

Critical Thinking Instruction: Tools and Steps

Workshop Series

*October 31 – November 2, 2011
American Center, New Delhi*

Agnieszka Alboszta
Online Teacher Trainer & Course Developer
American English Institute
University of Oregon

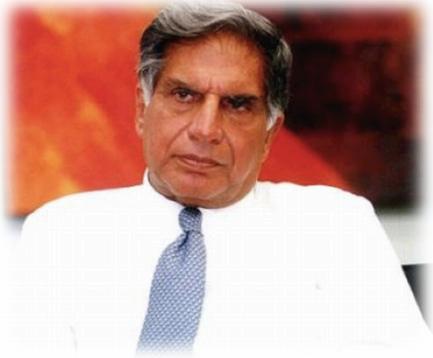
Overview

- [Workshop 1](#): Frameworks for Critical Thinking & Stages of Development
- [Workshop 2](#): Incorporating Critical Thinking into Learning Objectives
- [Workshop 3](#): Incorporating Critical Thinking into Teaching
- [Workshop 4](#): Critical Thinking and Active Learning
- [Workshop 5](#): Critical Thinking & Assessment

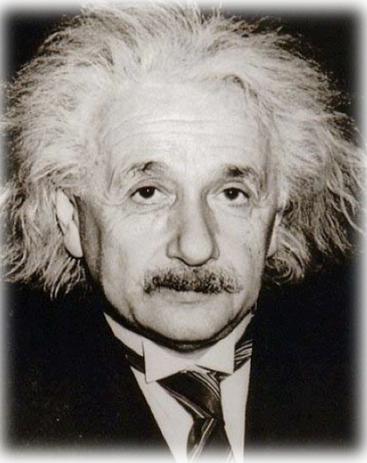
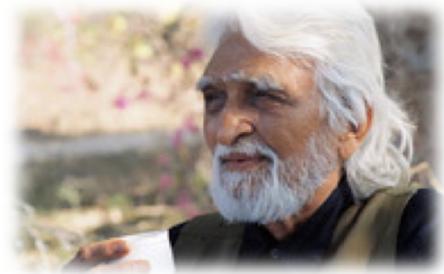
Duron, Limbach, Waugh, 2006

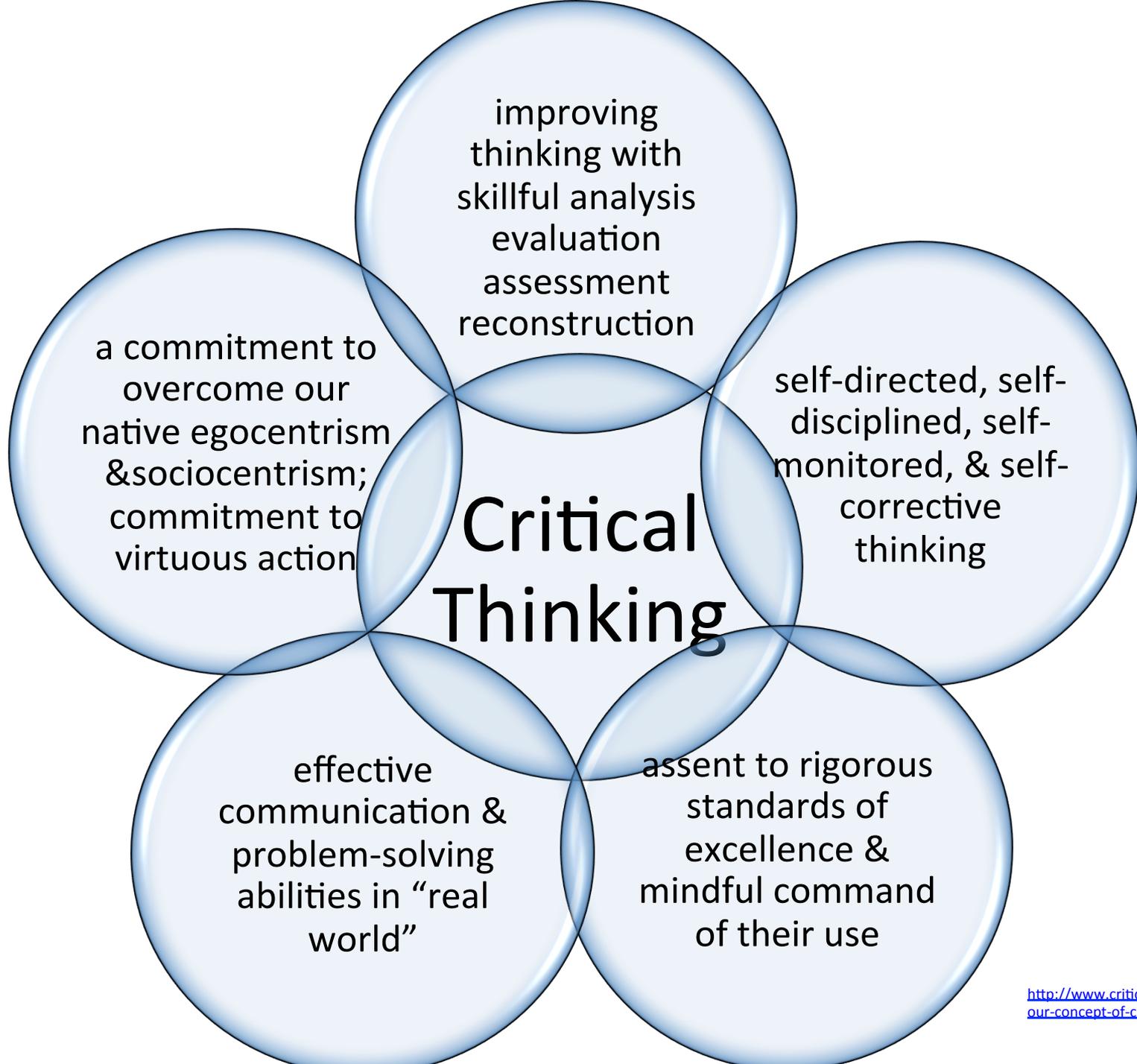
Workshop 1, Part 1

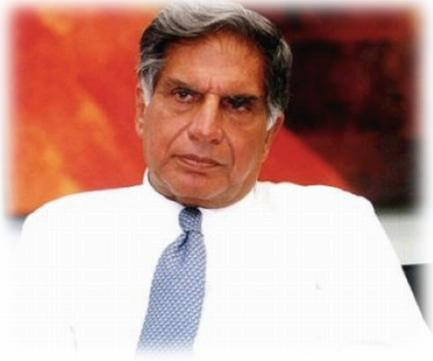
FRAMEWORKS FOR CRITICAL THINKING & STAGES OF DEVELOPMENT



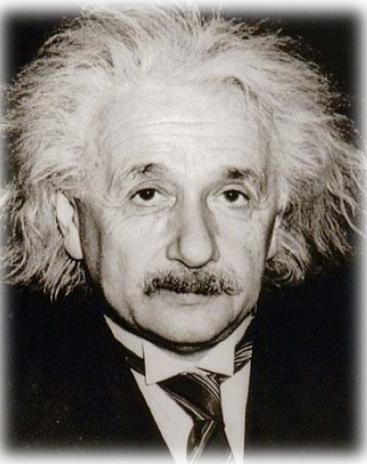
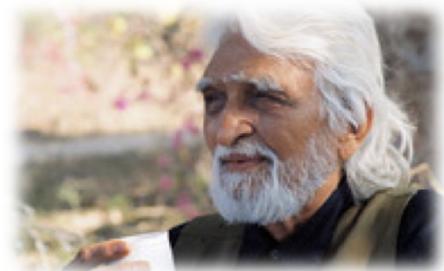
Critical Thinkers? To what extent?







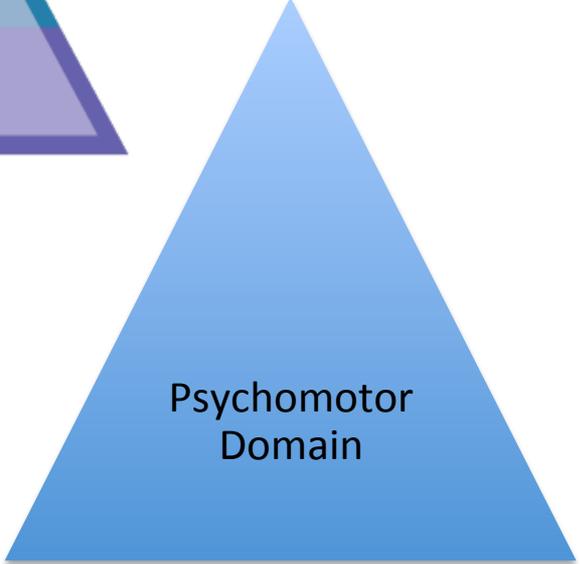
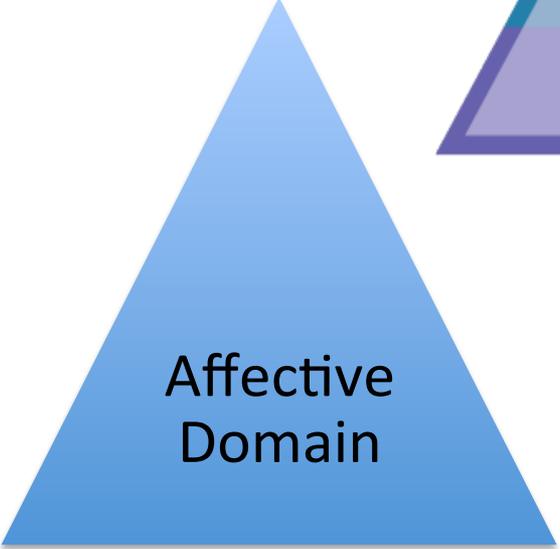
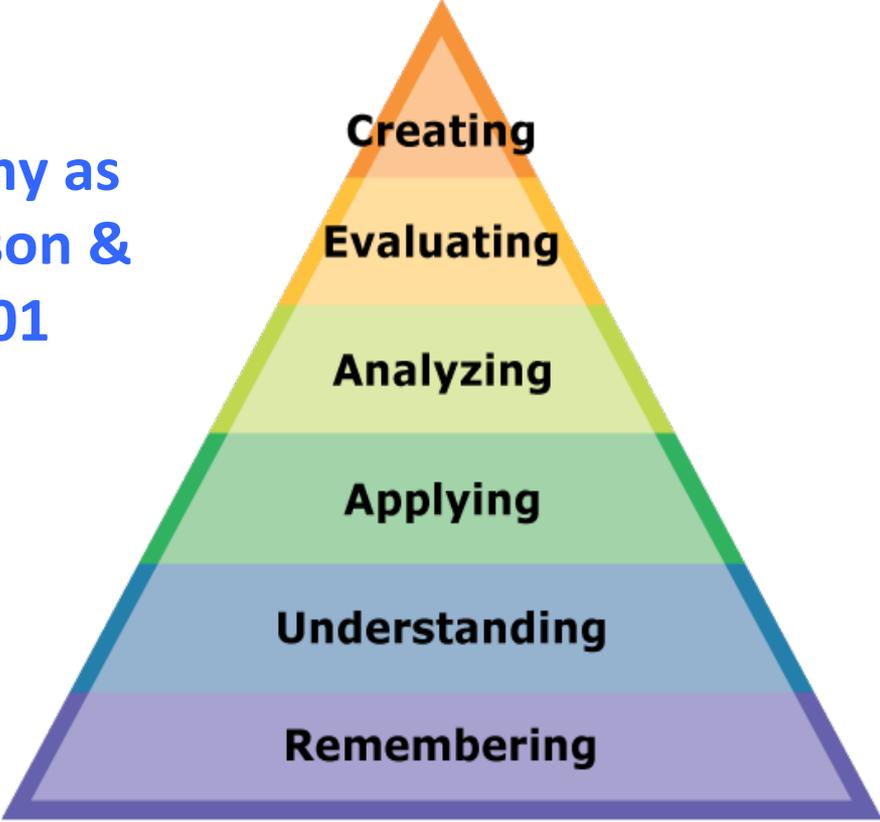
Critical Thinkers? To what extent?



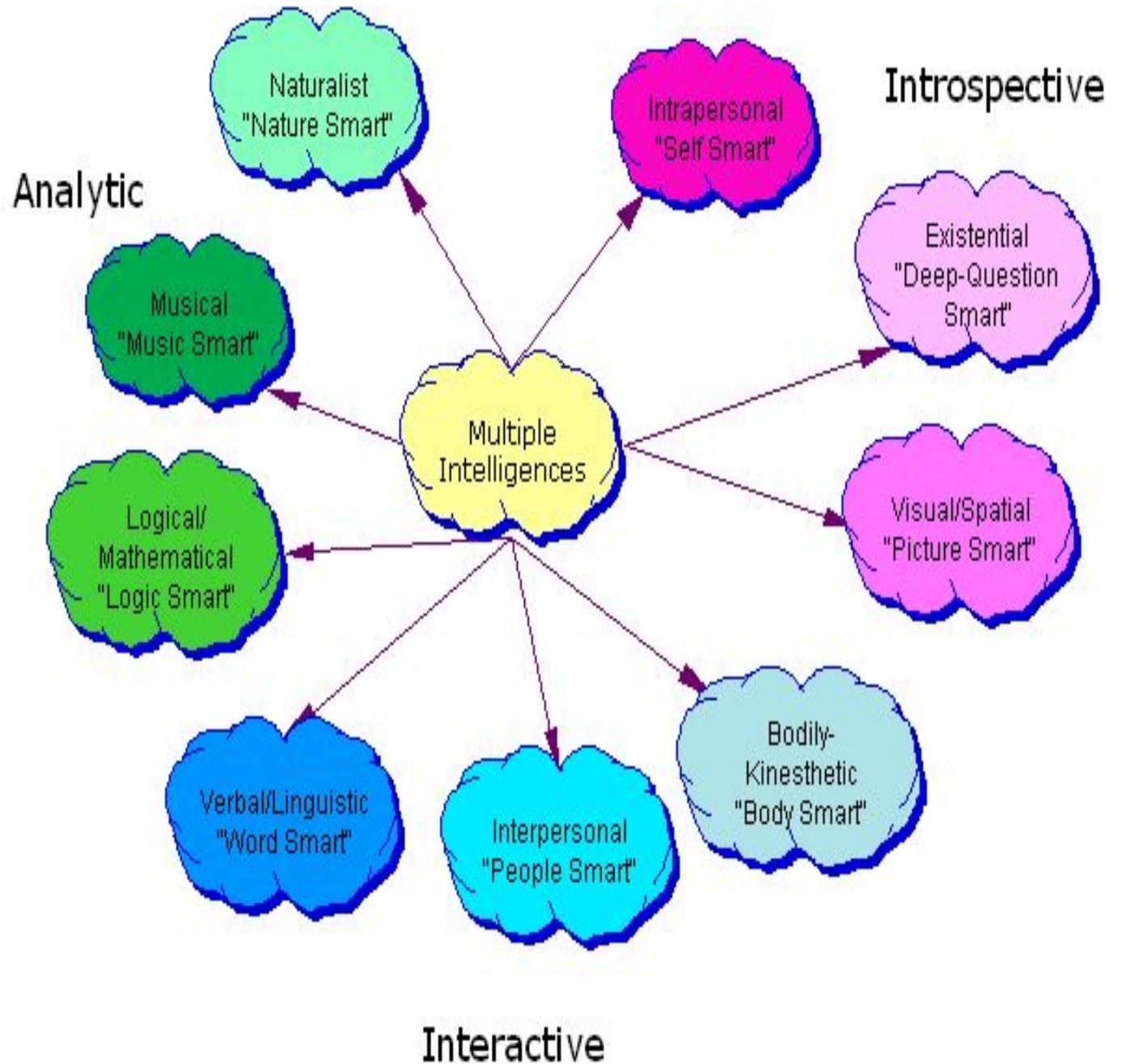
"A framework is a general term for a structure that provides support. ... it has to provide support for thinking about thinking. On this basis, lists, groups and taxonomies are frameworks that may support such thought, although the frames they offer may vary from a stick to an edifice."

-- Moseley, D. et.al. (2005)

**Bloom's Taxonomy as
revised by Anderson &
Krathwohl, 2001**



Howard Gardner's Multiple Intelligences



Edward de Bono's Six Thinking Hats



Process



Objective



Intuitive



Creative

Positive



Negative



Richard Paul's Elements, Standards, and Traits

Intellectual Standards

Accuracy	Logic
Clarity	Fairness
Precision	Significance
Relevance	Depth
Breadth	Validity

Must be applied to

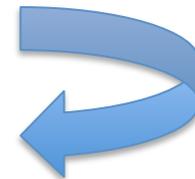
Elements of Reasoning

Purposes	Inferences
Questions	Implications
Information	Assumptions
Concepts	Point of Views



Intellectual Traits

Humility	Confidence in Reason(ing)
Autonomy	Integrity
Fair-mindedness	Empathy
Courage	Perseverance



To develop

Part 2

Stages of Critical Thinking Development

Everyone thinks of changing the world,
but no one thinks of changing one self.

- Leo Tolstoy

Have you ever studied your thinking?

If anyone asked you to teach them what you have learned, thus far in your life, about thinking, would you have any idea what that was or how you learned it?

Are you, in any real sense, in control of your thinking?

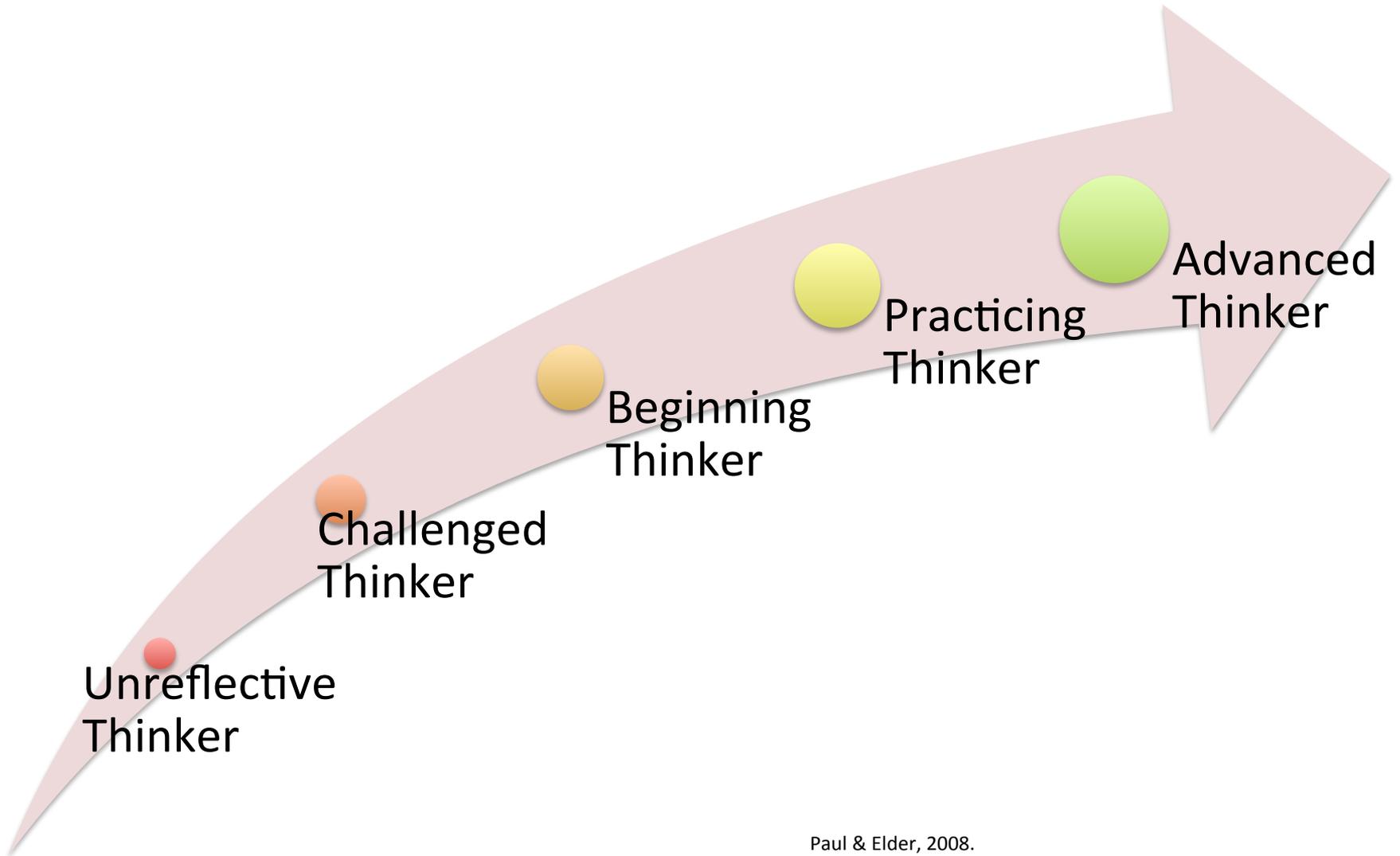
How much of your thinking is vague, muddled, inconsistent, inaccurate, illogical, or superficial?



Do you have any conscious standards for determining when you are thinking well and when you are thinking poorly?

Have you ever discovered a significant problem in your thinking and then changed it by a conscious act of will?

Stages of CT Development



Self-Reflection, continued

- Look at the hand out “Stage Theory” and read through the descriptions of each stage. Reflect on your own thinking.
- Which stage describes your thinking?
- How can you move to the next stage?
- Share with your partner

Critical thinking of any kind is never universal in any individual; everyone is subject to episodes of undisciplined or irrational thought.

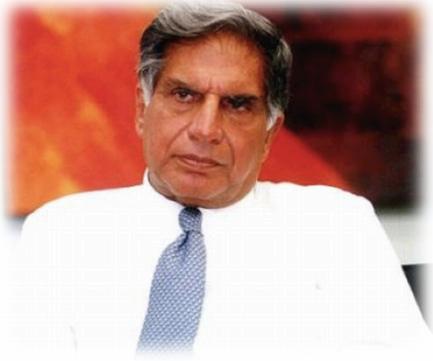
Its quality is therefore usually a matter of degree and dependent on, among other things, the quality and depth of experience in a given domain of thinking or with respect to a particular class of questions.

No one is a critical thinker through-and-through, but only to such-and-such a degree, with such-and-such insights and blind spots, subject to such-and-such tendencies towards self-delusion.

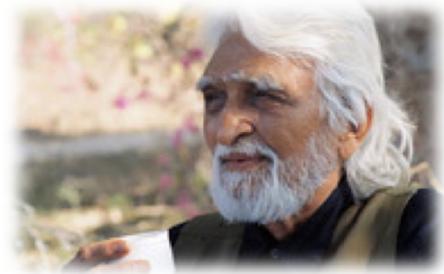
For this reason, the development of critical thinking skills and dispositions is a life-long endeavor.

-- Michael Scriven & Richard Paul

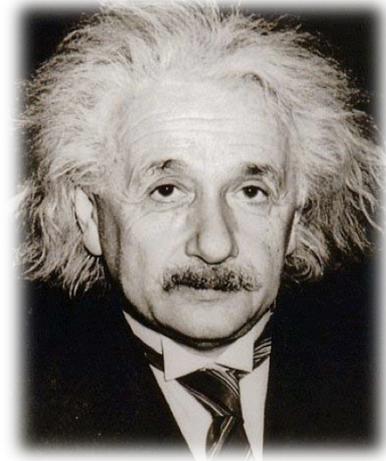
{presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987}



Critical Thinkers? To what extent?



YOU?



Thank you and happy practicing!

EXIT SLIP.....