



The Foundation for Critical Thinking presents

2012 Spring Workshops

FEBRUARY 17 – 19, 2012

BERKELEY, CALIFORNIA

Our spring workshops focus on critical thinking as essential to education. Choose one of three strands. We offer two workshops for new or returning registrants, and one for those ready to go to deeper levels of critical thinking theory and application.

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 essential to 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).

Choose one of the following sessions for the 3-Day workshop (see more detailed descriptions at criticalthinking.org):

Engaging Students in Taking Ownership of Content Through Thinking...

with Dr. Linda Elder

A key insight into content (and into thinking) is that all content represents a mode of thinking. Math becomes intelligible as one learns to think mathematically. Biology becomes intelligible as one learns to think biologically. History becomes intelligible as one learns to think historically. This is true because all subjects are: generated by thinking, organized by thinking, analyzed by thinking, synthesized by thinking, expressed by thinking, evaluated by thinking, restructured by thinking, maintained by thinking, transformed by thinking, LEARNED by thinking, UNDERSTOOD by thinking, APPLIED by thinking. This session thus explores the intimate, indeed the inseparable relationship between content and thinking. In this session you will work your way through one subject or discipline that you teach, rethinking it as a mode of thinking. We will focus on how to analyze thinking within the discipline and how to assess thinking within the discipline once analyzed. And we will focus on the question: How can we help students learn to appreciate academic disciplines as modes of thinking which can only be

understood when one is thinking through issues and problems within them?

Fostering 21st century skills through a substantive conception of critical thinking: Using the Tools of Critical Thinking to Teach Students How to Study and Learn...

with Dr. Enoch Hale

The idea of fostering “21st century skills” is a current trend in schooling. Among other things, it calls for “critical thinking” in instruction. It is true that we should be fostering critical thinking in schooling at all levels. In the last few decades, at least three US presidents have publicly stated that critical thinking is important to education. Yet, sadly, a growing body of researching shows that we are not at present fostering critical thinking in instruction to any significant degree at any level.

It is important to recognize that the primary skills we need in the 21st century are not entirely new. They are the same skills we have needed but have failed to develop for thousands of years of human history. They are the skills of high quality thinking. If we are to foster the skills, abilities and traits that students need to function in their world, they need to take command of their minds, of their thoughts,

Continued on reverse



Workshop Sessions, continued

their motivations, their emotions. They need to know how to assess the quality of their thinking and the thinking of others. To do these things they need the tools of critical thinking.

When we understand the intimate relationship between critical thinking and instruction, and between critical thinking and the decisions we should be making in everyday life, we see critical thinking as integral to teaching and learning. We see critical thinking as integral to both the skills we need to teach students and the traits of mind we should foster in student thought. This session will focus on these skills and these traits of mind. It will focus on a rich, substantive, trans-disciplinary conception of critical thinking that provides the substantive framework we need in teaching and learning, that is, if we are to foster deep learning and reasonable thinking in the long run, for this, or any future, century.

Becoming a Critical Thinking Theorist... with Dr. Richard Paul

Going deeper in this session we will focus on learning to use powerful concepts to create powerful learning and to develop long-term commitment to critical thinking virtues and values. We will think our way through the practice we must do to become proficient in theory, proficient in practice and proficient in self-transformation. This will be a challenging session. It is for those ready to experience and work their way through frustrating conceptualizations that build the theory and practice of critical thought. We will study and internalize some of the written work of persons who have engaged in this process (people like Bertrand Russell, John Henry Newman, and the historian Edward Carr). We will take theory that has been developed and build on that theory. We will apply critical thinking theory to practice within academic disciplines, thereby deepening our understanding of the theory behind the disciplines. We will develop our understanding of the importance of theory in teaching and learning. A journal will be given to each participant, as we start the process of self-reflection. This session is, frankly, best suited for those with foundational understandings of critical thinking well in place.

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 23 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.

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.



Hotel Information

Claremont Resort Hotel & Spa

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 January 27, 2012.

When making your reservations, ask for the **Critical Thinking Group**.

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

See more hotel information at claremontresort.com

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



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