Rethinkers
Brains ready for tomorrow

4

THINKING SCHOOLS

Path 4

PHILOSOPHY OF CHILDREN

Rethinkers Model

Thinking School Big Picture

Part One:

What is the philosophy of children?

The educational movement known as "Philosophy for Children" began in the early 1970s, specifically in the 20th century. It encompasses all educational practices aimed at developing creative and critical thinking in children of all ages. This is achieved through democratic discussions, critical thinking tools, and educational curricula that rely on logical thinking, evidence-based reasoning, and problem-solving approaches.

UNESCO experts gathered in March 1998 to discuss the issue of philosophy and children, resulting in a report titled "Philosophy for Children." The report concluded that philosophy can be taught from the early years of human life, and it was announced that it is desirable for philosophical, political, ethical, and educational reasons.

Philosophy for Children (P4C) is a discipline based on inquiry-based teaching, where the student takes the lead, and the role of the teacher is to facilitate. Its aim is to encourage questioning, thinking, and independent learning skills.
"Philosophy for Children" is the title given to Professor Matthew Lipmann's project, which involves using philosophy as a resource to help children become more intellectually active, reflective, critical, creative, and articulate. It is based on the principle that children should be given the opportunity to raise relevant and important questions and openly discuss them.

The skills children acquire through Philosophy for Children are life skills that have a positive impact in all academic disciplines, as well as personally and introspectively. Philosophy for Children promotes high expectations, as children are encouraged to provide reasons and explanations for their answers.

In this way, (Philosophy for Children) helps children listen to other perspectives, consider them, and respectfully challenge them in a critical manner. They learn the language of logical arguments and expressing their opinions to others.

Philosophy encourages imagination and thinking, putting these abilities into action to explore values, assumptions, and vital concepts of justice, truth, and knowledge.

"Philosophy for Children" encourages open dialogue where students go beyond merely exchanging ideas and opinions as if they were pieces of information. Instead, they ask questions, sift through arguments, explore, and, above all, try to understand each other.

Asking questions is crucial because the aim of this philosophy is not to provide children with ready-made answers but to stimulate their thinking and significantly broaden their perspectives. It is more important to develop their thinking horizons than to focus solely on the answers they reach.

How does Philosophy for Children work in the classroom?

- Create a space that encourages discussion among children: Arrange them in a circle, for example, so they can see each other when they speak.
- Ask children about what comes to their minds when they hear the word "philosophy."
- Clearly present the rules to children before starting: The person leading the workshop is not in a teacher's position, we raise our hand to request permission to participate, we avoid repeating arguments that have already been presented, we listen attentively to others without judgment or mockery, etc.
- Carefully choose a starting point for the discussion: It could be an excerpt from a book, a film, a quote, or a single word like "love" or "friendship," or a question like "Should you always have more to be happy?"
- Maintain neutrality when defining specific concepts: We should avoid expressing our own opinions, even if children ask for them.
- Use children's responses to relaunch the discussion.
- Reframe the discussion skillfully - don't leave the topic or get lost in details.
- Engage everyone.
- Collect and rephrase responses: This allows you to better preserve the collective thinking.
- Keep a written record of the discussion.

By asking these "Socratic" types of questions during the session, your students will develop their own ideas more critically and learn to challenge others with similar questions.

Questions that seek clarification.	**Questions that test the effects and consequences**
Can you explain that...?	What follows (or can we make from) what you said...?
Can you give me an example...?	What do you mean by that...?
How does that help...?	Does it agree with what was said earlier...?
Does anyone have a question...?	What will be the consequences of this...?
	Is there a general rule for that...?
	How do you test to see if it is true...?

Questions that look at the reasons and evidence	**Questions about a question/discussion**
What do you think about that...?	Do you have a question about it...
How do we know that...	What kind of questions is it...?
What are your reasons...?	How does what was said/the question help us...?
Do you have any evidence...?	Where have we reached/who can summarize so far...?
Can you give me an example/counter example...?	Are we closer to answering the question/problem...?

The questions that explore alternative viewpoints:
Can you phrase it in another way...?
Is there another perspective...?
What if someone suggests that...?
What would someone who disagrees with you say...?
What is the difference between those opinions/ideas...?

Practical steps for a classroom discussion session:

- Arrange the classroom in a circular seating arrangement.
- Introduce the topic through a stimulating story or image.
- Ask children to form groups and come up with important questions related to the topic.
- Have everyone share their questions.
- Choose the question that generated the most curiosity (by mutual agreement).
- Allow the groups to return to their seats and discuss the chosen question as a group.
- Then, discuss the answers with the teacher and the rest of the students.

The role of questions in developing advanced learning with a focus on quality thinking:

Try to seize the opportunity during the training workshop to review your instructional practices regarding asking questions that can add value to students' learning and understanding.

What is the purpose of directing questions to students?
To ask high-quality questions.

High-quality questions can help in developing and enhancing exceptional thinking behaviors and skills. Look at the following outcomes for students when their teachers use the approach of asking high-quality questions, as experts have suggested:

- Focuses their thinking on specific cognitive content.
- Utilizes cognitive strategies to promote deep understanding and long-term retention of the content.
- Asks academic questions to clarify or enhance understanding.

- Monitors progress towards learning goals through self-assessment with constructive feedback.
- Develops personal responsiveness through the use of a supportive thinking structure.
- Contributes positively to creating a classroom learning community that values thinking.

It is noteworthy that the core of these desired outcomes is empowering each student to develop their own learning as responsible agents, primarily aimed at nurturing students who become lifelong learners. Self-directed learning is essential in this regard.

The important outcome is
Students developing their own learning as responsible individuals.

Questioning strategies that lead to high-level thinking skills:
The following question techniques can be broadly applied to any inquiry model and increase the possibility of conducting purposeful discussions:

Plan main questions to provide lesson structure and guidance. Write them in lesson plans, at least one for each objective, especially higher-level questions. Pose some spontaneous questions based on student responses.

Formulate questions clearly and precisely. Avoid vague or general questions like "What did we learn yesterday?" or "What about the story's protagonist?" Pose individual questions; avoid repetitive questions that can lead to student frustration and confusion. Clarity increases the likelihood of accurate responses.

Pose questions logically and sequentially. Avoid random questions lacking clear focus and intent. Take into consideration the student's cognitive ability and prior understanding of the content, topic, and lesson objectives. Asking questions in a planned sequence will enhance student thinking and learning.

Ask questions at different levels. Use Bloom's taxonomy to identify essential concepts and serve as a foundation for higher-level thinking. Higher-level questions provide students with opportunities to engage in advanced forms of thinking.

Monitor student responses. Develop your questioning technique to encourage students to clarify initial responses, elevate their thinking to higher levels, and support perspectives or opinions. For example:

- "Can you reaffirm that?"
- "Can you elaborate on that further?"
- "What are some alternatives?"
- "How can you defend your position?"

Encourage students to clarify, expand, or support their initial responses with higher-level questions.

Encourage students to clarify, expand, or support their initial responses with higher-level questions. Allow students time to think before responding. Increase the wait time after posing a question to three to five seconds to enhance the quantity and duration of student answers and encourage higher-level thinking. Insisting on immediate responses significantly reduces the likelihood of meaningful interaction between students. Wait an adequate amount of time before rephrasing or repeating questions to ensure student understanding.

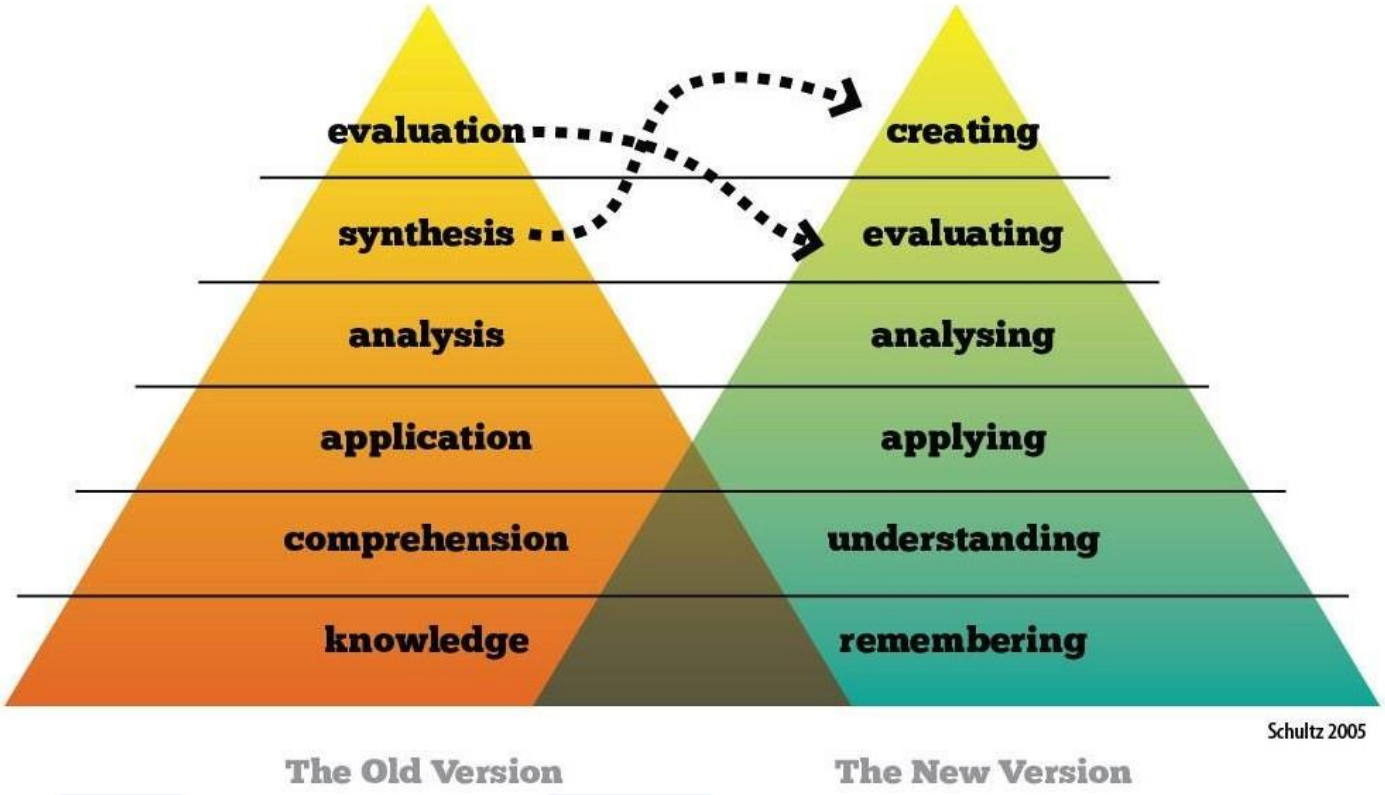
Use questions that encourage broad student participation. Distribute questions to engage the majority of students in learning activities. Pay attention and involve non-volunteers, using the estimation of question difficulty level. Be attentive to verbal and non-verbal cues from silent students, such as a confused appearance or partially raised hand. Encourage student interaction. Use circular or semi-circular seating arrangements to create an environment that facilitates student engagement.

Encourage students to ask questions. This fosters active participation. Stimulate student questions at higher cognitive levels necessary for an inquiry-based approach. Provide opportunities for students to formulate questions and pursue inquiries that interest them. Facilitate collective and independent inquiry through a supportive socio-emotional climate, praising and encouraging, accepting student ideas and application, responding to student emotions, and actively promoting student engagement at all stages of learning.

Bloom's and Anderson's models are distinguished frameworks for posing questions at multiple levels.

Bloom's taxonomy (1956):

- **Remembering:** Recalling or retrieving previously learned material. Example verbs associated with this task are: know, differentiate, relate, schedule, retrieve, remember, store, repeat, record, name, recognize, and acquire.
- **Understanding:** Comprehending or constructing meaning from a specific material. Example verbs associated with this task are: rephrase, specify, inform, perceive, explain, express, differentiate, discuss, review, infer, clarify, illustrate, interpret, draw, represent, distinguish, and conclude.
- **Applying:** Using learned material or applying it to concrete, new situations. Example verbs associated with this task are: apply, relate, develop, translate, utilize, operate, organize, employ, reconstruct, explain, prove, practice, calculate, demonstrate, display, and represent.
- **Analyzing:** Breaking down or distinguishing parts of the studied material to better understand its systematic structure. Example verbs associated with this task are: analyze, compare, verify, inquire, test, simulate, investigate, classify, experiment, infer, examine, discover, scrutinize, and separate.
- **Synthesis (Composition):** The ability to combine parts together to form a new, cohesive, and integrated piece of information. For example, verbs associated with this task include: compose, produce, design, assemble, innovate, prepare, predict, modify, inform, plan, invent, formulate, collect, create, generalize, document, install, connect, propose, develop, arrange, organize, generate, lead to, and write.
- **Evaluating:** Forming judgments, examining, or critiquing scientific material for a specific purpose. Example verbs associated with this task are: judge, estimate, compare, evaluate, infer, measure, deduce, discuss, decide, select, assess validity, consider, value, critique, and accurately verify. For example, the verbs associated with this task are: judge, estimate, compare, evaluate, infer, measure, deduce, discuss, decide, choose, assess the validity, consider, value, give value, criticize, achieve with accuracy.



Anderson and Krathwohl's Taxonomy 2000

Remembering: Recalling and retrieving information and recognizing it from memory. Remembering occurs when we use memory to provide definitions, facts, lists (or tables), or recount or retrieve certain information.

Understanding: Constructing meanings from various types of tasks, whether written or drawn messages, or mental activities such as translation, giving examples, summarizing, verifying accuracy, comparing, or explaining.

Applying: Performing or using something through execution or application. Applying involves referring back to situations where the learned material is used to give us products such as models, presentations, interviews, or simulations.

Analyzing: Breaking down the material or the concept of knowledge into parts and then determining how the relationship is made between these parts or with a whole compound or a specific objective. As for the mental processes involved in this task, they include differentiation, organization, and allocation, as well as the ability to distinguish between components or parts. When someone analyzes (himself or herself), they can clarify this mental task by creating data tables, surveys, charts, graphs, or visual illustrations.

Criticisms, recommendations, and reports are some of the products that can be created or found to substantiate evaluation processes.

Evaluating: Making judgments based on standards and criteria through scrutiny and criticism. According to the latest classification, evaluation comes before creation, as it often serves as a necessary part of preliminary behavior before creating something. Remember that this has now been changed with the latest classification on the other side.

The following list was created as an aid for teachers to incorporate it into their lessons. Different levels of Bloom's taxonomy should be represented on a daily basis in the lesson, and these lessons should include the highest levels of classification at the end of the unit. Each verb category, question, and a series of examples from all disciplines should be presented for each level.

01 out of 06

Level 1: Remembering and Questioning Remembering forms the foundation of Bloom's taxonomy. As it is the least complex level, many of the actions stem directly from questioning, as seen in the list below.

"What do you remember about _____?" "How do you identify?" "How do you determine the identity of _____?" "How do you recognize _____?"

Teachers can use this level of questioning to ensure that students learn specific information from the lesson.

Example:

Identify For example, Identify the main idea."

Who For example, Who is the author of the novel 'The Tale of Two Cities'?

What For example, What is the capital of England?

Name For example, Name the inventor of the telephone.

List For example, list the thirteen colonies.

Fill in the appropriate word For example, label the capitals on this map of the United States.

Match For example, match the following inventors with their inventions.

Identify the person's name For example, identify the correct author of 'War and Peace' from the following list.

Confirm For example, underline the name.

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Level 2: Understanding and Questioning At the level of understanding, we want students to demonstrate that they can go beyond basic recall by understanding the meaning of the given facts.

How will you generalize? How do you express _____? What can you infer from _____? What did you observe?

These actions should allow teachers to assess whether students understand the main idea in order to interpret or summarize ideas in their own words.

Examples of questions: Explain For example, explain the law of self-esteem using an example from a park.

Interpret For example, interpret the information presented in this circular diagram.

Identify the main points For example, identify the main points of the arguments for and against year-round education.

Discuss For example, discuss the significance of using context to determine the meaning of a word.

Translate For example, translate this paragraph into English.

Reaffirm For example, restate the steps of a bill becoming a law in your own words.

Describe For example, describe what is happening in this image of the civil war.

Identify For example, identify the correct method for recycling waste.

Provide evidence For example, provide phrases that support the implementation of a school uniform.

Summarize For example, summarize the first chapter of "The Red Bird Story."

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Level 3: Application and Questioning At the application level, students should demonstrate their ability to apply the information they have learned.

How do you demonstrate ____? How do you present ____? How can you change ____? How do you modify ____?

Methods of doing so include problem-solving and project creation.

Examples: Solve For example, using the information you have learned about mixed numbers, solve the following questions.

Use For example, use Newton's laws of motion to illustrate how to build a model rocket.

Predict For example, predict whether materials will float better in fresh water or saltwater.

Build For example, using the information you have learned about aerodynamics, build a paper airplane that minimizes drag.

Perform For example, create and perform a comedy play depicting an event from the civil rights era.

Simulate For example, demonstrate how changing the pivot point affects the leverage of a lever.

Classify For example, classify the given objects based on the criteria you have in the class.

Apply For example, apply a specific rule to determine the doubling time of an investment of $1000 with a 5% interest rate.

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Level 4: Analysis and Questioning At the analysis level, students are expected to go beyond understanding and application of knowledge and instead engage in more critical thinking.

How do you categorize the parts of ____? What can you infer? What ideas confirm the validity of ____? How do you explain ____?

Here, students delve into deeper analysis of what they have learned. For example, they may clarify differences between two concepts or identify assumptions underlying a theory.

Examples: Clarify For example, clarify the difference between a moth and a butterfly.

What...? For example, what is the function of the liver in the body? Also, what is the main idea of the story "The Tell-Tale Heart"? Also, what assumptions do we need to make when discussing Einstein's theory of relativity?

Analysis For example, analyze President Lincoln's motives for delivering the Gettysburg Address.

Identify For example, identify any biases that may be present when reading a biography.

Examine For example, examine your experiment's results and record your conclusions.

Research For example, investigate the advertising techniques used in each of the following advertisements.

Determine For example, determine the perspectives of the main characters in Hamlet

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Level 5: Evaluation and Questioning At the evaluation level, students are expected to make judgments based on the knowledge they have acquired and their own opinions.

What criteria will you use to evaluate _____? What data was used to evaluate _____? How can you verify _____? What information will you use to prioritize _____?

This is often the most challenging question to create, especially for an end-of-unit assessment. For example, evaluate the accuracy of the Disney movie "Pocahontas."

Evaluate For example, evaluate the accuracy of the movie "The Patriot."

Find Find errors in the following math problem.

Identify For example, identify the appropriate course of action to take against a school bully. Justify your answer.

Decide Decide on a food pyramid guide.

For example, determine a meal plan for the following week that includes all the required servings. Justify your choices.

Justify For example, is art an important part of the school curriculum? Justify your answer.

Discuss For example, discuss the pros and cons of school vouchers.

Judge For example, judge the importance of students reading a Shakespeare play while in high school.

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Level 6: Synthesis and Questioning At the synthesis level, students go beyond relying on previously learned information or analyzing elements given to them by the teacher.

What alternative do you propose for ___? What changes will you make for improvement? How will you create a plan for ___? What can you invent?

Instead, they move beyond what they have learned to create new products, ideas, and theories.

Create For example, create a haiku about a desert animal.

Invent For example, invent a new board game about the inventors of the Industrial Revolution.

Compose Music For example, compose a new musical piece that incorporates strings in the key of C major.

Propose For example, propose an alternative method for students to clean up after meals in the cafeteria.

Plan For example, plan an alternative vegetarian meal for Thanksgiving.

To understand Design For example, design a campaign to help prevent teenage smoking.

Formulate For example, formulate a bill you would like to see passed through Congress.

Develop For example, develop an idea for a science fair project focusing on the impact of pollution on plant life.

Level of thinking and questions		**description**	**The language of thinking**		**beginnings of the questions**
Complex questions	Creative	Merging and mixing information to create something new	Creativity & Design	Production, authorship& building	How can we design? Can we add? What will happen if?
	Evaluative	Taking decisions and conducting evaluations. Drawing conclusions.	Improvement, arrangement Evaluation, report	Conclusion, evaluation, verification	What do you think about [subject]? Why do you prefer that? What is the best option?
	Analytical	Analysis of components with the aim of examining relationships and understanding them better.	Comparison, classification, examination	variation, system, analysis.	Do you see it as similar/different? How does this work? What is the evidence?
	Applied	Applying knowledge to a new situation or experience.	Presentation, application, clarification.	Utilization, construction	What are other examples regarding this topic?
Simple questions	Comprehension	Rephrasing the information to demonstrate understanding.	Reaffirmation, explanation, summarization.	Explanation, translation, inference.	What does that mean? What is your point? Can you explain that?
	Recall	Realistic answers, recall, and recognition	Repetition, retrieval, scheduling	Naming, declaration, counting	From? What? Where? When? Which one?

Important Notes on

Developing Effective Questioning Practices:

- "The effective use of questioning is crucial in the teacher's toolkit. It is as important as a skilled mechanic selecting the appropriate repair tool and using it correctly. Similarly, a skilled teacher uses appropriate questions according to the corresponding level and applies good techniques in asking questions." - William J. Campbell, Virginia Polytechnic Institute and State University.
- "If we want our students to be more creative and engaged in their thinking processes, we as teachers must encourage them by asking higher-level questions."
- Research has shown a consensus that:
- Teachers use recall questions in more than 70% of their teaching time.
- Teachers focus more on factual questions in tests and exams.
- Textbook questions mostly consist of recall or factual questions.

Karen J. Lewis - Center for Effective Teaching, Texas University.

The Impact of Allowing "Wait Time" for Students:

Wait time coincides with "think time," and if we don't provide time for thinking, we exclude students who engage in reflective thinking. These are the individuals who need time to process ideas and make connections with prior knowledge.

- Increase the number of questions asked by students.
- Increase the impact of wait time on student responses.
- Students are more inclined to provide complete answers.
- Students are given more time to respond.
- Engagement of students is expected.
- Reflective thinking, for example: "Can..."
- Greater opportunity for teachers to listen to their students and consider their responses.
- Change in teacher expectations regarding student responses.
- Teachers are beginning to show more diversity in their questioning techniques.
- Create classroom environments that are more conducive to higher-level thinking.

Responding to Student Questions:

• Analyze the question - What do you mean by...?

• Rephrase the question - Do you mean...?

• Redirect the question back to the student - What is your opinion?

• Pose probing questions - I wonder...

• Suggest a path for further exploration and inquiry - Maybe we can...

• Rephrase the question - Do you mean...?

• Redirect the question back to the student - What is your opinion?

• Pose probing questions - I wonder...

• Suggest a path for inquiry - Maybe we can...

Effective questions are:

- Purposeful: The question is directed towards achieving a specific goal.
- Clear: Students understand what is being asked.
- Concise: Formulated with the fewest words possible.
- Thought-provoking: Stimulates students to think and respond.
- Authentic: Involves follow-up or probing questions - digging deeper.
- Scope-limited: Multi-part questions can be confusing.
- Adapted to the students' level: Suitable and varied.

"Good questions can help promote good critical thinking behaviors and skills."

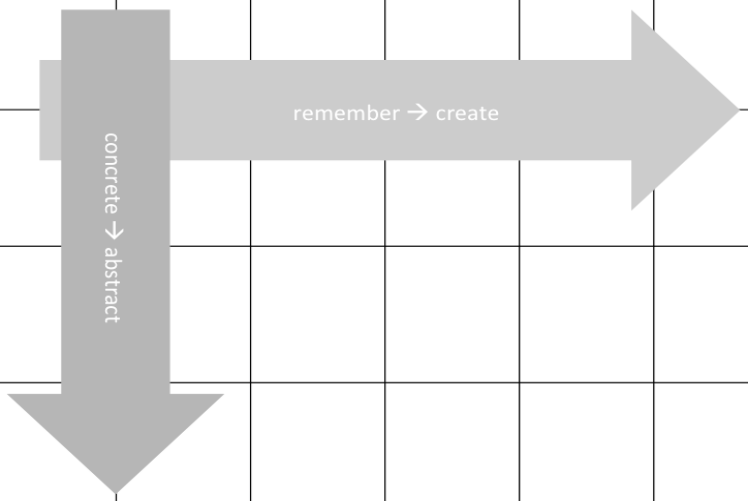
Critical thinking involves raising questions and inquiry, which is important for learners as they learn how to ask good questions and critique, leading to progress in learning and education. Thinking critically is an ongoing process in the realm of knowledge, as questions are raised and addressed seriously.

It is mentioned that Isidor Isaac Rabi (1898-1988), a Nobel Prize laureate, said that when he was in school, his mother wouldn't ask him what he learned at the end of the day, but rather what questions he asked in class.

- **Important tools to be used in the classroom:**

Taxonomy table (after Anderson & Krathwohl, 2001)

	1. remember	2. understand	3. apply	4. analyze	5. evaluate	6. create
A. factual knowledge						
B. conceptual knowledge						
C. procedural knowledge						
D. meta-cognitive knowledge						



	is	did	can	would	will	might
What						
Where/ When						
Which						
Who						
Why						
How						

- **Question Wheel.**

Developing and implementing question patterns for inquiry and assessing inquiry as a means of thinking.

This section represents a transitional shift in directing the level of questions. We are moving from mere effective questions to the nature of inquiry and testing it from the perspective of both the teacher and the student in asking the most profound possible questions within the process of inquiry.

Indira Gandhi

According to my opinion, education is the essence of the research and inquiry process... It is the ability of an individual to keep their heart and mind open to beauty and goodness, and actually to everything surrounding us, and to be able to think and make judgments on their own. The process of education must instill in us the habit of lifelong learning. Today, this is more necessary than ever, as the foundation of knowledge is expanding at a very rapid pace, often rendering what one learns obsolete."

Inquiry:

*Teachers who have adopted this approach generally find that it influences their teaching style and the preferred learning style of the students.

*This approach places inquiry at the heart of the educational process: teachers begin by asking more open and authentic questions, allowing students to become more confident in expressing their arguments and developing their interests.

*Developing an inquiry-based community requires more than just focusing on asking good questions. It is equally important to develop logic and thinking at both the general and specific levels. This allows for the exploration of emotions and the thoughtful expression of feelings, among other things.

*In short, this process is multifaceted and deeply personal. It represents an intellectual challenge for those involved, but it also presents another challenge at the social and emotional levels. It encourages mental openness and creates conditions for individual and collective change alike.

Inquiry-Based Education:

The concept of the inquiry-based teaching strategy involves students engaging in the steps of the integrated scientific method. Students are presented with a problem, and they plan, research, and work independently to solve it by generating and testing hypotheses.

Inquiry can take three different forms:

- Open Inquiry: The student selects the method, questions, materials, and necessary tools to reach a solution for the problem they are facing.
- Guided Inquiry: The learner works under the supervision and guidance of the teacher or within a predetermined research plan.
- Fair Inquiry: It involves stages that start with dividing the students into two groups, each adopting a different perspective on the topic or issue presented in the lesson content. Additionally, there is a third group that plays the role of the panel of judges.

Overall, inquiry-based education encourages students to be active participants in their learning process, fostering critical thinking, problem-solving skills, and independent exploration.

Its objectives are:

- Assist the student in building a cognitive structure and mental framework in which facts are organized.
- Develop thinking skills, independent work among learners, and the ability to acquire knowledge on their own.
- Foster scientific skills (processes) during inquiry-based learning.
- Cultivate self-directed learning skills in students.
- Engage in the process of scientific research following established methodological steps.
- Instill self-confidence and the ability to express opinions and accept the opinions of others in the learner.

The implementation steps are:

- Present the problem and confront the student with the perplexing situation.
- Conduct discussions with the student to evaluate the information available to them about the problem through posing a variety of questions.
- Guide the student in a series of experiments, data collection, and gathering the necessary requirements to solve the problem.
- Assist the student in organizing and interpreting the collected data, referring back to the problem-solving strategies used during the inquiry.
- Write a report specifically documenting the process of inquiry.

Inquiry-Based Learning:

What is meant by inquiry-based learning? Inquiry-based learning is a form of self-directed learning in which the student assumes more responsibility.

What are the benefits of inquiry-based learning?

- Learner-centered: The learner is at the center of the educational process.
- Develops inquiry skills (discovery).
- Emphasizes self-directed learning and learner motivation.
- Develops self-concept in learners.
- Increases learner activity and enthusiasm towards the learning process.
- Provides opportunities for critical thinking and mental engagement.
- Focuses on questioning and its formulation rather than just answering.
- Emphasizes questions with multiple answers.
- Encourages students to adopt the behaviors of scientists.

What is the role of the teacher in inquiry-based learning?

- Provide students with open-ended questions.
- Accept and comment on students' answers.
- Give students enough time for reflection.
- Have a thorough understanding of their students' nature.
- Give students opportunities for imagination and speculation.

The process of reflective thinking:

The process of reflective thinking in International Thinking schools is a framework that supports the development of independent and collaborative inquiry thinking skills through all learning experiences.

Reflective thinking is the ongoing use of questioning by learners:

- To deepen understanding of ideas, experiences, and curriculum content with the aim of problem-solving, making informed decisions, and setting required tasks.

It supports and enhances the development of thinking and the practice of metacognition:

- Learners' ability to understand and be aware of their cognitive processes and educational practices.
- To become capable of directing their activities effectively and constructively using strategic, creative, and skillful methods.

Good questions lead students to think in ways that go beyond knowledge (beyond the known) and the learning behaviors they rely on, as well as how they collaborate with others during their learning.

Importance of reflective thinking:

- Increase student awareness and understanding of their own cognitive processes and the processes of others.
- Consolidate students' ability to use mental behaviors to build ideas and take appropriate actions.
- Engage learners independently or collaboratively in the process of reflection and thinking.
- Develop students' abilities to direct and employ their educational experiences individually or collaboratively with purpose.
- Enhance students' capacities to become lifelong learners.

Responding to students:

- Analyze the question: "What do you mean by...?"
- Rephrase the question: "Do you mean...?"
- Return the question back to the student: "What is your opinion?"
- Provide guiding questions: "I wonder..."
- Suggest an investigative path: "Perhaps we can..."

THE END

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