Questions?
Self-Reflection
Analysis
Assessment
Improvement
6 Modes of Learning

Reading
Writing
Listening
Speaking
Thinking
Roleplay
The Underlying Principles of Paulian Critical Thinking

The Standards (Evaluation)
- clarity
- accuracy
- relevance
- logical
- breadth
- precision
- significance
- completeness
- fairness
- depth

The Elements (Analysis)
- Purposes
- Questions
- Concepts
- Points of view
- Implications
- Information
- Assumptions

Intellectual Traits
- Humility
- perseverance
- Autonomy
- integrity
- Confidence in reasoning
- Courage
- empathy
- Fair-mindedness

must be applied to as we develop
Intellectual Standards are used for Qualitative Assessment

Break into Pairs A & B
In

*Miniature Guide to CT Concepts and Tools*

*Take notes!*

Person A
reads page 8

Person B
reads page 9
Person A teaches about his or her Standards (Questions list)
Person B teaches about his or her Standards
(Questions list)
Independent Writing

Which two of these Standards are most important for learners in your discipline?
“Which two of these Standards are most important for learners in your discipline?”

Discuss in Pairs
How are you making the learning of these Standards explicit in your teaching?

How can you better make the learning of these Standards explicit in your teaching?
Whenever we think

We think in attempting to answer a question. We use data, facts, and experiences leading to implications and consequences.

Based on concepts and theories, to make inferences and judgments.

Within a point of view, assuming based on assumptions, leading to implications and consequences.
Exercise 1
Use The Thinker’s Guide to Analytic Thinking.

Divide yourselves into groups of four. Decide who will be person A, person B, person C, and person D.

Read your pages, taking notes as you do.
A: pages 14-15
B: pages 16-17
C: pages 18-19
D: pages 20-21

NO BOOKS FOR NEXT ROUND!
All As gather in one corner…

All Bs in another corner…

All Cs in a third spot…

And All Ds should combine in one area.

Please spend the next several minutes discussing your notes and your understandings of the Elements of Thought that you studied.

NO BOOKS MAY BE USED.

Help one another.
Regroup!

Please return to your original groups.

Take turns teaching one another the Elements of Thought.

Use only your notes from your reading and your collaboration.

PLEASE DO NOT USE YOUR BOOKS.
Solo Writing

Please write about one common professional or personal activity for which you could use The Elements of Thought as an organizing mechanism.

Be as Precise as possible in your writing.

Which Elements will you use and how?
Discuss

At your table, take turns sharing the plan you just created with others.
Writing Exercise

In solitary writing, create a “Logic of Education”. Use page 3 in the Mini Guide if you need a reminder about Elements of Thought.
Group Exercise

In groups of Three (A, B, & C)

Share and Discuss your Logic of Education

For this first round,

Person A shares his or her Logic of… with the group.

B questions A with Intellectual Standards (see Mini Guide, page 10).

C observes and takes written notes.
C will lead a short feedback period for A and B at the end of this round.
Group Exercise

In groups of Three (A, B, & C)

Share and Discuss your Logic of Education

For this second round,

Person B shares his or her Logic of… with the group.

C questions B with Intellectual Standards (see text).

A observes and takes written notes.
A will lead a short feedback period for C and B at the end of this round.
Group Exercise

In groups of Three (A, B, & C)

Share and Discuss your Logic of Education

For this final round,

Person C shares his or her Logic of… with the group.

A questions C with Intellectual Standards (see text)

B observes and takes written notes.
B will lead a short feedback period for A and C at the end of this round.
Solo Writing

Reflect upon the value of this pedagogical activity for your own work.

How will you use this activity for some professional application?

Provide as much detail as you are able about your

Assumptions,
Information,
Purpose,
and
Questions
for this activity.
Writing Exercise

Write The Logic of…

Some professional activity in which you regularly engage.

Make an effort to be as complete as possible as you move around the wheel.
BREAK

Dr. Brian Barnes
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Please return promptly at 3:30.
Learning the Traits

• Please review the intellectual traits from *The Miniature Guide to Critical Thinking Concepts and Tools*

• Please take notes; you will be unable to use your book for the exercises in class.

• Everyone studies two of them; I will assign.

• If you finish early, make notes concerning the importance of this trait for learners of your discipline.
Deepen Knowledge with a Team

• Your team consists of those who have studied your traits.

• Move to be with those people. Multiple teams may exist for the same traits.

• Get as much detail as possible from one another without using your books.

• Challenge one another on your understandings. Request examples, if needed.

• Work Until Time is Called
Teach Others

• Go back to your original groupings.
• Teach one another the Traits from your refined notes and understanding.
• While teaching, incorporate the following:
  • Where are intersections and overlaps among the various Traits?
  • Which Trait is most useful in your discipline?
• Work Until Time is Called.
Large Group Discussion

• How can knowledge of Intellectual Traits learners in your discipline?

• Which of these Traits are most useful for learners in your discipline?

• What did we do here that was useful? Why?

• What didn’t work? Why?
Share Answers

At your table,

take turns

sharing answers

to the questions you selected.

Discuss and Question the answers.
Present your Logic of…

A presents to B.

B questions A with Intellectual Standards.

C takes notes for providing feedback on

Elements (analysis)

Standards (quality)

Traits (intellectual character)
Present your Logic of...

B presents to C.

C questions B with Intellectual Standards.

A takes notes for providing feedback on

Elements (analysis)

Standards (quality)

Traits (intellectual character)
Present your Logic of...

C presents to A.

A questions C with Intellectual Standards.

B takes notes for providing feedback on

Elements (analysis)

Standards (quality)

Traits (intellectual character)
Begin where we stopped.

Review and Update your Logic of...

Some professional activity

by explicitly applying Intellectual Standards.
In your groups, ABC, one person will share his or her Logic of...

The other two should take turns questioning with Intellectual Standards.
B presents;
A and C question
C presents;
A and B question
Rewrite!

In solitary writing, improve upon your Logic of... by reflecting upon the conversation with your group and updating your writing accordingly.

Keep focused on your purpose to generate the most useful document possible.
Implications

Read pages 83 and 84 (first two pages of Chapter 11).

When finished, please write three to five important activities from your professional life and three important implications for each.
Review your Implications and Apply Traits

In writing, connect the reasoning you’ve done for each implication with aspects of Intellectual Traits.
Discuss your connections

In your groups, ABC, one person at a time share and field questions about your thinking
A presents;
B and C question
Information and Interpretation

Read pages 87-89 (first three pages of Chapter 12)

When finished, create your own

Information—>Inference—>Assumption

progression in writing

for three to five situations

in your personal or professional life
Make Some Assumptions
A presents his or her situations, one at a time, to the group.

A shares the situation and one possible inference, along with his or her assumption from that inference.

Group members suggest alternative inferences and assumptions.
B presents his or her situations, one at a time, to the group.

B shares the situation and one possible inference, along with his or her assumption from that inference.

Group members suggest alternative inferences and assumptions.
C presents his or her situations, one at a time, to the group.

C shares the situation and one possible inference, along with his or her assumption from that inference.

Group members suggest alternative inferences and assumptions.
Final Writing

What is the value of one activity from today’s work for my thinking about a personal or professional topic important to me?