



LVT in a nutshell

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What is LogoVisual Thinking?

Logo Visual Thinking (LVT) is a type of creative thinking method that includes many kinds of dynamic interaction between people and the information available to them. In education it can be applied to the development of a wide range of thinking skills in which different modes of intelligence and learning styles are addressed. These include critical thinking and the social benefits of organised person-to-person interaction, as in small and large groups.

LVT – what do the letters mean?

L stands for Logo (from *logos*, Gk: meaning *and* word). The great mass of the information that we handle in our interaction with the world is verbal. Handling words and their associated concepts is critical in communication. LVT is designed to do this in a practical and common sense way. We find out what words mean by using them, more than by being told.

V stands for Visual. LVT involves a way of making thoughts visible so that they can be seen in combination with each other. Our vision gives an immediate sense of a whole as thinking in words rarely does. The visual sense can be added onto the verbal and a kind of wholeness can be combined with knowledge of parts.

T stands for Thinking, but is also taken to refer to ‘technology’, ‘technique’, ‘tactile’. This describes the property of LVT that enables the words and statements to be handled as physical objects and combined with each other in visual forms. One of the benefits of the LVT method is that thoughts can be physically moved around to explore new patterns, new relationships and ultimately new ideas.

LVT integrates verbal, visual and kinaesthetic intelligence into one process and in doing this supports a fourth aspect of intelligence, which is social: the ability to talk with others, to speak and to listen, to exchange ideas. Of all social skills this one is seen as being one of the cornerstones of learning.

LogoVisual Thinking - in a nutshell

The essence of successfully encouraging pupils to think creatively and powerfully lies in the effective construction of an atmosphere of enquiry. Rich questioning techniques open the door to deeper and more analytical thought; they have the power to open minds.

LVT is a tactile, visually stimulating, interactive and appealing medium for making meaning. It is capable of supporting pupils into using higher order thinking skills and on to being able to articulate an analysis of the issues under discussion, the problem being solved, the meaning being made.

Possibilities then exist for further exploration, and problem solving. The LVT board becomes a democratic forum where thoughts have equal status whoever places them in the scatter and all thoughts are made public for the other members of the group to share and respond to.

The key to LVT is the question that is posed. This is open, usually based around the word 'how', thereby suggesting analysis of an issue. Information, 'what do we know?' is gathered on the board, all members of the group participating in this part of the activity. When the known has been gathered the information can then be organised. What thoughts relate to each other? What links can be made. Do old relationships emerge? Do new relationships become apparent? What do these shapes tell us about the spatial relationships between these ideas? What decisions did the group make about the positioning of the thoughts? What agreements were arrived at and what disagreements were resolved? It is at this stage that the groups become most animated and the conversations most intense. This is the meaning making process in action.

The core process in summary:

Focus	What are we going to think about? What question are we about to address?
Gather	What do we know about this? What thoughts occur to us about this?
Organise	What (new) relationships can we see between the ideas we have had?
Integrate	What (new) ideas are emerging? Are we getting an answer to the question?
Realise	What can we do with these new ideas? Write, speak, paint, draw, model, design, plan ... ?

The five stages of the LVT core process - in practice

<p>FOCUS What are we going to think about?</p>	<p>The teacher selects a unit of enquiry and decides upon the curriculum related focus of attention.</p> <p>The key question is generated to open up the thought process. The vocabulary and syntax of the guiding question has to be carefully chosen. Adults and more able students can generate their own question – (element of co-construction).</p>
<p>GATHER What do we already know?</p>	<p>Groups generate ideas in response to the guiding question. The elements of the common language are assembled.</p> <p>Ideas can come from close reading and listening, from memory, association, imagination or prompts.</p>
<p>ORGANISE What sense can we make of this? What relationships do we see emerging?</p>	<p>The resulting set of disorderly statements, the elements of meaning, is sorted into different groups or clusters by the learners. The clusters are then labelled.</p> <p>This is a pivotal part of the process where language and collaboration are key factors – the resulting pattern is one that has been agreed.</p>
<p>UNDERSTAND What new meanings have we made?</p>	<p>Making a pattern of the ideas and seeing them as a unity is considered as ‘understanding’. Learners are able to say how this new pattern was generated because they are part of its construction. New meanings can emerge at this point – new relationships between ideas made that were unforeseen.</p>
<p>REALISE/APPLY Making something of that meaning</p>	<p>The intended or the recordable outcome. How can the new information and learning be recognised, manifested?</p> <p>Learners do something with the patterns that have emerged to show that a cognitive shift has taken place in their understanding or perception.</p>

Across the *curriculum* - some suggestions to provoke discussion

LVT techniques and kits can be used across the curriculum and across the age range to explore a wide variety of issues. The commonality is that the teacher has designed the learning episode to hear the pupils' voices and opinions. They want to hear the pupils' truths about the issues under discussion rather than present their own truth to begin with.

With a partner evaluate, expand, or modify one or more of the ideas below whether it be in your subject area or not to generate a provocation that you could use in class.

Music

How and why is music composed?

Science

Find out what the pupils already know about renewable and non-renewable energy sources to pave the way for discussion. What do the pupils know about climate change?

MFL

Preparations for thematic talking or writing about family, friends, pets. It could be used to facilitate vocabulary games (for introduction or consolidation).

PE

The value of LVT here could be in the process of teaching the pupils to evaluate their own and others' performances in groups as well as in the planning of games strategies.

English

LVT can be used to examine the methods and motivations of writers can be explored, to provide starting points for speaking and listening lessons, to develop planning skills, to assist in paragraph construction ...

Mathematics

LVT could provide the medium for mathematical problem solving at a range of levels where logic had to be brought to bear on the matter.

Technology

Finding out what pupils know and could contribute to the discussion about how products are made in different historical and cultural contexts would be facilitated by this tool.