this way?
3. QUICKLY Identify the reporter – choose the person whose first name is closest to the letter H. The reporter should be prepared to share a response from your discussion.

NOTE: At the end of the designated time, you will automatically be brought back to the main room.

Thinking Routine: See/Think/Wonder

Use this thinking routine when you want participants to think about why something looks/is the way it is or why someone does something a specific way.

Ways to Use *See/Think/Wonder* (in ECE trainings)

Variations

-
-
-

Tips for Facilitating See/Think/Wonder

- Pictures: Make sure everyone can see the picture details.
- Debriefing tips:
 - See: Ask “What did you notice/see?” No inferences, interpretation or elaboration.
 - Think: Ask “What do you think is going on in the image or video clip?” Follow-up with “What do you see that makes you say that?”
 - Wonder: Listen for and chart the issues/ideas raised by the image or video clip.

Thinking Routine: Word-Phrase - Sentence

- The power of this thinking routine comes from the discussion of why specific words, phrases, sentences were chosen, what was it about the words, phrases, sentences that “spoke to” participants. Discuss themes/key ideas that emerged and implications.
- Suggestion: Combine with a Think/Pair/Share.

Ways to Use *Word-Phrase-Sentence* (in ECE trainings)

Words

Understanding (15)

Knowledge (6)

Uncoverage/coverage (6)

Transfer/transferrable (3)

Phrases

- Mile wide and an inch deep (6)
- understanding and applying knowledge (6)
- Teaching for understanding calls for a fundamental shift.... (4)
- Learning with understanding is more likely to promote transfer (2)
- Knowledge comes on the coattails of thinking, not the other way around. (2)
- Knowledge learned at the level of rote memory rarely transfers. (2)

Sentences

- If understanding is a worthy educational goal, then educators need clarity about its meaning. (6)
- Thinking is at the center of the learning process. (4)
- Transfer most likely occurs when the learner knows and understands underlying principles that can be applied to problems in new contexts. (4)
- It is essential for learners to develop a sense of when what has been learned can be used - the conditions of application. (3)
- Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture. (3)
- Contemporary education must shift from an emphasis on knowledge acquisition for its own sake to preparing learners to understand ideas and processes that they can use and apply flexibly and autonomously (2)
- Curricula that are a "mile wide and an inch deep" run the risk of developing disconnected rather than connected knowledge. (2)
- How would we know that a student really understands? (2)
- Research supports a set of learning principles that emphasize the importance of constructing meaning and developing understanding. (2)

Thinking Routine: Take Note

After a chunk of learning (e.g., lecture, video, reading), ask participants to answer ONE of the following questions:

- What is the most important point?
- What are you finding challenging, puzzling or difficult to understand?
- What question would you most like to discuss?
- What is something you found interesting?

Suggestion: Have participants write their answer down (e.g., on index card). Then group participants by which question they answered. Have participants in each group share what they wrote and discuss. Then debrief as a large group.

Ways to Use *Take Note* (in ECE trainings)

Thinking Routine: What Makes You Say That?

- What's going on? (What do you see? What do you know?)
- What do you see or know that makes you say that?

Ways to Use *What Makes You Say That* (in ECE trainings)