Making Thinking Visible in the IB Classroom

Sher Anderson Petty
Jim Reese
Vaija Wagle
Our Agenda

Focus on thinking & understanding
● Inspiration from PZ
● Connections to IB

Breakout rooms by programme
● Ideas into Action
● Headlines/Highlights

Conversation & reflection along the way
Thinking Routine Toolbox

Introducing a new but long anticipated PZ resource! The Thinking Routines Toolbox - a collection of more than 80 PZ Thinking Routines all accessible in one common place. Here’s to thinking and learning!

Read More
Latest News from the Collaborative

Read from our latest newsletter about everything PDC has been up to! About twice a month, the Professional Development Collaborative sends out a newsletter to its 2000+ subscribers to let them know about the projects we are working on; the relevant meetings or conferences at which we are presenting or that we are attending; and, of course,

WISSIT Reflection: Teacher Christmas in July

By: Sher Anderson, teacher at Springbrook High School in Montgomery County, MD. In 2017, after 22 years teaching, thousands of hours honing my craft, countless trainings to grow as a […]

Dispatches from the Distance Learning Trenches

Spring semester 2020 forced all of us, very suddenly, onto the roller coaster ride that is living in a global pandemic. Schools across the country made the effort to pivot […]

CAC Named in Learning Across America Forerunner’s Report

On Tuesday, October 13, 2020, the internationally renowned organization HundrED, in partnership with Remake Learning and The Field Foundation of Illinois, […]

PDC Website: pdcollaborative.org
WISSIT
WASHINGTON INTERNATIONAL SCHOOL SUMMER INSTITUTE FOR TEACHERS

Connecting D.C. Educators with Project Zero Ideas
Virtual WISSIT Washington International School Summer Institute for Teachers

Connecting D.C. Educators with Project Zero Ideas

Monday - Friday, August 2 - 6, 2021
(Registration opens in January.)
Recognizing young children as citizens in the here and now, capable of contributing to their community.
Making Across the Curriculum & Justice x Design
Museums Go Global: Creating Exemplary Global Competence Lessons for the Smithsonian Learning Lab
Easy PZ with the Smithsonian: How to Engage Your Students with Project Zero Thinking Routines

Search “Easy PZ Smithsonian” on YouTube.com
Making Thinking Visible
Learning is a consequence of thinking. The mission...is not only learning to think but thinking to learn.

David Perkins
Co-Founder of Project Zero
Ask yourself:

What kind of thinking will learners need to do in order to develop deep understanding?
Understanding Map

The ways in which students make meaning and understanding concepts

Sourced from The Cultures of Thinking Project at Project Zero, Harvard Graduate School of Education
Tiny Houses Project: Multi-Disciplinary / Multi-Aged
What makes a house a home?

- Bed
- Stove
- Carpet
- Oven
- Dresser
- Toilet
- Sink
- Refrigerator
- Dryer
- Laundry

Additional items:
- Family
- Lamp
- Computer
- Brooklyn
- Closet
- Shower
- Medicine
Parts-Purposes-Complexities
“...two ideas – understanding and thinking - are core to conceptions of deep learning”
Understanding

What does it mean to understand something?

What does understanding look like?

In what ways is it different from knowing something?
What is something you understand well?

How do you know you understand it?
I can use the knowledge in a variety of ways. **APPLY**

I can **EXPLAIN** it to someone

I recognize all the parts and see/know how they fit together **ANALYZE** ?**SYNTHESIZE**

I can make new things with what I know **CREATE**

I can **anticipate** events/problems

I can **PROBLEM SOLVE**

I can **improvise**

I can explain why something is not

I recognize what I don’t know
Understanding is being able to use knowledge flexibly in a novel context.

David Perkins
.....being able to do a variety of thought-provoking things with a topic, such as explaining, finding evidence and examples, generalizing, applying, analogizing, and representing the topic in new ways.

From The Teaching for Understanding Guide by Tina Blythe and Associates (Jossey-Bass, 1999)
How do you teach for deeper understanding?

Teach what is worth learning!

Make **big understandings** (big conceptual ideas) the focus of the learning experience.
How do you teach for deeper understanding?

Engage students in critical thinking to construct an understanding of the big conceptual ideas.
UNDERSTANDING

Consider Different Perspectives
What's another angle on this?

Reason with Evidence
What makes you say that?

Make Connections
How does this fit with what you already know?

Uncover Complexity
What lies beneath the surface?

Wonder
What am I curious about here?

Describe What's There
What do you see and notice?

Capture the Heart & Form Conclusions
What's at the core or center of this?

Build Explanations
What's really going on here?

Understanding Map
The ways in which students make meaning and understanding concepts

Sourced from The Cultures of Thinking Project at Project Zero, Harvard Graduate School of Education
Visible Thinking Routines
What is a Thinking Routine (TR)?

pps. 45-49
Making Thinking Visible, 2011
Ritchhart, Church, Morrison
What is a Thinking Routine (TR)?

A thinking routine is...

a tool

pps. 45-49
Making Thinking Visible, 2011
Ritchhart, Church, Morrison
What is a Thinking Routine (TR)?

A thinking routine is...

a tool

a structure

pps. 45-49
Making Thinking Visible, 2011
Ritchhart, Church, Morrison
What is a Thinking Routine (TR)?

A thinking routine is...

- a tool
- a structure
- a pattern of behavior

pps. 45-49
Making Thinking Visible, 2011
Ritchhart, Church, Morrison
How do Thinking Routines help us to build understanding?
How do Thinking Routines help us to build understanding?

Thinking Routines help learners build understanding with…

- a few easy steps
How do Thinking Routines help us to build understanding?

Thinking Routines help learners build understanding with…

- a few easy steps
- a goal orientation
How do Thinking Routines help us to build understanding?

Thinking Routines help learners build understanding with…

- a few easy steps
- a goal orientation
- public & private practice
“Most of all, have the confidence in every learner’s ability to think and your capacity to nurture that thinking. The results will amaze and energize you.”

–Ron Ritchhart
<table>
<thead>
<tr>
<th>Connect - Extend - Challenge</th>
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<tr>
<td>A Thinking Routine for drawing links between new ideas &amp; prior knowledge</td>
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<table>
<thead>
<tr>
<th>How do these ideas connect to your practice?</th>
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<tr>
<td>How do these ideas extend your thinking about teaching &amp; learning?</td>
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<tr>
<td>What questions / challenges do you now have?</td>
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"When we make thinking visible, it not only gives us a window into what our students understand, the product of their thinking, but also into how they are understanding it, the process of their thinking."

- The Power of Making Thinking Visible

Ron Ritchhart & Mark Church
Breakout Rooms

- Placement by IB programme

- Exploration of Making Thinking Visible in IB context
Headlines / Highlights

In the chat box, type in:

A **Headline** That Captures a Take-Away from Your Discussion

or

One **Highlight** from Your Discussion
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