Leadership education II: Communication, awareness, and leadership
Chapter 1: Lesson 3
Learning to think critically

Learning to think:

**Intuition** - that "sixth sense" that something will have about other people and events.

*Thinking* - I function of your mind that make sense of your life's events and helps you figure out what is going on around you.

-Thinking happens when you begin to see patterns among all the stuff pouring into your head through your senses and emotions

**Reflection** - The process of making sense of the world by thinking.

- Thinking is one of the brain's three major functions, the other two are feeling and wanting

**Decision-making:**

**Decision-making** – The process of making choices of selecting appropriate options based on thinking.

-A decision based on thinking is one that is based on reason

Good decision making tips:
- State the situation
- List the possibilities or options
- Think about possible complications and outcomes
- Consider your values and sort or judge the alternatives and your systematic way take your time
- Discuss the issue with people you trust
- Think about what you don't know do research if necessary
- Make a decision and act
- Evaluate the decision
Problem solving:

**Problem solving** - putting your thinking to work on things you need to accomplish.

Critical thinking:

**Critical thinking** - the ability to explore an issue, problem, decision, or option for many angles.

**Analysis** - The process of breaking down and if she went to basic parts to figure out its nature, how it works, or why it is a help or an obstacle to your progress.

-Critical thinking involves making informed Open Minded decisions

Building critical thinking skills:
- Holding back your emotions about the subject
- Looking at the subject from different points of view
- Breaking down information
- Asking probing question
- Solving problems systematically
- Separating facts from opinions

Critical reading:

**Critical reading** - The ability to think carefully about what you read, ask questions, and to develop your own understanding of the writers words.

3-part technique:
- Describe – tell who/what/when it is?
- Interrogate- ask how and why questions
- Evaluate-decide what does it mean
The parts of thinking:

- **Purpose**: thinking always has a goal
- **Point of view**: thinking always takes place from a point of view
- **Assumptions**: thinking is subject to certain rules or assumptions
- **Implications and consequences**: thinking leads to certain ideas or outcomes
- **Data and facts**: these are recognize foundations of thinking
- **Inferences and judgments**: these are ideas based on facts, but not facts themselves
- **Concepts and theories**: thinking is governed by expected, established concepts
- **Solutions and outcomes**: thinking points you toward conclusions, outcomes, solutions, and improvements.

Standards for critical thinking:

- **Logic**: Way of thinking that seeks to form solid connections and support for the way you think about how the world works.
- **Bias**: personal way of thinking that makes it impossible to use logic.
- **Premise**: an idea on which a logical conclusion stands.

Standards of critical thinking:

- **Clarity**: Is the language used to express the thought clear?
- **Accuracy**: is the statement true?
- **Precision**: is the thought specific enough?
- **Relevance**: does the thought apply well to the issue in question?
- **Depth**: does the idea dig into the issues complexities or just glance off the surface?
- **Breadth**: does the thought consider other points of view?
- **Logic**: does the thinking follow from solid?
- **Significance**: is the thinking important enough to be included in the deeper discussion?
- **Fairness**: is the thought balanced and based on truth?

- Ask good hard questions
Types of questions:
- Questions of fact that require evidence and reasoning within a system
- Questions of preference ask the listener to state a choice
- Questions of judgment require evidence and reasoning within multiple systems

Designing your own learning:
- What is the purpose?
- What am I expected to learn and demonstrate?
- How will my teacher assess my progress, what measures will show that I have learned what I supposed to learn?
- Who is the teacher, what do I know about the teacher style of instruction?
- What concepts or questions will the course explore?
- What does the course connection to other classes I'm taking now I have taken in the past?
- How can I best organize my time and effort in this course to get the most out of the material?
- What will be my strategy for success in the class?

Evaluate your own learning:
- Do I raise important questions and issues in class, do I avoid dead questions?
- Do I analyze key questions and problems clearly and precisely?
- Do I rationalize the subject matters key assumptions?
- Can I identify key concepts?
- Do I use language appropriate to an educated mind; do I avoid slang in my formal written and spoken expression?
- Do I recognize and analyze competing point of view, do I respect other learner’s points of view?
- Reason carefully from clearly stated premises, do I create logical thoughts?
- Recognize important implications and consequences?