

I used to think, Now I think

This is a simple method to help your students reflect on what they are thinking about before beginning new learning and what has changed for them during their learning. There are two prompts one for before embarking on a learning experience and one for after, they can be used together or independently. Both are wonderful methods for individual and collective reflective practices. In addition to this principle, this activity supports Learning Through Thinking and Learning through Structure Processes.

Expected Outcomes – students will:

- ✓ Be able to think about and articulate how the learning process impacted their thinking.
- ✓ Be able to explain how the learning process impacted their thinking.
- ✓ Be able to evaluate their own and each other's process-related outcomes (such as thinking processes).

Timing

The minimum amount of time you should plan for this method is 20-30 minutes per prompt.

Material

Offline	Blended
<p>A paper with the table from prompt 1 or 2</p> <p>A whiteboard to collect the class group input</p>	<p>A paper with the table from prompt 1 or 2</p> <p>Create a Padlet account.</p> <p>Create a Padlet to collect the class s group input with columns (one for each heading)</p> <p>A device for every group</p> <p>More info on the tools?</p>

Prepare yourself!



- Create a Padlet to collect the class s group input with columns (one for each heading).

Step-by-step

After introducing a topic (working with a challenge/problem) you can offer them prompt #1. Following a learning unit, activity or conversation (this can be employed after any activity of any length) offer your students prompt #2

Prompt #1

Provide the students with a table with these three headings:

- *I see...*
- *I think...*
- *I wonder...*

These responses can remain individual, and it can also be powerful to bring all the student responses together into a large table and be able to see and discuss what each student is thinking about. The results of this table may guide the direction of the learning as it will clearly display the students' interests.

Prompt #2

Provide the students with this:

- *I used to think...*
- *Now I think...*

As with the above prompt, these responses can remain individual, and it can also be powerful to bring all the student responses together into a large table and be able to see and discuss what each student is thinking about.

Reflection

Both prompts not only offer the students opportunities to think quietly for themselves, but they offer an opportunity for various reflective conversations. To gather all the answers of the students, you can use a think-pair-share activity through a Padlet.



They first think individually about prompt 1 or 2 on paper. After the individual exercise, they come together in pair to discuss their input. They discuss together and collect their input on the Padlet. After they discussed in pairs, the teacher shares the responses the responses (with the class). They can also be used to have an all-class conversation as well as an opportunity to consider how other classmate's answers might impact your thinking at that moment.

Consider exploring with the students:

- ✓ whether any categories emerge from their answers.
- ✓ If there are any misunderstandings that need to be clarified.
- ✓ Are there areas about which that the class seems to want to learn more.