What Does Critical Look like in Years 7-10?

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Introduction and outline

• What do you want to know?
• What is critical thinking and why is it important?
• Definitions of critical thinking (HoCT and SoCT) in relation to the NZC
• How can we encourage critical thinking with our students
• Critical thinking in action
• Adapting what we already do to use critical pedagogy
Prior knowledge – what do you know?
• What is critical thinking?

• What is higher order thinking?

• What are differences between higher order thinking (HOT’s) and critical thinking?

• Why is critical thinking important?

Think of one example of critical thinking that you use. Write in on a post it or piece of paper. What year level do you use this example Place it under the relevant year level
Sociological Critical Thinking (SoCT)

• Critical thinking is defined in the curriculum as: “examining, questioning, evaluating and challenging taken-for-granted assumptions about issues and practices.”

• **Critical thinking** involves “unsettling deeply held beliefs’ through examination of one’s own and others’ beliefs, through challenging assumptions and claims to universal truths.”
Higher Order Critical Thinking (HoCT)


Blooms revised Taxonomy
Higher Order Critical Thinking
SoCT and HoCT

SoCT
examining, questioning, evaluating and challenging taken-for-granted assumptions about issues and practices.”

HoCT
Applying
Analysing
Evaluating
Synthesising
Creating
Why is critical thinking important?

To give students opportunities to:

• Make sense of and understand the world

• Challenge understandings and influences on and of self, others and society (especially in relation to the movement culture)

• Be discerning consumers of the movement culture
Why is critical thinking important?

• To notice and questions assumptions and taken for granted practices that may not be equitable or inclusive

• Give students the opportunity to explore alternatives and new ways of thinking - to see the world through the eyes of others

• Be mindful of issues of social justice
Dispositions for HoCT and SoCT?

Sensitivity, Inclination, Ability

David Perkins & Ron Ritchhart
Project Zero, Harvard Graduate School of Education
Facing a Challenge

The Learning Pit

Success!

Understanding
Confusion

Trying to Solve It

Deep Learning

Michael Jordan

Having a Go

Confusion or
Use various models, methods and processes in order to:

- Increase students awareness that assumptions exist and that there are implications of this
- Improve their ability to „spot“ assumptions, injustices, power relationships
- Require them to find out their own opinion about issues, statements, incidents
- Encourage them to take a stance, put their „stake in the sand“ on their beliefs
- Require them to reflect on and discuss their position / stance, hear other views, move their position if they wish – have them know what they think and why they think it
- Have them consider potential outcomes of views / assumptions, and what they can do to contribute to change

This material is part of the “Scholarship Physical Education Toolbox” - developed by Lorna Gillespie and Sue McBain
Experiential learning and Critical thinking

1. Activity 1
   Experience
   In class, in school, or out of school

2. Activity 2
   Experience

3. Transfer
   Now what?
   Critical action

4. Reflecting
   What happened?

5. Generalising and Abstracting
   How? What if?
   So what?
   Critical thinking
The cycle

Activity or experience
• Goal: to initiate as many connections with material as possible, according to individual strengths and learning preferences

The (critical) reflection cycle
• What happened
• So What
• Now What
The reflection cycle

**Reflection cycle or Critical reflection cycle**

1. What happened?
   - Clarifying facts
   - Telling the story of the experience, gathering individuals and groups perspectives
   - To share these perspectives and feelings with the group or class

**Questions such as:**
   - What did you see, feel or observe in the activity?
   - Who or what didn’t you see or observe in the activity?
So What?

• To examine abstract concepts and make connections between ideas and experience.
• Students connect previous experiences with present ones

Use questions such as:
• How do we know this?
• How is this situation similar to other things we know?
• What contributes to this situation?
• Who wants to keep the situation the same? Why?
• Who would like to change the situation? Why?
• Content building and investigation is required in this phase which is applied to situation of learning activity
Now What?

Goal:
- Students test ideas for positive change and hypotheses and apply to the next experience.
- To learn about their practical limits
- To deepen their understandings of content
- Apply content to other context areas

Question
- What if we try this or change this?
- How will this improve the situation, solve the problem, influence people?
- How can we advocate for this change?
- Apply to another activity or to another context
Critical Analysis Process

Experience

Consequences and Critical Action

Power relationships

Describe

Identify assumptions

Investigate

Explain Influences

Lorna Gillespie (University of Waikato) & Sue McBain (University of Canterbury)
Practical activity
How does the learning environment promote the use of and development of CT??

- Be well informed and have a sound knowledge base
- Respect students and empower them
- Use and encourage questioning
- Collaborate with students and ensure engagement in the learning process
- Provide opportunity and freedom to think
- Provide opportunities to reason, admit students to argument
- Ensure that challenges and debates are based on respect rather than power
- Supportive and safe learning environment
- Allow things to get messy so you can use the teachable moment
What teaching behaviours will enhance/develop use of CT?

• Modelling of critical thinking
  • Thinking out loud and questioning

• Create the environment

• Teaching critical thinking skills and processes

• Teach as a facilitator, motivator, help students learn

• Develop teaching strategies that encourage critical thinking
• Higher order thinking or Sociological Critical thinking

• HOTS or SOCTS