What is Thinking - Concept Map

This concept map can be used across a variety of grades as a platform for launching a discussion about what thinking is and the kinds of thinking that would be emphasised in classrooms.

PROMPTS

The prompt for the map is purposely general in an attempt to support and not inhibit students' responses. It focuses on students on cognitive actions rather than physical ones. Ask students:

- What is thinking?
- When you tell someone you are thinking, what kinds of things might actually be going on in your head?

Provide the students with two examples:

- Making a mental picture of things
- Comparing one thing with another

TIME FRAME

Allow between 5 and 10 minutes for students to complete the map and then follow up with a discussion about the maps.

Adapted by Alice Vigors 2017

PURPOSE

Generally speaking, students don't have much knowledge of the strategies they might employ to facilitate and direct their thinking. Without this knowledge, they are likely to be:

- less effective
- less independent
- less engaged and
- less metacognitive learners

FOUR CATEGORIES OF RESPONSES

1. Memory & Knowledge-based Strategies: responses relating to surface learning & retrieval of information, such as *practice it over and over again.*
2. General & Nonspecific Strategies: responses sound good but do not reflect specific actions one could take, such as *thinking logically* - clearly related to thinking but is ambiguous in terms of its actions. So too are items like *problem solve, metacognition* or *understand*
3. Self-regulation & Motivation Strategies: responses reflect students' understanding that thinking needs to be motivated & managed, and includes responses like *clear your mind of all other worries* or *tell myself I can do it.*
4. Specific Thinking Strategies & Processes: responses are deep or constructive approaches to learning that are about making meaning, building understanding, solving problems, and making decisions. This includes responses like *consider different perspectives* or *expand on other questions that may arise from the previous one.*

Thinking