

BAL BHARATI PUBLIC SCHOOL, NOIDA

WORKSHOP REPORT

Date	:	04 Dec & 05 Dec 2015
Venue	:	Teacher Training Centre, BBPS-Pitampura
Objectives	:	To equip the teachers with varieties of activities in teaching to assess the 'Thinking Skills' and to strengthen the teachers to visualize 'Higher Order Thinking' in the Classroom
Resource Person	:	Mr. Eldon Pascoe, Director of Professional and Teacher Development at the British Council
Teachers attended	:	Mrs. Subha Renakumar (TGT-Mathematics) Ms. Neena Rai (TGT-Mathematics)

DAY 1 (04.12.2015, Friday)

SESSION-I

- In the introductory session, Mr.Pascoe defined **HOT (Higher Order Thinking)** as ability to think and analyse any situation differently which involves transformation of information and ideas and synthesis to arrive at some logical conclusion. He also emphasized the task of a teacher as to create favourable environment for the students to think higher and to facilitate for independent research.
- The topic **BARRAT'S MODEL** for Adolescent Learning was also dealt with in this session. Success, Rigour in Curriculum and Safety to be taken care of at this level. Also discussed about a Thinking Classroom- How it Looks Like? Sounds Like? Feels Like?
- A few interesting activities to assess the thinking skills of students were also conducted.

SESSION-II

- **Bloom's Taxonomy** and Revised Taxonomy which was developed by Benjamin Bloom in 1950 was discussed in detail. It has been adapted as a planning tool universally. The six levels of thinking ie; Remembering, Understanding, Applying, Analysing, Evaluating and Creating were discussed in detail.
- Teachers were given a few worksheets based on these six levels.

SESSION-III

- **Gardner's Multiple intelligences** developed by Howard Gardner was dealt with in detail through a few questionnaires and activities. The assessment tools to identify the different skills-Linguistic, Musical, Visual, Kinesthetic, Intrapersonal, Interpersonal and Naturalistic were demonstrated through worksheets.

- Combining **Bloom's Taxonomy and Gardner's Multiple** intelligences to assess the level of thinking and skills was also discussed in detail.
- The activities and worksheets can be incorporated and implemented in the classroom teaching to create an environment to make learning more joyful.

DAY 2 (05.12.2015, Saturday)

SESSION-I

- This was an activity based session wherein the topic '**Critical Thinking and Cooperative Learning**' was dealt with. This topic and activity emphasized on the positive outcome of cooperative learning.
- To build tomorrow's leaders, it is essential to shift the classroom from being teacher centered to being student centered. Blooms Taxonomy and Gardner's Multiple Intelligence tasks integrate well with outcomes and make planning easier. Such tasks make classroom more active and vibrant and caters to different learning styles and interest of students.

SESSION-II

- The topic '**Decision Making Matrix**' was again effectively dealt with through a game on 'Payoffs'. The purpose of the game was to make each member in the group participate in the decision making.
- A Matrix can be designed to compare options based on requirements and solution should be those that proceed from the brainstorming amongst the group members. A Decision Matrix is a useful decision making tool and logically helps arrange a large number of decision factors and assess the relative importance of each factor.

SESSION-III

- This session on '**Leadership and Creativity**' emphasized on building trust among group members. The activity involved role swapping to get to understand how it feels to be in someone else's shoes. This made an effective point on us teachers to put ourselves in the students' shoes to understand the need to communicate effectively and give clear instructions.
- Mr. Pascoe also shared a few creative activities which can be easily incorporated into the curriculum. These activities were designed to encourage fluency, flexibility, originality and elaboration among participants.

Conclusion: Throughout the workshop Mr. Eldon Pascoe kept reaffirming the need to ensure that the 'High Order Thinking Skills' activities should be such as to encourage students to come up with different solutions for the same questions. A teacher must create a congenial environment in the classroom to ensure that students are comfortable and can explore and communicate their thoughts without the fear of being wrong. Activities designed should bring about cooperative learning and a student can learn from every group member regardless of experience, abilities and personal characteristics.