Module 5 Assignment

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1. I understand strong sense critical thinking to mean the thinking that encompasses all intellectual virtues. One who has strong sense critical thinking has intellectual courage, humility, fairmindedness, confidence in reason, integrity, perseverance, autonomy, empathy and intellectual integrity. They are aware that they do not hold all the answers, are aware of their biases and prejudices, and change their beliefs when faced with evidence.
2. I understand weak sense critical thinking to mean thinking that serves selfish interests. In this case, the goal is not to find the *truth* or the answer, but rather for one to win or to be ‘right’. As critical thinking is a spectrum, one’s thinking can be in either extreme or in between weak and strong sense critical thinking. When one is engaging in weak sense critical thinking, one is neglecting one or more intellectual virtues. Moreover, they may be manipulative and deceptive in proving that their thinking is right.
3. I see the following examples of strong-sense critical thinking in my thinking and actions..
	1. During the country elections, I was open to hearing different politicians and friends/families’ viewpoints. Although I had already was close to a decision on who to vote, I wanted to understand other people’s reasoning.
	2. When helping create a schedule for teachers at work, I was fairminded in creating it – thinking about the best situation for everyone, students and teachers alike. I did not use that opportunity to create a better schedule for myself.
	3. When discussing students’ difficulties at work, I try my best to be aware of my limitations and biases. If something is out of our scope or I need more help, I will reach out to someone else to collaborate.
4. I can admit to the following examples of weak-sense critical thinking in my thought and actions...
	1. When a friend had an argument with her boyfriend, we listened to her side and did not care to reach out to the boyfriend’s side. Even then, I felt like his perspective would not change what I thought – that my friend, regardless of whether she is right or wrong, should make decisions that are good for her. In this case, I was not considering all sides of the story.
	2. When I am mad, I sometimes avoid listening to others’ perspective, showing cowardice instead of courage. I don’t want what they say to change my mind or feelings. Alternatively, there are times that I should be upset at a situation, but I conform and try to keep the harmony, so I don’t bring up what I really think.
	3. Although I believe I should be learning Cantonese because of its benefits in my situation, I do not currently uphold this belief in the ways I am behaving.
5. I can improve my thinking and my behavior in the following ways, based on this analysis...
	1. Even if I personally may not hear out my friend’s boyfriend’s perspective, as that may not be appropriate. I can encourage my friend to think about the objective situation.
	2. When I am calm, I can listen to other people’s perspectives about a fight. I can also express, if need be, when I have gotten upset about something and to express my own opinions.
	3. I can reorganize my days so that I put time into

Articulate Your Own Definitions of Intellectual Virtues

1. Intellectual integrity

To apply the intellectual standards to one’s own thinking the same way when one applies it to others’ thinking.

1. Intellectual humility

To be aware of one’s own limitations, biases, and prejudices.

1. Intellectual sense of justice

To hear out and recognize all perspectives in thinking, even when one opposes them.

1. Intellectual perseverance

To be able to go through one’s thinking, applying them against intellectual standards, and be faced with opposition even when it is difficult to.

1. Intellectual fairmindedness

To consider all viewpoints and be fair to others.

1. Confidence in reason

To trust that people coming to their own conclusions is best practice.

1. Intellectual courage

To face others’ thinking, ideas, and beliefs, even if one doesn’t agree with them or even when they evoke negative emotions.

1. Intellectual empathy

To be able to put oneself in other people’s thinking ‘shoes’ and to understand where they are coming from.

1. Intellectual autonomy

To be able to have control over one’s own thinking and not just conform to others.