

THINKING-BASED LEARNING “PLUS”: INCORPORATING EXTENDED METHODOLOGICAL TECHNIQUES. AN EXAMPLE FROM REAL PRACTICE.

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SIGNIFICANCE OF THE TOPIC, TO THE FIELD CONNECTED WITH EDUCATION, LEARNING AND THE BRAIN

While the basic practice of TBL involves active student learning prompted by the teacher, various other active learning techniques can be incorporated into the practice of TBL that deepen the learning of the students. So first, we will explain the basics of TBL and then, show an example of how additional and subtle active learning techniques enrich and deepen the learning activity. In what follows, we will also show how the use of what have been called “habits of mind”, as well as other innovative techniques, can also enrich TBL. We will then, discuss how this is supported by brain research that shows that such enhanced TBL techniques help students to make connections with relevant prior learning so that they can construct a richer understanding of what they are learning in ways that optimize both learning and their ability to express what they have learned.

ORIGINALITY

Nowadays in educational circles it is given for granted that the schools should be deeply committed with the teaching of thinking. Nevertheless, integrating superior thinking strategies into formal school contents has presented serious difficulties. This issue has become even more difficult to deal with as the new neuroscience theories about how our brain works at learning, opened the frame to a number of pedagogical practices that mean a new conception of the whole teaching-learning process. To consider all this as a whole, schools have to face the building of “integrating” it in their daily practices. We would like to present our school approach.

CONCEPTUAL FRAMEWORK

It is based on our betting for infusing the teaching of superior thinking strategies with the formal curricular contents at every level at the school and the enrichment of TBL with extended pedagogical techniques.

The main sources we get inspiration from are as follows:

Thinking-Based Learning (R.J. Swartz) Habits of mind (A. Costa & B. Kallick), visible thinking (D. Perkins), multiple intelligences (H. Gardner), emotional intelligence (D. Goleman) and (J. Mayer y P. Salovey), social abilities and positive psychology (M. Seligman), languages in the classroom (F. Tonucci), neuroscientific contributions (A. Damasio), cooperative learning (D.W. Johnson & R. T. Johnson), Giftedness and Talent (S.I. Pfeiffer), flipped classroom (J. Bergmann), how to teach digital natives (M. Prensky), the school as an environment for researching, learning and reflection (L. Malaguzzi), among others.

PEDAGOGY AND ENGAGEMENT OF THE AUDIENCE

Interactive workshop to show in a practical way how Thinking Based Learning can be enriched by extended pedagogical active methodologies and vice versa.

Participants will work in small teams learning by doing. The workshop will be supported by a digital presentation and the use of apps to interact with the audience.

Real classroom practice will also be shared and participants will be challenged with case study activities.

Also, evidence will be presented of results on TBL as a life experience for teachers, students, old students and families as how the TBL program becomes the power engine that enables the social change related to the Educational paradigm.