I USED TO THINK…  
BUT NOW I KNOW…

PURPOSE: This instructional strategy allows participants to self-assess and reflect on how their thinking has changed after instruction. It also allows the instructor an opportunity to see how the participants’ thinking changes as a result of instruction and whether participants recognize their own prior misunderstandings. In addition, the results can help instructors determine the effectiveness of their instruction.
DESCRIPTION: This strategy is used after instruction and asks participants to compare their ideas or thoughts from the beginning of a lesson to the ideas they have after completing the lesson(s).

PROCEDURE:
1. Ask participants to think about their ideas and how they might have changed or become more detailed than what they knew at the beginning of instruction.
2. Provide participants with a two column recording sheet, with the headings “I Used To Think…” in the left column and “But Now I Know…” in the right column.
3. Have participants reflect on their thoughts around the topic/concept prior to the provided instruction and complete the left side of the table by writing/journaling their thoughts.
4. Have participants reflect on their thoughts on the topic/concept after the provided instruction and complete the right side of the table by writing/journaling their thoughts.
5. Optional Closure: Turn in responses to the instructor/teacher.
6. Optional Closure: Elbow partner share out/discussion
7. Optional Closure: Whole class share out/discussion.
8. Instructional Technology Modification: This strategy can be used with any whole group response system, i.e. SMART ResponseTM, Google docs, i.e. WORD or online polling software, i.e. Polleverywhere.com.