

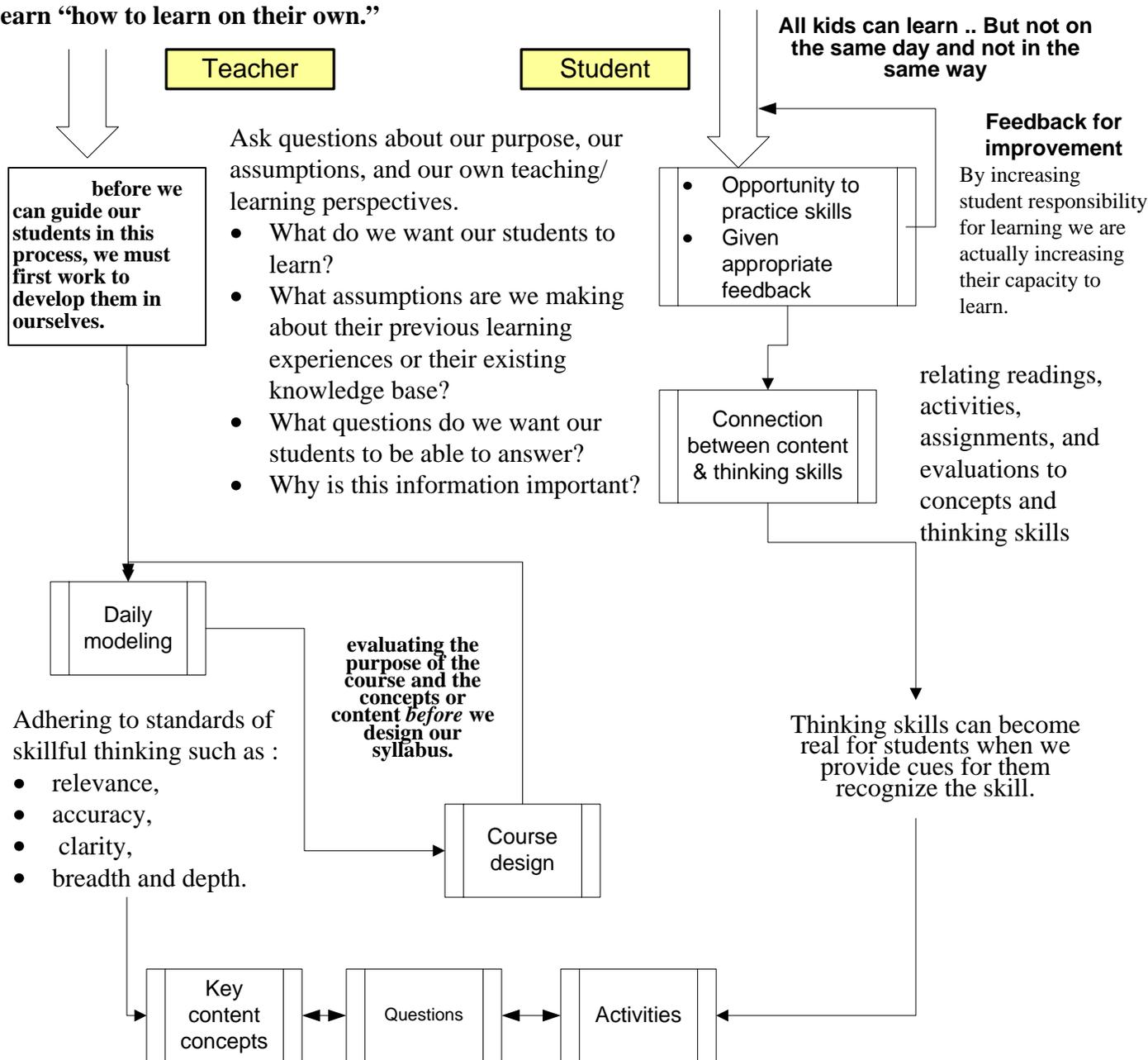
Skillful Thinking Map

Foundation of skillful Thinking

| Rev | Description | Approval | Date |
|-----|-------------|----------|----------|
| | | | 05/20/07 |

| Concept | Author |
|---|-------------------------------------|
| the importance of developing a process of thinking using elements and standards | Richard Paul and Linda Elder (2006) |
| provide a developmental framework for understanding and promoting skillful thinking | Walcott and Lynch (1992) |
| set of habits of mind that must be cultivated and practiced. | Art Costa (2000) |

must become the guide in helping students learn "how to learn on their own."



Students will be responsible for their own learning
Teachers will serve as guides and mentors.

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Classroom Experience

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|--------|----------------------|
| Title: | |
| Doc. # | Rev. |
| Author | Bridget Perry |

Creating the Syllabus

We must first improve our own thinking skills and model skillful thinking for our students. To that end, our interactions with our students will be modified as well. Given that we will always be working on our own thinking, a more pressing question becomes, “What do we “DO” in our classrooms? Or “How can we structure our courses to promote skillful thinking?” One practical, first step is to develop a comprehensive syllabus that includes a description of the thinking skills that will be required to do well in the course. A first step in refining your syllabus for teaching skillful thinking would be to consider the following wake-up questions regarding your views on a syllabus:

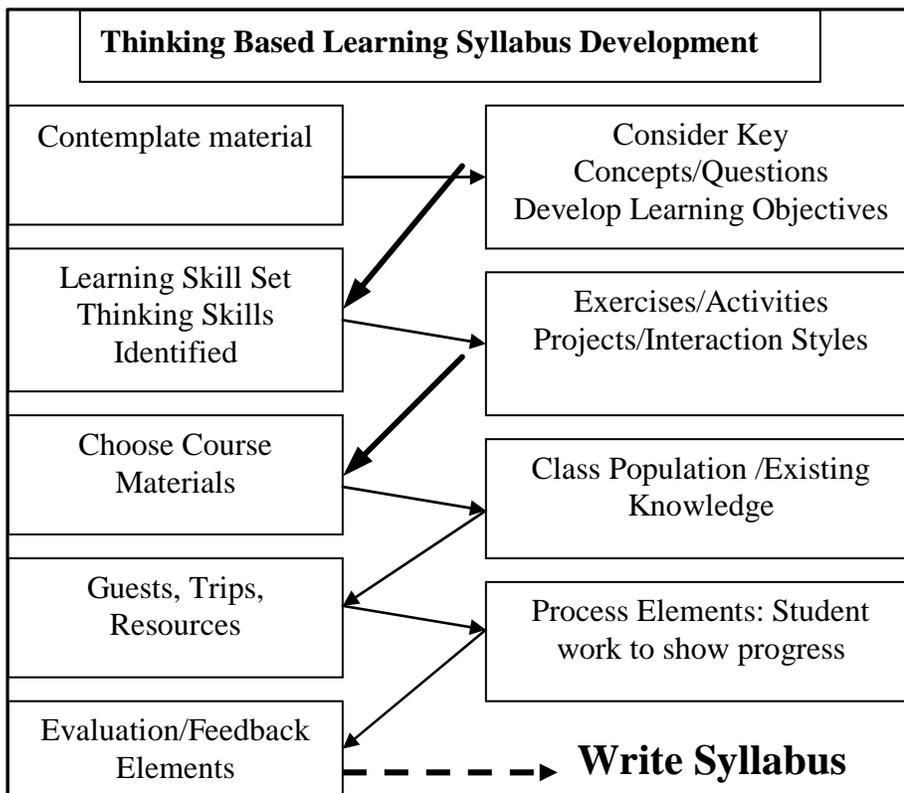
- What are some of the functions the syllabus plays in my courses?
- What is my first step in building my syllabi?
- At what stage in syllabus development do I choose the course content?
- What is the most important information students need from my syllabus?
- What is the most important information I need to have in my syllabus?

Go From:

First: Choose a text ➡ Choose Chapters ➡ Create Timeline ➡ Write syllabus

Go To:

We might begin by making clear the major concepts students would need to understand to allow them to think skillfully in our discipline.



Classroom experience

if we have skillfully thought about our assignments we will also have identified pre-requisite skills as well.

Teacher

The instructor's role is to guide and promote the sharing of information as the activity is processed in a larger group.

Providing students with cues for types of questions such as those requiring recall, example, or evaluation helps them engage more actively with the material and to monitor their own thinking early in the term. Starting the term with these types of activities informs students that the responsibility for reading and learning rests squarely on their shoulders. It also sets the standard for active participation during the class time. The more students are interacting with the content the less time teachers will be lecturing. This aspect of the learning environment allows students to process information and construct their own understanding in such a way that memorization is not the sole method for storing the information.

Student

Read, Paraphrase and illustrate with a analogy

Pair/ Share

Think, pair and share process with their peers.

Team Work: Working collaboratively in groups is another skill that students seem to be lacking. As mentors we can help to define this skill for them by establishing clear roles, responsibilities, and outcomes for group work. When students are working in groups it is imperative that the purpose of the group be clearly defined. In addition, procedures for discussion and workload sharing, as well clearly defined evaluation methods need to be established prior to group work.

Assessment and Evaluation: How do we measure progress?

Basic questions such as, "How will I cover everything? And How can we guarantee our students will be prepared for my exam let alone those "tests" beyond my classroom?" are certain to be raised. The answers are not simple. At best we can hope that we have utilized our expertise in designing the classroom experience to fully "cover" the material needed for our course. **Creating rubrics** for grading and evaluation also provide a clear map for students to follow in assessing their own thinking. Evaluation rubrics are useful in clarifying objectives, providing feedback, inspiring students, improving self-awareness, and improving communication between the instructor and the student. Moreover, they can also serve as tools for motivating curriculum improvement if used beyond the classroom as we evaluate our choice and delivery of course material as well.