

PROFESSIONAL DEVELOPMENT PROGRAMME: DEVELOPING STUDENTS' THINKING SKILLS THROUGH NON- LANGUAGE ARTS ELECTIVE MODULES

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WELCOME

Introduction and Housekeeping.

What we will be doing in today's workshop.

Say hello to the colleagues beside you and at your table.

Thinking about thinking skills and the future.

Talking point:

Let's assume students starting secondary school in September 2021 (when they are 12 years old) will retire from work at the age of 60 , that is, in 2069.

What will the world be like in 2068? How can we prepare students for this world?

DEFINING THINKING (ACCORDING TO THE ELE KLA CURRICULUM GUIDE (P1 – S6) (CDC, 2017)),

‘Based on the past experience of implementing the curriculum reform and in response to the dynamic changes in society and recent research, the nine generic skills are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills and Personal and Social Skills for better integrative understanding and application in a holistic manner (see the table below for details).

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

The nine generic skills are to be developed through learning and teaching in all KLAs. The English Language Education KLA provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem solving skills and self-learning skills.’

RELEVANCE TO THE WIDER EDUCATIONAL CONTEXT

The OECD has introduced “collaborative problem-solving”, an example of integrative use of generic skills, as one of the assessment items in PISA.

https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-v/what-is-collaborative-problem-solving_9789264285521-7-en

Accessed 02 December, 2020

THE NON-LANGUAGE ARTS ELECTIVES AS ORGANISING UNITS FOR TODAY'S ACTIVITIES

Elective	Related activity/ text type	Generic skills, including thinking skills
Learning English through Social Issues	Fact or opinion quick quiz Article from the <i>Young Post</i> TED talks – mind mapping, writing comments and poster carousel Digital annotation Mantle of the Expert	Critical thinking Collaboration Problem-solving Self-learning
Learning English through Workplace Communication	TED talks – mind mapping Group annotation Reading to prepare for listening Writing comments Class conference of TED talks Mantle of the Expert	Critical thinking Collaboration Problem-solving Self-learning
Learning English through Sports Communication	Article from the <i>Young Post</i> TED talks – mind mapping, writing comments and poster carousel Digital annotation	Critical thinking Collaboration Self-learning
Learning English through Debating	Interviews based on a TED talk and suggested talks on slide 24 Digital annotation	Critical thinking Collaboration Self-learning

THINKING SKILLS – ALL IN THE MIND

Bloom's taxonomy is closely associated with the concept of *critical thinking*.

People know things, comprehend thinking and apply what they know. (LOTS)

At a higher level, people analyse what they know, synthesize their knowledge and evaluate it. (HOTS)

(LOTS) give us answers to the question What? but (HOTS) are more interested in Why?

WE NEED TO TRY TO HELP STUDENTS THINK FOR THEMSELVES

Revised Bloom's Taxonomy.jpg

WARMING UP FOR HOLISTIC THINKING AND COLLABORATION

Please refer to and read this article from the **South China Morning Post** *Young Post* on your device.

<https://yp.scmp.com/entertainment/tech-and-games/article/113775/fortnite-world-cup-16-year-old-kyle-giersdorf-crowned>

We will play a quick ‘fact or opinion’ game based on the article. You will be assigned to groups. Please listen carefully to the sentence the workshop leader reads out and decide whether it is a fact or opinion. You must answer within 5 seconds!

PART 1: USING TED TALKS FOR HELPING DEVELOP HOLISTIC THINKING AND COLLABORATION

TEDxManhattanBeach 2011 Thomas Suarez – a 12 year old app developer (4 min 40 secs)

Characteristically, TED talks:

- + Cover a huge range of topics
- + Speakers are native and non-native speakers of English, so students will have exposure to a range of accents (useful for DSE paper 3)
- + Have transcripts (and sometimes subtitles) to allow learners to read and listen at the same time, or read and prepare for listening
- + Can be used for a range of language learning goals – for example, your learners could be listening to develop their background knowledge on a subject
- + Can be less than 6 minutes, up to 12 minutes or 18 minutes or more.

USING TED TALKS FOR HELPING DEVELOP HOLISTIC THINKING AND COLLABORATION

What kinds of words are in TED talks?

They contain quite a lot of high frequency vocabulary, which is useful as all language learners need to know the most frequent words of English (Nation, 2013)

Demonstration - how you know the percentage of high frequency words in a TED talk to decide whether it is suitable

We will use the HKU vocabulary profiler tool today:
<http://www4.caes.hku.hk/vocabulary/profile.htm>

ACTIVITY A - READING TO PREPARE FOR LISTENING

This shared reading activity involves students working in groups of four and having a role to play in the group – collaboration is essential.

The activity involves reading a text paragraph by paragraph, so short TED talks would work best.

The tasks for the group members need to change for each paragraph (otherwise students will always be performing the same tasks and possibly get bored).

Group member	Task
One	What will the first paragraph be about, based on the title? Then, check the prediction made by member 4 - was this paragraph about what the group thought/predicted?
Two	Main idea of the paragraph
Three	Summarise in one sentence
Four	Predict what the next paragraph will be about

READING TO PREPARE FOR LISTENING

- + Everyone in the class needs to see a copy of the TED talk text you are focusing on.
- + Ask students to cover the text of the talk (fold the paper up), but leave the title showing.
- + Distribute the tasks to the group, so each person has a task from the table in the previous slide
- + Groups then start by predicting what the first paragraph will be about, based on the title.
- + Ask everyone to read the first paragraph, but keep the other paragraphs covered

READING TO PREPARE FOR LISTENING

- + When everyone finishes reading, the group member in charge of task 1 checks the prediction that the group made about the paragraph pre-reading – is it correct? If not, why?
- + The second group member states the main idea of the paragraph.
- + The third member puts that main idea into one sentence.
- + The fourth group member makes a prediction about what the next paragraph will be about.

- + Now, swap the tasks, with the person originally in charge of task 1 becoming the one in charge of task 2 and so on.
- + If one group finishes more quickly, have them write a new title, or create a 'Top 10' vocabulary items or 'Top 10' collocations from the text. Or, have students include one detail about the TED talk which is not true and the other students have to try to guess what it is, when the fast finishers share this with them.

ACTIVITY B: MIND-MAPPING A TED TALK

Developed by Tony Buzan (Coxhead 2018: 22), mind-maps are a way to organise ideas from input. They can help learners understand the main ideas in the text.

You could start with note-taking from listening/reading to the TED talk and then ask students to make their own.

There are many shapes, colours and ways of making mind-maps.

Learners need to focus on the message and organise ideas into a map.

This activity mainly focuses on **LOTS**.

ACTIVITY C: INTERVIEWS BASED ON A TED TALK

After listening to a TED talk 2 – 3 times and understanding the main ideas, learners can interview each other about the talk that they listened to. The teacher can assign questions based on their knowledge of the class.

Or, one student could take on the role of the presenter of the TED talk and the other could be a television presenter, to encourage creative use of tone, pitch, pace and pause and understanding of the role of quality question-asking in **LOTS** and **HOTS**.

ACTIVITY D: WRITING COMMENTS BASED ON A TED TALK

The TED talks website allows us to make comments – the teacher can first encourage the students think about how to do this by getting them (re)acquainted with the *language of evaluation*.

What is the language of comment writing?

Read through some comments in advance and use examples of common expressions used in those comments to help students frame their own comments.

Students can proof-read these comments before posting them publicly, or comments could be put on a wall space in the classroom where classmates can respond to them.

WRITING COMMENTS BASED ON A TED TALK

Using group digital annotation of texts to enhance critical thinking. The tool <https://web.hypothes.is/> is free, although Google docs could also be used.

These tools are a medium for students to respond to written texts in (and out) of class to encourage distillation and explanation of ideas in subsequent classes.

ACTIVITY E: POSTER CAROUSELS USING TED TALKS

It is better to do this in pairs to enable more exchange of ideas and collaboration.

Students choose a TED talk they know well and prepare an A3 size poster with main ideas from the TED talk, an evaluation of what they thought were the most important points and suggestions regarding vocabulary and grammar that others need to know before they watch the TED talk themselves.

POSTER CAROUSELS USING TED TALKS

When posters are complete, students' posters are displayed for all to see. One student in each pair is a presenter and the other becomes a member of the audience. Audience members circulate around the room, listening to presenters talk about their posters and asking questions about the posters.

After a while, listeners and presenters swap roles so they each get a wider variety of experience.

When everyone has had the chance to present and listen/ask questions, the class could vote on the best poster, best presentation, most interesting TED talk and so on.

RESPONDING TO OTHERS' IDEAS IN THE POSTER CAROUSEL THROUGH AUDIO FEEDBACK

HOTS via Peer assessment:

We are now going to try using the Voice Memo function on our phones to give feedback to other colleagues on their posters.

Everyone will have a copy of the assessment rubric and use it when creating audio feedback for others.

This links to *Learning English through Workplace Communication* - giving and receiving 360 degree feedback.

ACTIVITY F: TED TALKS AND PROJECT WORK

A project could involve students working in pairs or a small group to investigate a current issue in TED talks that interest them (issues to *Learning English through Social Issues* and *Learning English through Debating* here).

Students could present a powerpoint of their main ideas to the whole class, or develop a poster of their main ideas to present to the class.

LOTS and/or HOTS ?

ACTIVITY G: A CLASS CONFERENCE OF TED TALKS

Students could prepare a TED talk of their own to present to small groups or the whole class. If the talks can be recorded, then learners can listen outside of class (perhaps on the class intranet or Google Classroom).

Students will need to think about how to support their learners to understand their talk well, including the use of visuals, objects or key words on a board. Practising is important, with at least one person who can listen and give feedback on language and ideas.

LOTS and/or **HOTS** used?

WRAP-UP FROM PART 1

Every class is different - so it might take you a while to build up a library of TED talks you can use with your classes.

Some recommendations to get you started:

Sir Ken Robinson: Do schools kill creativity? (This one is more interesting for teachers)

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity (Learning English through Debating)

Comics belong in the classroom (lots of great visual support)

https://www.ted.com/talks/gene_luen_yang_comics_belong_in_the_classroom

(Learning English through Social Issues and Learning English through Debating)

John Brenkus: Why girls and boys should play sports together

https://www.ted.com/talks/john_brenkus_why_girls_and_boys_should_compete_with_each_other_in_sports

(Learning English through Sports Communication, Learning English through Social Issues)

Jane McGonigal: Gaming can make a better world

https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world/transcript

(Learning English through Debating and Learning English through Social Issues)

The secrets of Nature's grossest creatures, channelled into robots

https://www.ted.com/talks/robert_full_the_secrets_of_nature_s_grossest_creatures_channeled_into_robots?referrer=playlist-technology_designed_by_nature

(Language Across the Curriculum, Science, Physics and Biology)

With this Suarez TED talk, what is the future of 'work' when you learn how to create your own apps and make your own money from doing so? Learning outside the classroom: have students visit the App store on a device to look at Suarez' app and decide whether they would buy it – students could then justify why or why not in a class discussion or pre-debating activity

REFLECTION FROM PART 1

When did you use **LOTS** and **HOTS** in these activities?

When and how were thinking skills, collaboration, evaluation and problem solving used?

Activity A - Reading to prepare for listening

Activity B – Mind mapping a TED talk

Activity C – Interviews based on a TED talk

Activity D – Writing Comments

Activity E – Poster Carousel using TED talks

Activity F – TED talks and Project work

Activity G – A class conference of TED talks: Giving peer feedback

BREAK

Eat, drink and be merry and please be back in 10 minutes.

PART 2: MANTLE OF THE EXPERT (MOE)

In this approach, the teacher plans a situation in which students can act as 'experts' applying their existing knowledge and integrating critical thinking and collaboration through simulation activities.

First, let's make a meme in preparation for the Mantle of the Expert activities – please go to www.imgflip.com on your device.

Meme-making is something you will be asked to do when in role as an 'expert'.

MANTLE OF THE EXPERT

Mantle of the Expert is a pedagogical technique using a simulation situation as its basis.

<https://www.mantleoftheexpert.com/what-is-moe/introduction-to-moe/>

Accessed 2 December 2020

It requires integration of communication, collaboration, problem-solving and critical thinking skills. In this part of the workshop, we will walk through the creation of a scenario in which you work in small groups to respond to the demands of a challenge.

MANTLE OF THE EXPERT – WHAT IS IT?

Please refer to your handout for a definition.
Mantle of the Expert has the following characteristics:

- + Realistic scenario.
- + Realistic according to students' language needs and abilities BUT students have responsibilities within the scenario.
- + Everyone in the group must be involved.
- + Time-limited to limit boredom.
- + Added complication to keep things interesting and add momentum to the activity/scenario.
- + 'Product' or 'resolution' at the end.

MANTLE OF THE EXPERT

- + You will be put into role in a situation. Today, you are in role as small groups of (hence taking on the mantle of the expert) competing with one another to create a meme for the *Jeanius* company (which makes jeans using half the water conventionally used to make jeans) advertising the product that they hope will become a best seller.
- + You will then present this meme in a short marketing 'elevator pitch' to the CEO of *Jeanius* (the teacher) .

MANTLE OF THE EXPERT

Are you a *Jeanius*?

In today's MOE
scenario:

Situation

Complication

Resolution



Freytag's Pyramid.jpg

PRE-MOE LANGUAGE PREPARATION

Show an exemplar of a meme/elevator pitch to familiarise students with the text type and the language they might need.

Examples can be viewed here:

Sample "Elevator Pitches"

<https://www.youtube.com/watch?v=eHbpbGi7keg>

Pre-teach/revise some of the discourse of negotiation and suggestion if necessary, for example

I think that...

Yes, this is interesting, but..

One alternative/solution could be

Another way might be to.....

What do you think?

I see your point, but I'm not sure that this will work

Have you considered.....

We could also try....

PRE-MOE PREPARATION

In your group, you will create your meme and prepare a one-minute elevator pitch to answer these questions:

What does your meme show?

Why is it a great meme?

Why is your group's meme the best choice for the *Jeanius* company?

DURING THE MOE SCENARIO

Every group will receive a Complication that they have to deal with and try to work around whilst preparing your meme and elevator pitch - you cannot ignore it and must work around it!

MEME AND ELEVATOR PITCH TIME!

Presentation time – each group will come forward to present their meme and elevator pitch.

Groups will be buddied so you can use the rubric on the handout to give feedback to each other.

POST-MOE REFLECTION

Was the winning group's meme the best one? Why?

What was the most memorable thing about your elevator pitch and one other elevator pitch that you saw?

What was challenging about working in a group?

What was challenging about the complication you were given?

Was this task more like work in a real-life workplace situation?

POST-MOE REFLECTION

The freedom to think, reason, try alternatives and make mistakes is vitally important for quality learning to occur.

English educationalist Sir Ken Robinson spoke about this at the 2006 California TED (Technology, Education, Design: “Ideas Worth Spreading”) conference.

In an address titled “Do Schools Kill Creativity”, he outlines ‘creativity’ as “having original ideas that have value”, and follows this with: “If you’re not prepared to be wrong, you’ll never come up with anything original” . His argument is: “We are now running national education systems where mistakes are the worst thing you can make, and the result is that we are educating people out of their creative capacities.”

See slide 24 for the link to this talk.

WRAP-UP FROM ACTIVITY 2:

When did you use **LOTS** and **HOTS** in the Mantle of the Expert scenario?

When and how were thinking skills, collaboration, evaluation and problem solving used?

What sort of language do we need to feed in to *better support students* in the stages of the Mantle of the Expert scenario?

How might implementing this Mantle of the Expert situation test your classroom management skills?

WHAT IF...?

THE THINKING TEACHER AND THE THINKING STUDENT

**‘We are preparing students for
their future, not our past’**

Chief Executive Summit, 2 June 2018

Andreas Schleicher, Director, OECD – Directorate for
Education and Skills

https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/training/cesqe/PPT_Mr%20Schleicher.pdf

Accessed 6th November, 2019

QUESTIONS

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CURRICULAR REFERENCES

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) Curriculum Development Council, Education Bureau, HKSARG, 2017.

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ACADEMIC REFERENCES

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Hughes, J. (2014) 'Steps to Critical Thinking' *English Teaching Professional* 91