

## How can adapting learning activities increase students' thinking skills capacity?

### Independent evidence

Well-designed student collaboration activities are key to helping learners develop thinking skills. In such activities, students are set tasks which encourage them to construct and test knowledge together and justify their conclusions i.

### Your evidence and reflections

Look carefully at an activity you give your learners that you think works well. To what extent and how does the activity encourage/enable students to:

- construct knowledge,
- test knowledge, and
- justify the answers they reach?

You might like to do the same to other activities, including ones which did not go so well.

### Putting the evidence to work

Using your reflections on existing activities you have tried out, are there any adaptations you could make which ensured the activity increased the demand on students to construct, test and justify knowledge? You could try out the adapted approach in a lesson and note down how the students responded. Is it what you expected? What further tweaking might you undertake?

i Find out more about thinking skill frameworks for post-16 learners at:

<https://www.isneducation.org.uk/user/order.aspx?code=041830&src=xoweb>

and

<https://www.isneducation.org.uk/user/order.aspx?code=031541&src=xoweb>

An Ofsted report on the resources, additional learning and support, and enrichment activities that contribute to successful A-level programmes can be found at:

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Education/Curriculum/History/Secondary/Sharing-good-practice-a-survey-of-history-in-colleges/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Education/Curriculum/History/Secondary/Sharing-good-practice-a-survey-of-history-in-colleges/(language)/eng-GB)

Follow this link for the Teaching and Learning Research Programme (TLRP) Post Compulsory commentaries: [www.tlrp.org/findings/post\\_comp\\_findings/post\\_comp\\_findings.html](http://www.tlrp.org/findings/post_comp_findings/post_comp_findings.html)