

3rd September 2020

Culture of Thinking

Topic: Using Thinking Routines in Religious Education

Presenter: Dr Deb Black



Learning Intentions

We are learning

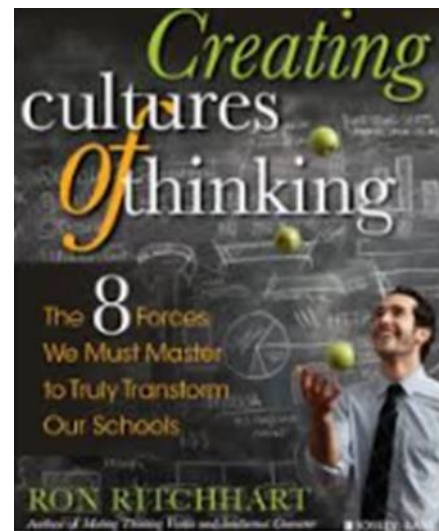
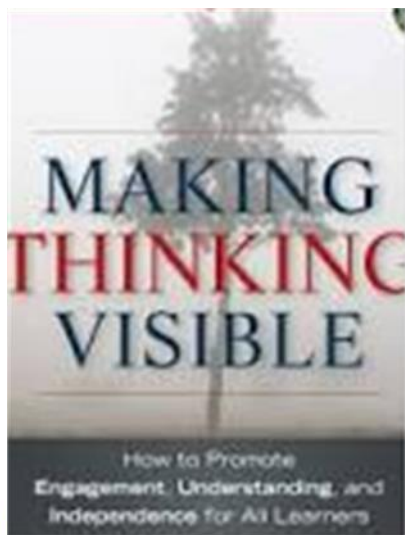
- How to make students' thinking visible
- Ways to facilitate critical and creative thinking in RE units of work

Success Criteria

I can

- Explain Thinking Routines and their purpose
- Integrate Thinking Routines into RE lessons

Useful Resources



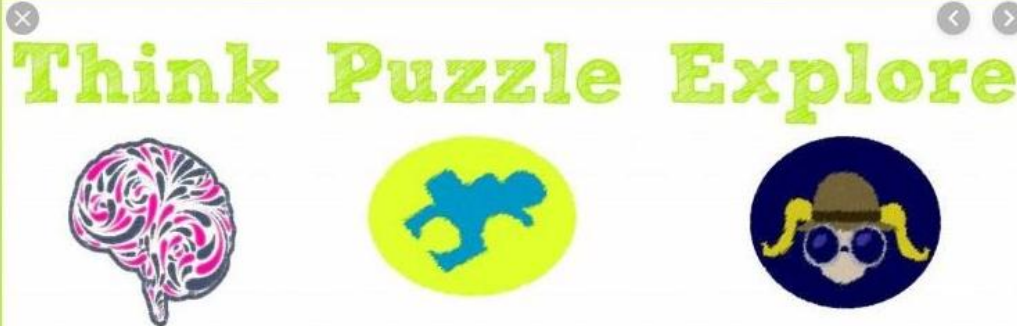
Overview

Section 1 – What are Thinking Routines?

Section 2 – Thinking Routines and RE

Section 3 – Putting it into practice

ACTIVITY - What do I know about Thinking Routines?



Think Puzzle Explore

A routine that sets the stage for DEEPer inquiry

PURPOSE: TO HELP STUDENTS CONNECT TO PRIOR KNOWLEDGE, TO STIMULATE CURIOSITY AND TO LAY THE GROUNDWORK FOR INDEPENDENT INQUIRY.

MAKING THINKING VISIBLE
RITCHIART, CHURCH, AND MORRISON 2011 DEEP Design Thinking

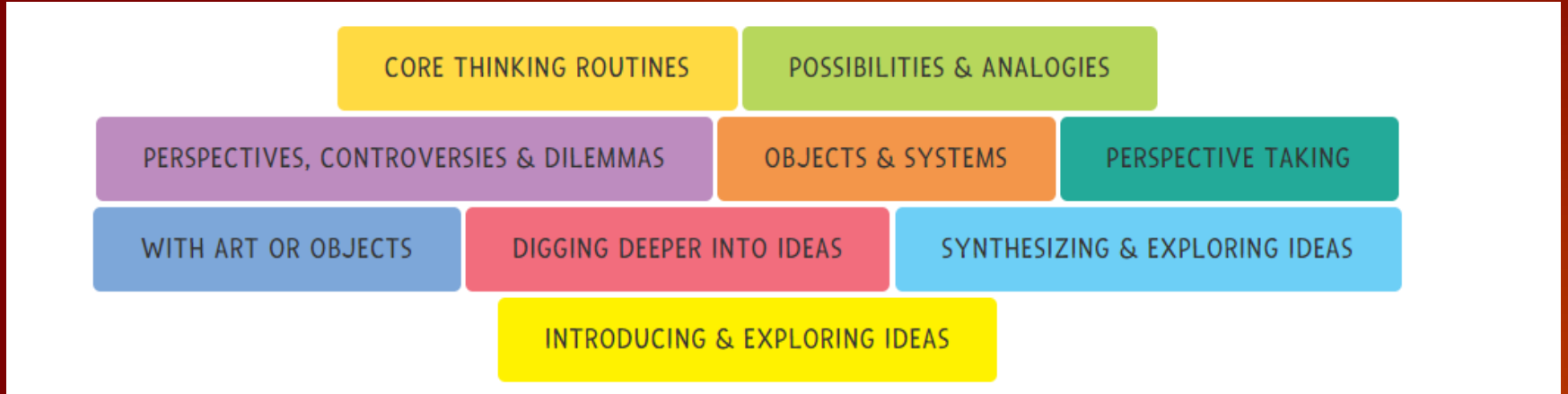
Thinking Moves and Thinking Routines



Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible. How to promote engagement, understanding and Independence for ALL learners*. San Francisco, CA: Jossey-Bass



Project Zero's Thinking Routine Toolbox



Source: <http://www.pz.harvard.edu/thinking-routines>

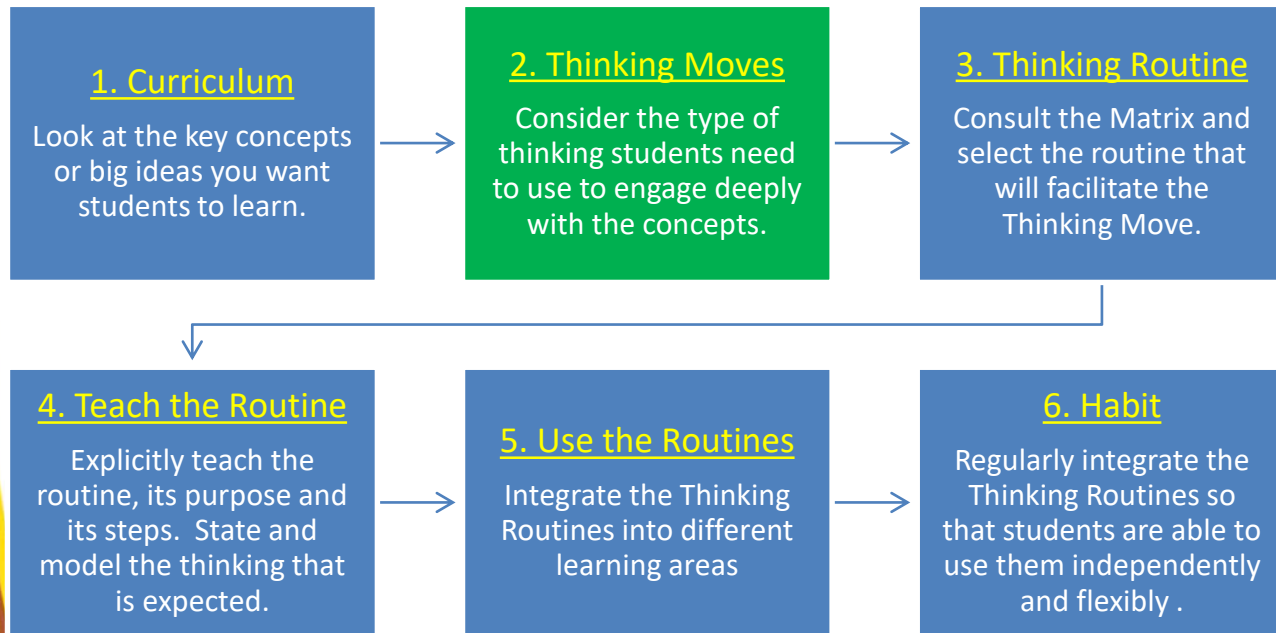


Thinking Routine Matrix

Routines for Introducing and Exploring Ideas

Routine	Key Thinking Moves	Notes and Brief Description
See – Think – Wonder	Describing, interpreting, and <u>wondering</u>	Good with ambiguous or complex visual stimuli
Zoom In	Describing, inferring, and interpreting	Variation of STW using only portions of an image
Think – Puzzle – Explore	Activating prior knowledge, <u>wondering</u> , planning	Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions
Chalk Talk	Uncovering prior knowledge and ideas, questioning	Open-ended discussion on paper; ensures all voices are heard, gives thinking time
3-2-1 Bridge	Activating prior knowledge, questioning, distilling, and connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction; can be done over extended time during the course of a unit
Compass Points	Decision making and planning, uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision
The Explanation Game	Observing details and building explanations	Variation of STW that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes

Using the Thinking Routines





Higher order thinking in Religious Education

- Engaging
- Perspective taking
- Deep thinking

Thinking Routines

What makes you say that?

I think/believe ...

In my opinion ...

I feel ...

See-Think-Wonder



See Think Wonder

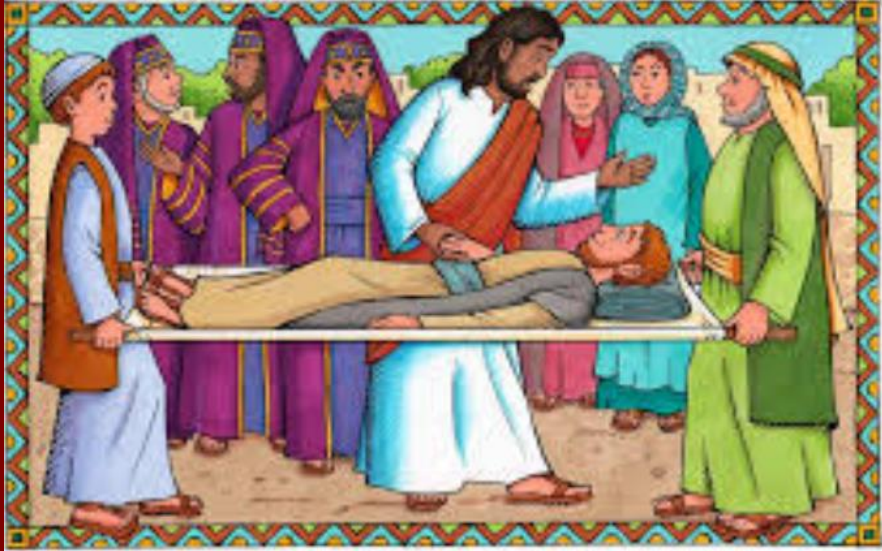


A routine for *exploring* works of art and other interesting things

PURPOSE: THIS ROUTINE ENCOURAGES STUDENTS TO MAKE CAREFUL OBSERVATIONS AND THOUGHTFUL INTERPRETATIONS. IT HELPS STIMULATE CURIOSITY AND SETS THE STAGE FOR INQUIRY.

MAKING THINKING VISIBLE

Circle of Viewpoints



1. Brainstorm a list of different perspectives.

2. Choose one perspective to explore, using these sentence-starters:

- I am thinking of ... *the topic* ... from the viewpoint of ... *the viewpoint you've chosen*
- I think ... *describe the topic from your viewpoint. Be an actor—take on the character of your viewpoint*
- A question I have from this viewpoint is ... *ask a question from this viewpoint*

Perceive/Know/Care About



Domenico Ghirlandaio, The Baptism of Christ, 1486-90

Three core questions guide students in the process of exploring a viewpoint:

1. **What can the person or thing *perceive*?**
2. **What might the person or thing *know about or believe*?**
3. **What might the person or thing *care about*?**

Image Source: <https://www.christianiconography.info/baptismChrist.html>

The Artful Thinking Final Report: <https://pz.harvard.edu/resources/final-report-artful-thinking>








The 4 Cs

- Connections:** What *connections* do you draw between the text and your own life or your other learning?
- Challenge:** What ideas, positions, or assumptions do you want to *challenge* or argue with in the text?
- Concepts:** What key *concepts* or ideas do you think are important and worth holding on to from the text?
- Changes:** What *changes* in attitudes, thinking, or action are suggested by the text, either for you or others?

Sentence-Phrase-Word


John 10: 25-28

Jesus replied, " I have told you, but you do not believe. The works I do in my Father's name are my witness; but you do not believe, because you are no sheep of mine. The sheep that belong to me listen to my voice; I know them and they follow me. I gave them eternal life; they will never be lost and no one will ever steal them from my hand."

Sentence Phrase Word		
 <u>SENTENCE</u> Write a sentence that captures the core idea of the text.	 <u>PHRASE</u> Write a phrase that moved, engaged or provoked you.	 <u>WORD</u> Write a word that grabbed your attention or was powerful.
Why did you choose this sentence?	Why did you choose this phrase?	Why did you choose this word?

960 x 720 Adapted by Alice Vigers 2017

ACTIVITY - Headlines



Headlines

A ROUTINE FOR CAPTURING THE HEART OF THE MATTER

PURPOSE: THIS ROUTINE HELPS STUDENTS CAPTURE KEY POINTS BEING STUDIED, CAPTURED, OR DISCUSSED. USING A FEW WORDS, STUDENTS COMMUNICATE THE CORE MESSAGE.

MAKING THINKING VISIBLE

RITCHIE, HART, CHURCH, AND MORRISON 2011

DEEP Design Thinking

ACTIVITY - Putting it into practice!

- 20-25 minutes

Teaching

Early Years

Kindy Pre-Primary Year 1 Year 2

Primary

Year 3 Year 4 Year 5 Year 6

Secondary

Year 7 Year 8 Year 9 Year 10

Senior Secondary



Year 11 Year 12

Teacher Support Materials

Video Resources Other Resources

Kimberley Support Curriculum



8445 - Cultures of Thinking (CoT)



Q & A



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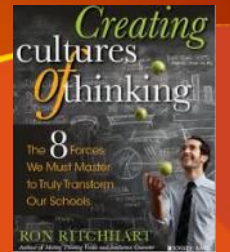
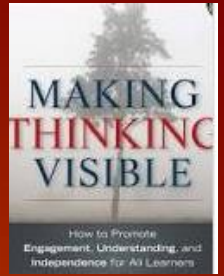
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Further learning

- Culture of Thinking Team/webinar series -
<https://teams.microsoft.com/j/team/19%3a83c39eb851b04b50aa5d0a7625840781%40thread.skype/conversations?groupId=a0881020-ec74-4087-af85-e7aa34207989&tenantId=c5852f23-3633-4f29-b386-51da53e35e23>
- <http://www.pz.harvard.edu/>
- <https://thinkingpathwayz.weebly.com/>
- <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>
- <https://www.bialik.vic.edu.au/our-school/teaching-learning/cultures-of-thinking/>
- <http://www.pz.harvard.edu/projects/cultures-of-thinking>

Further learning

8445 Culture of Thinking Team

- Culture of Thinking Team/webinar series -
<https://teams.microsoft.com/l/team/19%3a83c39eb851b04b50aa5d0a7625840781%40thread.skype/conversations?groupId=a0881020-ec74-4087-af85-e7aa34207989&tenantId=c5852f23-3633-4f29-b386-51da53e35e23>

Religious Education Sharepoint

- <https://cewaedu.sharepoint.com/sites/RE/Teachers/SitePages/Curriculum.aspx>