



# Pestalozzi

## Training Resources

### PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES FOR ALL TEACHERS (PCORE) “Multiple thinking”

by

**Author:** Mihaela Brumar - Romania

**Editor:** Rasa Askinyte-Degesiene



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

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**Theme:** What helps us learn?

**Title:** Multiple thinking

**Expected outcome**

- To encourage participants' cognitive development based on critical thinking, multiple intelligence theory and learning styles.

**Target group**

Type of training	School level / age	Subject area
In-service training	Any	Any subject

**Brief description of the unit**

The activities are designed to help the participants experiencing, understanding and structuring the world differently, and to provide them with different learning approaches, taking into account that knowing one's own learning style helps developing coping strategies to compensate for weaknesses and to capitalize on strengths. Talking about how people structure processes differently, how people perceive and express information differently, will encourage the learners' critical thinking skills and allow them to take responsibility in their own learning process and the one of their students.

The last activity speaks about the feedback's aim and the ways of giving feedback properly (not stopping the learner in his striving to work, but motivating him).

## Methods/techniques used

- Individual work
- Pair work
- Group debates
- Sandwich method

## Time 3 hours approximately

Activity 1	▶ 45 minutes
Activity 2	▶ 80 minutes
Activity 3	▶ 40 minutes

## Tips for trainers:

See tips in activities.

## Resources

List of activities	Appendix 1
Feedback: what to say, and how	Appendix 2

## Activity 1 Concept maps



45 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To understand the idea that people have different ways of mapping concepts.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To help the participants experiencing, understanding and structuring the world differently (each map corresponding to a way of thinking).</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Individual and group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ An academic journal article or a text book chapter</li> <li>➢ Paper</li> <li>➢ Post-it notes (using small Post-its encourages the students to think in terms of "key words" or "key phrases." Also, Post-its work well for concept maps because they can be moved around easily as the learners look for patterns.)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The chairs should be arranged in circle if you plan a group work.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ The trainer gives to the participants an article or a textbook chapter (about 1-2 pages), and ask them to read it.</li> <li>➢ After reading, the participants write down the ideas/concepts they remember from reading on Post-it notes.</li> </ul>	

- The participants arrange their Post-its containing the key concepts down the side of a piece of paper (each participant does this individually), with the most general ideas at the top of the page and the most specific details at the bottom of the page. This process might not work for everyone. Some learners will have a range of general concepts to specific details. Others will find that they have mostly general ideas/concepts on the Post-it notes.
- Then, the participants may rearrange the Post-its if necessary, grouping the ideas/concepts in a way that makes sense to them. (At this point, the trainer may want to have the learners holding their maps up to share with the rest of the class. They will discover that each map is quite different. This helps emphasizing the point that there isn't a "right" or "wrong" way to build a concept map because each learner is building his or her own meaning from the process. In addition, the individual learner understanding of the relationships between concepts will change as the maps change.)
- The participants are asked to draw lines between the Post-it notes to show how the ideas/concepts on the Post-it notes are related.
- The participants write connecting sentences on the lines to explain the relationships between the ideas/concepts on the Post-it notes. These connections create meaning.
- The participants post their papers with the maps on the wall.
- The participants take their time to read all of the papers (or, if there are too many participants, they may work in groups, and read not all of them, but only their group maps). (30 minutes)

► **Debriefing/reflecting:**

- What surprised you the most in the process of completing your concept map?
- Are the maps very different? In what way?
- Is it possible to say which way of mapping is the best?
- Do you agree on the fact that each map is the best one for their authors because they fit their way of thinking best?

## Activity 2 Multiple Intelligences discovery



80 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To understand the different approaches or ways of learning, taking into account that knowing one's own learning style helps developing coping strategies to compensate for weaknesses and capitalize on strengths.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To help the participants identifying their own intelligences.</li> <li>➤ To recognize the variety of intelligences present in the class.</li> <li>➤ To understand the theory of multiple intelligences.</li> <li>➤ To get used to do a variety of playful activities in class as a part of the learning process.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work</li> <li>➤ Pair work</li> <li>➤ Creative work</li> <li>➤ Discussions</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 1: List of activities</li> <li>➤ Paper and markers</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The classroom for this activity should be quite big, with possibilities to move easily. Also, there should be places available to sit and write or draw.</li> <li>➤ The participants should be able to go out of the building (for the task "Go outside and run to the end of the building and back).</li> </ul>	

**► Instructions/procedure:**

- Without discussing the theory of multiple intelligences, the trainer gives to the learners a hand-out (Appendix 1) listing the following activities and ask them to complete them within ten minutes. Tell the learners that the activities may be done in any order.
- The participants write a short poem.
- They write down on a piece of paper how long ago was a million seconds ago and show it to the trainer.
- They draw a simple picture of an animal.
- They go outside and run to the end of the building and back.
- They sing their favorite song from their country to someone else.
- They tell another student in the class about something nice that happened to them this week.
- They close their eyes and think about the happiest moment in their life. They don't need to tell anyone about it.
- They look out the window and notice all the living things and natural formations they can see (10 minutes).
- After ten minutes, the trainer call the class back to order. Most learners will not have finished, but it does not matter because the objective of the activity is not to do every activity. Have the learners reflecting on the following questions:
  - Which activity did you do first? Why?
  - Which activities didn't you get to? Why did you leave them for last?
  - Which activities did you respond to by thinking, "Not in a million years!"?
  - Which activities did you wish you had more time for?

(20 minutes)

- Ask the learners to share their answers to these questions in small groups with each other for 5 minutes.
- Do a quick poll of the entire class, asking the question "Which activities didn't you get to? Why did you leave them for last?" to the entire class.
- Again, ask the learners to discuss in small groups what they think this activity tells them about their learning and then to share their thoughts with the entire class. Most learners will not see any relationship between their responses to the tasks and their own learning.
- Give a brief overview of Howard Gardner's Theory of Multiple Intelligence.

<ul style="list-style-type: none"> <li>➤ As closure for this activity, ask the learners to identify one intelligence that they think they might be good at. (20 min.)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ You may find more information about H. Gardner's Multiple Intelligences in the Training Unit entitled "Multiple Intelligences", created by Tanja Sijakovic.</li> <li>➤ The learners not only learn about their own intelligences through this activity, but also see that other learners have different strengths. It is important to emphasize that each learner does have different strengths. As a class, the learners need to be supportive of these differences.</li> <li>➤ Because the class activity is playful, the learners may need encouragement to take some risks. It may be necessary to reassure the students that doing the different tasks is relevant to better understand themselves as learners and that the discussion which follows will make this clear. For some of the participants, the activity may be a significant revelation and may help them in their own study habits. For others, it may be simply a new idea. In any case, the activity does help the students realizing that learning can take place in many different ways.</li> <li>➤ As the learners gain a better understanding of their own strong intelligences, they can use this information to help themselves dealing with new content in all of their courses.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to think of a time in their life outside school when they had to solve a problem. Ask them to describe the problem and to tell how they came to solve it.</li> <li>➤ Could there have been more than one way of solving the problem? What other ways might have worked? Why did you solve it the way you did?</li> <li>➤ In light of what you have learned today about the Theory of Multiple Intelligences, in which intelligences do you think are you strongest?</li> <li>➤ How can knowing this about yourself help you in your studies?</li> <li>➤ Have you noticed what intelligences other participants have?</li> <li>➤ Is it important to know which intelligences have your students? Why or why not?</li> <li>➤ How the theory of multiple intelligences will influence your way of teaching? (The participants may discuss this question in pairs or groups). (30 minutes)</li> </ul>	

### Activity 3 Feedback: what to say, and how



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To encourage learner's critical thinking skills.</li> <li>➢ To allow the learners to take responsibility in their learning process and the one of their students.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To encourage the participants to reflect on rules for positive feedback.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Individual and group work</li> <li>➢ Discussions</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Appendix 2: "Feedback; what to say and how"</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ The participants are asked to read the rules for giving and perceiving feedback (Appendix 2).</li> <li>➢ The trainer asks for reaction on those rules: <ul style="list-style-type: none"> <li>• What is the aim of giving feedback?</li> <li>• Could we achieve this aim by giving only negative feedback?</li> <li>• What is more important in giving feedback - what people say, or how they say it?</li> <li>• Have you ever felt bad after getting feedback? Why?</li> <li>• Did it happen to you, that the person, to whom you gave feedback, felt bad? How you understood it?</li> <li>• Is it important to keep those rules? Why or why not?</li> <li>• Which one/ones seems/seem to be the most important? Why? (20 minutes)</li> </ul> </li> </ul>	

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| <ul style="list-style-type: none"><li>➤ The trainer explains the “Sandwich method”: “It is an evaluation method. It consists in a positive way of evaluating an activity”.</li><li>➤ Each participant is given a sheet of paper with a sandwich shape drawn. The participants are asked to write on the slice of bread at the top of the sandwich a positive, useful, great experience he shared with the others during the workshop.</li><li>➤ Then the participants are asked to fill in the inner part of the sandwich, writing one or two negative things or suggestions he would like to give to the trainer, relating to any aspect of the workshop.</li><li>➤ At the end, the participants are asked to fill in the last part of the sandwich, the second slice of bread, writing as the first time, another positive, useful, great experience he shared with the others during the workshop.</li><li>➤ The “sandwiches” are posted in a visible place to be read by all participants at the end of the workshop (20 minutes).</li></ul> |  |
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<p>► <b>Tips to trainers/anticipated difficulties:</b></p>	
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| <ul style="list-style-type: none"><li>➤ The “Sandwich method” can also be used as self-evaluation or peer evaluation method.</li></ul> |  |
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## Appendix 1: List of activities

- Write a short poem.
- Write down on a piece of paper how long ago was a million seconds ago and show it to me.
- Draw a simple picture of an animal.
- Go outside and run to the end of the building and back.
- Sing your favorite song from your country to someone else.
- Tell another student in the class about something nice that happened to you this week.
- Close your eyes and think about the happiest moment in your life. You don't need to tell anyone about it.
- Look out the window and notice all the living things and natural formations you can see.

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## Appendix 2: Feedback, what to say and how

### Getting Feedback

An old adage – “You don’t ask, you don’t get”

- \* Evaluate Yourself – think about your own view first
- \* Pick Your Spots – know when and where to ask each person
- \* Make It Matter – don’t ask on everything, pick key stuff
- \* Get Specific – ask what worked and what to work on
- \* Offer Thanks – courtesy goes a long way in business

### Giving Feedback

Follow a time honoured HR tip – “Feedback should be about a person’s performance or behaviour, not about them as persons”.

Respect counts.

- \* Be Prepared – avoid ‘shoot from the lip’ feedback
- \* Be Specific – vague feedback gives you nothing to work on
- \* Ditch the Dump Truck – people can change 1 thing, not 12
- \* Focus on Facts – make it personal and you lose credibility
- \* Watch Your Language – substitute “and” for “but”
- \* Refuse to Dance – don’t return emotion with emotion

### Receiving Feedback

Follow Ken Blanchard’s advice – “Feedback is the breakfast of champions”.

Great performers use feedback to raise the level of their game.

- \* Open Your Mind – don’t get stuck in preconceptions
  - \* Listen Well – don’t interrupt and play it back for clarity
  - \* Write It down after – what’s the use if you can’t remember
  - \* Gauge Its Relevance – to yourself and your role
  - \* Do Something with It – if you don’t apply it, don’t ask again
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