

C2: CREATING AUTONOMOUS LEARNERS

ENGAGEMENT ACTIVITY

Critical and creative thinking

Auditing thinking about learning

The following are questions to aid reflection and discussion about the principles and practice of 'thinking to learn', which is the way we apply the principles and practices of formative assessment to develop successful and independent teachers and learners.

Participation

- How do we support pupils' independent learning and research (eg through for example self-directed reading, writing, questioning, problem solving etc)?
- How do we support co-operative learning (eg through activities such as paired learning, group work, community of enquiry etc)?
- How do we engage students in personal learning planning?

Dialogue

- In what ways do we use dialogue to support formative assessment?
- What strategies do we use to develop dialogue between teacher and pupils and between pupils?
- In what ways do we use questioning?

Engagement

- What is our policy and practice on engaging pupils in feedback on learning?
- What opportunities do we give for pupils to engage in self assessment?
- What opportunities do we give for pupils to engage in peer assessment?

Thinking

- How do we push for 'depth' in thinking 'to develop pupils' capacity for different types of thinking and learning'? (see Tools for Thinking p 26 for an audit of thinking skills)
- How do we develop pupils conceptual understanding of subject matter?
- How do we develop our own professional thinking and research?

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Making Thinking Explicit

This engagement activity is based on the Thinking to Learn paper and Tools for Thinking booklet produced by Robert Fisher in conjunction with Highland teachers.

1. Select a unit of work you are about to start which you consider to be particularly useful for promoting dialogue and thinking.
2. Individually or in collaboration with colleagues, use the Thinking to Learn paper to identify the opportunities for critical and creative thinking and information processing in the selected unit of work
3. Identify a type of thinking you would like to make more explicit with your pupils while working through the unit
4. Select an appropriate thinking strategy from the Tools for Thinking booklet and reflect on the impact this has on your pupils
5. Prepare a brief report to share with others using the format provided

This proforma can be used to identify, record and assess the thinking skills in any learning activity.	
<p>Thinking skills</p> <p>What thinking skills are pupils developing and using in this lesson:</p> <p>Identify examples of:</p> <p>Information processing</p> <p>Finding relevant information</p> <p>Organising information</p> <p>Representing or communicating information</p>	
<p>Reasoning</p> <p>Giving reasons</p> <p>Making inferences or deductions</p> <p>Arguing or explaining a point of view</p>	
<p>Enquiry</p> <p>Asking questions</p> <p>Planning research or study</p> <p>Engaging in enquiry or process of finding out</p>	
<p>Creative thinking</p> <p>Generating ideas</p> <p>Imagining or hypothesising</p> <p>Designing innovative solutions</p>	
<p>Evaluation</p> <p>Developing evaluation criteria</p> <p>Applying evaluation criteria</p> <p>Judging the value of information and ideas</p>	