

## The Case for Thinking Skills (Video 2)

The reason why we might deliberately go about teaching thinking is as I said children spontaneously will learn to think, but whether they will learn to think as skilfully as you would want them is another matter. So if we, when we deliberately go about teaching thinking what, in a sense is, the payoff, what would we want to get, what we want the learner to get out of it? I suppose the immediate gain for a learner is that they will be able to make more sense of the information that they will not jump to a conclusion, that they will perhaps ... get a deeper understanding, that they will see that there's more than one point of view.

So they're the immediate things, the empowering a learner to think more deeply and just get to the meaning of something in a deeper way than if they just sort of scanned through it, or just repeated, or sort of rehearsed someone else's point of view. So that's the immediate payoff.

But of course the longer payoff is the extent to which a learner can bring those skills to new situations and so, that when they're faced with a new problem or with a new set of information, that they can become more independent and that they can become more, sort of, in control of their own learning.