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Page 2 Download Making Thinking Visible ron Ritchhart ePub epub ebook for free. Making thinking visible: How to promote participation, understanding and independence for all students is a wonderful book in the sense that it provides applicable classroom activities that help students understand the material. The description of the creation of thinking visible ron Ritchhart ePub Creating thinking visible: How to promote participation, understanding and independence for all students is a great book filled with interesting and useful ideas. Ron Richhart, Mark Church and Karin Morrison are the authors of this attractive book. By making thinking visible, Richhart, the Church and Morrison are making compelling arguments that cause students' thinking to be paramount to better teaching practices and how it can be transformative in nature for teachers at all levels. Going beyond theory, the authors illustrate, very specifically, how the possibilities for thinking can be cultivated through thinking procedures. It is very rare to find literature that offers fundamental changes to teaching practices, but making thinking visible does just that. All teachers worth their salt quickly see the value of the visible thinking framework for their students. Perhaps more importantly, they rediscover the joyful dichotomy of being a student and a teacher at the same time. Making Thinking Visible allows all teachers to start excavating nuggets. How many times would you like to open a child's head to see what he thinks and how well he understands the content you work in the classroom? Visible thinking strategies can help you with this by providing a window into students' thinking so that other students and you can better follow their reasoning and explanations. Visible thinking can be used at almost any age of a student or any subject, making these strategies extremely useful and worthy of use in your classroom. The book is well written and easy to read, with clear explanations and examples of how strategies have been used in a wide variety of classes. These strategies can be immediately used in your classroom, no matter when in the school year you start, so you won't need to wait for a new deadline to get started. If you want to better understand what is going on in the minds of students, we recommend this book. It would be a great book for your professional learning community in the spotlight, too. Details of making thinking visible Ron Ritchhart ePub Name: Creating thinking visible: How to promote participation, understanding and independence for all authors of students: Ron Ritchhart, Mark Church, Karin Morrison ISBN: 047091551X Language: English genre: Educational Psychology, Teaching Methods, Education, Format: PDF/EPub Size: 5 MB Download Download ePub Free Click on the button below to download Creating a Thinking Visible Ron ePub for free. You can also download How to Become a Straight-Student Cal Newport Top Reviews Recent Reviews Students can pass tests without understanding the material, but that's not the purpose of education. They can listen carefully without learning, but true learning stems from a deeper level of thinking. The pressures of standardized testing, however, emphasize learning for the test more than training to understand. Teachers should take the time to carefully consider topics and discuss ideas. Ask questions that don't have easy answers. Demonstrate curiosity and interest in your students' responses and listen carefully to them. Seek and encourage creative, critical, non-linear thinking. Adjust the use of these tools and techniques to delve into concepts and questions that draw your students' thoughts into the open and make thinking visible in your classroom. Use these techniques to introduce and explore ideas: See-Think-Wonder - Show your students a work of art, video, image - all that thought-provoking - and give them time to consider it. Ask what they see or what they think is going on, for example, in the picture and what else may happen that they have not done ... © 2011 by Ron Ritchhart, Mark Church, and Karin Morrison. All rights are reserved. 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Readers should be aware that Internet websites offered as citations and/or sources for more information may have changed or disappeared between the time they were written and read. Limit of Responsibility/Refusal of Guarantee: Although the publisher and author have used all their efforts in preparing this book, they do not make any representations or guarantees regarding the accuracy or completeness of the contents of this book and specifically deny any implied assurance of trade or suitability for a specific purpose. No warranty can be created or extended by sales representatives or written sales materials. The tips and strategies in this may not be appropriate for your situation. You should consult a professional where appropriate. Neither the publisher nor the author is liable for any loss of profit or any other commercial loss, including, but not limited to, special, incidental, indirect or other losses. Jossey-Bass books and products are available in most bookstores. To contact Jossey-Bass directly call our U.S. Customer Service at 800-956-7739, outside the U.S., at 317-572-3986, or by fax at 317-572-4002. Jossey-Bass also publishes his books in various electronic formats. Some of the content that appears in print may not be available in e-books. Library of Congress Cataloging in the publication of data Ritchhart, Ron, 1958-author. Making thinking visible : How to promote participation, understanding and independence for all students / Ron Ritchhart, Mark Church, Karin Morrison. p. cm Includes bibliographic references and index. ISBN 978-0-470-91551-6 (pbk.), ISBN 978-1-118-01501-8 (ebk.), IS BN 978-1-118-01502-5 (ebk.), ISBN 978-1-118-01503-2 (ebk.) 1. Thought and Thinking --Learning and Learning. 2. Critical Thinking --Learning and Learning. 3. Cognition in children. I. Church, Mark, 1970-II. Morrison, Karin, 1951- author. III. Название. LB1590.3.R63 2011 370.15'2-dc22 2010049619 List of numbers and TABLES DVD Content Please note: video content can be obtained online by www.wiley.com/go/makingthinkingvisible. When requesting, enter your email address and use the access code 15516. Game explanation: Debbie O'Hara, Children's Art School Of Amsterdam, Mel Talk: Leland Jennings, Grade 2 Science St. Charles Elementary, Michigan See-Think-Wonder and Offer-Phrase-Word: Lisa Verkirk, Grade 5 Humanitarian International Amsterdam, Netherlands Connect-Extend-Challenge: Mark Church, Grade 6 Social Studies International School of Amsterdam, Netherlands CSI: Color-Symbol-Image: Melyssa Lenon, Secondary Chemistry Chesaning Union High School, Michigan Generate-Sort-Connect-Development: Ravi Grewal, Class 12 English Literature Bialik College, Melbourne, Australia Looking at The Thinking Protocol of Students: Professional Learning Group Looks at Thinking Students in Class 7 Science Bialik College, Melbourne, Australia Foreword A few years ago I had experience of a signal of this kind. I slowly walked through Cambridge Common to my office at Harvard Graduate School of Education. A man sitting on a park bench talking loudly on his mobile phone: I must! He lied to me and lied to you! What did he tell you on the phone? It's all right, he said. Well, it's not so good! I felt strongly tempted to ask, where did this come from? but an even more powerful braking against invading a stranger's life. So I swallowed my curiosity and strolled along, memorizing what the stranger said, and writing it down as soon as I got to my office. Several times in the following years I reread my note and asked about the story behind the man on the park bench. This little experience has become a symbol for me, how much remains to be seen when we hear only half the conversation ... and to hear half the conversation going on a lot in our lives, especially when we interpret the conversation broadly. Thinking is a good example. We usually do not hear other people's thoughts, only the results of their thinking - ideas, opinions, plan. The messiness of what if, on the other hand, but I worry that, or even just my gut says that everything happens on the other end of the line. What a person tells us can sometimes sound like the whole story, but it's only half or less than half the internal conversation. That's why we sometimes have to ask ourselves, where did it come from? Often we could ask the same question about our own thinking. Studies show that most people are not very knowledgeable about how they go about figuring out a problem or coming to a position on the issue. If this seems strange, let's compare with why coaches are so important in sports training. The coach, in addition to the experience of the athlete can not pay attention in this way, the athlete can not - from the outside and without the need to perform physically at the same time. All of this signals why ideas about making thinking visible are so important to education. In the broadest sense, these ideas require externalization of thinking processes so that students can better handle them. To this end, the authors of the sticking, the documentation, the naming, the more, including many specific strategies and a common approach to creating a positive, engaging and thoughtful learning culture in classrooms. Ron Richhart, Mark Church and Karin Morrison have been actively involved in developing these ideas and developing their practices over the years, along with me and several other colleagues in different combinations. Here they bring us the wisdom of their experience. However, there is more at stake than learning to think better. The mission of this book is not only to learn to think, but also to think to learn. To clarify, there is an uncomfortable question that I would like to ask people from time to time: What ideas did you learn during your University education that are important in your life today? Some people find it difficult to define much more than a list of facts, but others report that the knowledge they have found is extremely important to who they are, how they understand the world, and how they behave. For example, I think of a man mentioning the French Revolution, not for its details, but for the way it served as a lens to look at all sorts of conflicts. I remember another person discussing environmental ideas that had a significant impact not only on the policies that people supported, but also on the behavior of everyday life. In general, when people you put forward topics that matter to them, they mention topics to think about, not just topics to think about-think-about-think with the French Revolution, to understand other conflicts or to think with your environmental knowledge to reconsider some of your everyday behavior. Thinking with two important steps beyond just knowing the information is the focus of too much education. One step in behind it is to think about a topic often interesting and valuable, but in itself leads to a fairly specialized understanding. When students get comfortable thinking about ideas in the game, these ideas become much more meaningful. The application horizons are opening up... everything from managing everyday relationships or making a smart purchase to understanding global warming on a personal level. Place thinking and thinking with what is learned gives us a second reason why making thinking visible and related topics are so important to students. Back to this park bench once again: in a complex, conflicted and sometimes unstable world today and tomorrow, the better people think and with what they know, the more likely they are to be able to understand half the conversations we all encounter. And the more prepared they will be to enter meaningfully into the whole conversation. David Perkins Foreword In 2005, my colleagues at Harvard Project zero and I just finished a five-year project exploring how to cultivate thinking disposition in school settings. The Innovation with Intelligence project was launched at Lemshag Academy in Sweden Carp Vitaham Foundation. Drawing on a long series of studies on orders and enculturation, we have developed a set of thinking procedures: simple strategies for scaffolding thinking that have been designed to be woven into the constant practice of classroom teacher. These procedures formed the basis of our intervention and became the main practice of what we eventually called Visible Thinking. We have documented our efforts and presented the world with a set of initial procedures through the website: www.pz.harvard.edu/vt. Almost immediately, the site became a hit with the teachers we worked with, as well as a valuable resource for our colleagues and ourselves in our current work. Teachers who were involved in learning to understand saw thinking routines as a brief understanding of performances that increased their efforts with students. Colleagues Shari Tishman and Patricia Palmer found them useful in supporting the initiative, Artful Thinking, with a focus on the integration of art. The Faculty of Harvard Graduate School of Education has found them useful tools for actively engaging students with complex ideas. Some colleagues have even used procedures as structures to reflect and write the ideas they develop. The presenters in our annual summer institutions gravitated towards the adult education support procedure in much the same way that they could use the protocol to structure professional discussion. At the same time, David Perkins, Mark Church, Karin Morrison and I started the Culture of Thinking project at Bialik College, an independent grade 12 school in Melbourne, Australia, with the financial support of Abe and Vera Dorevich. We felt that thinking procedures would be a good starting point for teachers to start their own thinking about the power of shaping a classroom culture. While our broader goal was to focus teachers' attention on the issue of developing a culture of thinking, we noticed in our previous studies that as teachers worked with thinking routines seriously and over time, they soon found themselves thinking about other cultural forces in the game; first of all, time, language, opportunities and interactions (see Chapter Seven for more details). Shortly after the debut of the vt website, educators we didn't even know started writing to us about how they use thinking routines and express the

desire for more: more routines, more stories from classes, more video illustrations, and more examples of teacher effort at different levels of class and subject areas. In short, more support for training aimed at improving the effectiveness of procedures in their schools. While the teachers shared just how valuable the website was as a resource, they continued to express a desire for a book that would take them deeper learning: a collection they could set up on their desks as ready resource and thumb through at leisure, what they could bring in planning meetings, share with colleagues, and celebrate with their own notes and tips. Some teachers admitted that they had gone so far as to print the entire website and tie it together to fulfill that need. This outpouring of interest and enthusiasm led Mark, Karin, and I to start thinking about creating a book that would both expand and complement the Visible Thinking site. In our early conversations, we identified several goals that we thought would need to be met. First, we thought it was important to capture the development that occurred in our own thinking as researchers, developers and facilitators, since we originally debuted the idea of visible thinking back in 2005. Our constant research and conversations with colleagues have broadened our thinking about visibility beyond the mere use of procedures, and we would like to share these additional strategies. We present these ideas at the head of the two. Secondly, we felt obliged to share many stories of teachers who used thinking in a new way. Over the years we have worked with thousands of educators, and we never cease to be surprised by their ingenuity. However, we would like to find a way to tell these stories that will help readers see the power of routines to support thinking and learning, not just as smart activities. As the popularity and the use of thinking patterns spread, we saw too many examples of their ineffective use and wanted to help people better understand the conditions under which the power of thinking is realized. Consequently, while designing our template for writing procedures, we decided to emphasize the importance of choosing relevant content along with some ideas for forming assessments of students' thinking, something that we have not dealt with explicitly in our previous work. You'll find more about this new template in chapter three. Drawing on the wealth of examples gleaned from teachers, both through the Culture Thinking Project at Bialik College and elsewhere, we developed rich photography practices that emphasized each teacher's thinking as he or she planned, implemented, and reflected on his or her use of this thinking routine. These stories can be found in chapters four, five and six. As an accompaniment to the original Visible Thinking website, we also released a DVD that became available in 2005. This collection of videos highlighted teachers from the International School of Amsterdam and has become a popular resource for educators who want to share what visible thinking is all about with their colleagues. We have seen the power of these videos to present a built-in learning practice that emphasizes the interactive quality of the procedures and the importance of using them with a powerful Hence, Mark, Karin, and I would like to include in this book a DVD containing video stories from a wider range of classes that will emphasize the teaching done by teachers in the United States, Australia and Europe. We refer to seven videos made on DVD throughout this book, and we hope that this resource will enhance your reading and understanding of the ideas presented. Another goal we set for our writing was to have the use of thinking procedures and other tools within a broader enterprise of teaching, addressing goals such as promoting participation, disclosing understanding, and promoting independence in the classroom culture of thinking. In the first chapter, we unpack thinking and discuss the important role it plays in learning, making sure that the promotion of thinking is not a good addition, but is central to learning. We then have the thinking procedures and visibility strategies presented throughout the book in three case studies: one from the class, one from the museum, and one from the professional group we represent in Chapter Seven. These cases demonstrate how strategies to make thinking visible exist within a larger mosaic of culture thinking. Finally, we wrap up this volume by pulling our Notes off the field in Chapter 8. Here we present some of our research on how teachers learn to use procedures and work with them over time, as well as a set of tips, triumphs and tips to move forward with your own use of visible thinking techniques. Throughout this book, we sought to weave together narrative themes from a diverse set of classes. This array of perspectives adds to the richness of the wider story we have been able to tell here. But the story is not over yet. There are always more voices to add, more fairy tales to tell. We continue to learn from teachers and from them around the world; educators, like you, who are constantly looking for ways to engage students, develop understanding, maintain thinking, and promote independence. Since you are reading this book, we assume that you are one of these inspired educators. And so we hope you add your own voice to the chorus of teachers working to make thinking visible. Take these ideas and make them your own by embedding them into the culture of your class. Use this book as a resource, but stretch beyond. Risk your learning. First of all, there is confidence in each student's ability to think and your ability to develop that thinking. The results will surprise and energize you. Ron Ritchhart Confessions At the heart of this book is the idea that it is important to develop thinking in the everyday life of students and make it visible, so that the culture of thinking can be built and strong education is created in organizations, schools and classrooms. Although this is the idea of the idea take, it takes something more to bring it to an end. Hard work, dedication, constant reflection and, above all, a willingness to take risks and move beyond the comfort zone of established practice are required. This is both an individual undertaking and a collective process, recognizing that a person learns from the practice of others and on his own. We thank all those who joined us on this path of nurturing thinking and who were willing to dig into the work to make thinking visible. We owe a great deal to Abe and Vera Dorevich and the Bialik College School Board for financial support. They were political visionaries who recognized the potential of these ideas to transform schools and classrooms. They were willing to support seven years of ongoing vocational training for teachers at Bialik College to adopt ideas first developed as part of a visible thinking project funded through the Carpe Vitam Foundation, as well as intellectual research, supported by the Spencer Foundation, and promote them through on-the-ground, classroom intelligence as part of a culture-thinking project. Their commitment to education is taking place not only at Bialik College, but also around the world has led to far-reaching benefits and ripple effects around the world. In addition, Dow Chemical financially supports middle Michigan teachers in their application of these ideas; ATLAS teaching communities supported teachers in New York; Lemshaga Academy in Sweden and the Amsterdam International School have promoted co-education of teachers from all over the world to share their experiences. Thus, from the vision of only a few people willing to think big, we have witnessed the dramatic consequences that continue to grow, nourishing our collective and continuous development as teachers. Traveling with these ideas is played out in real schools. All the busy places with too much going on, and too many agendas to serve. And yet, we were blessed to find school leaders who appreciated this work and who were willing to do the hard work to make sure that the mission of making thinking visible could take hold in their schools. Specifically, at Bialik College, Genia Janover cut the central spot for the culture thinking project and assured that teachers had time to meet regularly to share, discuss and explore these ideas in depth. Her commitment and dedication to teacher training have played an important role in moving these ideas forward. Also at Bialik College, Daphne Gaddy and Tosca Mooseek brought these ideas into the ongoing teacher discussion. In mid Michigan, Rod Rock and GERALYN Myczkowiak provided inspiration and guidance to assemble a diverse collection of teachers to pursue these ideas in a broad-scale initiative in many public school districts. In the City, Michigan, Jane More, Pam Alfieri, and Julie Faulkner made it possible for many teachers from Traverse Urban District Public Schools to be part of the job. Vanguard High School Principal Louis Delgado supported these ideas and supported the work of his teachers. In the Clover Park School District in Washington state, Patty Maxfield contributed to the ongoing research of these ideas in the District. At Marblehead Public Schools in Massachusetts, Beth Delforge and Paul Dulac advanced the entire district to focus on thinking. Linda Gers shooter embraced these ideas early on and integrated them into ATLAS Learning Communities across the United States. Julie Landwong first saw the power of these ideas in 2000 and set up a network of schools in Melbourne, Australia, to explore them. At Melbourne Grammar School, Chris Bradtke, Alan Bliss and Roy Kelly took charge. And the list goes on and on. As we tried to move these ideas forward in our research and experience, we were inspired by their broad applicability. The idea of making thinking visible and the different thinking patterns that support this mission have found space in different subject areas, in different organizations, in different environments, and with different types of students. The heart of this book is contained in these Pictures of Practice. We have only been able to tell a relatively small number of stories here; however, we recognize all the other dedicated professionals who were part of this journey. Their stories serve as daily examples and inspirations for students and colleagues. In particular, we thank teachers at Bialik College, Saginaw Secondary School District in Michigan, Travers Urban District Public Schools, Vanguard High School, Marblehead Public Schools, Amsterdam International School, Lemshaga Akademi in Sweden, Brighton Elementary in Tasmania, and Melbourne Grammar School, Methodist Ladies College, and Wesley College, all in Melbourne. They represent only a small number of many schools and teachers on them who have traveled with us. In writing this book, we should thank the conceptual visionaries who have pushed our thinking and made a significant contribution to the ideas presented here during their constant dialogue with us. In the project zero at Harvard Graduate School of Education, we thank our colleagues David Perkins, Terry Turner, Becca Solomon and Linor Gadar, who were key in developing these ideas as part of the Culture of Thinking Project. Shari Tishman and Patricia Palmer were part of the original Project Visible Thinking, in which an initial set of thinking routines were developed. Steve zelel, Mara Kerszewski and Ben Mardell made us think about visibility and documentation more and more deeply through their work in creating visible learning In addition, Tina Blythe and Julie Landvogt have repeatedly pushed our thinking forward. For Michael, Jean and Kevon. Thank you for encouraging us to love, laugh, live and think deeper. You have made us better teachers and better people for what we have in our lives. About authors Ron Ritchhart has been the principal researcher in Project zero, Harvard High School Education since 2000. Prior to joining Project zero, he was a class teacher working in a variety of subject fields, from art to mathematics, in classes from elementary to high school, and in such diverse places as New York, Indiana and Colorado. The thread runs through all of Ron's work as a teacher and researcher has been and remains the importance of promoting thinking, understanding and creativity in all learning environments. He is the author and producer/director of many articles, books and videos that relate to these topics. In 2002, Ron published a book, Intelligent Character, in which he put forward the idea that quality education is much more than test scores; it is about who students become thinkers and students as a result of their time in schools. Ron's classroom-based studies, for which he was recognized by the Spencer Foundation, unpacked the important role the school and classroom culture plays in nurturing the development of student-thinking disposition. Its definition of a culture of groups and organizations has led to the widespread use of frameworks that help teachers, both in the classroom and beyond, think differently about learning and learning. Ron's ideas and application have now found a strong following in many schools and organizations. Since 2005, Ron has been using these ideas on websites around the world, but primarily in Melbourne, Australia, through the Culture of Thinking project funded by Bialik College and Abe and Vera Dorevich. Mark Church has been a teacher for nearly twenty years and has a special interest in helping teachers and school leaders reflect deeply on their efforts to cultivate thinking and learning opportunities for students. As a qualified intermediary, he works with schools and districts around the world, encouraging efforts to create rich practice communities for teachers committed to remembering students about those they teach and lead. In his work, Mark draws on his extensive and diverse teaching experience, teaching elementary and secondary school students in the United States, Japan, Germany and the Netherlands. After several years abroad, Mark returned to the United States to consult with ATLAS Learning Communities and the Harvard Project for zero visible thinking projects. Mark has also been an online course coach, developer and instructor for WIDE World online learning at Harvard Graduate School of Education, as well as member of the annual Harvard Project of the zero Summer Institute. Mark presented at conferences around the world issues of thinking, learning and understanding, especially emphasizing the work in the classroom with middle-aged students. Mark is currently a district administrator supporting professional development and development at Traverse City Public Schools in northwest Michigan. He also serves as a consultant for various Harvard University project zero culture thinking initiatives in the United States and abroad. Karin Morrison is an enthusiastic and passionate educator interested in the thinking and training of both teachers and children. Her work has focused on providing the environment and structures needed to support deeper thinking and better understanding and engaging students in learning in an appropriate and meaningful way. She is currently director of the Centre for Development in Independent Schools victoria (ISV), Australia. Karin also serves as an instructor for the WIDE World online training course, making thinking visible, developed at Harvard Graduate School of Education. Karin was instrumental in the development of the collaboration between Project zero and Bialik College, which led to the creation of a culture-thinking project in Bialik. Karin was the head of this project at the school for the first five years. While in Bialyck, she was director of the Rosencrantz Center for Excellence and Educational Achievement and Director of Teaching and Learning. Karin has long been an active supporter of thinking on the world stage. She co-chaired the Twelfth International Thinking Conference in Melbourne in 2005, Australian delegate to the World Council of Gifted and Talented Children, formerly President of the Victorian Association of Gifted and Talented Children and a member of the Reggio Emilia Australia Information Exchange Committee. Karin has also been a lecturer in the annual Project of the Zero Summer Institute and ATLAS Community Learning Summer Institute in Vermont. Part one OF THE FIRST SOME THINKING ABOUT THINKING Chapter 1 Unboxing Thinking according to the Oxford English Dictionary, there are somewhere in the region of a quarter of a million different words in English if one uses a somewhat strict definition of different words, that is (Facts about language, 2009). Of course, of this huge number of language options, we use only a small percentage on a regular basis. It is estimated that just 7,000 words account for 90 percent of our day-to-day use. With these numbers in mind, where do you imagine the word you think is in terms of frequency of use? That is, with what relative morbidity do you feel you use, hear, or read the word think every day? What rank does it have in our average use? Does it make the top 1,000 or it much more down the list? Relying on information from lists, think like word ranks somewhere around the top 125 to 136 in terms of frequency in print (Fry, Cress, fountoukidis, 2000). If we use the word only verbs, the Oxford English Dictionary rates this word as the twelfth most commonly used verb in English! Obviously, the word think plays a surprisingly prominent role in our speech and writing, but with all this use, how well do we understand what it really means to think? When we use the word to think, what is the meaning of those who listen to us conclusion? When we tell someone that we think it's us actually doing it? Although there is no data, one would expect the word to think that happens even more often in classes. When teachers use it, what do they intend? When students hear this, how do they interpret it? Does this lead to any action on their part? If we want to support students in learning and we believe that learning is a product of thinking, then we need to be clear about what it is we are trying to support. What kinds of mental activities are we trying to encourage in our students, colleagues and friends? When we ask teachers in seminars, what kinds of thinking do you value and want to promote in your classroom? or, what kinds of thinking are that lesson to make students do? Do? making thinking visible free pdf. making thinking visible free download

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