

I Used to Think ... But Now I Think ...

Purpose: To help students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It also develops students' ability to identify and clarify their thinking.

Description: A good tool for ongoing assessment, this strategy consolidates new learning and assists students in identifying their new understandings, opinions, and perspectives about a topic. By examining and explaining how and why their thinking has changed, students develop their reasoning skills and recognise cause and effect relationships.

Process:

- Students will need to have completed reflection activities during previous lessons before you can complete this activity.
- Explain the purpose of this strategy to the students.
- Students record what they used to think about the topic using the prompt '*I used to think ...*' They think about how their ideas about the topic have changed as a result of discussions, learning and experiences over the course of the lessons you have covered. Students write a few lines to explain how their thinking has changed, starting with the prompt, '*Now I think ...*'
- Model the process initially to assist those who may find the process challenging.
- Invite students to share and explain their shifts in thinking. Initially this can be done as a whole class. Once the students become more comfortable with the process, they can share their thinking in small groups or pairs.

Adapted from: <https://thinkingpathwayz.weebly.com/thinkingroutines.html>

