



Course Overview: EDUC 6982T

Making Thinking Visible: Practices to Develop Critical Thinking Skills

Grades K–12

Graduate Credit: 1 semester hour

This course is based on the book *Making Thinking Visible*, which describes the concept of Visible Thinking. A research-based approach to teaching thinking, Visible Thinking began at Harvard’s educational research group, Project Zero, with the goal to help teachers develop students’ thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices that

- Helps direct student thinking and structure classroom discussion.
- Can be applied with students at all grade levels and in all content areas.
- Includes easy-to-implement classroom strategies.

In this course, educators critically reflect and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

Recommended for teachers of Grades K–12.

Course Topics	Course Outcomes
<ul style="list-style-type: none"> • Eight kinds of thinking that are essential to aiding understanding of concepts • The ways teachers can help make students’ thinking visible • How thinking routines can be used as tools, structures, and patterns in the classroom • Thinking routines for introducing and exploring ideas; synthesizing and organizing ideas; and digging deeper into ideas • Creating a “culture of thinking” to promote students’ critical thinking skills 	<p>By the end of this course, educators will:</p> <ul style="list-style-type: none"> • Understand how to use different kinds of thinking to promote student learning across the curriculum • Analyze the ways teachers can help make students’ thinking visible • Understand how thinking routines can be used as tools, structures, and patterns of behavior in the classroom • Analyze appropriate content for different thinking routines • Analyze what it means to create a “culture of thinking” in the classroom • Reflect upon professional growth

Method of Assessment

This online, self-paced course is based on the book you selected. The course provides the opportunity to study several educational concepts and apply them to practical teaching situations. You will read the book in its entirety. Assessment is conducted by completing all sections of an Assignment Organizer, which is a 5- to 7-page reflective paper demonstrating that educators have met the outcomes of the course.

Course Materials

The text for this course is available as an eBook (electronic book) offered through Vital Source. You should receive an access code via email within 24–48 hours of registering. If you have not received this email or have any questions about your course materials, please send an email to Inquiry@Canter.net or call 1-800-669-9011 between 7:00 a.m. and 5:00 p.m. PT.

The course textbook:

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

System Requirements

- Operating system for PC: Windows Vista, or Windows 7 or 8
- Operating system for Mac: OS X 10.7 (Lion) or higher
- Processor: 2 GHz, 32/64 bit or higher
- Memory: Minimum 2 GB of RAM; 4 GB or higher recommended
- Browsers:
 - Microsoft Internet Explorer 8 or higher
 - Google Chrome 27
 - Mozilla Firefox 21
- Mac: Apple Safari 5.1 or higher
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word, Microsoft PowerPoint, Adobe Flash Player 11.1 or higher (free), Adobe Acrobat Reader version 10.1 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: Read4Credit™ Courses do not require Microsoft PowerPoint. Some Read4Credit™ courses may require Adobe Flash Player.

Note: If you are using a Macintosh, please be sure and download the latest version of Firefox from Mozilla: <http://www.mozilla.com/firefox/> It is free, and the download should only take a few minutes.

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Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers. For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement. Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is accredited by National Council for Accreditation of Teacher Education (NCATE) and dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

*Walden University is accredited by The Higher Learning Commission and is a member of the North Central Association (www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education.