

Second Edition

Improving Thinking in the CLASSROOM

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HAWKER BROWNLOW
EDUCATION



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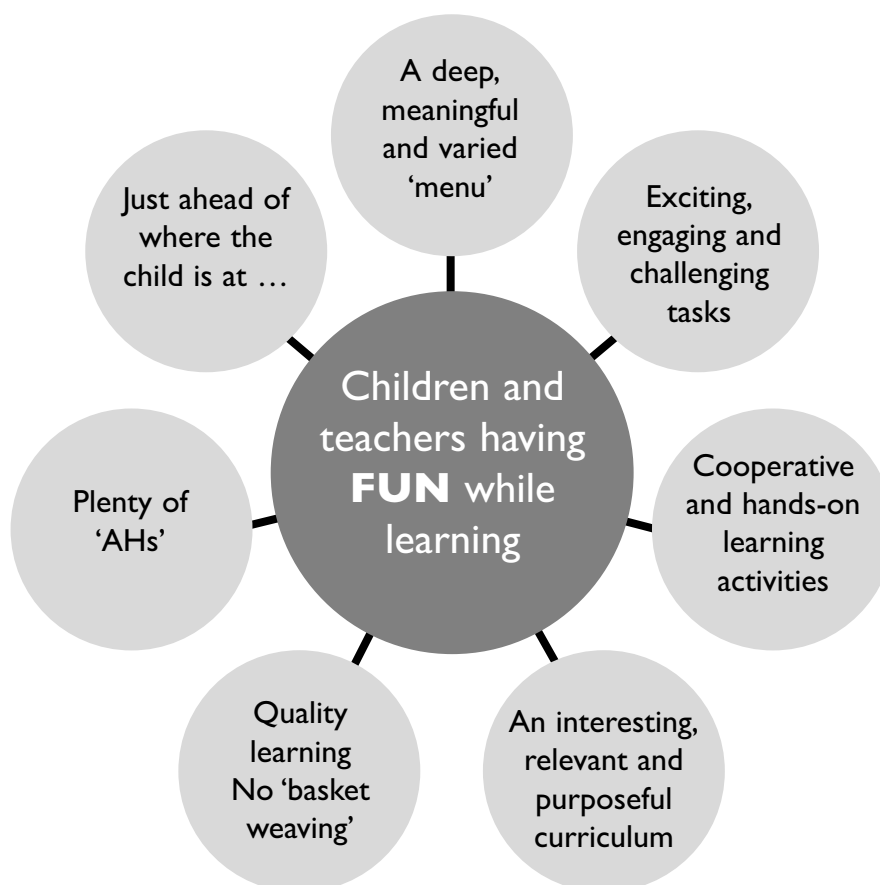


Introduction

Engagement, depth and rigour are essential characteristics of a curriculum that will motivate and interest students. This means challenging, meaningful and relevant activities that make the classroom an active centre of learning.

The rationale behind *Improving Thinking in the Classroom* is to provide teachers with useful and practical strategies that will enable them to create the most engaging, exciting and challenging learning environment for all their children.

Ralph's essentials of learning and teaching





Ralph's essentials of learning and teaching will create a learning environment where students:

- are provided with learning activities/integrated projects that will nurture their thinking skills and cater for their individual characteristics of intelligence and learning
- become confident in applying various thinking tools to understand various concepts
- become engaged in learning and develop lifelong learning skills
- choose activities and tasks that they would like to do in order to complete a unit of work
- can focus on learning.

The benefits of implementing this thinking and engaging classroom will be confident, motivated students, wanting to rush back to the classroom the next day, and teachers will feel their teaching is valued and appreciated by their students.

The thinking and engaging classroom

CHILDREN

happy
confident
motivated
challenged
wanting to learn
high self-esteem
enthusiastic
self-directed
having fun while learning

TEACHERS

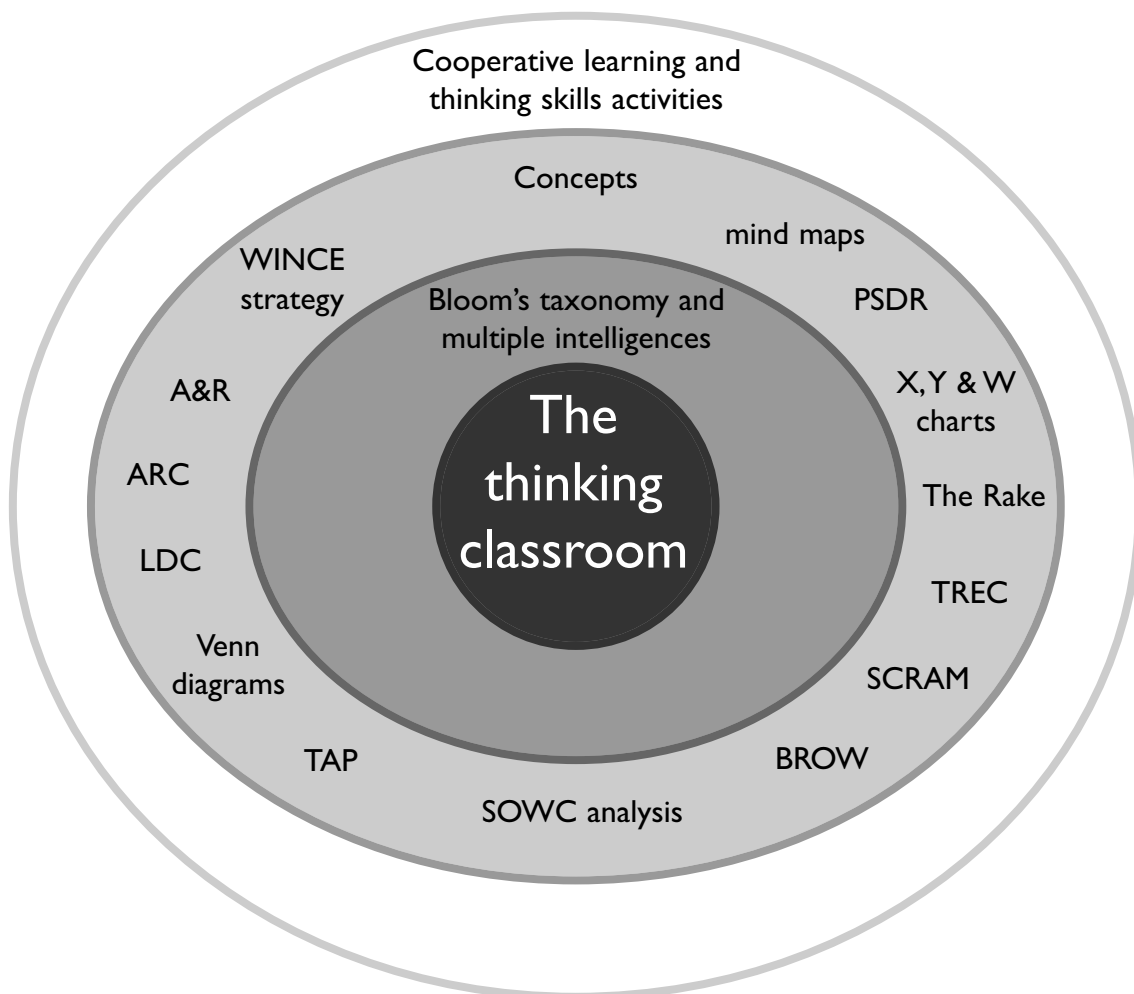
successful
reflective
valued
appreciated
making a difference
facilitating
satisfied
innovating
having fun while teaching



In order to engage children, teachers need a framework. *Improving Thinking in the Classroom* is about developing a conceptual framework. This framework is unique because it enables us to align theory and practice in planning with the use of Bloom's taxonomy, multiple intelligences, thinking tools and cooperative learning strategies. This enables the development of integrated projects that feature:

- 48/56 activities based on the 48 and 56-grid matrix
- application of a variety of thinking tools
- cooperative learning activities and integrated projects culminating in real assessment tasks.

Ralph's conceptual framework of the thinking classroom





Engaging all learners

Planning and programming are essential factors in the successful classroom, but the vital question needs to be asked: what do we want to achieve through our planning and programming?

Undeniably, planning and programming must achieve two fundamental aims: it must nurture our students' thinking skills and simultaneously engage our children through their preferred learning styles.

Using this book will ensure that our lessons, units of work and activities will have these two major ingredients: 'engagement' and 'depth and rigour'.

The use of Bloom's cognitive taxonomy in the classroom provides depth and rigour. Using Bloom's 6 levels of thinking, teachers will be able to track the opportunities for students to engage in higher order thinking, thus enabling them to invigorate their units of work with more challenge.

The implementation of Gardner's 8 multiple intelligences, on the other hand, allows teachers to provide different ways of engaging students in thinking. Different ways of thinking are validated in the classroom as smart ways to work.

As is shown in the following sections, Bloom's taxonomy and Gardner's multiple intelligences, when combined in the 48 and 56-grid matrix, can change and recharge the atmosphere in your classroom!