“Thinking Routines” – from *Artful Thinking*

**“WHAT MAKES YOU SAY THAT?”**  
*Interpretation with Justification Routine*

There are two core questions for this routine. The first question asks for an *interpretation*. The second question asks for *justification*.

1. What’s going on?
2. What do you see that makes you say that?

**CLAIM / SUPPORT / QUESTION**  
*A Reasoning Routine*

1. Make a claim about the image or topic.  
*Claim*: An explanation or interpretation of some aspect of the image or topic.

2. Identify support for your claim.  
*Support*: Things you see, feel, and know that support your claim.

3. Ask a question related to your claim.  
*Question*: What’s left hanging? What isn’t explained? What new questions does your claim raise?

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WRITE! (Interpretation with Justification Routine)

1. What’s going on?
2. What do you see that makes you say that?
Reflecting on Your Thinking

- How did you approach the image you saw?
- What influenced the way you addressed the task?
- What prior knowledge did you activate during the process?
- Did your interpretation change in reaction to other interpretations? Why or why not?
- Would you approach the task differently in the future? Why or why not?

Why do we reflect on thinking?

**Metacognition** enhances one’s ability to think critically and creatively and promotes intellectual development.
Reflection about Thinking

• How do you help students reflect on their thinking process?

• The Intellectual Standards provide a foundation for many reflective prompts.

  **Significance** Is this the important problem to focus on?
  **Breadth** Do we need to consider another perspective?
  **Fairness** Do I have a vested interest in this issue?
  **Logic** Does what I say follow from the evidence?
  **Flexibility/Adaptability** Did/would/should you adjust your thinking to changes in the situation or context?

The Critical and Creative Thinking Process

- Raising questions
- Effectively communicating
- Reaching reasoned conclusions
- Considering alternatives
- Gathering & Assessing information
- Synthesizing & generating ideas
Raising Questions, Formulating Problems

- Is this an important problem to consider?
- Is the idea original?
- What is the scope of the question?
- What is the broader context/situation of this question?
- What assumptions and bias do I bring to the issue at hand?

Gathering and Assessing Information

- Is the information relevant?
- What is the source of this information? Is it reputable? Is it biased?
- Do I have any vested interest in this issue?
- Am I sympathetically representing the viewpoints of others?
Synthesizing and Generating Ideas

- Are my ideas novel and diverse?
- Am I approaching the question from diverse perspectives?
- Am I limiting possible divergent ideas due to pre-existing assumptions?
- Which ideas could be combined and which should be developed further?

Considering Alternatives

- Are the alternatives adaptable to different contexts?
- How well does each alternative meet the criteria of the question?
- In revisiting the initial problem/question, does this solution or interpretation address all dimensions of the problem/question?
Reaching Reasoned Conclusions

- Does this conclusion logically follow from the evidence?
- Are there alternative conclusions? How might I test those?
- Did I weigh the benefits and drawbacks of different ideas?

Effectively Communicating

- Do I understand my audience and how best to communicate to them?
- Am I using appropriate communication media (verbal, written, visual, etc.)?
- Do I connect it to overarching principles/"The Big Idea"?
How to Reflect: Writing to Think/Learn

- Writing increases students’ participation.
- Writing increases students’ communication skills.
- Writing encourages critical and creative thinking.
- Writing helps you know your students better.

Formative/Informal Reflective Writing

- **Benefits of low-stakes writing activities:**
  - Easily constructed and not very time-consuming
  - Serve a large range of goals
  - Do not necessarily require any grading (though you could use a very simple system – check/plus/minus scale; 5-point scale; etc.)
Opening Reflective Prompts

- Write down one question you have about the reading for today’s lesson and what you are most interested in learning more about
- How does the topic we will talk about today relate to previous course work?
- Write or draw what you already think or know about the topic (e.g., use a concept map)
- What assumptions and bias do you bring to the issue at hand?
- What is the broader context/situation of this topic?
- Why is this an important problem/issue to consider?

Closing Reflective Prompts

- Minute papers / Exit slips
- How has your understanding of X changed?
- What kind of connections did you make in class today to prior knowledge?
- Suggest a modification to the experiment we discussed in class today that would make it more objective.
- Reflect on an assumption or how your thinking has changed as a result of the lesson, discussion, etc.
- What do you need to explore next in terms of thoughts and/or actions?
Other Reflective Prompts

- What you found confusing, inspiring, difficult, interesting and why.
- How you: solved a problem; reached a conclusion; found an answer; reached a point of understanding.
- Alternative interpretations or different perspectives on what you have read or done in the course.
- Comparisons and connections between what you are learning and: your prior knowledge and experience; your prior assumptions and preconceptions; what you know from other courses or disciplines.
- How new ideas challenge what you already know.

“3-2-1”

- 3 WORDS that you think are important/essential to the meaning of the text
- 2 PHRASES that are important to the text’s argument
- 1 SENTENCE (this does not have to be the “thesis”; it could be a sentence that you found particularly well-written or thought-provoking)

Uses:
- Discussion (in class)
- Homework (out of class)
- Post to forum/website (Moodle, Padlet, etc.)
3-2-1 Analysis of "Autoethnography: An Overview" (Sections 1-3)

Please post a 3-2-1 analysis of "Autoethnography: An Overview" (Sections 1-3) on this Padlet. You may include your paragraphs in the comments below. Please make sure your nickname is the title of the post, and try to make a unique post (i.e., different from your classmates’ posts).

1. Padlet

Emma Dimitri
2 words: description, insiders, outsiders
2 phrases: "autoethnography is both process and product" (para. 1), "for the purpose of helping insiders and outsiders better understand the culture" (para. 7)
1 sentence: "This is why autoethnography not only helps to make personal experience meaningful and cultural experience engaging but also, by producing accessible texts, allow everyone to reach wider and more diverse audiences that traditional research usually doesn't, a move that can make personal and social change possible for more people" (para. 14).

Christopher Gross
2 words: engagement, experiences
2 phrases: "Autoethnography is a form of self-reflection that involves personal experience and analysis. It is a way to explore the relationship between personal and cultural narratives" (para. 7).

Sarah Ruby Ferguson
2 words: systematic, analyze, meaning(S)
2 phrases: "Autoethnography combines characteristics of autobiography and ethnography." (para. 4), "...expands and opens up a wider lens on the world." (para. 6)
1 sentence: "We want the system to make a difference in what people engage with or who are different from us." (para. 3).

Ciera Storkey
2 words: related, issues
2 phrases: "Autoethnography is about exploring narrative and interpersonal relationships with their participants." (para. 2), "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2).

Mery Khr-Harris
3 words: Personal, Subjectivity, Autoethnography
3 phrases: "Autoethnography has been characterized as a methodology for incorporating personal life experiences into research..." (para. 9)
1 sentence: "In this sense, autoethnography can be seen as a way to make sense of our experiences and the world around us." (para. 10).

Connor Young
3 words: research, autoethnography, experiences
3 phrases: "They study cultural and social phenomena in order to understand how people are affected by their experiences." (para. 11), "They use their personal experiences to understand the culture." (para. 11).

Zack Pelt
3 words: Autoethnography, methodological, perspective
3 phrases: "This perspective is useful for understanding how people make sense of their experiences." (para. 12), "An autoethnography combines characteristics of autobiography and ethnography." (para. 4).

Alex Distorp
3 words: analysis, personal, identity
2 phrases: "Autoethnography is a way to explore the relationship between personal and cultural narratives." (para. 7)
1 sentence: "Autoethnography is a way to explore the relationship between personal and cultural narratives." (para. 7).

Colin Van Steen
3 words: Experience, Research, Culture
2 phrases: "Autoethnography is about exploring narrative and interpersonal relationships with their participants." (para. 2), "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2).

Carly Breen
3 words: experience, purpose
2 phrases: "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2), "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2).

Addie Ballard
3 words: cultural identity, perspective
2 phrases: "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2), "An autoethnography should be accessible and engaging, while also inviting new conversations about why we conduct this research." (para. 2).
Out-of-class Reflective Writing

- **Formative:**
  - Journals
  - Blogs
  - Learning logs: especially useful for documenting & reflecting on process
  - Discussion boards

- **Summative:**
  - Reflection of Work

*Example of Student Journal (Blog)*

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Perform a 3-4-5 analysis (3 words, 4 phrases, 5 sentences) of the article you read today, “Facing Up to Facebook.” Explain why you chose to focus on those parts of the text.

1. Words - friend, online, connection - friends on Facebook aren’t necessarily your actual friends. I’ve been friends with people since I was only three. About everything is online now, here it was an interaction. “Check out our site. It’s new online” whereas now being online is the norm, and someone who is not online is an oddity (and pretty much impossible in college). Many people feel a strong connection to people that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know, who’s only actual reason is that they don’t really even know.

2. Phrase - “social networking,” establish parallel realities - so called social networking is the entire premise behind websites like Facebook, but these “connections” actually replace real social interaction with an entirely virtual one. Facebook really has created parallel realities, where we all live exciting, dramatic lives, who’s hobbies and desires of Facebook are so much more important.

3. Feature - Students’ profiles are generally much slower than real life interaction - “This is the story, don’t just stupid things on Facebook.”

Inspiration For the Week

A playscript is presented to you.
Journal Reflection of Work

- Sample out-of-class reflection on learning and thinking:
  ○ Citing a specific example, did you take any linguistic risks when writing your journals? For example, did you try using a new word or phrase? How did it work out? Would you try this again? Do you think that not taking risks enhances or limits language learning? If you did not take any risks, why?

Closing Prompt

Generate at least three questions that you could use as “exit slips” to prompt student reflection on thinking.