

1) Introductory Material

In this section we have placed transparencies that can be used either in an introductory section or as a "theme" or "reminder" transparency.

2) Garbage & Powerful Ideas

In this section we have placed transparencies that can be used to help participants distinguish the subconscious "garbage" ideas they have internalized from those which we tend to ignore even though they are "powerful." As critical thinkers we want to get rid of our "garbage" & deeply internalize "powerful" ideas.

3) Elements & Standards

In this section we have placed transparencies that can be used in introducing either the elements of thought or the basic intellectual standards of thought. As critical thinkers we need to be able to break thinking down into its elementary components and we need to be able to assess our thinking.

4) Questions

In this section we have placed transparencies that can be used to introduce participants to 4 types of questions: 1) questions that probe elements, 2) questions that apply standards, 3) questions distinguished by systems, 4) questions distinguished by domains. As critical thinkers we must ask questions that enable us to take thinking apart, gain perspective on it, and assess it.

5) Socratic Questioning

In this section we have placed transparencies that deal with Socratic Questioning. The ability to question oneself or others Socratically is a powerful tool of thought.

6) Designing Structures

In this section we have placed transparencies that deal with the design of activities for the classroom. As teachers who think critically about our instruction, we learn to design effective structures for learning.

7) Content as Thinking

In this section we have placed transparencies that introduce content as thinking. If we are to design effective structures for student learning, the students must actively think through the "content" they are being taught.

8) The Affective Dimension of Thinking: Egocentric & Nonegocentric Thought

In this section we have placed transparencies that highlight the affective dimension of thinking. All thinking has an affective foundation that is either egocentric or nonegocentric. We need to learn how to develop nonegocentric affect and diminish egocentrism.

9) Where Do We Stand

In this section we have placed transparencies that we can use in helping assess where they are in the learning process.