



The Foundation for Critical Thinking presents

# 2009 Spring Workshops

**FEBRUARY 27 – MARCH 1, 2009**  
**DOUBLETREE HOTEL AND MARINA, BERKELEY**

Critical thinking concepts and tools are the essential core of all well-conceived instruction. They define the ultimate goals of education. Taking ownership of these goals is the crucial first step in educational reform. The second step consists in contextualizing the goals. This entails creating strategies for bringing critical thinking into the teaching of every subject. Thus follows the design of the Spring 2009 workshops.

The first workshop day will focus on taking ownership of the core concepts and tools that define critical thinking as an intellectual and personal set of understandings (with an advanced foundations session for returning participants). Days two and three will target strategies for bringing these core concepts into the logic of subjects, disciplines and domains of human thought.

Strands for Days Two and Three (*choose one*):

- **Fostering Intellectual Engagement**
- **Teaching Through Socratic Questioning and Teaching Students to Ask Essential Questions**
- **Testing and Assessment: How Can We Best Test and Assess Critical Thinking?**
- **Teaching Critical Thinking in the Social Disciplines**

Workshop strand descriptions...

## **Fostering Intellectual Engagement**

*Richard Paul*

There is no more important goal in teaching than fostering intellectual engagement. The intellectually engaged student:

- takes ownership of content through actively thinking it through
- values questions more than answers
- reads, writes, listens, and speaks critically
- thinks for himself while respecting and empathetically entering the point of view of others
- locates ultimate intellectual authority in evidence and reasoning, rather than in authority figures or “authoritative” beliefs or texts

Under (well-designed) instruction, students learn how to analyze thinking, assess thinking, and reconstruct thinking (improving it thereby). The thinking focused upon is that which is embedded in the content of established academic disciplines. As a result, students so taught become actively engaged in thinking historically, anthropologically, sociologically, politically, chemically, biologically, mathematically, ... This workshop will therefore focus on how to design instruction so as to foster intellectual engagement.



## **Teaching Through Socratic Questioning and Teaching Students to Ask Essential Questions**

*Linda Elder*

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 signal a full stop in 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. 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 – while at the same time, of course, students learn the content at the heart of the curriculum. Theory and practice of Socratic Questioning will be a primary emphasis.

*Workshop descriptions continue on reverse side.*

## Academy Presenters:



**Dr. Richard Paul**  
Fellow and Director of Research, Foundation for Critical Thinking.



**Dr. Linda Elder**  
Fellow and President, Foundation for Critical Thinking.



**Dr. Gerald Nosich**  
Fellow, Foundation for Critical Thinking; Professor, Buffalo State College.



**Dr. Enoch Hale**  
Fellow, Foundation for Critical Thinking.

## Testing and Assessment: How Can We Best Test and Assess Critical Thinking?

*Gerald Nosich*

The purpose of assessment in instruction is improvement. The purpose of assessing instruction for critical thinking is improving the teaching of discipline-based thinking (historical, biological, sociological, mathematical thinking...). It is to improve students' abilities to think their way through content, using disciplined skill in reasoning. The more particular we can be about what we want students to learn about critical thinking, the better can we devise instruction to serve that particular purpose.

Unfortunately, standardized tests now widely used in critical thinking are not designed to impact instruction. There is a significant disconnect between what standardized tests assess and what we want students to learn. This session will focus on the integration of assessment and critical thinking across the curriculum. It will also introduce participants to the critical thinking assessment tools offered by the Foundation for Critical Thinking.

## Teaching Critical Thinking in the Social Disciplines

*Enoch Hale*

The social disciplines include academic courses that foster understanding of the individuals, groups and institutions that make up human society. They study how humans live together in groups in such a way that their dealings with one another affect their common welfare. In this workshop, we focus on fostering critical thinking within the social disciplines – within history, anthropology, geography, economics, political science, psychology and sociology.



## About us...

The Center and Foundation for Critical Thinking have together hosted critical thinking academies and conferences for more than a quarter century. During that time, we have played a key role in defining, structuring, assessing, improving and advancing the principles and best practices of fair-minded critical thought in education and in society. 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 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, around it, on it, and through it.

## Conference Hotel Information

### DoubleTree Hotel and Executive Meeting Center Berkeley Marina

The DoubleTree Hotel in Berkeley, California is located on the water, overlooking the San Francisco Bay.

The workshop rate is \$133.00 per night. Ask for the Critical Thinking Room Block.

This rate includes a full breakfast buffet every day of the academy (including beverage and gratuity).

*This rate is available until February 5, 2009.*

For Hotel Reservations, call the Berkeley DoubleTree directly at **510.548.7920**.

Or visit the hotel online at [doubletree.hilton.com](http://doubletree.hilton.com).



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The Foundation for Critical Thinking  
800-833-3645 [www.criticalthinking.org](http://www.criticalthinking.org)  
P.O. Box 220, Dillon Beach, CA 94929