Use of Thinking Routines to Enhance Critical Thinking and Oracy in Students

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• Checking-in
• Why employ Thinking Routines?
• Debates in Fairfield
• Application
• Q & A
LET’S CHECK IN!
Fairfield’s interest in these Thinking Routines
The journey of growing children to become...
• Articulate
• Confident
• Empathetic
Fairfield’s Oracy Programme

- SPEAK (School-wide Programme to Enhance Articulateness among Kids)
  - P1: Phonics
  - P2: Show & Tell
  - P3: Readers’ Theatre
  - P4: Radio DJ Podcasts
  - P5: Debates
  - P6: SCORE
WHAT CHILDREN CAN LEARN THROUGH DEBATING
Perspectives
P5 Debates Programme

- Definitions
- Structure and Format
- Reasons and Evidences
- Speech Structure
- Rebuttals
• Surface comments
• Lack of details
• Points are haphazardly-presented
What is an argument?

- Communications directed at judges with the intent of influencing them
- Point - Label of argument
- Explanation & logic
- Example
- Link to Point
To exercise critical thinking…

• Evaluate information to determine whether it is right or wrong
• Be open-minded and consider alternative ways of looking at solutions
HOW TO ENHANCE CRITICAL THINKING AND ORACY
INTRODUCING CIRCLE OF VIEWPOINTS
Circle of Viewpoints

- Brainstorm a list of different perspectives and then use this script skeleton to explore each one:
- **I am thinking of ... the topic... From the point of view of ...** the viewpoint you've chosen
- **I think ...** describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint
- **A question I have from this viewpoint is ...** ask a question from this viewpoint
- **Wrap up:** What new ideas do you have about the topic that you didn't have before? What new questions do you have?
• When and Where was it be used?

This routine was used at the beginning of debate motion discussion to help students brainstorm new perspectives about the motion.
• **What we did to use this routine?**

1) After identifying a motion.

2) Ask students to brainstorm various viewpoints about this motion. This was be done in groups.

3) Give the initial brainstorm enough time for students to really stretch and explore diverse ideas. If students need help thinking of different viewpoints, try using the following prompts:
   - *How does it look from different points in space and different points in time?*
   - *Who (and what) is affected by it?*
   - *Who is involved?*
   - *Who might care?*
Identify keywords

Reasons to support our Point of view

Apply Circle of Viewpoint

Motion studied through various perspectives?

Yes

No

Structure Speech

Review Speech

Motion

Evidence
- Expert Opinion
- Statistics

Evidence
Anecdotes

Good Perspective-taking Retained

Intervention Strategy – Circle of viewpoint

Process
Pre-intervention:

- 6 groups of 4/5 students brainstorming a motion

As was the current situation –

Surface comments
Lack of details
Points are haphazardly-presented
**ACTIVITY 6: Reasons to Support our Point of View**

<table>
<thead>
<tr>
<th>Reasons that Support Us</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Robots have no feelings, so everybody will be treated the same, and nobody would feel like they are treated less well than the other students</td>
<td>Teachers may be biased.</td>
</tr>
<tr>
<td>You can tell the robot exactly what it should teach the kids.</td>
<td>Robots would not catch diseases.</td>
</tr>
<tr>
<td>You would not need to pay the robots.</td>
<td>School is a waste of time.</td>
</tr>
<tr>
<td>School is stressful.</td>
<td>School is disrupting.</td>
</tr>
<tr>
<td>Teachers are less creative and innovative.</td>
<td>Students would be disrupted by other students.</td>
</tr>
</tbody>
</table>
Identify keywords

Reasons to support our Point of view

Apply Circle of Viewpoint

Structure Speech

Review Speech

Evidence
- Expert Opinion
- Statistics

Intervention Strategy – Circle of viewpoint

Good Perspective-taking Retained

Motion studied through various perspectives?
APPLICATION
Motions

- Should hand phones be allowed in class?
- Examinations should be abolished.
- Should students get paid for attending school?
- Should you change the way you dress because of what people might think?
Better arguments formed

1) Various perspectives were taken
2) Students used evidences more Anecdotal, Research-based and Statistical evidences according to the perspective
3) Arguments were more detailed
4) Speeches were more organised
• Improvement in the structure of the discussion
• Structure of the debate proceedings
Other Evidence

- Use of Thinking Routine as a pre-writing stimulus
Challenges Faced

• Time
• Control class
• Depth of discussion
• Amount of supervision of students
“Although this method takes time, it allows students to delve into another person’s world – to see things from their perspective.” – Ms Kavitha
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