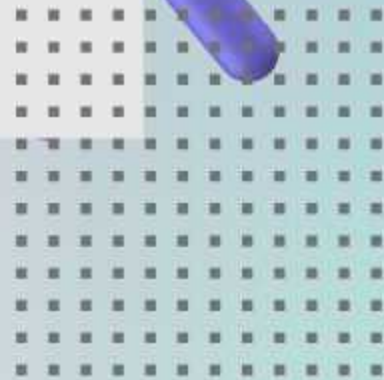




# Learning How to Learn: Critical thinking

**Day 2**  
**Session 1**

National Curriculum Council



# Circle Time

## RSQC

1. You will **recall** and list in order the most important ideas from the previous day's class
2. You should then **summarize** those points in a single sentence
3. Write one major **question** you want answered
4. Identify a thread or theme to **connect** this material to your practice



30 mins

# Learning How to Learn: Critical thinking (CT)



Objectives of the session (5 mins)

1



Analyse the usefulness and importance of Critical thinking

2



Explore and analyse a few critical thinking strategies

3



Evaluate the significance of different CT strategies in promoting independent learning

4



Propose when, where and how they can use CT learning skills

“

*When we think about learning, we typically focus on getting information into students' heads. What if, instead, we focus on getting information out of students' heads?*

”



# Task 1 Unravelling the mystery!



On the Mentimeter®, share... what is 'critical thinking'?



Time: 10 mins

# Unravelling the mystery!



## What is 'critical thinking'?

Critical thinking involves an ability to

- **recognize problems**
- **find workable means for solving those problems**
- **gather and arrange relevant information,**
- **interpret data to appraise evidence and evaluate arguments,**
- **recognize the existence (or non-existence) of logical relationships between propositions,**
- **draw warranted conclusions and generalizations.**

Edward M. Glaser (1941)



Time: 10 mins

# How Critical are we?

## Task 2: (20 Mins)

Complete the following test.

<https://www.apptitude-test.com/critical-thinking.html>

**Share your views with the whole class about how the skills practiced in the test relate to your own life.**



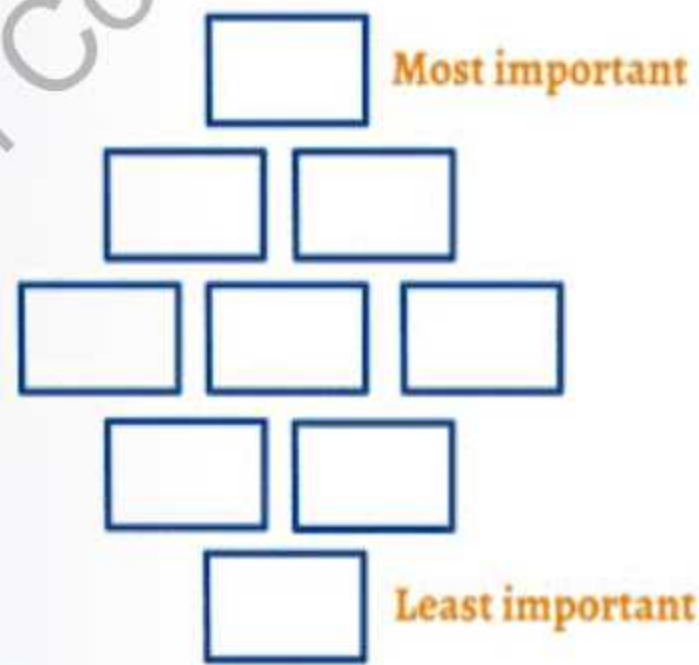
## Task 3:



25 mins

### Diamond nine activity

- While working in your group, read the given text slips and arrange them in a 'diamond nine' pattern on the basis of priority
- Wrap-up by the trainer







15 mins

# Break Time

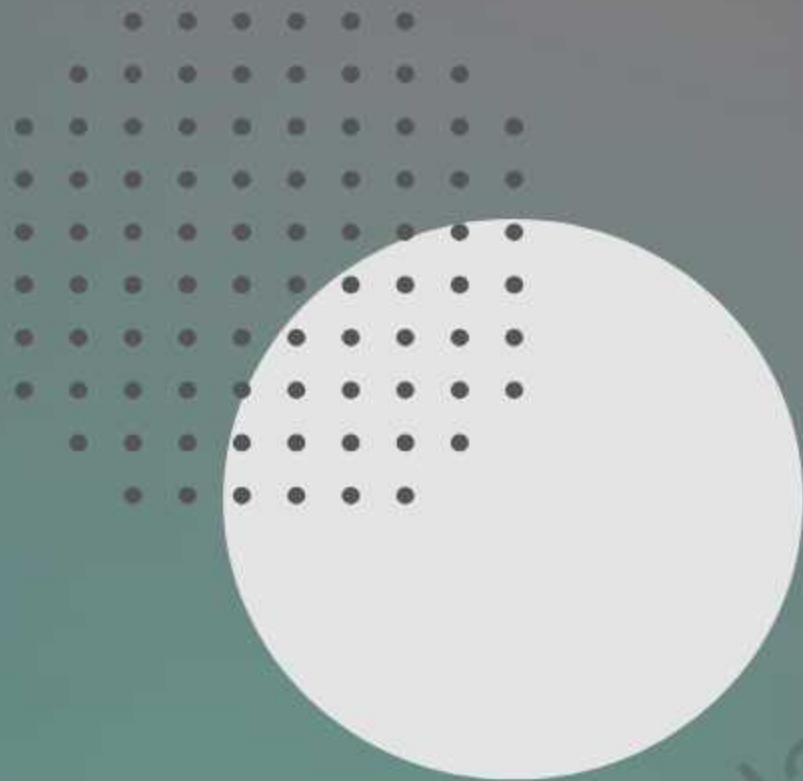
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# Task 4:

## Exploring CT strategies



60 mins



a) Station Teaching: Two stations will be designed, and participants will be divided into four groups. Each group will explore the designed strategies, in rotation, with the help of instruction cards placed on each station.

1. Reciprocal Teaching
2. Retrieval practice

b) Consolidation of experience and trainer talk

# Station 1: Reciprocal Teaching

1. Students will be in groups of four.
2. One note card will be given to each member of the group identifying each person's unique role:

Summarizer

Enquirer

Clarifier

Predictor



# Station 1: Reciprocal Teaching

At the given  
stopping point:



the *Summarizer* will highlight the key ideas up to this point in the reading.



The *Enquirer* will then pose questions about the selection: Unclear parts  
Puzzling information



The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed.

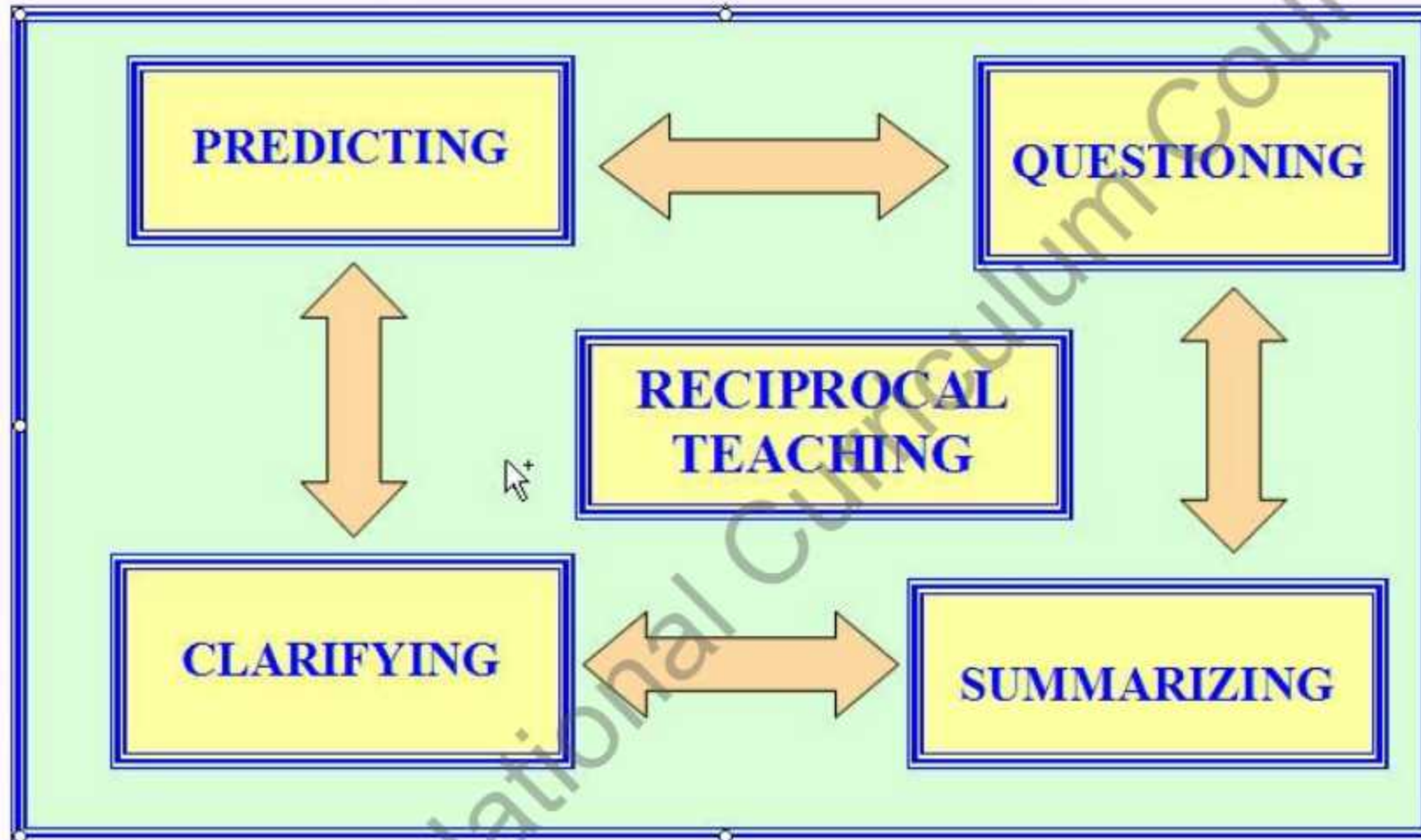


The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be or Connections to other concepts already learned and their application in practice

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# Station 1: Reciprocal Teaching



# Station 2: Retrieval Teaching Grid



Read the assigned  
retrieval grid



Fill the blocks with  
suitable answers



Match the colour  
codes of blocks  
and draw  
connecting lines



Propose a  
label/topic of the  
same colour-coded  
connections

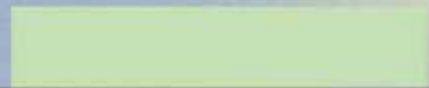


Discuss and share  
in your groups

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# Station 2 : Retrieval Teaching Grid

What was date of receiving the conference email?	What is the duration of the conference?	What is the theme of the conference?	What is the expected outcome of the conference ?
Are there any sub-themes along with the main themes?	What was the subject of initial email?	Why you enrolled the conference?	Which theme attracted you the most?
How many sessions are designed for the conference?	What are your expectations from the conference?	Who was the sender of the initial e-mail?	How many sessions are online?





# Station 2 : Retrieval Teaching Grid

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How many sessions are designed for the conference?	What are your expectations from the conference?	Who was the sender of the initial e-mail?	How many sessions are online?

Initiation

Logistics

Content

Cognition



# Wrappers



10 mins

Reflecting on the tasks in station teaching, place the assigned color tags under the following headings:

- When to use:

Before reading

During reading

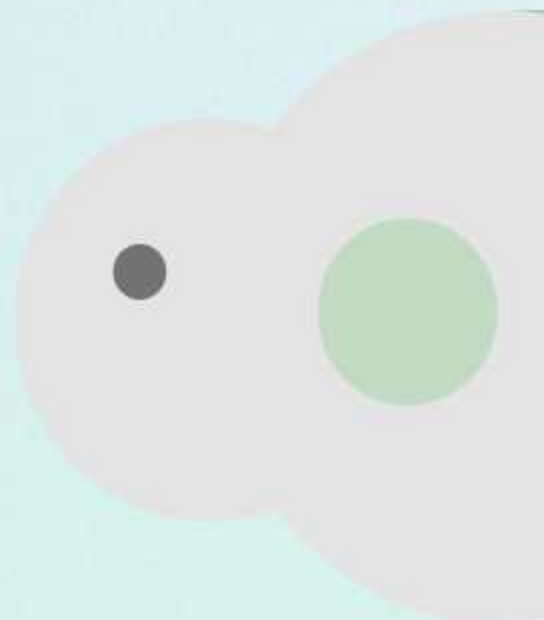
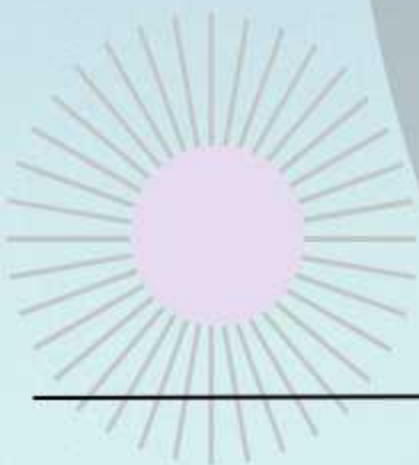
After reading

- How to use:

Individually

With small  
groups

Whole class  
setting



# What works...



5 mins

## Examples of CT strategies in practice:

- **Self-Assessment:** Fosters planning, assess what skills the learner has and what skills are needed. Allows students to internalize standards of learning so they can regulate their own learning (Laskey & Hetzel, 2010).
- **Wrapper Activity :** Activity based on pre-existing learning or assessment task. This can be done as a homework assignment. Consist of self-assessment questions to complete before completing homework and then after completion of homework. This will allow the learner to draw their own conclusions about the learning process.
- **Think Aloud:** This involves the teacher describing their thought process in solving a problem.
- **Questioning:** Following new material, student develop questions about the material.
- **Reciprocal Teaching:** the learner teaches new material to fellow learners.
- **PBL:** Project-based learning
- **Reflective Log:** Maintaining individual reflective logs, blogs, vlogs

## Learning Log Entry .....

- Takeaways from the sessions
- 1
- 2
- 3

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**Thank you!**

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