**Making Thinking Visible**

(Ritchhart, Church, Morrison)

Each member of the class will present one strategy individually from *Making Thinking Visible.* You are to either teach about the strategy itself or use the strategy to teach another education or content related topic. As each person presents, the “audience” should consider the following questions:

**What kind(s) of thinking are being used to aid in understanding today?**

1. Observing closely and describing what’s there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things
9. Identifying patterns and making generalizations
10. Generating possibilities and alternatives
11. Evaluating evidence, arguments, and actions
12. Formulating plans and monitoring actions
13. Identifying claims, assumptions, and bias
14. Clarifying priorities, conditions, and what is known

**Write a reflection:**

* **On your lesson’s effectiveness.**
* **How you see it being used in your content area.**
* **What changes you might make if you taught it again.**
* **What type of assessment could you apply this strategy to in your content?**
* **How will you “see” that students are understanding?**
* **In addition, choose three other strategies on which to reflect.**
	+ ***How could you use this strategy in your content area?***
	+ ***What ideas do you have?***
	+ ***Be specific about how you might use this strategy in your content area.***

***This will be uploaded to Canvas under “Instructional Strategy Presentation and Reflection.”***

Daniel and I taught about basic politics creating headlines (an MTV strategy). The presentation was effective for several reasons First, I believe the lesson was effective because of the agenda we presented at the beginning. Second, as Ellie stated, knowing the overall goal of creating a headline at the end of the presentation was useful because it made students listen in a different way. If I were to teach the lesson again there are several things I would do. First, I would have combined a version of the KWL strategy and use a headline as a pre-assessment. Then I would have asked students to make a second headline at the end and compare the first and second headlines. Second, I enjoy using peer teaching strategies because of the sense of community students develop, students gain more when they are teaching each other, and because students learn life lessons and learn more information from being in control of their own learning. I would have used a jigsaw strategy or put the students in control of looking at the power point and discussing the slides.

In my own content area, I believe I could use this strategy in several ways. First, I could use the headline as an informative assessment that would tell me what students have learned about music vocabulary. Second, I could use the headline strategy for students to tell me what they understand about the meaning of the piece and how the piece is relative to them, or what it means to them.

Three other strategies I enjoyed were: The Circle of Viewpoints; I used to think now I wonder; and Tug of War. For The Circle of Viewpoints strategy, I could see using this in several ways. First, I think it would be interesting to use this as a team building strategy to explore how students learn & process information. I would have students take on perspectives of being a beginning musician to being more advanced. Students would think about how the different levels of musicians process learning music and other information, with the overall goal of developing comradery in the ensemble. I feel like sometimes music educators forget how hard it is to start learning music and we need to be reminded that the process of learning and frustration that sometimes comes with acquiring new skills. I could also use the Circle of Viewpoints to help students explore deeper meanings such as the meaning of the piece, the reason behind why the composer wrote the piece, and why the poet wrote the words. Next, I can see several ways to use the I used to think now I wonder strategy. First, I could use this strategy as an informative assessment such as an exit ticket in which students state any term or concept they learned and did not prior. I could also use this to first gain information about perceptions from students regarding technique or music vocabulary, and then use this as a formative assessments for students to compare what they originally thought to what they know from the entire duration of putting together a piece. I would then have students use the “give one get one” strategy to extend the “I used to think now I know.” Last, the tug of war strategy could be useful as a formative assessment in which students state two opposing views about a piece i.e. “the piece … does not relate to the music I listen to…” I believe tug of war could be an interesting addition in a classroom because it could allow students to develop critical thinking skills, it could also be used to help students understand how the music we perform in the classroom is relative to their own lives.