

Higher Order Thinking Routine Discussion

Let's Talk about the Nitty Gritty

PYGQSMQKCQ JUN 28, 2021 12:02AM

How do HOTR increase students' content learning ?

Better understanding of content - deep dive into the content

It scaffolds students to be able to support their claims

Students are able to delve deeper into their reading which should increase their knowledge.

Students think deeply about ideas, questions, problems they are studying and that they are facing.

Students will have a grater understanding of content

Helps them make the connections between discrete pieces of content that are often necessary for deep understanding

Agreed! – ANONYMOUS

HOTR takes students into the content on a much more comprehensive level, and helps them to think more critically about what's been presented.

It gives them a structure for that thinking and guides them through the process of thinking. – ANONYMOUS

They provide a guide for students as they analyze their content.

Requires students to critically think about an issue rather than surface analysis or paraphrasing information.

gives a way to control how to access information

common/shared means of access

It provides students with a way to tackle answering the question

Strategy instruction...yes!! – ANONYMOUS

How do I create a classroom culture where productive struggle is okay?

Continually have the discussion about learning versus grades. As a class the pursuit of knowledge and critical thinking is far more important than a grade.

Love this also. – ANONYMOUS

I agree - having open conversations with students allows them to know they're not "in this" alone. – ANONYMOUS

The creation of an emotionally safe learning environment is going to be key in creating a culture where productive struggle is not only okay, but encouraged.

Love this – ANONYMOUS

modeling struggle and then reaction. Teach struggle and reaction.

Not always being the provider of info and evaluating if student work is right or wrong. Have them develop and ask HOTR questions.

Be transparent - show students that "I" make mistakes and model struggling over a skill or concept

Learning is better than anything else. Show them as teachers that we are wrong sometimes and that is okay or that we have to look up info as well.

Building relationships with students, making space for and encouraging student voice

Explaining that you make mistakes as well and if something is hard it means your brain is growing

Standards-based grading. I get to keep working on something until I'm proficient.

Debi

Students need to understand they are learning with the teacher in a safe environment. The students are encouraged to learn from their struggles. It is a good idea for students to see the teacher struggle through a process.

You have to create a classroom environment where students know it is okay not to know and it is okay to struggle, but that they are supported in the learning process.

building trust and a safe environment where productive struggle is encouraged and honored in the learning process

use principles of UDL to offer options to all for engagement, expression

How do I engage students in HOTR? What's in it for them?

Start with something that matters to them, like should students be able to use their cellphones during school hours?

Great idea for introducing the routine and getting student familiar with it in a low threat, low cognitive demand setting. – ANONYMOUS

I agree - using something the students KNOW or can relate to, would help them in learning the routine and not focus on content. – ANONYMOUS

Modeling and co-constructing with students, so they can learn the routine, then discuss how the routine helps them to organize their thoughts, especially if they are asked to write a response.

It is all about their likes and interests so do something that they will be interested in. Then they will be invested and want to learn or at least show some intrigue in the not so exciting stuff.

find topics that are of high interest to the students and show them how it will help them discuss their ideas and beliefs more effectively.

Think aloud - engage in some "co-HOTs," if you will... where you share your thinking process out loud, and encourage them to add to it.

Start with a question or topic that they want more information or clarity on. Hook them in.

Engage students by modeling - use gradual release model (I do, We do, You do)

Yes!!! – ANONYMOUS

relating the purpose to what they will be able to do outside of school

Compelling Questions

In the world of social studies we have the C3 Framework and Inquiry Design Model (IDM) where the teacher uses compelling questions to hook student interest. It turns students into historical detectives, making the topics interesting to them even if it's a topic that occurred hundreds or thousands of years in the past.

awesome! – ANONYMOUS

after practice with the routine in class, students could use the routine independently for their own topic

What concerns do you have about using Higher Order Thinking Routines?

How do we get more of the HOT Routines into the hands of teachers who are currently teaching CERs so that they can make these strategic selections with their students?

Having the training and access to multiple HOTR so teachers have options for use in the classroom.

Not trained in the CE routines. Need to request them from my district or explore microcredential if I'm allowed as a PD LS

HOT Routines seem to require more writing on the device than the other CERs. Wondering if this means we need students to type on their HOT devices, or if handwriting on them will still work.

time/means to share this information with other teachers to help with transfer of knowledge

Debi

Having teachers learn as many of the routines as possible and knowing when to use which routine. Also using the routine with

fidelity and not just giving students a "graphic organizer" to fill out.

time to incorporate into already tight schedule

Yes! Especially as some states like mine reject the notion of depth vs breadth because they are trying to disassociate from the Common Core – JANICE CRENETI

Preach – SARAH SWOCH

This is a concern we all understand and hear about from teachers. One strategy I use as a PDer and preservice educator is to show how these HOTR routines actually provide a way to cover more content within a unit or across units or subjects. – ANONYMOUS

My only concern is that students feel safe in there being no "wrong" answers, just answers that lead us to the right conclusions.

Sometimes they take a long time and end up being cut because of testing and timelines. I always start with some idealism and big plans. But there are a lot of agendas that take up a lot of class time.

I would consider how the routine could be constructed over the course of instruction, especially if it is one of the first few times a particular routine is being done. – ANONYMOUS

They can also be the solution to a time crunch. It all depends. – SARAH SWOCH

They do not seem to be as readily available as some of the other routines, plus there is a big focus on interventions here and many look at the strategies first for that instead of routines so it is difficult to encourage people to learn routines.

How do we get general education teachers to embrace these strategies?

Have a conversation with them and see where they feel their students are struggling, then connect that struggle to a routine that can help. Provide PD for them on that routine and support them in co-constructing drafts and maybe even model how to co-construct with students (like an I do - You do modeling situation). – ANONYMOUS

I use them whenever I'm asked to have my students practice writing. We use one as an organizer and then students write their answers. – SARAH SWOCH

