



The Foundation for Critical Thinking presents

2011 Spring Workshops

MARCH 4 – MARCH 6, 2011

BERKELEY, CALIFORNIA

In the spring workshops we focus on critical thinking as essential to education. On the first day we will introduce the foundations of critical thinking. The second and third days offer options for applying these foundations.

Critical thinking is essential to all well-conceived instruction. It defines the ultimate goals of education. Educated persons share common intellectual standards and abilities. An educated person values and seeks to achieve clarity, accuracy, precision, relevance, depth, breadth, logicalness, and significance in thinking. Similarly, an educated person masters the elements that underlie and define the structures of all thought:

- An educated person routinely seeks to identify key purposes and goals and explicitly formulates questions, problems, and issues necessary to accomplishing those purposes and goals.
- An educated person gathers relevant information and makes reasonable inferences from that information (in tackling questions, problems and issues they are seeking to answer, solve, or resolve).
- An educated person notices key assumptions (that underlie thinking) and important implications and consequences (that follow from thinking).
- An educated person effectively analyzes key concepts and recognizes points of view and is able to shift either or both when necessary (in attempting to solve a problem or resolve an issue).

Session choices are as follows (see descriptions at criticalthinking.org):

Day One, Friday: choose one of the following

Foundations of Critical Thinking: College and University... led by Dr. Richard Paul

Foundations of Critical Thinking: K-12... led by Dr. Enoch Hale

Foundations of Critical Thinking: Institutional Leadership... led by Dr. Linda Elder

Days Two and Three, Saturday and Sunday: choose one of the following

Teaching Students to Ask Essential Questions Within Any Subject or Discipline... Dr. Richard Paul

It is not possible to be a good thinker and a poor questioner. Questions define tasks, express problems, and delineate issues. They drive thinking forward. Answers, on the other hand, often bring an end to thought. Only when an answer generates further questions does thought continue as inquiry. A mind with no questions is a mind that is not intellectually alive. No questions (asked) equals no understanding (achieved). Superficial questions equal superficial understanding, unclear questions equal unclear understanding. If your mind is not actively generating questions, you are not engaged in substantive learning. So the question is raised, "How can we teach so that students generate questions that lead to deep learning?" In this workshop we shall focus on practical strategies for generating questioning minds---at the same time, of course, that students learn the content at the heart of the curriculum.

Redesigning Instruction: Placing Critical Thinking at the Heart of Teaching and Learning... Dr. Enoch Hale

To learn any subject well is to learn how to think with discipline within that subject. To become a skilled learner is to become a disciplined thinker: a thinker who engages critically and fair-mindedly with others, a thinker who strives to become self-directed, self-monitored, and self-corrective, a thinker who has given assent to rigorous standards of thought and mindful command of their use. This workshop will offer instructional strategies for helping students begin to take their learning seriously. These strategies are based in the idea that substantive teaching and learning occurs when students take ownership of the most basic principles and concepts of the subject.



Continued on reverse

Cultivating Emotional Intelligence Through Critical Thinking...Dr. Linda Elder

To develop emotional intelligence is to achieve command of the workings of our minds. It is our minds that generate our thoughts, feelings, and desires. It is our students' minds that control not only how they study and learn but how they make decisions and conduct their lives. Part of understanding the role of critical thinking lies in comprehending the relationship between thoughts and emotions. To be in command of one's emotional life is to have command of the faculties of mind that determine it: thoughts, emotions, and desires working together. Student emotions play an important part in their lives as students. When they bring learned indifference, irrational fears, acquired hostility, and inflexible ideas into the classroom, their learning is limited to the superficial. This session provides a structure for helping students improve the quality of their work and lives. It focuses on the relationship between cognition and affect, as well as the barriers to critical thinking development, namely egocentric and sociocentric thought.

Our workshop presenters are all fellows of the Foundation for Critical Thinking:



Dr. Richard Paul is a distinguished leader in the international critical thinking movement. He is Director of Research at the Center for Critical Thinking, the Chair of the National Council for Excellence in Critical Thinking, and author of over 200 articles and seven books on critical thinking. Dr. Paul has given hundreds of workshops on critical thinking and made a series of eight critical thinking video programs for PBS. His views on critical thinking have been canvassed in *New York Times*, *Education Week*, *The Chronicle of Higher Education*, *American Teacher*, *Educational Leadership*, *Newsweek*, *U.S. News and World Report*, and *Reader's Digest*.



Dr. Linda Elder is an educational psychologist and a prominent authority on critical thinking. She is President of the Foundation for Critical Thinking and Executive Director of the Center for Critical Thinking. Dr. Elder has taught psychology and critical thinking at the college level and has given presentations to more than 20,000 educators at all levels. She has coauthored four books and 20 thinker's guides on critical thinking. Her views have been canvassed in the *Times Higher Education*, the *Christian Science Monitor*, and on National Public Radio.



Dr. Enoch Hale is a major presenter for the Foundation for Critical Thinking. With ten years experience in teaching high school social studies courses emphasizing critical thinking, Dr. Hale brings a wealth of experience to the workshop setting. He is highly skilled in designing lessons that fulfill state standards. He has extensive experience working with advanced learners, learners who face special challenges, and "typical" students as well. His PhD dissertation, entitled *A Critical Analysis of Richard Paul's Substantive Trans-disciplinary Conception of Critical Thinking* is, to date, the most comprehensive analysis of the Paulian approach to critical thinking.

Conference Hotel Information

Claremont Resort Hotel & Spa, Berkeley California

The Claremont Resort Hotel & Spa in Berkeley, California is nestled in the Berkeley Hills overlooking the San Francisco Bay.

Our special workshop rate is \$159.00 per night. This rate is available until February 10, 2011. When making your reservations, ask for the "Critical Thinking Conference Group."

For hotel reservations, call the Claremont Resort directly at **800.551.7266**

Or visit the hotel online at claremontresort.com

About us...

The Center and Foundation for Critical Thinking are sister institutions which focus on the cultivation of fairminded critical societies.

Throughout our work we emphasize and argue for the importance of teaching for critical thinking in a strong, rather than a weak, sense. We are committed to a clear and "substantive" concept of critical thinking (rather than one that is ill-defined); a concept that interfaces well with the disciplines, that integrates critical with creative thinking, that applies directly to the needs of everyday and professional life, that emphasizes the affective as well as the cognitive dimension of critical thinking, that highlights intellectual standards and traits. We advocate a concept of critical thinking that organizes instruction in every subject area at every educational level.

All workshop sessions will be designed to converge on basic critical thinking principles and to enrich a core concept of critical thinking. They also offer practical teaching and learning strategies.

To register or more details – visit:
www.criticalthinking.org and select *Conferences and Events*



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