The Hebrew University of Jerusalem

Syllabus

Teaching of Thinking - Applied workshop - 34368

Last update 28-04-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. ScopusMt. Scopus

Course/Module Coordinator: Dr. Adar Cohen

Coordinator Email: adar.cohen1@mail.huji.ac.il

Coordinator Office Hours: by appointment

Teaching Staff:

Dr. alik palatnik,
Dr. Ehud Tsemach,
Dr. adar cohen,
Ms. Simone Duval,
Dr. Dafna Fono

Course/Module description:

The workshop will deal with the practical and theoretical aspects of implementation of thinking-intensive teaching.
On a practical level, we will learn, experience and discuss how the principles of teaching thinking can be applied and their integration into the teaching of content. Key terms that we will delve into are thinking strategies (such as: asking questions, argumentation, comparison), teaching practices that promote thinking, planning a thought promoting lesson, cultivating a thought-provoking classroom discourse, using the language of thinking, metacognitive thinking, teaching thinking to students at different levels and dealing with difficulties in thinking.
Please note: in this course there are five disciplinary workshops, and they are not identical to each other.
Participation in the workshop requires participation in the course "Development of thinking-intensive teaching" (course 34367).

Course/Module aims:

1. To deepen our understanding of terms related to the teaching of higher order thinking such as: meta-cognition, thinking strategies, the language of thinking.
2. Understand the importance of teaching thinking and meta-cognition for teachers and students.
3. To know the principles of thinking-intensive teaching and the rationale behind them.
4. Apply thinking-intensive instruction in planning activities in the discipline.
5. Discuss the challenges that accompany the practice of thinking-intensive teaching.
6. Develop critical thinking when analyzing different teaching activities in the context of teaching thinking.

Learning outcomes - On successful completion of this module, students should be able to:

1. The students will develop teaching activities in their content area that are characterized by thinking-intensive teaching while choosing appropriate teaching practices.

2. The students will explain the rationale behind activities that promote thinking.
3. The students will apply the principles of thoughtful teaching when planning teaching activities.
4. The students will examine various teaching activities based on theoretical terms in the field and relevant pedagogical principles

Attendance requirements(%):
100%

Teaching arrangement and method of instruction: Reflective peer workshop. A combination of lecture, discussion, peer teaching and analysis of materials.

Course/Module Content:
1. Characteristics of thinking-rich teaching.
2. Analysis of cognitive levels of study assignments.
3. Experience working with "The strategy document" and leading thinking strategies – such as asking questions, comparing, arguing.
4. Development of study units that are intensive in thinking at a cognitive level and a metacognitive level.
5. Teaching thinking to low-achieving students - processing the study unit for mediation for weak students.
6. Classroom discourse that stimulates thinking and the use of the language of thinking - experience in analyzing vignettes from lessons.
7. Classroom teaching experience and peer evaluation.

Required Reading:
1. בן-דוד, ע. (2009). מטה-קוגניציה בהוראה ובלמידה. אאוריקה, 27, עמ' 9-1.
2. זוהר, ע. (2013). מתוך: ציונים זה לא הכל: לקראת שיקום השיח הפדגוגי. פרקים 1, 3, 4, 5 , 7, 8.
3. טישמן, ש., פרקינס, ד. וג'י א. (1996). הכיתה החושבת. ירושלים: משרד החינוך והתרבות ומכון ברנקו וייס לטיפוח החשיבה (עמ' 1-38 שפת החשיבה; עמ' 69-102 מטה קוגניציה).
4. יועד, צ. (עורכת). (2009). אסטרטגיות חשיבה מסדר גבוה. הוצאת ת"ל, משרד החינוך.

Additional Reading Material:
1. זוהר, ע' (2016). חשיבה מטה-קוגניטיבית ולמידה לקראת הבנה. בתוך י' הרפז (עורך), להבין הבנה וללמד להבין – מושגים ומעשים (עמ' 162–171). מכון מופ"ת.
2. זוהר, ע' ובושריאן, ע' (2020). התאמת תכניות הלימודים וחומרי הלימוד למאה ה-21 - סיכום העבודה של ועדת המומחים, תמונת מצב והמלצות. ירושלים: יוזמה - מרכז לידע ומחקר בחינוך, האקדמיה הלאומית הישראלית למדעים.

http://education.academy.ac.il/SystemFiles/23399.pdf
3. Zohar, A., & Barzilai, S. (2015). Metacognition and teaching higher-order thinking (HOT) in science education : Students' learning, teachers' knowledge, and instructional practices. In R. Wegerif, Li, Li & J. C. Kaufman (Eds.), Routledge International handbook of research on teaching thinking (pp. 229–242). Oxon, UK: Routledge.

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 70 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information:

Please note: the components of the final grade for each workshop will be provided separately by the lecturer at the beginning of the semester. The components shown here is not binding.
Some of the workshop groups may be held online.