

M2. PORTRAIT OF A CRITICAL THINKER

OBJECTIVES

- To get acquainted with critical thinking skills and dispositions.
- To analyse “portraits” of personalities and to recognize their critical thinking traits.
- To evaluate one’s critical thinking skills and dispositions.
- To make list of critical thinking skills and dispositions to be improved.

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MIND

EVOCATION

TASK NO. 1



THINK ABOUT THE PUBLIC PERSON WHOM YOU CONSIDERE TO BE A CRITICALY MINDED



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THE PERSON...

HAS FOLLOWING DISPOSITIONS & VALUES ...	IS ABLE ...	THE EXAMPLE COULD BE ...

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MIND

KEY QUESTIONING
TASK NO.2



ARGUE YOUR CHOICE WITHIN THE GROUP



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MY CHOICE IS BUILT ON...

- MY KNOWLEDGE...
- MY BELIEVE...
- MY EXPERIENCE...
- MY INTUITION...

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COMPREHENSION

TASK NO. 3



Read the text & find the most obvious treats of a critical thinker.

You may use the list of critical thinking skills & dispositions.



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CRITICAL THINKING SKILLS

- **Interpretation:** understanding and expressing the meaning or significance of a wide variety of experiences, situations, data, events, judgments, opinions, rules, procedures, or criteria. It includes categorization, decoding meaning, & clarifying meaning.
- **Analysis:** identification relations by the interlocutor among the statements, questions, concepts, descriptions, & any other forms of representation that he uses to express opinions, judgments, experiences, reasons, or beliefs. It involves: examining ideas, detecting arguments; and analyzing them.
- **Evaluation:** the credibility of statements or representations that are brought to support the perceptions, experiences, judgments, beliefs, or opinions issued by another person. It includes the evaluation of statements and the evaluation of arguments.
- **Inference:** formulation of hypotheses, evaluation of the consequences arising from data, statements, evidence, principles, concepts, opinions, beliefs, or other forms of representation. It includes: questioning the evidence, conjecture of the alternatives, & concluding.
- **Explanation:** justification of the contextual evidence what someone claims as a result. It includes justification of the procedures, & presentation of arguments.
- **Self-regulation:** conscious monitoring of one's cognitive activities, of the elements used in those activities, & of the results obtained, all of which is done through the analysis and evaluation of reasoning & inferences and through concentration. Self-regulation is done by calling on two skills: self-examination & self-correction.

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CRITICAL THINKING DISPOSITIONS

- **Analyticity, confidence in reason**: inclination to build judgments on facts, evidence.
- **Truth-seeking:** non tolerance to lie, injustice
- **Intellectual courage:** a tendency to non-conformist thinking.
- **Open-mindedness:** openness to various ideas.
- **Intellectual empathy** – the tendency and attitude to understand others.
- **Clarity & accuracy:** inclination to express one's ideas clearly and accurately in order to be understood correctly, to avoid misunderstandings, misinterpretations.
- **Intellectual modesty**: awareness of the limitations of one's own knowledge and not boasting about them; opposite to intellectual arrogance.
- **Intellectual integrity:** thinking the same way in all situations.
- **Intellectual perseverance**: pursuing a goal despite difficulties.
- **Intellectual autonomy:** the ability to think on one's own when evaluating different points of view.

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CHECKLIST

SKILLS	TEXT	DISPOSITIONS	TEXT
INTERPRETATION		ANALYTICITY	
ANALYSIS		TRUTH SEEKING	
EVALUATION		INTELLECTUAL COURAGE	
INFERENCE		OPEN-MINDEDNESS	
EXPLANATION		INTELLECTUAL EMPATHY	
SELF-REGULATION		CLARITY & ACCURACY	
		INTELLECTUAL MODESTY	
		INTELLECTUAL INTEGRITY	
		INTELLECTUAL PERSEVERANCE	
		INTELLECTUAL AUTONOMY	
		CONFIDENCE IN REASON	

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MIND

“I Have a Dream”



Speech by the Rev. Martin Luther King Jr. at the “March on Washington,” 1963

REFLECTION & METACOGNITION

TASK NO. 5

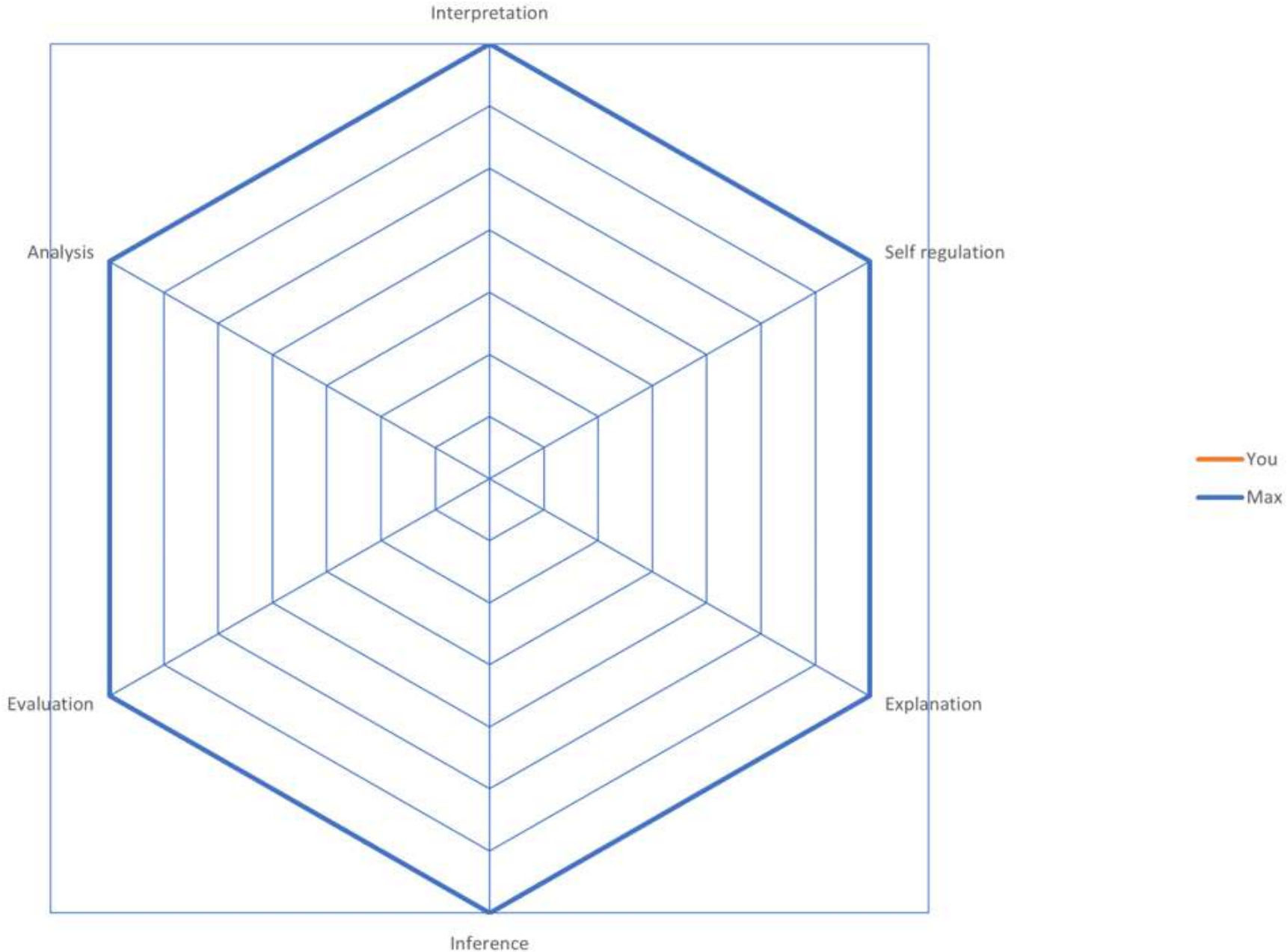
MAKE EVALUATION OF YOUR DISPOSITIONS & SKILLS

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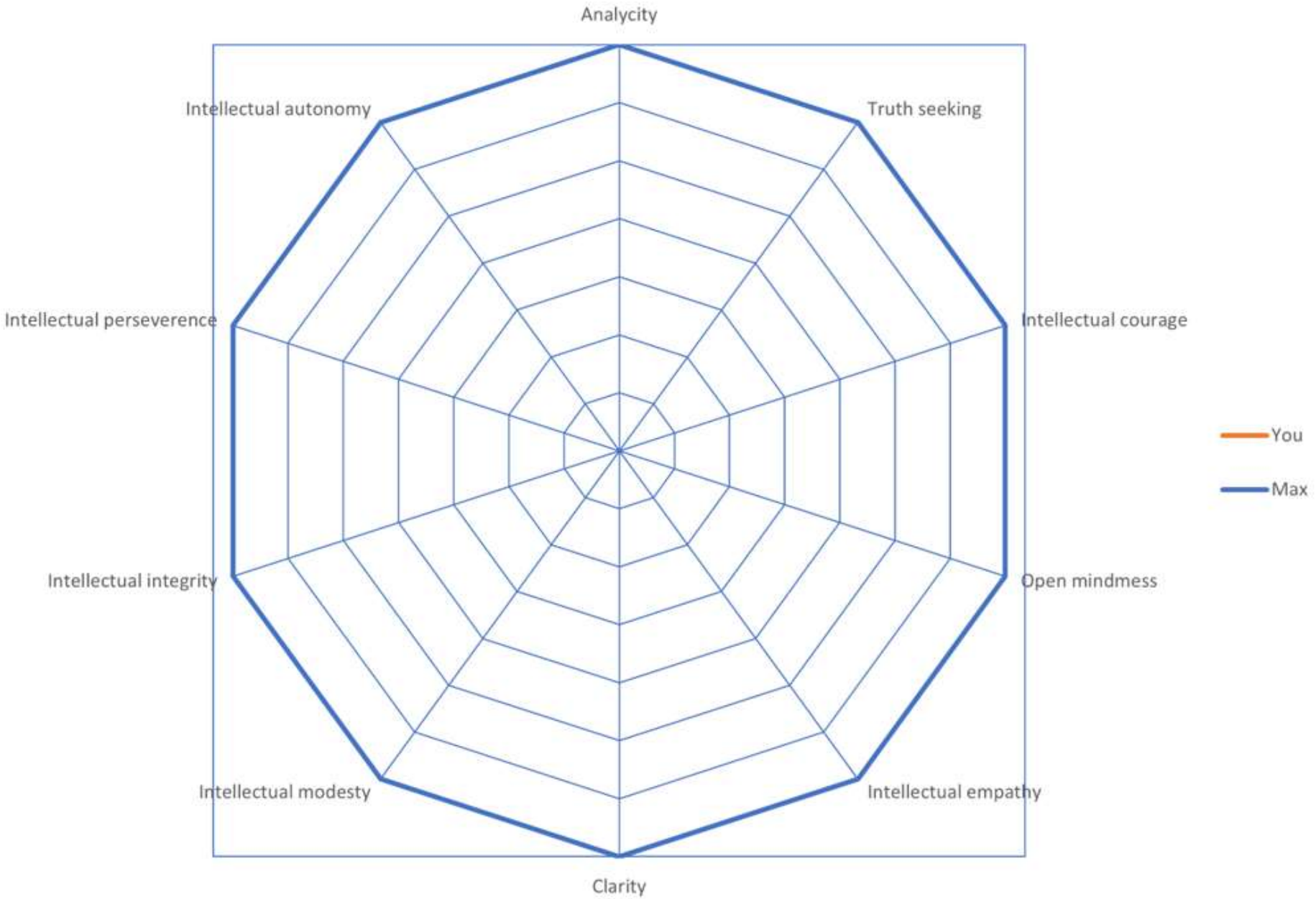
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MIND

CRITICAL THINKING SKILLS



CRITICAL THINKING DISPOSITIONS



DECISION MAKING & ACTING

TASK NO. 6



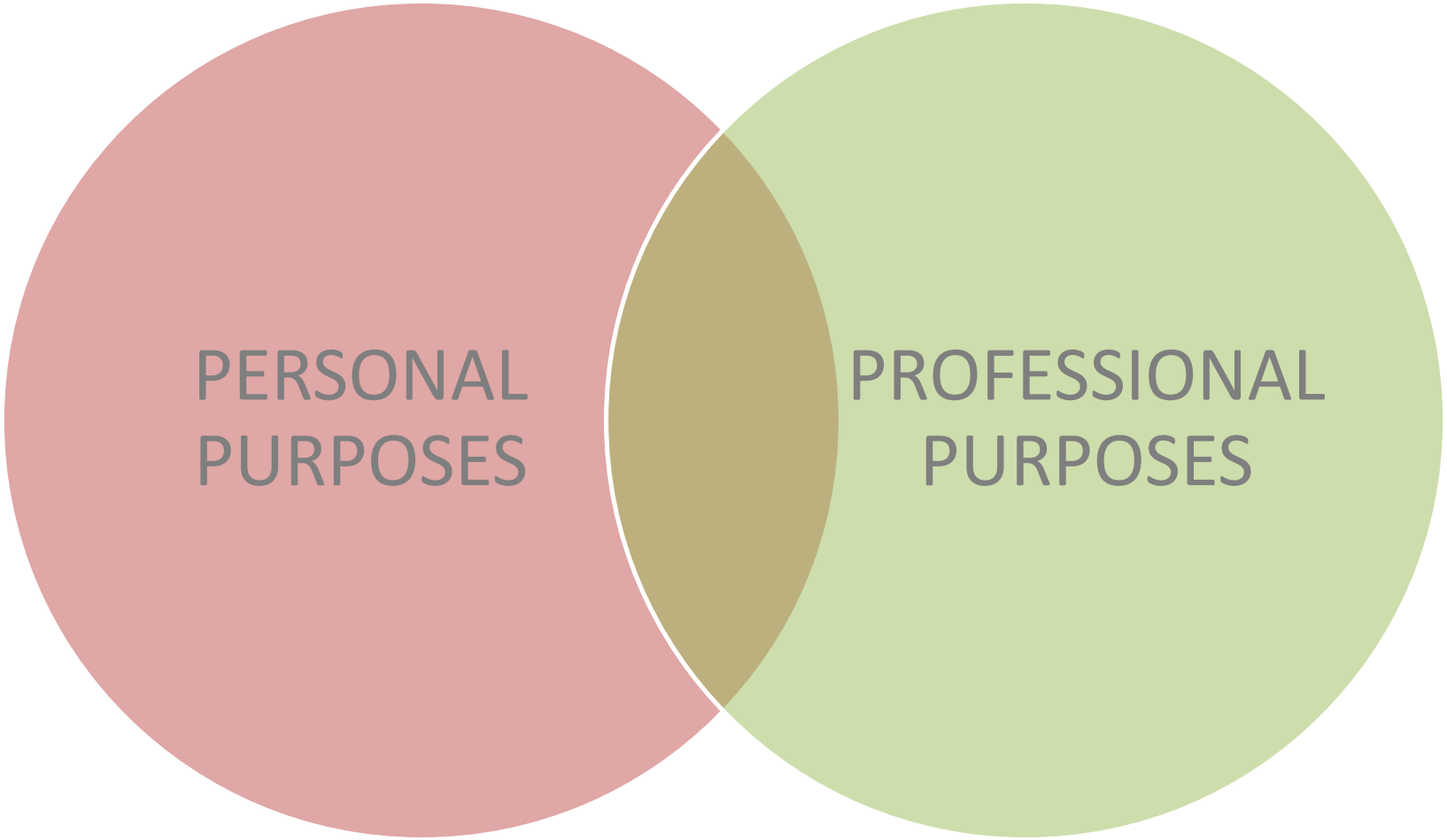
DECIDE WHICH SKILLS OR/AND DISPOSTIONS YOU WOULD LIKE TO IMPROVE FOR :

- *PERSONAL PURPOSES*
- *PROFFESSIONAL PURPOSES*
- *FOR BOTH PURPOSES*

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ARE WE ABLE BY THE END OF THIS MODULE...

- To name critical thinking skills and dispositions, to understand difference and interrelation between them?
- To apply gained knowledge on critical thinking skills and dispositions in practical tasks, make connections with personal experience?
- Critically reflect and rethink personal skills and dispositions?
- Make decisions on personal improvement?

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MIND

MIND MODEL STAGES	CT STRATEGIES/METHODS	CT SKILLS	CT DISPOSITIONS
EVOCATION	BRAINSTROM	EXPLANATION	CLARITY
QUESTIONING	NOT FINISHED SENTENCIES …	INTERPRETATION EXPLANATION	ACCURACY
COMPREHENSION	CHECKLIST	ANALYSIS SYNTHESIS INFERENCE	ANALYCITY SYSTEMATICITY
REFLECTION & METACOGNITION	SPIDERGRAM	EVALUATION REFLECTION SELF REGULATION	OPEN MINDNESS
DECISION MAKING & ACTING	VENN DIAGRAM	EVALUATION INFERENCE	AUTONOMY

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MIND

QUESTIONS?
THANK YOU!

MIND
CRITICAL THEORY IN ADULT EDUCATION PRACTICE: EMPOWERMENT FOR CRITICAL ACTIONS

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