PLEASE USE THIS SECTION FROM THE ARTICLE AS A GUIDE TO ASSIGNMENT

I chose **The Challenged Thinker**!

Stage Two: The Challenged Thinker

Defining Features: Thinkers move to the “challenged” stage when they become initially aware of the determining role that thinking is playing in their lives, and of the fact that problems in their thinking are causing them serious and significant problems.

Principal Challenge: To become initially aware of the determining role of thinking in one’s life and of basic problems that come from poor thinking.

Knowledge of Thinking: Challenged thinkers, unlike unreflective thinkers are becoming aware of thinking as such. They are becoming aware, at some level, that high quality thinking requires deliberate reflective thinking about thinking (in order to improve thinking). They recognize that their thinking is often flawed, although they are not able to identify many of these flaws. Challenged thinkers may develop an initial awareness of thinking as involving concepts, assumptions, inferences, implications, points of view, etc., and as involving standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., though they have only an initial grasp of these standards and what it would take to internalize them. Challenged thinkers also develop some understanding of the role of self-deception in thinking, though their understanding is limited. At this stage the thinker develops some reflective awareness of how thinking operates for good or ill.

Skill in Thinking: Most challenged thinkers have very limited skills in thinking. However like unreflective thinkers, they may have developed a variety of skills in thinking without being aware of them, and these skills may (ironically) serve as barriers to development. At this stage thinkers with some implicit critical thinking abilities may more easily deceive themselves into believing that their thinking is better than it actually is, making it more difficult to recognize the problems inherent in poor thinking. To accept the challenge at this level requires that thinkers gain insight into the fact that whatever intellectual skills they have are inconsistently applied across the domains of their lives.

Relevant Intellectual Trait: The fundamental intellectual trait at this stage is intellectual humility, in order to see that problems are inherent in one’s thinking.

Some Implications for Instruction: We must recognize the importance of challenging our students--in a supportive way--to recognize both that they are thinkers and that their thinking often goes awry. We must lead class discussions about thinking. We must explicitly model thinking (e.g., thinking aloud through a problem). We must design classroom activities that explicitly require students to think about their thinking. We must have students examine both poor and sound thinking, talking about the differences. We must introduce students to the parts of thinking and the intellectual standards necessary to assess thinking. We must introduce the idea of intellectual humility to students, that is, the idea of becoming aware of our own ignorance. Perhaps children can best understand the importance of this idea through their concept of the "know-it-all," which comes closest to their recognition of the need to be intellectually humble.