



The New York Center for Teacher Development, Inc.

In affiliation with the University of Massachusetts Global (Extended Education)

Course Syllabus

Course:	EDZU 9986 Empower All Learners Through Visible Thinking
Credit Hours:	3.0 credits / 45 hours
Instructor:	Tricia Calise

Course Description

Visible Thinking involves using thinking routines, documentation, and effective questioning and listening techniques to enhance learning and collaboration in any learning environment. This course will explain how educators can effectively use thinking routines and other tools to engage and empower students as learners and transform classrooms into places of deep learning, empower students as learners, and transform classrooms into places of deep learning. Participants will learn how to implement a range of thinking routines that enhance critical thinking, problem-solving, and collaborative learning. These strategies help students actively engage with content, develop higher-order thinking skills, and take ownership of their learning process. The course also addresses the importance of creating a classroom culture where students feel safe to express their thoughts, ask questions, and challenge their ideas, resulting in increased motivation and academic success. By the end of the course, participants will be equipped with the tools and techniques to transform their classrooms into dynamic learning spaces that empower all students to think critically, independently, and collaboratively.

Course Objectives

To Know

1. the importance of visible thinking and its impact on student engagement, understanding, and independence.
2. a variety of thinking routines and how they can be applied across disciplines to encourage critical thinking, reflection, and problem-solving
3. the role of classroom culture in fostering an environment where thinking is shared, valued, and visible.
4. how visible thinking routines support cognitive development, particularly in the areas of understanding, memory retention, and conceptual clarity.

To Understand

1. how visible thinking routines actively engage students in the learning process and encourage them to take responsibility for their own learning.
2. the connection between visible thinking and development of higher-order thinking skills such as analysis, synthesis, evaluation, and application.

3. how visible thinking practices support diverse learning styles and can be adapted to need the needs of all students, regardless of their background and abilities.
4. how group discussions and collaborative thinking routines promotes peer-to-peer learning and enhance collective problem-solving.

and To Be Able To

1. apply a variety of thinking routines in their teaching to foster student engagement, reflection, and deeper understanding.
2. design classroom environments and learning activities that encourage the sharing of ideas, questions, and perspectives among students.
3. use thinking routines as a form of formative assessments to gain insight into students' understanding and areas of improvement.
4. differentiate thinking routines and strategies to meet the needs of all students.
5. develop strategies to help students become more independent thinkers, self-reflective learners, and active participants in their own educational journey.

Course Outline

I. Rethinking Thinking: Exploring Blooms's Taxonomy and the Depth of Cognitive

Engagement

- A. Student introductions
- B. Define thinking
- C. Review Bloom's Taxonomy: A Framework for Deeper Learning (remember, understand, apply, analyze, evaluate, and create).
- D. Bloom's Taxonomy: That pyramid is a problem
- E. Explore how the traditional model of Bloom's Taxonomy may limit the depth of thinking in classrooms.
- F. Beyond memorization
- G. The 3 4's: Connections, Challenge, Concepts Thinking Routine

II. Introduction to Visible Thinking: What it is and Why it Matters

- A. What are thinking routines?
- B. Visible thinking: Benefits to Teaching – Benefits to Students**
- C. The power of making thinking visible. Examine six key ways these practices can improve classroom dynamics.
- D. Making thinking visible as a set of practices: questioning, listening, documentation, thinking routines
- E. Exploring the three ways of looking at thinking routines
- F. Organizing thinking routines

III. Exploring Thinking Routines: Practical Application for Classroom Learning

- A. See Think Wonder

- B. What Makes You Say That
- C. Claim-Support-Question
- D. Compass Points
- E. Circle of Viewpoints
- F. +1 Routine

IV. Mastering More Thinking Routines: Tools for Engaging and Empowering Learners

- A. Connect-Extend-Challenge
- B. I Used to Think...Now I Think
- C. Headlines
- D. The 3 Why's
- E. Take Note

V. Creating a Culture of Visible Thinking: Helping Each Other Grow

- A. Exploring cultures of thinking in schools
- B. Fostering growth mindset through visible thinking practices
- C. Mindset shifts and peer collaboration

Methods of Instruction

Teachers enrolled in this course will actively engage educators and encourage them to experience and practice the thinking routines and strategies outlined in this course. Throughout the course they will understand the importance of implementing thinking routines in their daily instruction. Teachers have the opportunity to enhance student thinking, share their thinking, make connections, and reflect on their learning. Participants will complete assignments that assess their understanding of using thinking routines into daily teaching routines that will encourage ongoing student reflection, metacognition, and deeper understanding. They will reflect and document their experiences with thinking routines, reflect on their understanding, and set goals for applying visible thinking in their own classrooms.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in class, a student must complete all of the assigned readings, assignments, and participate in all discussion forums.

In order to earn a B in class, a student must complete all the readings, assignments, and discussions for Blocks 1-4. In Block 5 student must do discussion question and complete 2 out of the 4 assignments.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Time Validation

Assignment	Time (in hours)
Discussion Forum: Students will introduce themselves to the class. Respond to at least one classmate.	0.50
Discussion Forum: Define thinking. When defining, think about 1. When you are thinking, what is actually going on in your head? 2. When your students are thinking in your classroom, what is happening?	1.00
Read and review Bloom's Taxonomy: The Evolution of Bloom's Taxonomy, History and Development of Bloom's Taxonomy, https://www.youtube.com/watch?v=ve-Evb5bGoc	1.00
Assignment #1: How do you currently use Bloom's Taxonomy in your classroom to encourage higher-order thinking? In what ways do you think applying these levels (remembering, understanding, applying, evaluating, creating) could enhance students' critical thinking skills and overall engagement with your area of discipline?	2.00
Read: Bloom's Taxonomy: That pyramid is a Problem, Here's What's Wrong With Bloom's Taxonomy: A Deeper Learning Perspective, and The Unfortunate Consequences of Bloom's Taxonomy	2.00
Assignment#2: How do you feel about Bloom's Taxonomy in terms of its ability to capture the dynamic and interconnected nature of learning? Do you agree with the idea that learning is not a linear process but involves a constant back-and-forth between different types of thinking? How might this perspective change the way we approach teaching and learning in the classroom?	2.00
Read and review articles on memorization: Why Students Forget - and What You Can Do About It, Memorization Often Comes Without Understanding, Rote Learning Still Effective, Beyond Memorization - Teacher Plus, It's Not a Memory Test: Education Needs to Focus on Critical Thinking	2.00
Assignment #3: Present a few typical classroom activities that focus heavily on memorization or repetitive tasks. How do these activities contribute to students' understanding or engagement? What type of task can you design that moves beyond memorization and instead focuses on "working with" or "interacting with" content in a meaningful way? Explain how you can shift from focusing on memorization toward creating a meaningful learning experience that involves critical thinking and engagement.	2.00
Assignment #4: The 3 C's Thinking Routine. What connections do you draw from what you have learned in this module? What challenges do you have? What key concepts or ideas do you think are important and worth holding on to?	2.00
What are thinking routines? Read and review: PZ Harvard Graduate School of Education, Visible Thinking Strategies for Student Engagement, What is Visible Thinking by Dr. Ron Ritchhart.	2.00
Assignment #5: How does the focus of "Thinking Visible" differ from Bloom's Taxonomy?	1.00
Discussion Forum: Why is it important to uncover students' thinking?	1.00
Read about visible thinking: Benefits to teaching - benefits to students	0.50

Examine 6 key ways in which we see making thinking visible practices improve classroom dynamics.	1.00
Assignment#6: Reflect how each of the six ways contributes to improved learning environments and student outcomes.	1.00
Assignment #7: Based on the six practices outlined in the reading, create a lesson plan or classroom activity that incorporates at least three of these practices.	2.00
Read and review four practices used to make thinking visible.	1.00
Discussion Forum: How can these four practices (questioning, listening, documentation, and thinking routines) enhance student-centered learning?	1.00
Explore the three ways of looking at thinking routines	0.50
Explore the way Project Zero organizes thinking routines	0.50
Students will participate in thinking routines designed to enhance their critical thinking and deepen their understanding of the content. Read and view See-Think-Wonder: Provide students with an iconic photograph from the Civil Rights Movement (Rosa Parks) Apply the routine.	1.00
Assignment # 8: How did the See-Think-Wonder routine help deepen your understanding of this historical moment? What question or insights did it prompt that you hadn't thought about before? What subjects or areas of study in your classroom might benefit from this routine?	1.00
Assignment #9: Read and view thinking routine What Makes You Say That? Read the following statement: "Making thinking visible in the classroom is not just about asking students to share their thoughts but about creating an environment where their thinking can be examined, questioned, and expanded upon." Apply the routine. Discuss how this routine helps students justify their thinking and challenge assumptions. Highlight the importance of evidence in making claims.	1.00
Assignment #10: Read and view thinking routine Claim-Support-Question. Read the following claim: "Critical thinking is essential for success for every student". Apply the routine. How can you implement this routine in your classroom?	1.00
Discussion Forum: Compass Points (before answering questions students will read and view Compass Points). "Should educators integrate thinking routines into the classroom?" Apply the routine.	1.00
Assignment #11: Read and view thinking routine Circle of Viewpoints. Give students a scenario. Apply the routine. "How can analyzing a problem from different viewpoints enhance collaborative problem-solving in classroom settings? "How can you apply the Circle of Viewpoints routine in your classroom to encourage students to explore multiple perspectives and enhance their problem-solving and empathy skills?" How can you differentiate this thinking routine to meet the needs of all students.	1.00
Assignment #12: Read and view thinking routine +1 Routine. How can you integrate the +1 Routine into your teaching repertoire to deepen student engagement and enhance critical thinking in the classroom. Describe your activity.	1.00

Assignment #13: Read and view thinking routine Connect, Extend, Challenge. Topic: social media and impacts on mental health. Students will apply the routine. How can the Connect, Extend, Challenge thinking routine help your students deepen their understanding of new concepts? How might it be used in your own teaching or professional practice to encourage critical thinking and reflection among your students?	2.00
Discussion Forum: I used to think Now I think Topic: Integration of technology in the classroom.	1.00
Assignment #14: Read and view thinking routine Headlines. Use a video by Carol Dweck to apply this thinking routine. How can you incorporate the "Headlines" thinking routine into your lessons to help students synthesize key ideas, focus on essential concepts, and develop critical thinking skills? Consider how this routine might support students in summarizing content and encouraging them to reflect on the most important takeaways from the lesson.	2.00
Assignment #15: Read and view thinking routine The 3 Whys. Prompt the students with a question about visible thinking. Have them apply the thinking routine. How did the process of asking "Why?" three times deepen your understanding of the issue? How might you use the 3 Whys routine in your classroom to encourage students to think critically and explore the reasons behind their ideas and actions?	1.00
Assignment #16: Read and view thinking routine Take Note. Watch interview with Dr. Ron Ritchhart on Cultures of Thinking in Schools. Apply the routine. How did the "Take Note" routine help you organize and deepen your understanding of the material? How might you use this strategy in your classroom to help students better engage with new content and become more reflective in their learning process?	2.00
Assignment #17: Read and view thinking routine Color Symbol Image. Students will explore growth mindset and visible thinking. How might the Color-Symbol-Image thinking routine help you better understand abstract concepts? How could you use this routine with your students to help them connect with complex ideas in a more visual and personal way? Describe an activity or lesson.	2.00
Assignment #18: How can you, as a future educator, foster a culture of growth mindset in your classroom to enhance collaboration among students? What specific strategies or actions will you take to help students shift from a fixed to a growth mindset, and how do you think this will impact their learning experience?	2.00
Assignment #19 Final Activity: Read and view thinking routine Sentence Phrase Word. Students will reflect and synthesize their learning about visible thinking, thinking routines, and how they can be applied in the classroom. Apply the routine. How did the Sentence-Phrase-Word activity help you reflect on the key concepts of visible thinking and thinking routines? In what ways do you plan to incorporate these ideas into your own teaching practice?	
Total Time	45.00