



NEWSLETTER

Foundation for Critical Thinking
www.criticalthinking.org

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Critical Thinking in the News...

Professional Development: International Outreach

Istanbul, Turkey

This past week, Rush Cosgrove traveled to Istanbul to conduct a workshop on critical thinking for approximately 140 English Language Teachers (ELT) as part of a textbook launch by Oxford University Press. ELT is a field, like virtually every other, in which the idea of critical Thinking is becoming increasingly central.

Participating teachers were seeking to improve their understanding of, and ability to teach for, critical thinking. The workshop received highly positive reviews and feedback. Further, as result of the training, three universities have already requested long-term teacher training in critical thinking.



Rush Cosgrove, far right, is a Fellow of the Foundation for Critical Thinking and is currently pursuing a PhD at

Don't Miss the World's Longest Running Critical Thinking Conference...

31st International Conference on Critical Thinking

July 25th - 28th, 2011
Preconference July 23-24
at the
Claremont Hotel in Berkeley, CA

Our annual conference provides a unique opportunity for you to improve your understanding of critical thinking, as well as your ability to more substantively foster it in the classroom and in all aspects of your work and life.

The conference begins with 4 options for preconference sessions. These are for both new and returning registrants. The rest of the conference will consist in approximately 40 sessions offered over four days.

See preconference and conference schedule and sessions for full titles and descriptions.

PRECONFERENCE (choose one):

- Developing a Substantive Approach to Socratic Questioning Through Critical Thinking
- 25 Weeks to Better Thinking and Better Living: Using the Tools of Critical Thinking to Take Charge of Your Life
- Three Historical Approaches to Critical Thinking and Their Significance for the Design and Assessment of Post-Secondary Curriculum
- How to Work Together with Colleagues to deepen Your Understanding of Critical Thinking Through Extended Book Studies

the University of Cambridge.

Kiev, Ukraine

On the 23rd of February, Dr. Enoch Hale gave a lecture via teleconference to students at the Ukrainian Testing Training Educational Center in Kiev, Ukraine. The on-campus facilitator and translator, Konstantin Krasnolutsky, said that the students found their introduction to critical thinking to be intellectually stimulating and insightful. The Foundation for Critical Thinking invites institutions from around the world to explore deeper understandings of critical thinking and its implications for teaching, learning and the human experience.



Dr. Enoch Hale, pictured on the screen above, is a Fellow of the Foundation for Critical Thinking and one of our main presenters.

For information about our professional development programs, contact Nina Caputo at caputo@criticalthinking.org

DAY ONE (choose one):

- Teaching Students to Think Within a Field or Discipline
- What are Intellectual Traits and How Does One Teach for Them?
- Understanding the Relationship Between Critical Thinking and Emancipating the Mind
- Fostering Critical Thinking in the Secondary Classroom
- Advanced Session: 'On the potential of the critical vocabulary of the English language as an academic lingua franca' (for returning registrants)

DAY TWO Morning (choose one):

- The Role of Administration in Creating Critical Thinking Communities
- Using Peer Review on a Typical Day to Foster Substantive Critical Thinking
- Teaching Students to Distinguish Strong and Weak Sense Critical Thinking
- Fostering Critical Thinking in the Social Disciplines

DAY TWO Afternoon (choose one):

- Using the Tools of Critical Thinking to Teach Students How to Study and Learn
- Why Transfer of Learning is a Common Consequent of Teaching for Critical Thinking
- Teaching for Intellectual Autonomy and Intellectual Courage
- Sociocentric Thinking as a Barrier to Cultivating the Intellect

DAY THREE

- Concurrent sessions - choose at the conference

DAY FOUR Morning (choose one):

- Teaching Students Fundamental and Powerful Concepts
- Why I am Ashamed to Belong to the Human Species
- What I Think of When I Design Instruction
- The Art of Close Reading and Substantive Writing

For a conference brochure [click here](#).

For complete information on sessions, presenters, early registration rates and the workshop hotel, please [click here](#).

Fostering Critical Thinking in the Classroom...

Instructional Strategy

Design tests with the improvement of student thinking in mind

In planning tests, be clear about your purpose. A test in any subject matter should determine the extent to which students are developing useful and important thinking skills with respect to that subject. The best tests are those most reflective of the kinds of intellectual tasks students will perform when they apply the subject matter to professional and personal issues in the various domains of their lives. One method for accomplishing these goals is to design tests that challenge students to learn how to analyze and evaluate thinking within the subjects they are studying. For example, have students evaluate the author's logic using the following format:

- Is the question at issue clear and unbiased? Does the expression of the question do justice to the complexity of the matter?
- Is the writer's purpose clear?
- Does the writer cite relevant evidence, experiences, and/or information essential to the issue?
- Does the writer clarify key concepts when necessary?
- Does the writer show sensitivity to what s/he is assuming? Are those assumptions well founded?
- Does the writer develop a definite line of reasoning, explaining how s/he is arriving at her/his conclusions?
- Does the writer show sensitivity to alternative points of view or lines of reasoning? Does s/he consider and respond to objections framed from other perspectives?
- Does the writer show a sensitivity to the implications and consequences of the position s/he has taken?

One purpose of this type of test is to determine whether students are learning to enter viewpoints that differ from their own.

Critical Thinking Quote...

We can never be sure that the opinion we are endeavoring to stifle is a false opinion; and if we were sure, stifling it would be an evil still. First: the opinion which it is attempted to suppress by authority may possibly be true. Those who desire to suppress it, of course, deny its truth; but they are not infallible. They have no authority to decide the question for all mankind, and exclude every other person from the means of judging. To refuse a hearing to an opinion, because they are sure it is false, is assuming that their certainty is the same thing as absolute certainty. All silencing of discussion is an assumption of infallibility...on any matter not self-evident, there are ninety-nine persons incapable of judging of it for one who is capable; and the capacity of the hundredth person is only comparative; for the majority of the eminent men of every past generation held many opinions now known to be erroneous, and did or approved numerous things which no one will now justify. (p. 54-56).

John Stuart Mill, *On Liberty*

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