Developing higher order thinking skills through classroom interaction

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Room 205, Runme Shaw Building, HKU
12:45 – 14:00
Chair: Dr Maggie Wang

Abstract:
Policy reports from around the world stress that education for higher level skills, such as problem-solving, creativity and learning to learn, is crucial for future economic growth. There is also widespread recognition that thinking skills should be integrated into subject instruction. In this talk, I will be examining how teachers ‘open up’ and ‘close down’ opportunities for promoting thinking skills in Chinese classrooms through the analysis of the interactions between the teacher and students. A sociocultural analysis of language use and interaction patterns suggest there are different strategies teachers can use to facilitate or obstruct learner participation, meaning negation and co-construction in which higher order thinking skills might be promoted.

About the speaker:
Dr. Li Li is Senior Lecturer at the Graduate School of Education, and Director of Centre of Technology, Thinking and Dialogue in the University of Exeter. She conducts theoretical and empirical research on a range of topics but is particularly interested in teacher cognition and language, thinking skills, interaction and technology. She has published widely in these topics, with about 40 scholarly papers, 4 books, 2 special issues, and 1 edited book. In addition, she is a core member of THINK group at Exeter. She guest edited Thinking Skills and Creativity and a joint project with colleagues in ECNU on Millennium Learners. She also co-edited Handbook for Researching in Teaching Thinking Skills (with Rupert Wegerif and James Kaufman, 2015 by Routledge) and is currently working on a book series on thinking skills. She is also on editorial board of Thinking Skills and Creativity, and Classroom Discourse.

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