FOSTERING DEEP LEARNING

The Visible Thinking project, which began in 2000, built on the Teaching for Understanding project. These two ideas, understanding and thinking, are core to conceptions of deep learning. While no single definition exists of deep learning, [The Hewlett Foundation](#) defines deeper learning as the significant understanding of core academic content, coupled with the ability to think critically and solve problems with that content. These core academic competencies are joined by the interpersonal and intrapersonal abilities of collaboration, communication, directing one's own learning, and the possession of positive beliefs and attitudes about oneself as a learner that serve to motivate one's ongoing learning.

Erik Lindemann from Osborne Elementary School in Quaker Valley, Pennsylvania, sees these elements coming into play as he makes thinking visible in his 3rd grade classroom. "The story of our classroom learning is dramatically different when we use visible thinking routines. The routines build learners' capacity to engage with complexity while inspiring exploration. As my students begin internalizing and applying these thinking tools, I become a consultant in their ongoing investigations. Curiosity and excitement fuel deeper learning as my students take the lead," he observes. Erik's remarks attest to the transformative power of making students' thinking visible.