

# Critical thinking as a journey

(Shortlink for sources & extensions = [bit.ly/CTMay15](http://bit.ly/CTMay15))

## Tool 1: Guided (topic-based) freewriting

You should not take your pen off the paper. Keep writing even if you find yourself stating over and over again, "I don't know what I'm expected to say." If you keep writing and do not stop for several minutes, you should expose some thoughts about the topic that had been below the surface of your attention.

*Continue where this sentence leaves off:*

When I think about indirect pathways to educational outcomes (e.g., to improved critical thinking as I would define that), the experiences, teachers, students, insights that come to mind include....

## Tool 2: Think-Pair-Share

Compose a sentence that you are prepared to share about indirect pathways *or* direct pathways *or* indirect vs. direct pathways

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### Tool 3: Plus-Delta

Consider your teaching in relation to each of the following themes or processes, state one thing that you have done well (+) and one thing to develop further ( $\Delta$ ).

1. Support indirect path(s) to desired educational outcome(s)

+

$\Delta$

2. Help students understand facts, theories, and practices by placing them *in tension with alternatives*.

+

$\Delta$

3. Because students always bring a lot of knowledge about the topic, allow that to be brought to surface and acknowledged.

+

$\Delta$

4. What students really learn from a class is what they integrate with their own history and concerns.

+

$\Delta$

5. Before you simply push ahead use processes that clear mental or emotional space to allow students' ideas about an issue to begin to come to the surface.

+

$\Delta$

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