DEEP THINKING FOR LIFELONG LEARNING TAKEAWAY

Overview: Observe or reflect on a lesson or activity. Using this template, determine if there is evidence of the three dimensions of thinking: Critical, Creative, Collaborative.

PART ONE: LESSON/ACTIVITY RUBRIC

Using the description for the 3 C's below, determine if your lesson falls into the **Yes** (it shows clear evidence), **Almost** (it has some elements but needs enhancement) or **Not Yet** (I don't see any aspects of the 3 C's). Depending on how you scored the lesson, explain what elements the lesson had or did not have that determined your score. (Refer to the *Deep Thinking for Lifelong Learning* module for examples and a detailed explanation.)

	Yes	Almost	Not Yet
CRITICAL THINKING: Teaching students to think critically includes getting them to question why they disagree with the opinions of others; it does not mean teaching them to discount the opinions of others. Have students use self-reflection in this process so that they can think about why they disagree or agree with opinions or topics.	☐ Explanation:	☐ Explanation:	☐ Explanation:
CREATIVE THINKING: Creative thinking Involves purposeful creation of ideas or products that are novel or unique and have value or significance. Creative thinking occurs when students are asked to think of possible explanations beyond the obvious.	☐ Explanation:	☐ Explanation:	☐ Explanation:
COLLABORATIVE THINKING: Collaborative thinking means being open to deeply engaging with and building on the ideas of others but also being able to filter and assess these ideas in light of one's own values and beliefs.	☐ Explanation:	☐ Explanation:	☐ Explanation:

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PART TWO

Consider what you may add to the lesson to enhance the learning environment and provide learning experiences to build deep thinking. (Refer to the module for specific examples.)

1. Multidimensional spaces
2. Set clear criteria that support deep thinking
3. Model the attributes of deep thinkers
4. Make the walls of the classroom transparent

Ideas:

Consider what pedagogical methods and strategies can be used to support deep thinking.

1. Build daily opportunities
2. Use a wide range of inquiry-based strategies
3. Build metacognitive vocabulary
4. Encourage the virtues of a good thinker
5. Provide opportunities for richer results or deeper understanding
6. Use provocations and visual learning strategies
7. Facilitate iterative opportunities
8. Provide multiple ways for students to demonstrate their learning
9. Use digital tools

Ideas:

Consider reflecting on the following questions to drive deep thinking in the classroom.

1. Evaluate
    a. What current level of understanding do the students have?

    b. What do I need students to know?

    c. How will I measure knowledge?

2. Create
    a. What pedagogical strategies can be used?

    b. What does the physical environment look like?

    c. What opportunities are there for student voice?

    d. What partnerships can be established with other classes, adults in the school or community?

3. Measure
    a. How will I measure student learning?

    b. How will students measure their own learning?

4. Reflect
    a. How did my design meet the learning objectives?

    b. How did the students' learning meet their learning objectives?