

## Creating Thinking Classrooms : Inviting, nurturing and assessing quality thinking



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- The Critical Thinking Consortium



Your partner in **critical, creative, and collaborative** thinking.

Dawson College | January 14 2020

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## Create a TC² account

To access resources from our website and to join our mailing list, first go to the **login** page to create an account.

On the login page, click on **Create an account.**

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**TC²: Offering the Support You Need to Promote Reconciliation**

Thousands of Canadians take part in the 2015 Walk for Reconciliation in Ottawa. TC² works with Indigenous communities to help teachers and students explore reconciliation.

Senator Murray Sinclair tells us that education "holds the key to reconciliation... Knowing what happened will lead to understanding. Understanding leads to respect."

Teachers know that Senator Sinclair is calling on them to play a significant role in reconciliation. Many of them share his sense of urgency and feel inspired to contribute to reconciliation, yet many also feel a sense of trepidation.

**Willing but hesitant**

Why do most teachers pause when faced with the challenge of helping students explore reconciliation? Through its interactions with educators across the country, The Critical Thinking Consortium (TC²) identified several possible reasons for teachers' caution:

- Some felt they didn't know the history well enough to teach it.
- Some couldn't trust their resources.
- Some didn't know how to deal with the many common assumptions about Canadian history.
- Some didn't feel qualified to represent Indigenous voices.
- Some were uncertain as to how to help their students contribute to reconciliation in respectful and authentic ways.

**Celebrating 25 Years of TC²**

A welcome from our executive director, Usha James

Every day, I am grateful.

I am grateful for the legacy left by Roland Case and the founders of The Critical Thinking Consortium (TC²). It was 25 years ago that this small band of educators brilliantly conceived of a rich conceptual framework designed to inspire learners to think critically, creatively, and collaboratively. That same year, they established TC²—a not-for-profit organization intended to bring that framework to life. (Learn more at [Our Mission](#).)

I sense the spirit of those heady days every time I meet with my TC² colleagues. I am so grateful for these wonderful thoughtful, creative educators who exude enthusiasm for their mission to ensure that all learners have the opportunity and support to grow into great thinkers.

(Read more)

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## What are your hopes and aspirations for your students?

- What are you noticing about the quality of their thinking this year?
- Despite your best efforts, what have you noticed students generally struggle with in your discipline?
- Which competencies are most important for them to develop?

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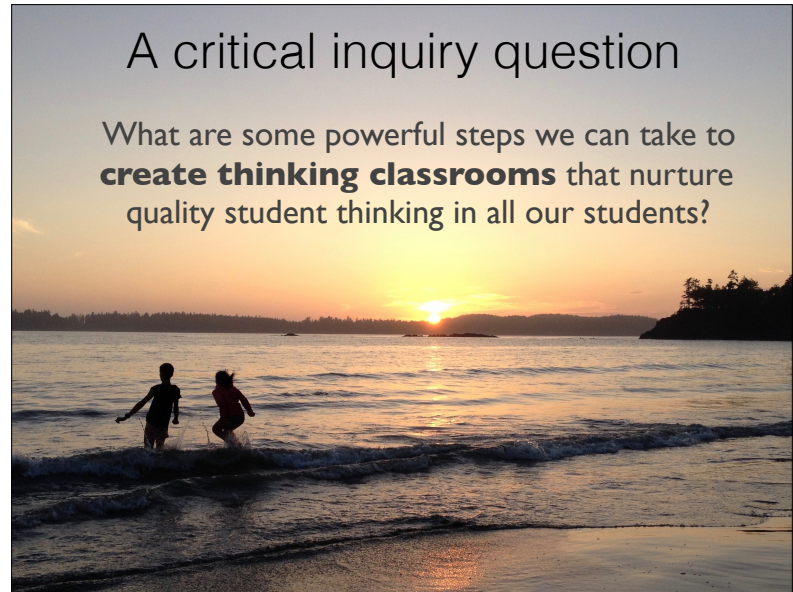
Questions?  
Priorities?  
Concerns?



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## A critical inquiry question

What are some powerful steps we can take to **create thinking classrooms** that nurture quality student thinking in all our students?



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### Today's critical challenge

#### • 3-2-1

- Select **3** things you learned about today about nurturing thinking that had an impact on you
- Select **2** practical ideas you are planning to try in your classroom next week
- Raise **1** powerful question that you would like to better understand

Start a  
Thoughtbook:  
What are your  
initial thoughts  
about this  
challenge?

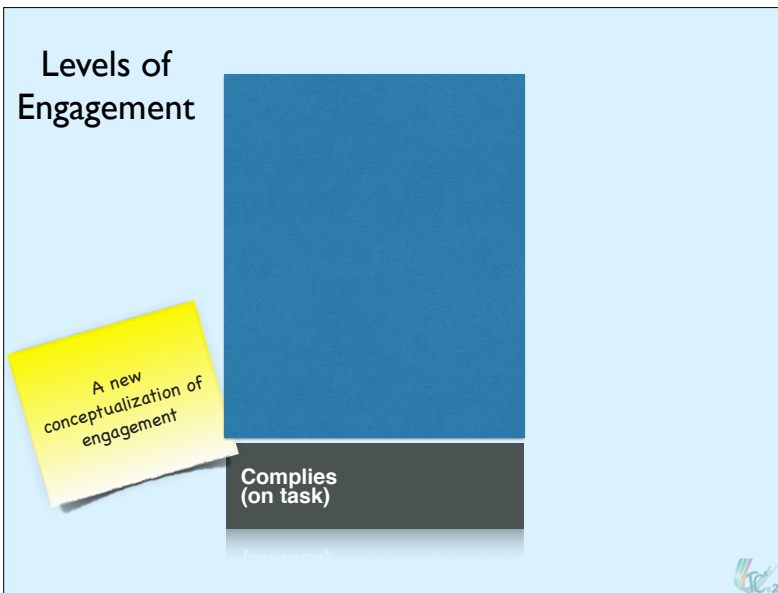


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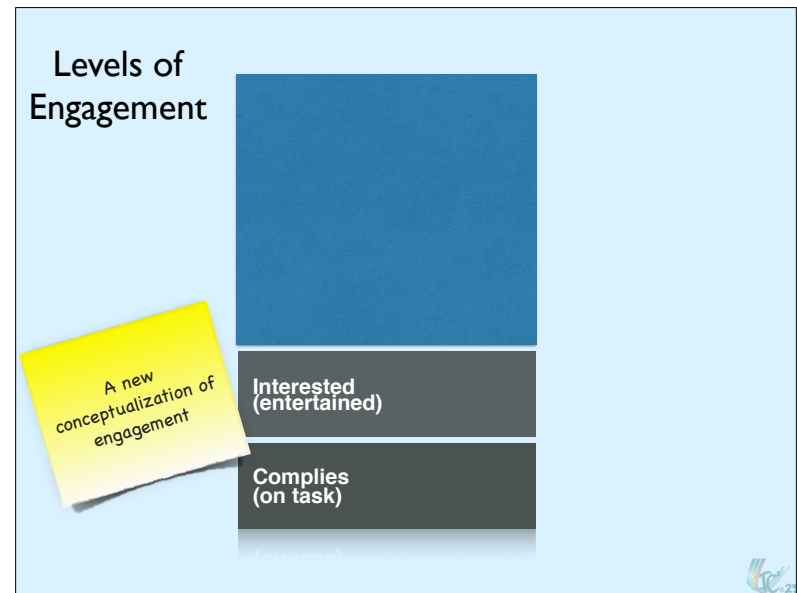
What do we mean by  
**ENGAGEMENT?**



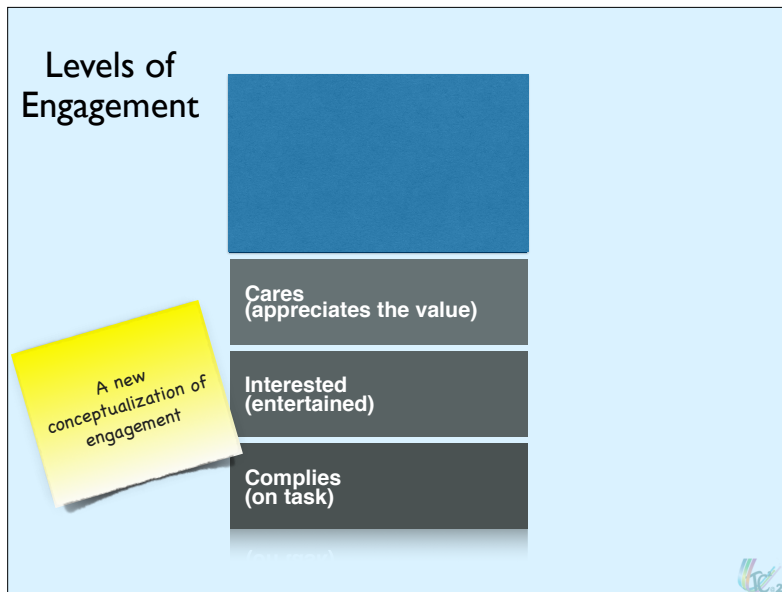
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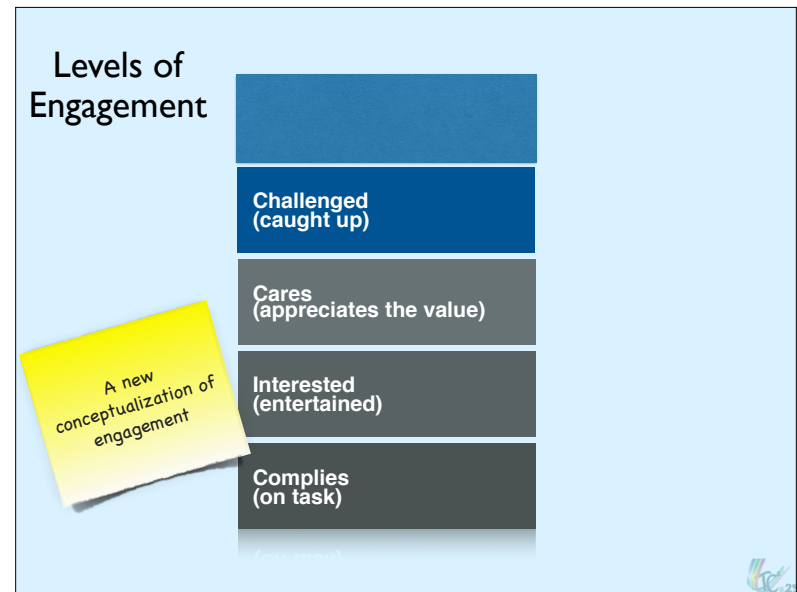
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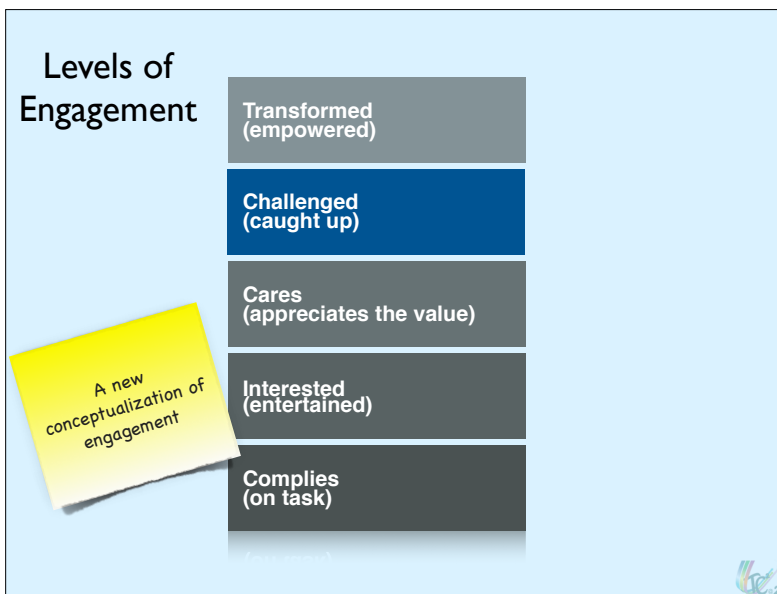
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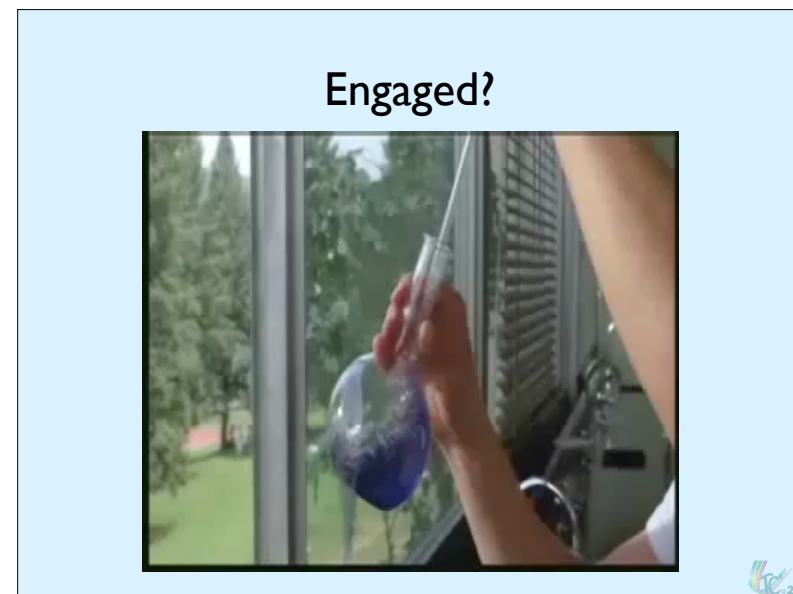
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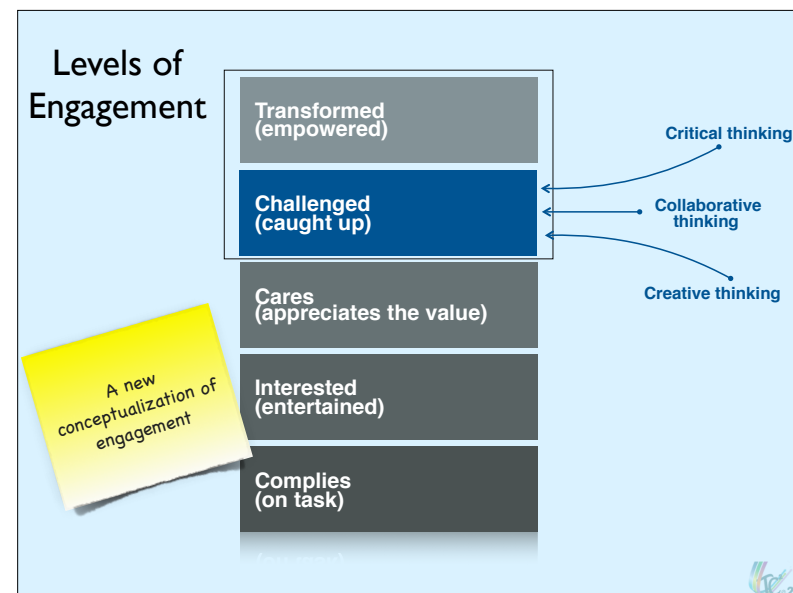
## Levels of engagement

Rate the level of engagement of each character:

- Paul
- Roland
- the other students

Not engaged	Level I	Level II	Level III	Level IV	Level V
<b>Non-compliant</b>	<b>Merely complies</b>	<b>Holds interest</b>	<b>Sees the value</b>	<b>Is challenged</b>	<b>Is Transformed</b>
does not complete assigned tasks	does it for external rewards or expectations	is enjoyable or pleasing	is perceived important, useful or personally meaningful	gets caught up by appropriate and meaningful challenges	commitment extends to other aspects of their lives

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## What do we mean by CRITICAL THINKING?



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## Will there be a goal?

- 4 - Highly Likely
- 3 - Likely
- 2 - Unlikely
- 1 - Highly Unlikely



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## A Definition of Critical Thinking

TC<sup>2</sup> defines critical thinking as the thinking through of a **problematic situation** about what to believe or how to act where the thinker makes a **reasoned judgment** that reflects competent use of the **intellectual tools** for quality thinking.



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Revise your  
Thoughtbook:  
What would you  
like to add or  
refine?



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How do we assess critical thinking? What should we look for?



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What might I have learned about your thinking?

When we make thinking visible, we are able to fluidly **assess** and then strategically teach the intellectual tools needed for quality thinking



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What **intellectual** tools does a good thinker need in your discipline?



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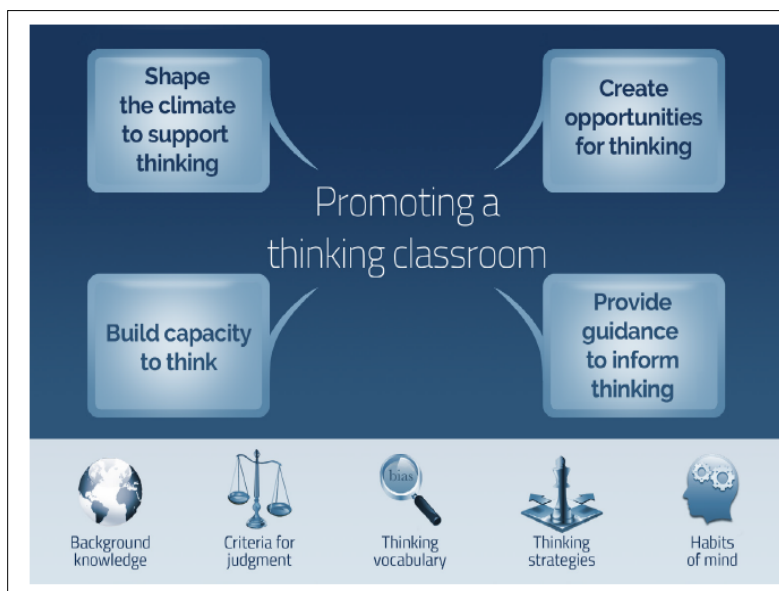
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Share something from your Thoughtbook



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## Where can I learn more?

...and many more resources on our website...

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## Stay connected

# Thank you!

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