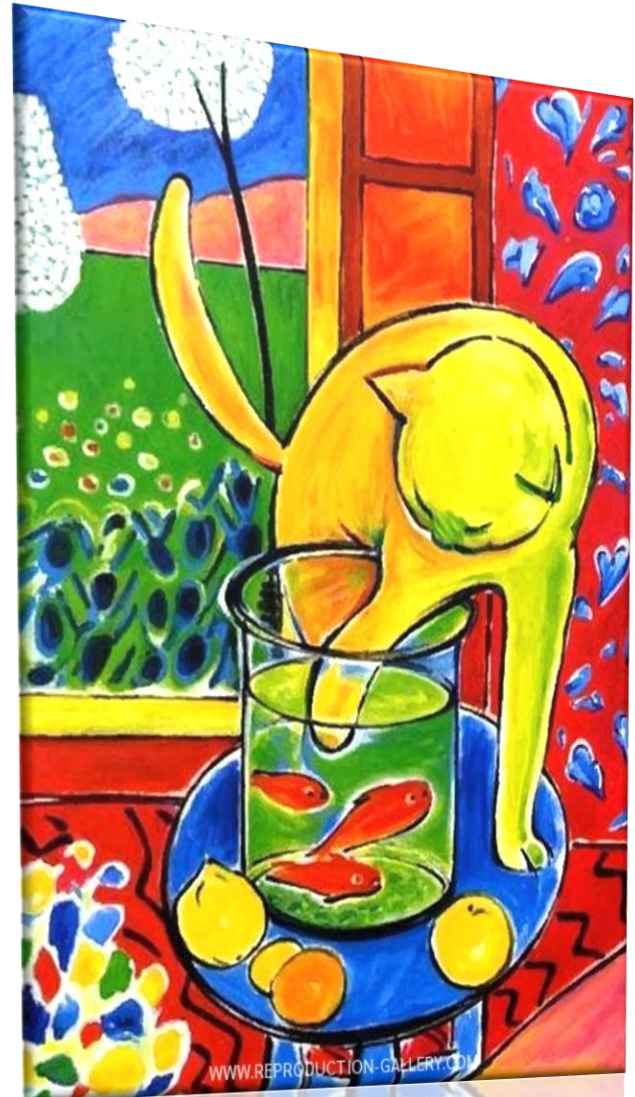
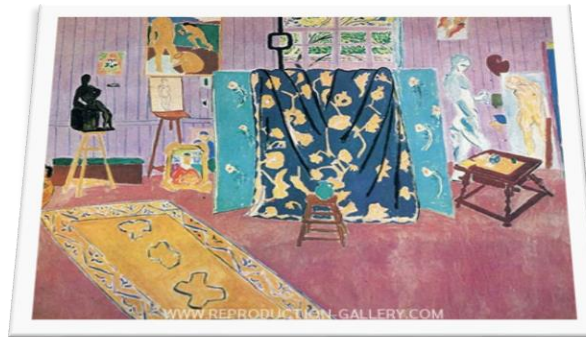


A Thinking Classroom

By Jessica Li



What are the differences
between a **subject expert**
and a **teaching expert**?



1330-1335

Subject expert

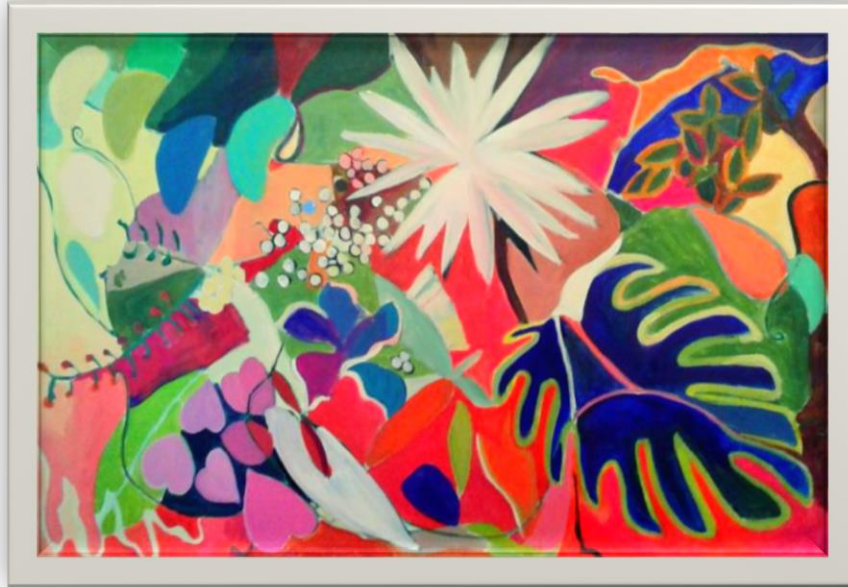
- Good command of English
- Diploma
- Certificate
- Fluent English
- Good writing
- English major

Teaching expert

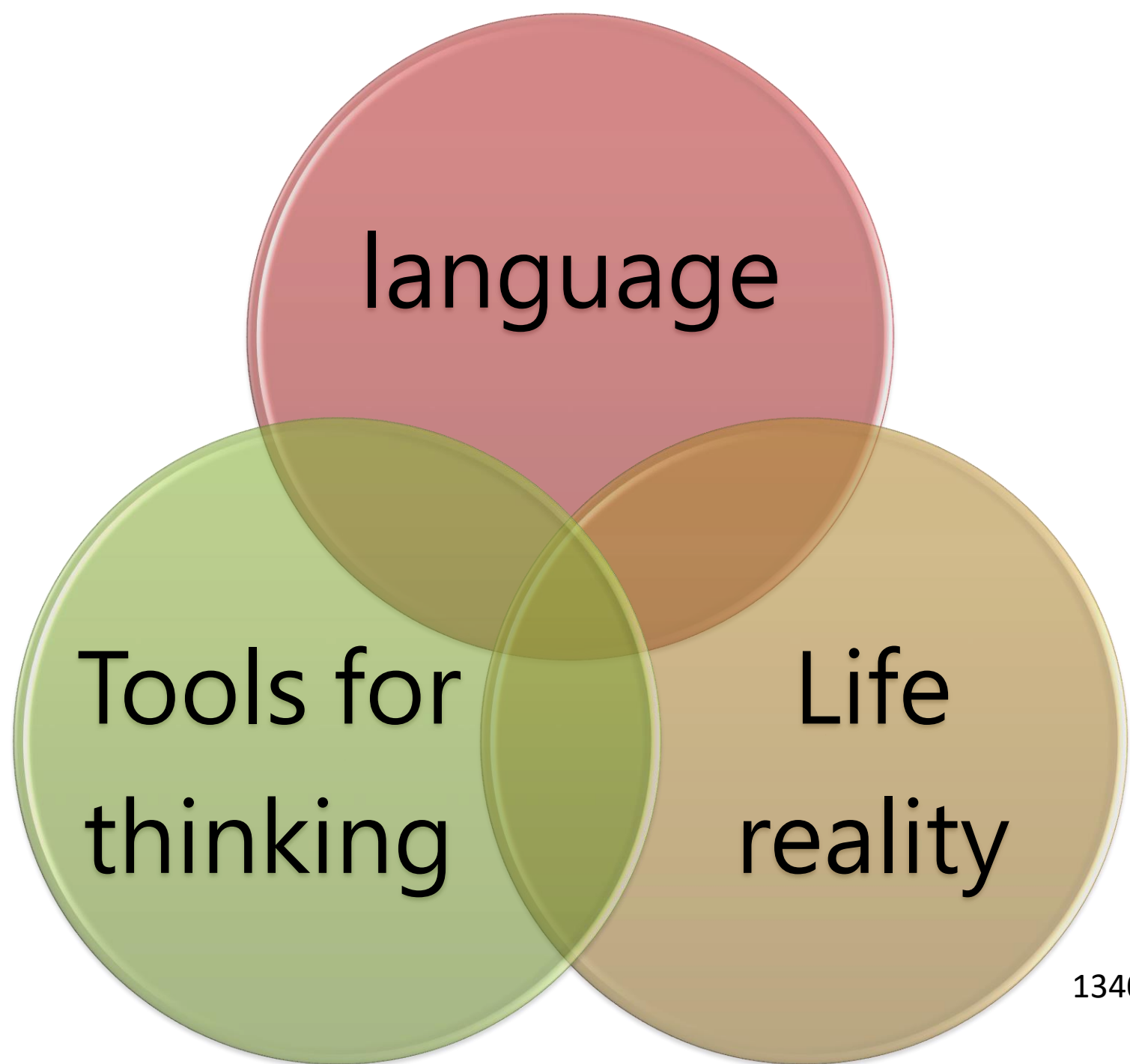
- **Identify** student learning difficulties
- **Bridge** the gap between the target competence with the prior knowledge or abilities
- **Induce** students to figure out answers on their own
- **Design** a learning process for students to supervise their learning problems and thus cultivate meta-cognition
- **Build up** different scaffoldings for different students

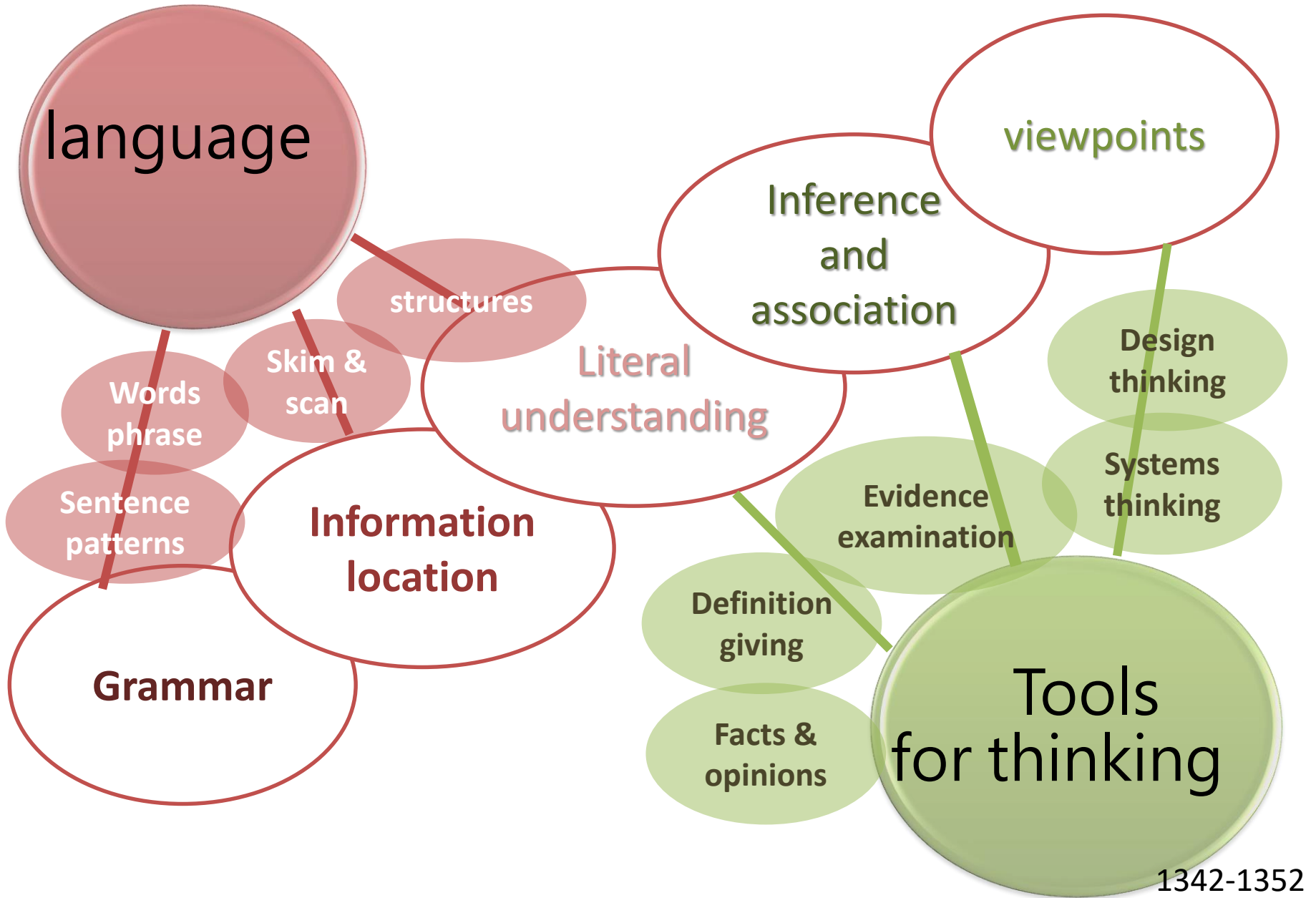
Teaching is a matter of actions.

1335-1340



Before class





1342-1352

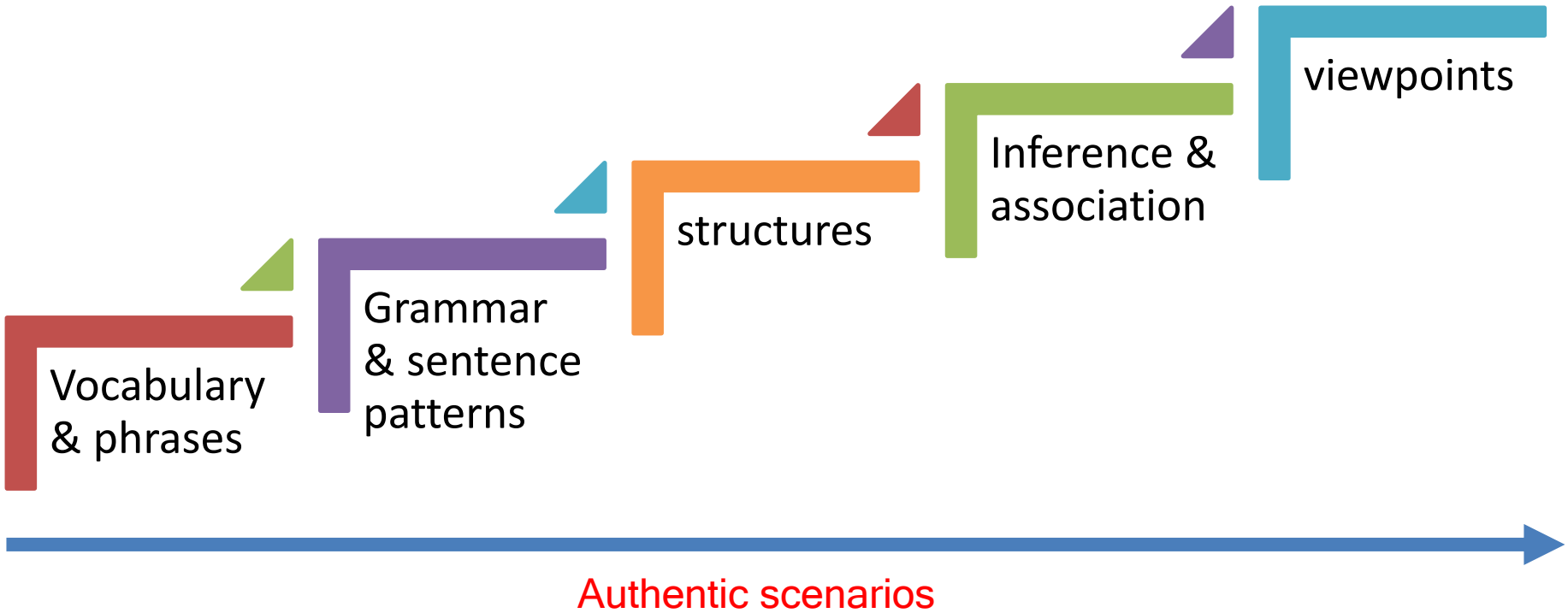
understanding



application



evaluation



1352-1355

Determine the TEACHING POINT.

- Please write down your teaching point (**language & thinking tool**).

5 mins



1355-1400

BLOOM'S TAXONOMY

CREATING

USE INFO TO CREATE SOMETHING NEW



design, build, plan, construct, produce, devise, invent

EVALUATING

CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS



judge, critique, test defend, criticize

ANALYZING

TAKE INFO APART & EXPLORE RELATIONSHIPS



categorize, examine, organize, compare/contrast



APPLYING

USE INFO IN A NEW (BUT SIMILAR) FORM

use, diagram, make a chart, draw, apply, solve, calculate



UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFO

interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING

FIND OR REMEMBER INFO



list, find, name, identify, locate, describe, memorize, define

1400-1405

Choose the student learning goal

- *Please write down your answer in a complete sentence, “Students can learn to V-----.”* *5 mins*



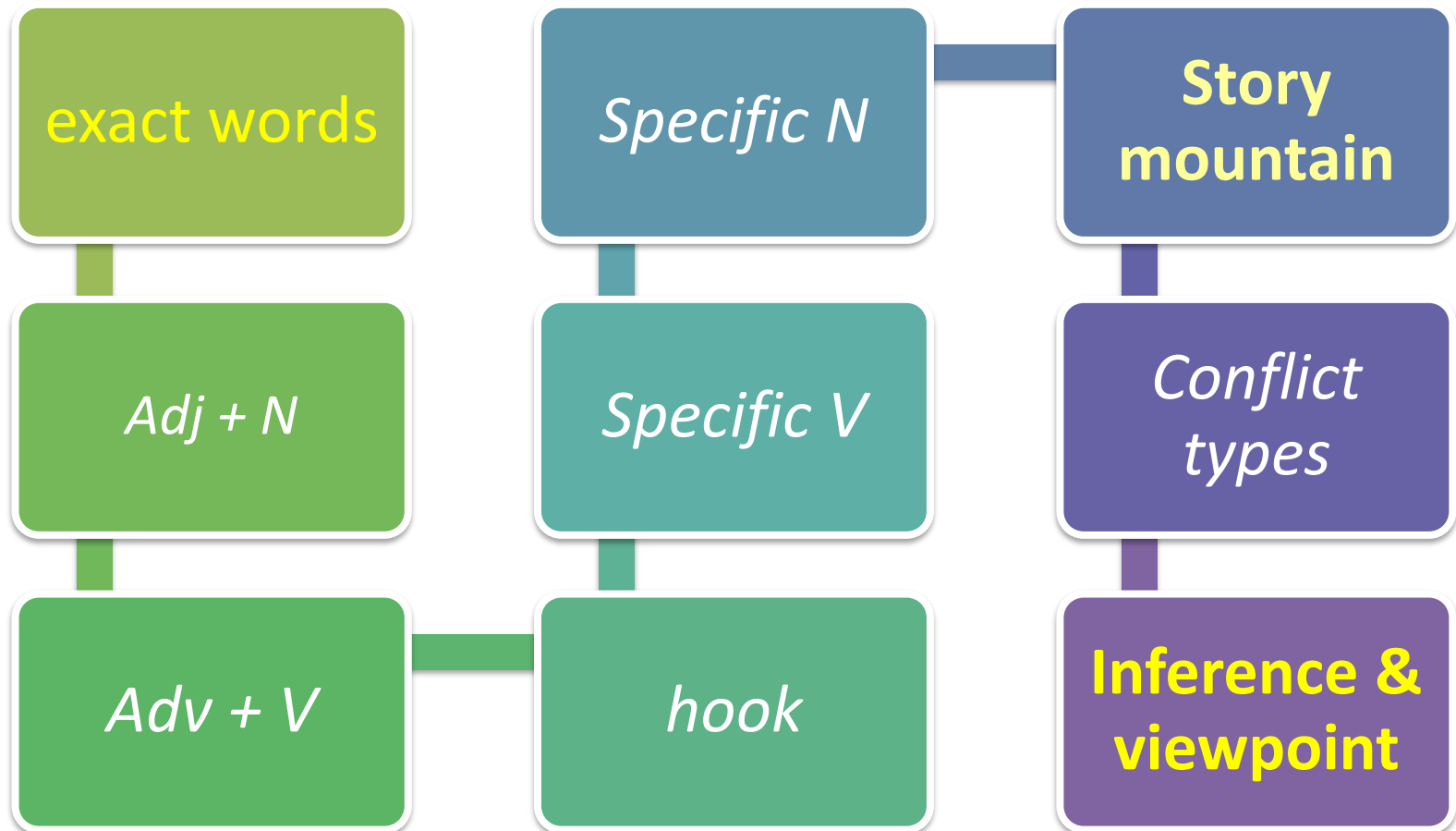
1405-1410

Design the teaching sequence



1410-1412

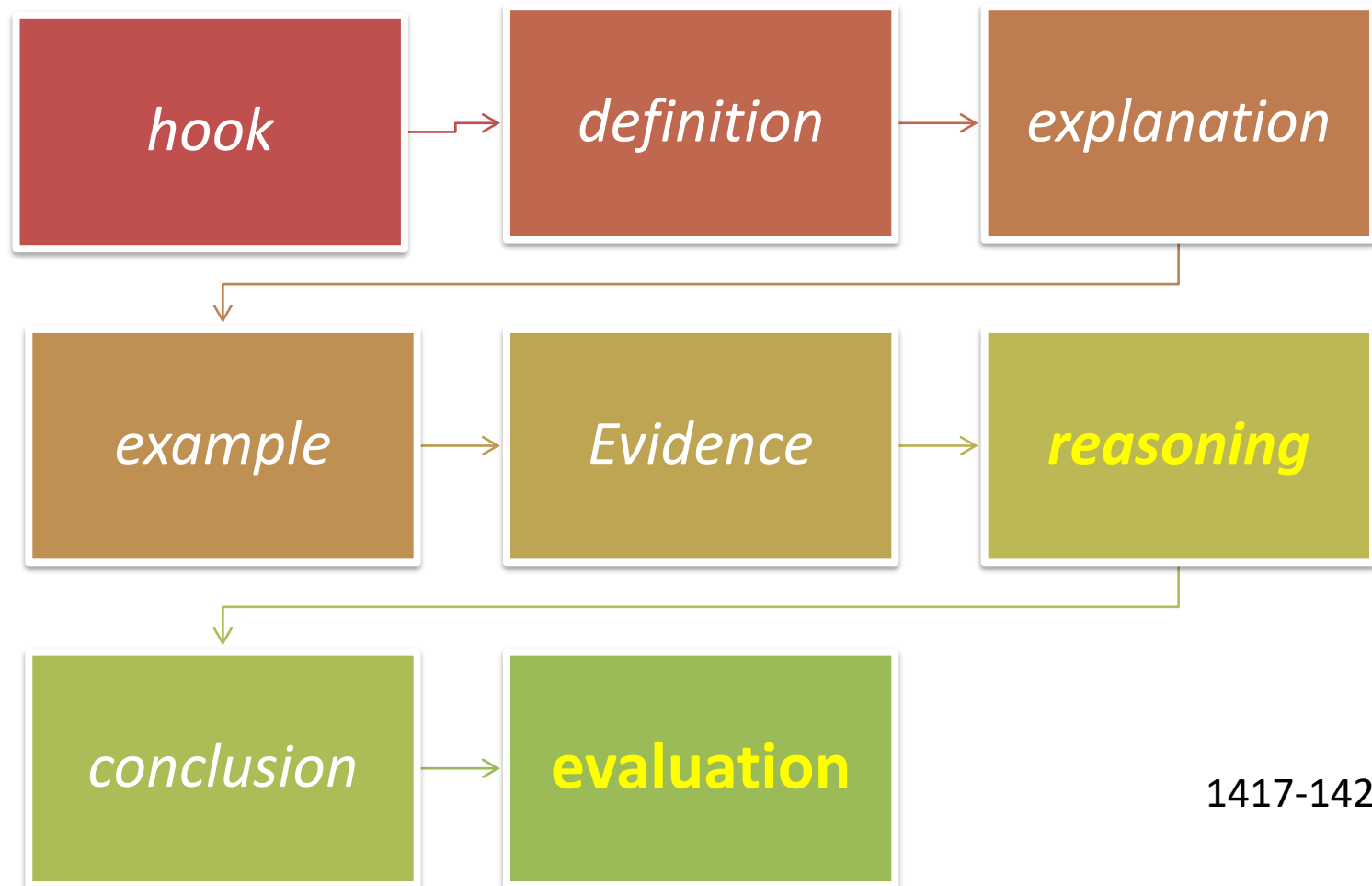
Narrative



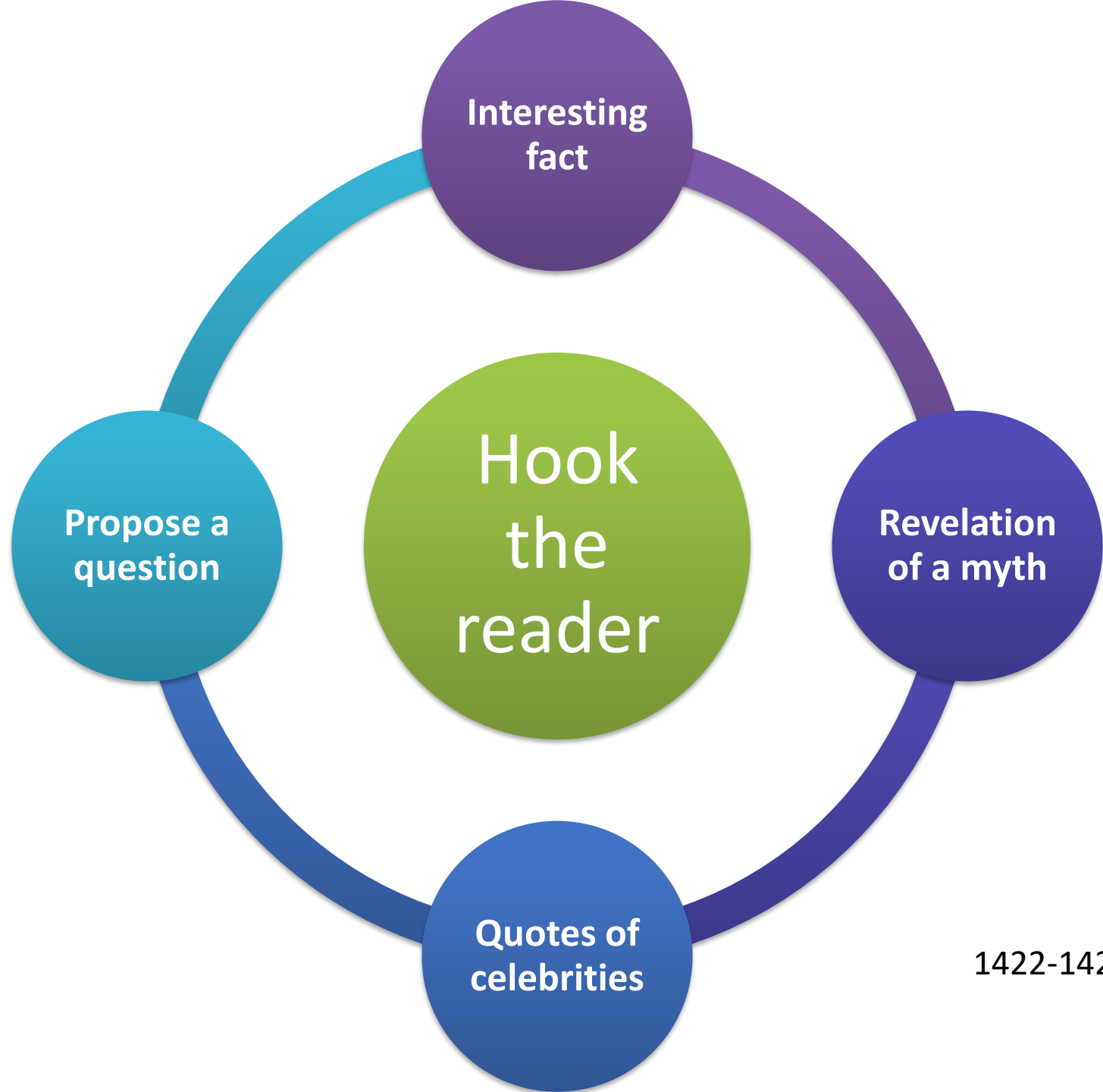
1412-1417

Expository: fact-oriented

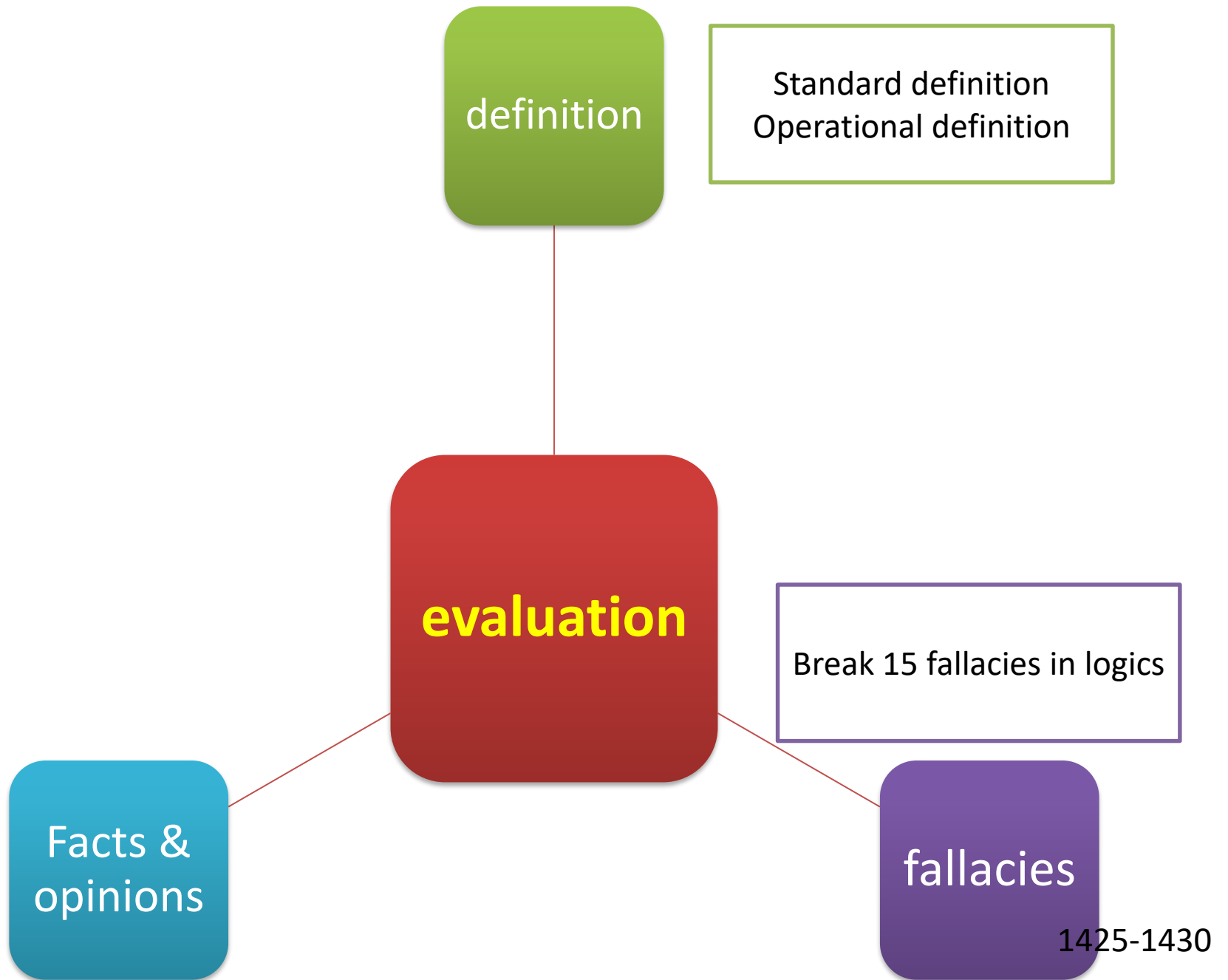
Persuasive: appeal either to reason or emotion



1417-1422



1422-1425



definition

Standard definition
Operational definition

evaluation

Break 15 fallacies in logics

Facts &
opinions

fallacies

1425-1430



10 mins



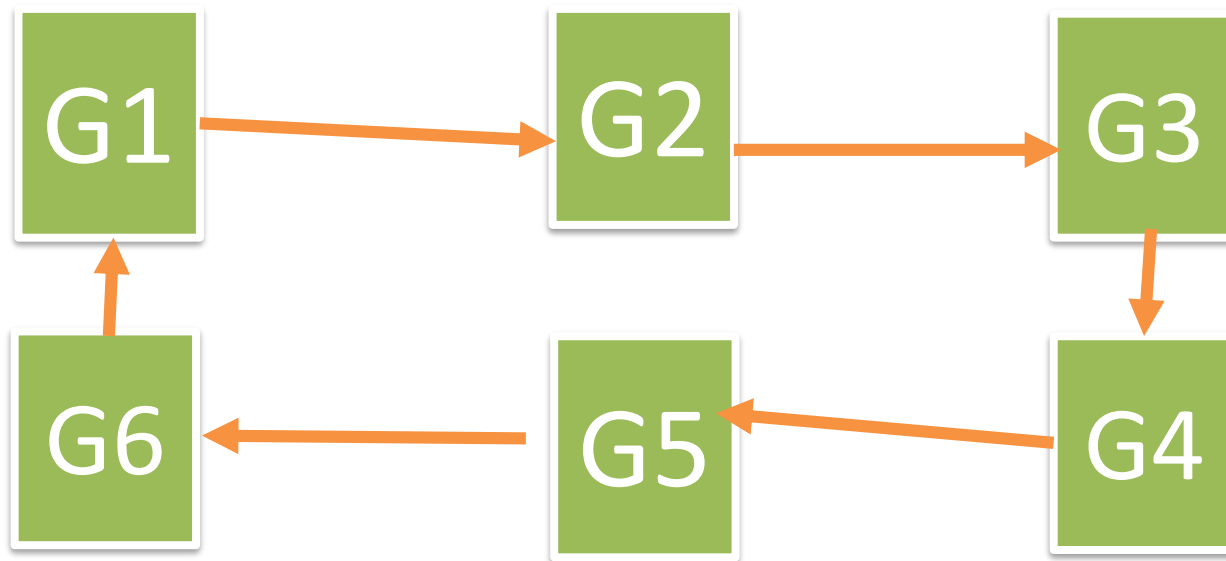
Please Design your **Teaching Sequence** on the poster.

15 mins

1440-1455

World Cafe

1. **Captain** presents at the desk while the other members move forward as each round proceeds.
2. **Listener** writes down the **feedback** on the **post-its** and **hands it** to the captain after each round.



1st round: 5 mins

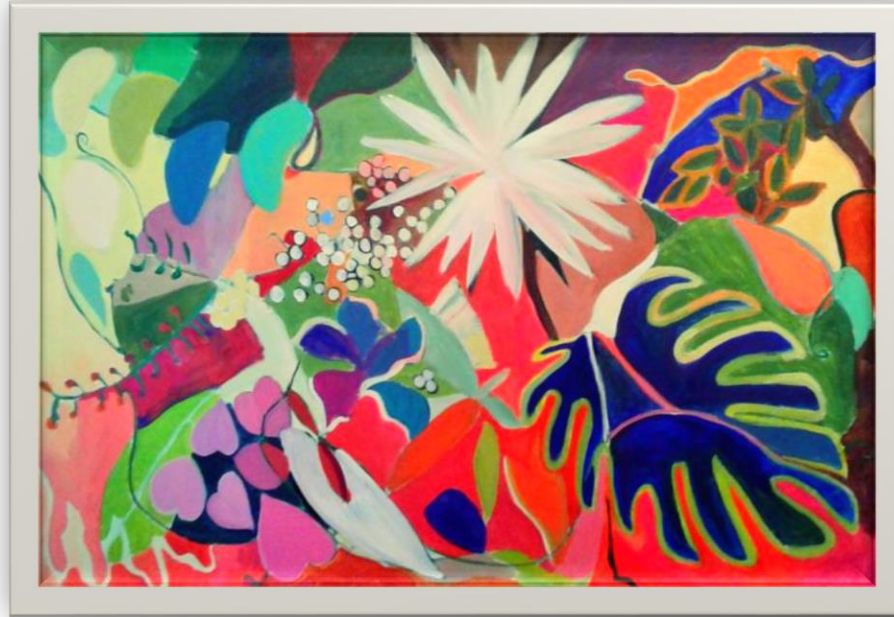
2nd round: 4 mins

3rd round: 3 mins

1455-1510



As a captain,
what have you
found from
listeners'
feedback?



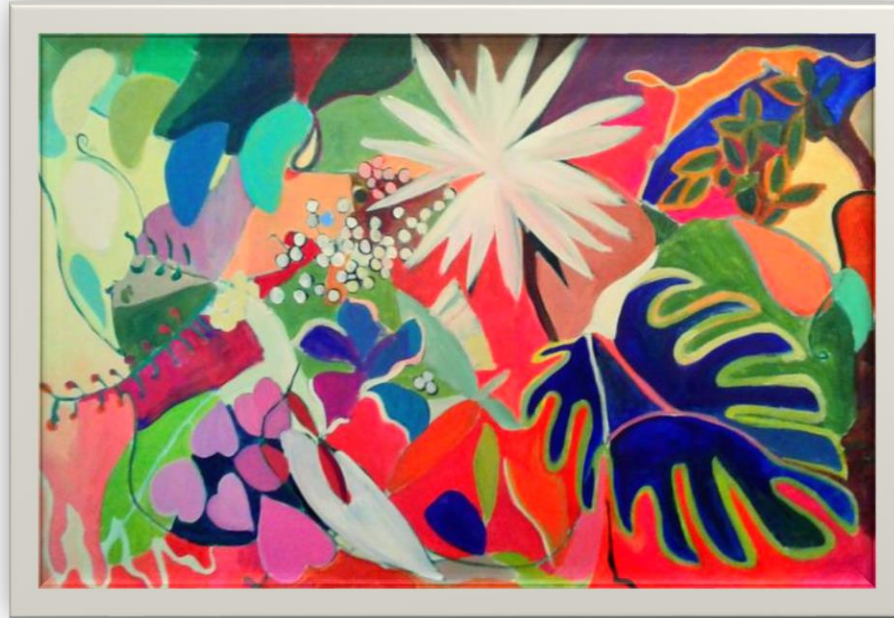
In class

Dos

Be patient
Encourage participation
Listen and observe
Respect opinions
Demonstrate understanding through non-verbal cues
Summarize, paraphrase to ensure understanding
Ask open-ended questions

Don'ts

Talk too much
Interfere with thinking flow
Repeat questions again and again
Speak to one person
Give advice
Cross your arms over chest
Turn away from the speaker
Depend on PowerPoint



After class

Did students encounter any unexpected problems?

Did I break student learning myths?

Retrospect

Did student achieve the learning goal I set?

Did I induce students to find the answers instead of giving them the answers?

Good teaching is a series of reflections and revisions.

1525-1530

Jessica's Designs

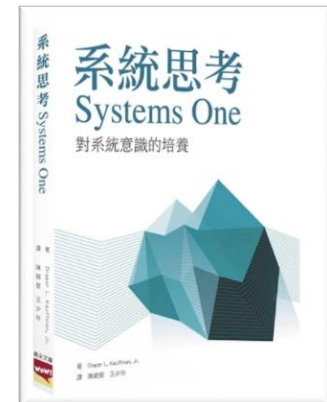


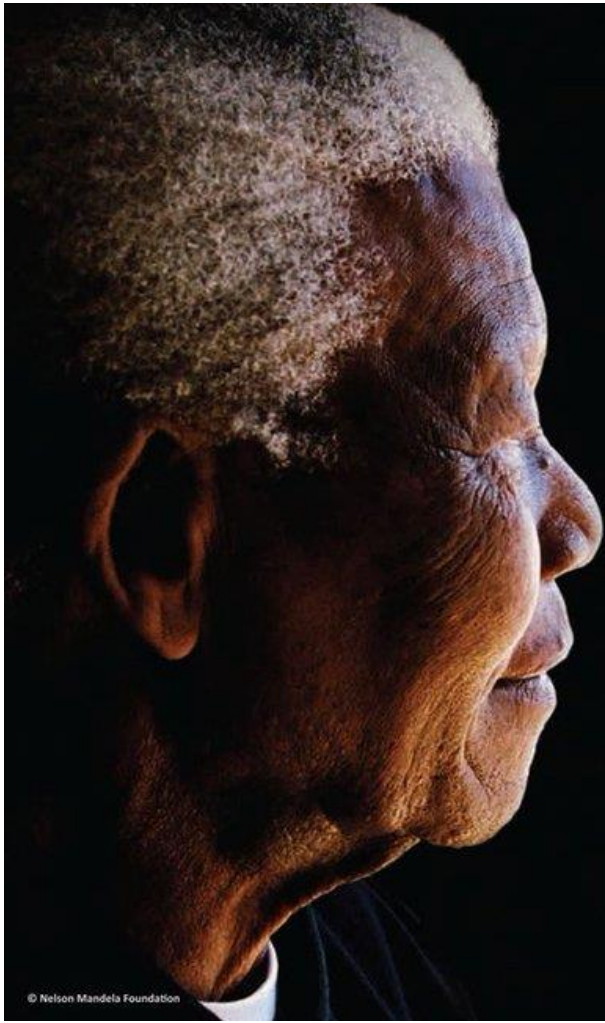


A lesson in Forgiveness

Dreaming of
Disconnecting the
respirator

Concept-Based Curriculum and Instruction for the Thinking Classroom



A close-up, profile view of Nelson Mandela's face, showing his characteristic wrinkles and short, graying hair. He is looking towards the right. The lighting is dramatic, highlighting the contours of his face against a dark background.

“History will judge us
by the difference we
make in the everyday
lives of children”

Nelson Rolihlabla Mandela