



Language Centre English Seminar

Facilitating Students' Critical Enquiry by Adopting Visible Thinking Routines in an EAP Course

Presented by

Dr. Issa Danjun Ying

English Language Centre, PolyU

Date: 17 December 2018 (Monday)

Time: 3:30 – 5:00 p.m.

Venue: OEM906, 9/F, OEN Hall Building (Main),
Ho Sin Hang Campus,
Hong Kong Baptist University

Abstract

Visible Thinking (VT), a key focus of Project Zero conducted by the Harvard Graduate School of Education, is a widely recognized way to foster an active and collaborative learning environment by increasing opportunities for genuine critical enquiry in class, enhancing critical thinking, and creating culture of thinking among learners.

This seminar will describe a current project in the English Language Centre at PolyU that focuses on the potential for applying Visible Thinking Routines (VTRs) for the enhancement of critical enquiry among learners in an English for Academic Purposes (EAP) course. VTRs, including "See-Think-Wonder", "Think-Pair-Share", "Generate, Sort, Connect, Elaborate", "3-2-1 Bridge" and "Colour-Symbol-Image", have been adopted and implemented to engage students in learning and their development of critical thinking. These routines are simple structures or patterns of action, such as a set of questions or a short sequence of steps, which can be integrated into class activities and content to promote the development of students' critical thinking in the process of learning academic writing.

The initial data analysis of the project reveals that VTRs made the course more interesting and helped students to develop critical thinking skills, reflect on their learning experience, and revise essay draft. However, the integration of VTRs into the course content, the clarity of instructions, limited time, and language proficiency levels could impact on the implementation of VTRs and its effectiveness. The outcomes of this study provide some insights into understanding and implementing VTRs to develop students' critical thinking in an EAP course.

Bio-data

Dr. Issa Ying currently works at the English Language Centre of The Hong Kong Polytechnic University. She is keen on developing students' critical thinking by adopting visible thinking routines. Her research interests include pedagogical strategies for language teaching and learning, using social media for language teaching and learning, teacher development and professional learning communities, narrative inquiry, and discourse analysis.

ALL ARE WELCOME