

Make Student Learning and Thinking Visible

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A Story and a Metaphor . . .



Our Goals

- Why is it important for students to reflect in ways that make their learning and thinking visible?
- What are some strategies we can use to get that learning and thinking visible?

The Roots of This Workshop

- The Teaching for Understanding Project
- The Cultures of Thinking Project
- The Evidence Project
- The Making Learning Visible Project

Connecting to Current Priorities

- Using formative assessment
- Supporting accountable talk
- Building students' self-efficacy
("growth mindset")
- Supporting literacy through the arts

In small groups:

- Discuss your chosen priority.
- Identify a few bullet points that capture the essence of that priority for your group.

Connecting to Current Priorities

- Florida State Standards

“making student learning and thinking visible”

Understanding is
a consequence of thinking.

--David N. Perkins

We do not learn from experience . . .
We learn from reflecting on experience.

--John Dewey

A Picture of Practice

[video]

A Picture of Practice

[video]

- What learning and thinking do you see/hear?
- What helps to make that learning and thinking visible?

“Connect-Extend-Challenge”

A routine for connecting new ideas to prior knowledge

Connect: How are the ideas and information
CONNECTED to what you already
know?

Extend: What new ideas did you get that
EXTENDED or pushed your thinking in
new directions?

Challenge: What is still CHALLENGING or
confusing for you to get your mind
around? What questions, wonderings or
puzzles do you now have?

Thinking Routines

Developed by Ron Ritchhart and Colleagues
at Project Zero

- A few steps: Easy to learn and easy to remember.
- Goal-oriented: Used to help students develop the particular kinds of thinking skills they need in order to reach one or more Understanding Goals.
- Can be done individually or as a group
- Can be used across grade levels, subject areas, and topics.

“See-Think-Wonder”

A routine for exploring objects, phenomena, and other things

Examine the picture.

- What do you see?
- What do you think about that?
- What does it make you wonder?



Jane Goodall (2013) by Hayley Gillespie, biologist and artist

“Color Symbol Image”

A routine for capturing the essence of a text, experience, etc.

Think of the big idea or important theme in what you have just read, seen or heard.

- What color best represents the essence of that idea?
- What symbol best represents the essence of that idea?
- What image best captures the essence of that idea?

Using CSI with Texts

More Thinking Routines

“Headlines”

A routine for capturing the essence

If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?

Remember that headlines are short and focus on the main idea!

“Think-Puzzle-Explore”

A routine that sets the stage for deeper inquiry

- What do you **think** you know about this topic?
- What questions or **puzzles** do you have?
- How can you **explore** this topic?

“Sentence-Phrase-Word”

A routine for capturing the essence of a text

After reading the text, select:

- A sentence that was meaningful to you, that you felt captures a core idea of the text.
- A phrase that moved, engaged, or provoked you.
- A word that captured your attention or struck you as powerful.

“What makes you say that?”

A routine for justifying interpretations

- What's going on?
- What makes you say that?

<https://www.youtube.com/watch?v=yOgdEZ6jJY0>

“I Used to Think . . . Now I Think . . .”

A routine for reflecting on how and why our thinking has changed

- I used to think...
- Now, I think...

“3-2-1 Bridge”

A routine for activating prior knowledge & making connections

Initial Response to Topic:

3 thoughts/ideas

2 questions

1 analogy or metaphor

New Responses to Topic:

3 thoughts/ideas

2 questions

1 analogy or metaphor

Bridge: Compare your initial responses to your later responses. How have your ideas changed or developed?

Using Thinking Routines

- They are tools for the work of supporting teacher and student learning (not the work itself).
- They must be chosen with a specific purpose in mind.
- It takes some practice to learn to use them effectively.

Making Connections:

How might we use or adapt these strategies to support:

- Formative assessment
- Accountable talk
- Student self-efficacy (“growth mindset”)
- Literacy through the arts

Happy beach-combing!

