

View handout at:

<https://louisville.edu/ideastoaction/resources/presentations/30th-international-conference-on-critical-thinking-concurrent-sessions>

Making the Case for Critical Thinking with Your Students

Developed and facilitated by Harry Pickens
Special Assistant To The Provost For New Initiatives
University Of Louisville

Welcome!

This workshop is about what happens when you face questions like these...

Who cares? Why does this matter? What difference will this make for me in my life? Why should I care about my thinking? Just tell me what you want from me and I'll give it to you...

The purpose of our workshop: to think through our response to these kinds of questions so that we may make a case for critical thinking, teach it, and communicate about it in a way that has the greatest chance to help students embrace reasoned, reflective thinking about their thinking as a natural and ongoing process of living their lives.

Why this facilitator? Why this topic?

Core idea: **Critical thinking can become your bridge to a better life**

“If you let it, the idea of Fundamental and Powerful concepts can change how you think about teaching in your discipline’ – Dr. Gerald Nosich

By the same token, if you let it, the idea that critical thinking can become your bridge to a better life – for yourself, for your students, for our university, community, and society – can change how you think about and teach Critical Thinking...

Paul/Elder on critical thinking and decision-making

Reflections

Question: How may we inspire students to embrace critical thinking as a fundamental aspect of how they live their lives?

Purpose:

Develop practical strategies for inspiring students to embrace critical thinking as a fundamental aspect of how they live their lives

Assumptions:

Most students will have a predisposition to place critical thinking into the category of ‘school stuff’

Students do not tend to pay attention to their habitual patterns of thinking

It is possible to develop critical thinking abilities

People respond most powerfully to that which is personally relevant to them

Success builds upon success -- when people have positive experiences resulting directly from observing and changing their own thinking, they can experience a positive self-reinforcing upward spiral – increasing the chances that they will continue to apply the knowledge gained

Implications:

Design student experiences applying critical thinking to personally relevant issues and help them to connect their successful experiences with the broader implications of critical thinking throughout their academic, personal, and professional lives

Information I need to gather – what we need to know:

What are the issues of greatest personal relevance to students?

How may we help them address these issues through the application of critical thinking concepts?

How may we build bridges between these specific applications and the broader implications of critical thinking throughout their academic, personal and professional lives?

How may we help them habituate critical thinking so that it becomes a natural way of experiencing and processing their experience?

How may we inspire students to embrace critical thinking as a fundamental aspect of how they live their lives?

How may we inspire students to embrace critical thinking as a fundamental aspect of how they live their lives?

1. Start with yourself – diligently apply the principles of critical thinking to enhance your personal, professional, academic life
2. Model for students how you have used/are using critical thinking to improve your own life
3. Show students how they can more readily achieve their goals, make sound decisions, address life challenges, create new possibilities, and get what they want through improving their thinking skills
4. Provide opportunities for students to practice applying critical thinking in their everyday life
5. Have students articulate (oral, written, multimedia) what they are learning and discovering
6. Relate common thinking strategies applied in your discipline to everyday life issues for students
7. Consciously and continually make explicit the connections between thinking and wellbeing (both individual and collective)

How might you apply these seven application ideas within the context of your interaction with students?

Action steps – what will you do THIS WEEK to apply what you have discovered as a result of our time together?