



HOW IMPORTANT IN LIFE?

- **Interpret** information accurately?
- **Analyse** information or situations thoroughly?
- Apply **reason** to life and work challenges?
- Draw accurate **inferences**?
- Be **logical** when appropriate?
- Forge coherent **syntheses** after research?



HOW IMPORTANT IN LIFE?

- How to apply judgement process?
- How to use a problem solving process?
- Tools available to enable better decisions?
- Use of organizational patterns?
- How to ask better questions?



MY INTRODUCTION TO TEACHING...

1996: discovered students didn't know what they didn't know...

Worse, I didn't know what they didn't know, so I didn't know to teach them...

I asked students to read and
analyse text material & come
prepared to discuss some aspect.

Parroted superficial ideas
about supposed meanings



...okay, now try explaining
your reasoning for your positions.

I got subjective opinions.

...what inferences did you
draw from what you read?

Didn't know what inferences are

OMG!

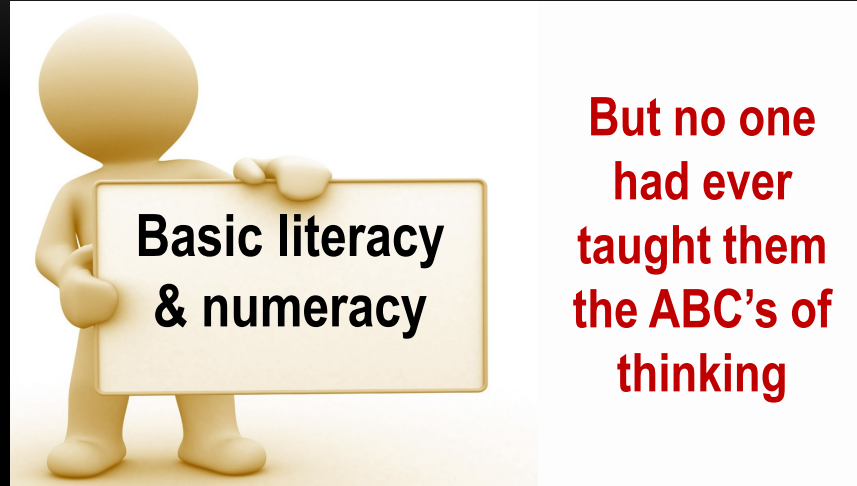
I ASK THEM ABOUT THINKING

- Making decisions
- Making plans
- Rolling ideas around
- What we do so we can do things, and
- I don't know, I just think.

I ASKED FOR DEFINITIONS OF

- **Analysis**
- **Reasoning**
- **Inferences**
- **Logic**

THEY HAD THESE...



EXPLICIT TEACHING

Alphabet

Numeracy (multiplication tables)

History: In 1492 Columbus sailed...

Chemistry: periodic table of elements

Literature: Rime of the Ancient Mariner

Music: notes, scales, etc.

THINKING IN A SEQUENCE



Most students don't know the gears...

WORDS SPARK THOUGHTS

Mathematicians have a logic to their language, so do marketing and human resources specialists, etc.

Words springboard our thoughts, but most students have small vocabularies about thinking words...

ASK YOURS TO DEFINE:

Decoding
Interpretation
Analysis
Reasoning
Logic
Inferences
Synthesis
Rationality



WHAT FOLLOWS CAN BE TAUGHT

Each of these thinking “tools” can be covered
in detail in just a few minutes...

Will the knowledge help them in
school and in life?

1ST GEAR: INTERPRETATION

If you don't have accurate interpretations (definitions) to really understand what words mean, you can't hope for good outcomes by gear 6.

INTERPRETATION:

If you say "critical thinking," you'll already have lost them...

"to find fault..."



LOGIC: DOESN'T MEAN COMMON SENSE

- **Analysis:** dissect into parts
- **Reasonableness:** quantifiable evidence
- **Judgment:** discerning, comparing, testing
- **Rationality:** seen by others as sound thinking

ACCURATE INTERPRETATIONS

...of the words for critical
thinking must be taught
early...

2ND GEAR: ANALYSIS

You can't think or create outside of the box if you don't know what's in the box.

One can't think critically without ample relevant knowledge about the issue at hand. A place for ROTE.

MOVING ON FROM ROTE LEARNING

Rote learning is the: “WHAT?”

Inferences are the “SO WHAT?”

Creativity that flows from all parts of CT enable the: “NOW WHAT?”

I ask them to define marketing, i.e. to explain what marketing is...

Typically they cite advertising and sales, that's it...not analysis

ANALYSE MARKETING: NOW WHAT, SO WHAT

Targeting & ultrafine targeting	Packaging
Segmentation	Programming
Differentiation	Demographics/geodemographics
Premiumization	Viral marketing
Psychographics	Sales stories
Positioning & repositioning	Heterogeneous & homogeneous
Qualitative & quantitative	Ad creation concepts
Branding, co-branding, rebranding	Socio-economic trending
Co-creation	Marketing audits
partnering	Strategic marketing plans

WHAT IS MARKETING: 12 P'S

1. Product
2. Proof
3. People
4. Perception
5. Position
6. price
7. Problems/pitfalls
8. Promotion
9. Persuasion
10. Proactive followup
11. Place
12. Processes

AFTER THEY KNOW WHAT IT IS

- Drill, grill, and kill on the “what” so they can define each marketing term, tactic, etc.
- They teach individual concepts (what you teach you never forget)
- Then quiz on the “so what” each session
- Then on the final, open book, in computer lab, they have to provide the “now what” in their industry using e.g's for each
- No midterm and final is learning experience

REASONING CONFUSES STUDENTS

Most think it means to give your subjective opinions; it means just the opposite

Reasoning means facts, evidence, and research that is quantifiable

Get FERQed

INFERENCES...DEFINITION

“...**reasoning** involved in drawing a conclusion or making a **logical judgment** on the basis of circumstantial evidence...”

There are good inferences and bad, based on whether one chooses to involve analysis, reasoning, and logic

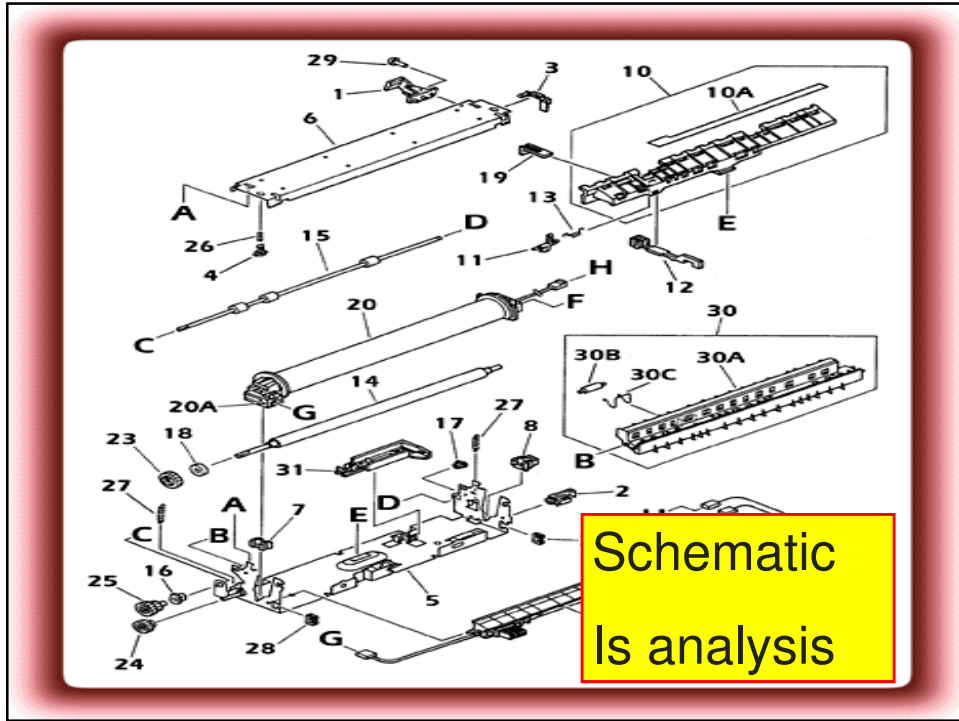
INFERENCES...QUICK & DIRTY!

There are always people willing to give you the benefit of their inexperience...

...inferences are too easy...

I ask them to define or explain synthesis and how it connects with analysis...





WHAT STUDENTS NEED

Students think, but rarely ask: "What's in this for me?"

It's a question of relevance. Subject matter is only relevant if they perceive it as related to their personal needs or goals.

MAKING CT SKILLS RELEVANT

Why are you doing this project? When start a project need to figure out what do know and don't.

Accurate Interpretation and deep analysis are crucial to enable reasoning...but takes time.

JOB SEARCH IS RELEVANT

Most have never heard of job descriptions or how they can be used

So, they have to get six, first analyse, and then synthesize those into one

Then match all the KSA's found against their experience and course outlines

A STUDENT JOB DESCRIPTION

Diligence

Resourceful

Engaged

Ambitious

Attentive

Passion for learning

Attendance

Time management

Optimistic

BUS. COMM. & MARKETING JOB SEARCH

1. Thoroughly analyse a job description
2. Select appropriate resume format
3. View cover letter & resume as marketing documents: targeting, differentiation, premiumization, psychographics, etc.

TO TEACH ANALYSIS, REASONING, SYNTHESIS

Have students analyze six cell phone plans, extracting from each benefits, features, negatives, positives, etc. and pull all info together to form a “reasoned” (facts, evidence, research) to support selecting a specific plan.

Again, puts elements of critical thinking in a context that each of them is familiar with.

STRATEGIC CAREER ACTION PLAN

This teaches the concepts of Strategic Planning not in a business context but for life and career but it still forces students to create: vision, purpose, values, strategic directions, op plans, SWOT analysis and enviro scan...all highly relevant and meaningful.

Cross cultural and conflict management: have to create games, quizzes, role plays for 45 minutes following chapter, lecture, etc.

Focus is on retention concepts, what they teach, they will remember

Public speaking: have to sell something personal using 10 benefits, 10 features, sales clinchers, sensory hooks and other marketing tactics

QUESTIONS HAVE 6 LEVELS, TOO

Use in job interviews to get different responses:

1. **Memory**
2. **Analysis**
3. **Reasoning**
4. **Judgement/evaluation**
5. **Inferential**
6. **Creative**

HELPING STUDENTS THINK...

Body of Thought to force lateral thinking instead of Pros and Cons list most use

Benefits:	Linear
Drawbacks:	Linear
Other Options:	Lateral
Impacts:	Lateral

8C THINKING

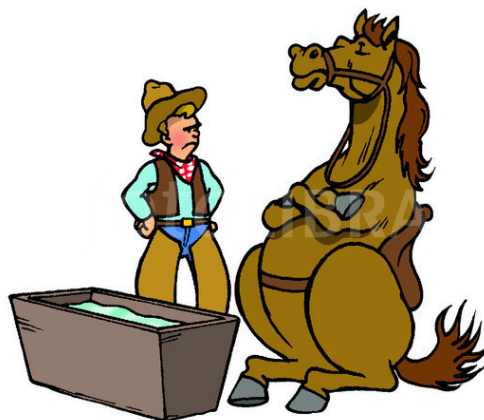
1. Constructive
2. Comprehensive
3. Conscientious
4. Candid
5. Critical
6. Connective
7. Creative
8. Correct

THE IMPORTANT QUESTION

“How likely is it that most of our students know any of this?”

*And how likely is it that they’ll ever find out if we don’t teach it to them—
EXPLICITLY?”*

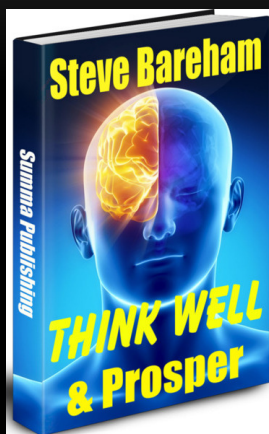
There does have to be a willingness to make a habit of comprehensive thinking....





Knowledge is knowing a tomato is a fruit, wisdom is not sticking them into fruit salads.

COPIES OF SLIDES OR BOOK



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