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Together We Grow

Thinking Tools

Thinking Maps

Thinking Maps are visual thinking tools to assist teaching and learning in the 21st Century classroom. David Hyerle created eight maps which are linked with the eight cognitive thinking processes. They were created to be used across all grades and all content areas so that pupils learn more effectively and efficiently, with a common language throughout.

The eight maps include:

Circle - defining in context

Bubble - describing

Double Bubble - comparing

Flow - sequencing

Multi-flow - cause and effects

Brace - whole and part relationship

Tree - classifying

Bridge - seeing analogies

dft.designsforthinking.com

Thinking Hats

Edward de Bono designed the Six Thinking Hats, a tool to assist decision-making by separating thinking into clear functions and roles. They assist in organising thinking in a more effective way. When using the hats, discussions are more directed, thus enhancing collaboration, with many perspectives being considered.

The six hats include:

White - facts, the information that is known or needed

Red - feelings and first reactions

Black - judgement and assessment

Yellow - benefits and advantages

Green - creative and alternative ideas

Blue - organisation and summary

Black - risks and considerations

http://www.debonogroup.com/six-_thinking_hats.php

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Blooms Taxonomy

Benjamin Bloom and a team of educators created this model of six cognitive stages of thinking.
It assists teachers to classify learning outcomes, activities and assessments into levels of complexity.

The six stages are:

Creating - combining parts to make a new whole

Evaluating - judging the value of information or ideas

Analysing - breaking down information into parts

Applying - apply the facts or concepts

Understanding - understand what the facts mean

Remembering - recognise and recall facts

Harvard Visible Routines

Harvard Visible Thinking Routines are simple structures, such as a set of questions or a short sequence of steps, that can be used across various grades and subjects. They are called 'routines' because they are used over and over again in the classroom so that they become a natural part of the classroom culture.