ADAPTING EDWARD DE BONO’S 6 THINKING HATS TO SUPPORT EFFECTIVE CLASSROOM CRITIQUE

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WHY DO WE WANT CRITIQUE IN OUR CLASSROOMS?

What are our goals?
Why do we bother to include it?
What inspires us to do this...
What inspires us to do this...
What inspires us to do this...
WHAT CHALLENGES DO WE ENCOUNTER?

What stops us from getting to that level?
What issues are you hoping we address today?
Why use a common language?

- Language ≠ Activity
- Edward de Bono’s “Parallel Thinking”
- Great concept, but very abstract
  - ex. from de Bono: “The Yellow Hat symbolizes brightness and optimism.”
  - our adaptation: “I see you’re meeting the goal of... because I see...”
The power of training...
The power of training...
interpreting might be kind of a turn-off. And they might, um, prefer the - just the statistics. That's fair.
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Disclaimers
Unlikely Friends — 1st Grade Writing

- Project Context: Students will be individually writing a book about friendship. Books will be published & shared at local library.
- Narrative has beginning, middle, end
- Sequence events using temporal words (ex: first, then, later)
- Capitalization
- Commas within a series
- Punctuation at the end of a sentence
Mouth Models — 8th Grade Science

- Project Context: Students will be creating models of the digestive system (2D, 3D, & digital)
- Show HOW food is digested in the mouth (process)
- Show WHY food is digested in the mouth (purpose)
- Use digestive system terms from the unit
- Show how parts of mouth work as system
- Clearly, neatly crafted
I'm gonna ask you to stand up and you're going to push your chair in and stay at your table. Stand up and push the chairs in.
Teacher’s role in critique...
Teacher’s role in critique...

What's not working with that goal? What could they do?
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BREAK

15 minutes
How the Hats evolve...

I'm just thinking that... Why do you participate in it?

Oh, ok.
How the Hats evolve...
How the Hats evolve...

very creative... is more of a gut reaction, a feeling. Right? Ok. Thank you for the Red Hat, Archit.
Cancer PSAs — 10th Grade ELA/Bio/Wellness

- Project Context: Groups create 2-3 minute “Dear Me” videos addressing prevention strategies for a specific type of cancer; Final videos shared via Kettering Health Network online
- Demonstrate style balance; engaging to specific target audience
- Contain accurate, detailed, APA cited information about cancer prevention
- Ends with inspiring call to action
- Professional footage & editing techniques
Colon Cancer PSA
Additional Resources & Ideas

**Piece of Work / Project Draft to Critique**
- should have required time to create & will be revised

**Goals of this Work / Project**
- use kid-friendly language!
- highlight the focus goal for this Critique

**Critique Format**
- what are the students doing? yourself?
- how long will this take? how many pieces will each student see?
- how much feedback will each student be expected to contribute?

**Hat(s) to Use**
- for each Hat that will be used in this critique, write an example Hat comment you would expect a student to contribute
GRID METHOD CRITIQUE

Yellow Hat: How does the Grid Method support YOUR learning?

I'm able to know what to do for the next square, and the online tutorials help clarify topics.

Black Hat: How does the Grid Method limit YOUR learning?

While I'm waiting on my results to see if I can start a new level, I can't work on level 3 if I'm not even on level 2.

Green Hat: What suggestions do you have for the science teacher or teachers in general who want to implement the Grid Method in the future?

A lot of the students needed more time, and the # of tasks increased by the levels. Maybe have the same # of tasks on each square, even though the content gets harder.

Students critiquing teachers
Additional Resources & Ideas

Students queueing up for feedback.

Feedback Queue: Get Next Person!

- Alayna
- Xander
- Jackson
- Madison
- Aben
- Kyle
GREEN HAT FOR OUR CHALLENGES

What strategies will address the obstacles we identified earlier?
We will share these solutions with everyone later today!
THANK YOU!

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