

Amy	PLUS:	Visualization was really helpful and i appreciate your concern about zoning in (deadlines etc.) and what to focus on and when.	DELTA:	Might want to consider going deeper into the connection between the skills and traits (how to gain the traits) but it sounds like you might be already heading there.
Amy - ma	PLUS:	I like that you recognize that this is a life-long process. It's a good idea to communicate that. This is not a self-help quick fix approach. I also liked your diagram with CT in the middle.	DELTA:	You did recognize this as a future challenge, but I'm not sure how you will implement this in your work. More synthesis is necessary I guess.
Amy -SS	PLUS:	That humility is a starting point for critical thinking and the idea of developing an overall process.	DELTA:	A list of habits that you believe are the most important
Amy -SS	PLUS:	A guide for emerging critical thinkers and that defining critical thinking is important. Hat visual is great.	DELTA:	Perhaps lining up the hat colours with the critical skill habits we have been exploring
Amy (BH)	PLUS:	I like the fact that you are going into depth with the basic and fundamental definitions associated with CT. This is the kind of topic that one cannot get enough understanding of those foundational issues.	DELTA:	And yet, it seems really broad. I'm not really grasping the big picture of your CE3. I think maybe it is because I could not remember what you did for CE2 and you said it was "tied into" or a "continuation" of CE2 (I can't remember what you said).
Amy (JN)	PLUS:	I think you have a very nice organized array of what the positive traits that are associated from critical thinking. These are very detailed, so great job on that	DELTA:	The one thing that I would like to see is whether or not there's a juxtaposition diagram that could show what are inhibiting factors that prevent critical thinking and the traits that go with it.
Amy (SF)	PLUS:	Humility (Self Awareness) is huge	DELTA:	Interested to see "list" for process
Amy by P	PLUS:	Start with humility -- "there are problems in my thinking"	DELTA:	How to make the items under "Skills" seem like skills to a reader/listener. (They feel different from the skill of being able to dribble a basketball, no?)
Amy DK	PLUS:	I like the idea of creating a plan for becoming a critical thinker.	DELTA:	I wonder what makes you think you are not a critical thinker?
BH	PLUS:	The ongoing development of a course syllabus is difficult and challenging. The tendency is to "arrive" at a place where your material/syllabus is stationary for a while so you can perfect the material. It is hard to continually going on to improve a syllabus. So I admire the development with your thought process.	DELTA:	On the other hand....continual development can be at the cost of stability.
Bill	PLUS:	I appreciate the pressures your under to provide something to your employer and look like you're on track to provide them something really worthwhile.	DELTA:	It seems like there's a drive for critical thinking in your school but I'm wondering if that's administrative or the teachers themselves. Just may be worth considering in order to decide how to "sell" it.
Bill - ma	PLUS:	Love your diagram. It's a great way to represent your project. I also think it is a good idea to investigate what others have done.	DELTA:	

Bill (JN) PLUS:	I'm glad that it's an educational product that will be used for your colleagues	DELTA:	It's an interesting thought about the usefulness in terms of what the university gets out of it, but it is a similar question about Service Learning, or Community Engagement in the classrooms. Now there's recognition and classifications that has recognized the importance of it. You can imagine that Critical thinking built into this idea in tenure and overall usefulness to the university that is the same embryonic stages that Service learning was in.
Bill (pt) PLUS:	Pyramid of 9 parts Research on each part Question: Will it matter?	DELTA:	Larger fonts in visual aid (so we can read them on a hangout) How will you address your question
BILL (SF) PLUS:	Your CE3 is creative and puts the skills we have learned to use.	DELTA:	How can you address the struggle to get through to the staff who may not be on board?
Bill H DK PLUS:	I liked the idea of creating a critical thinking program at your school.	DELTA:	Explore ways in which one can be persuasive, selling the program.
Bill Haney PLUS:	I think the smaller, modular approach will be great because it makes it easily digestible.	DELTA:	You might consider partnering with someone from the economics or business faculty to craft a problem that would resonate with them but not be overly number oriented. A lot of business problems can be described well verbally without getting into too many calculations.
Bill-SS PLUS:	A plan for a critical thinking training program for faculty-great idea!	DELTA:	A personal definition of critical thinking
David PLUS:	Good point about being detailed with the facts and shows awareness, key to critical thinking.	DELTA:	May want to consider trying to find other elements of your thought that might be effecting your critical thinking as you work through the CE.
David - m PLUS:	I like the idea of stories to show how critical thinking is applied.	DELTA:	It will be a challenge to convince those who continue to use discredited or unsupported data to pitch a point of view.
David (AS PLUS:	Thought it was great that you included a piece about how to connect with people who oppose your ideas.	DELTA:	
David (JN PLUS:	I'm glad your focus is on global and systemic level issues.	DELTA:	I'm really unclear as to what the focus is.
david (pt) PLUS:	Appreciating your need to be tighter about details in order to influence or help others	DELTA:	How do we engage others on their turf when that does not accept some basic propositions we use?
David (SF PLUS:	Being reflective of yourself needing to 'pay more attention to detail'	DELTA:	Determining Audience
David-SS PLUS:	That we have to deal with diverse people with set mindsets.	DELTA:	Maybe just to clarify if your goal is to change yourself or people
Joey PLUS:	I appreciate how clear your goal in CE3.	DELTA:	You may want to consider looking back to the exercise we completed a few weeks ago. When we created diagrams towards critical thinking (sorry, I forget the activity number)
Joey - ma PLUS:	I like that you are trying to relate this to a generally accepted theory.	DELTA:	I think there needs to be some clarity on the difference between group and individual critical thinking.

Joey (AS) PLUS:	Love that you brought Maslow's hierarchy into it. I can see how its related but hard to integrate.	DELTA:	I think you mentioned something along these lines but it may be a situation where once the first level of Maslow's hierarchy is reached, someone could do some critical thinking but would need to move up the triangle before they could do more. So the levels are staggered somehow.
Joey (BH) PLUS:	Ah...good old Maslow. Is there an academic discipline where his triangle has not ever been used????? No, I don't think so. I think even in animal-husbandry-dissection you can apply Maslow! LOL.... It will be interesting to see how Maslow applies to what you intend to do in this CE3.	DELTA:	Nothing comes to mind with your CE.
joey (PT) PLUS:	The idea of aligning Maslow with stages in Critical Thinking	DELTA:	Just how you align Maslow with stages in Critical Thinking Should a Crit Th course start with establishing the "lower" needs?
Joey (SF) PLUS:	Making a design for both individual & group	DELTA:	Interested in patterns you uncover between the two
Joey DK PLUS:	Having a pyramid of critical thinking would be helpful.	DELTA:	Are there areas of thinking that are not in the books?
Joey-SS PLUS:	Group vs. Individual perspective. Like the visual and components	DELTA:	Declaration of what you would like the exploration to show related to the comparison of the two groups.
Mare PLUS:	Loved the superhero part... with a four-year old who is obsessed at the moment about everything super hero.	DELTA:	Consider creating a few superhero logos and letting some kids pick their favourite or provide input.
Mare (AS) PLUS:	I love the idea of "Critical Thinking Man." And I think the idea of this course and starting kids younger is fantastic.	DELTA:	
Mare (BH) PLUS:	It is nice to see another academic trying to improve classroom learning of critical thinking. This "ain't easy!" It's one thing just "being" or "trying to be" a good critical thinker. But it is another matter trying to teach other to be a good critical thinker. My hat's off to you!	DELTA:	The key problem I am having is whether or not students (or even fellow teachers) really WANT to be critical thinkers. We assume they do want to be a good critical thinker...but alas, they may not.
Mare (JN) PLUS:	I like that you are building a syllabus for your students. "It's easier to prepare a young child than to repair a broken man" I forgot who said it.	DELTA:	
Mare (pt) PLUS:	Children's book in dialogue form Tackling a whole syllabus	DELTA:	What would each week look like? I look forward to seeing
Mare (SF) PLUS:	Critical Thinking Begins in Early Years	DELTA:	Do you feel this can even be fostered in EARLIER years? Infancy, Toddlers, Preschool??? What are the stages of Critical Thinking in terms of Child Development.
Mare DK PLUS:	I liked the idea for the class and the character. I think it is needed.	DELTA:	I think you could find critical thinking in kids everywhere. It just needs to be pointed out.
Mare-SS PLUS:	Course on Philosophy for children-exciting and that critical thinking training should start as early as possible.	DELTA:	Maybe incorporate live examples or build characters to make deeper connection.
Peter - m PLUS:	I can identify with preparing a syllabus and understand just how difficult that is.	DELTA:	It is a good idea to have those diagrams - sometimes they are a bit difficult to follow.
Peter (pt) PLUS:	Platform/Private universe model	DELTA:	How to set up preliminaries without taking a number of weeks
Peter (SF) PLUS:	I am intrigued by the KAQ model. Want to know more. Use a similar model with preschoolers KWL.	DELTA:	More about action learning.

Peter Tayl PLUS:	like the idea of including the private universe in some way and continuing to allow the course to include people's individual perspectives and backgrounds	DELTA:	
Peter Tayl PLUS:	I'm glad you are using the CE for the future use of the class	DELTA:	Maybe develop activities for scaffolding students that aren't quite getting it
Peter-SS PLUS:	That the CE3 will be the learnings from this course applied to the syllabus for the next course.	DELTA:	I look forward to seeing the outcome of the syllabus
Phil PLUS:	I really like the idea of building on someones personal/professional platform. Seems to happen anyway, so to recognize and work with it seems appropriate.	DELTA:	If you haven't already, maybe consider what sort of products/projects you are you thinking for this course? Is it a setup with 3 CEs like this one?
Phil - ma PLUS:	You are so right that the situations that require CT are not announced ahead of time, so being prepared is necessary. Perhaps examples like that would help to convince people that CT is a necessary "way of life."	DELTA:	Work on how to create deliberate practice. That's a great goal.
Phil (AS) PLUS:	I'm glad that your wife is doing better - I'm sorry to hear about that! But, I did find the personal story to be a great way to set the stage for your CE.	DELTA:	I agree that deliberate practice is a big component. I've been looking at that for another course related to expertise. I'll forward any interesting source I find.
Phil (BH) PLUS:	This is the sort of CE where the "rubber meets the road." When you talk about how your wife's health (or even survival) depends on how well a person (in this case a doctor) "critical thinks" at a key and important time, then this is an important CE.	DELTA:	To what extent might your emotions impact the way you view this CE given what you must have gone through in the past several weeks! My heart goes out to you and your family! I could hear in your voice the "urgency" (is that the right word here?) of this research to your cause.
Phil (JN) PLUS:	I am glad that you are focusing on the critical moments that critical thinking is necessary for the sake of the weighted consequences.	DELTA:	Could there be something used for critical thinking for damage control, rather than prevention?
Phil (pt) PLUS:	Example that made the big-little relationship clear	DELTA:	Why did the follow through on the Creative Thinking manifesto fall short in the end?
Phil (SF) PLUS:	The concept of preparing for critical thinking	DELTA:	speak more to consequences; maybe examples
Phil DK PLUS:	Critical thinking in all aspects of life is important and we could all be better at it.	DELTA:	I wonder I you feel that you are not a critical thinker and if so why?
Phil-SS PLUS:	Getting ready for those important moments when you need critical thinking-very true. Life application is awesome!	DELTA:	Liked the live examples of critical thinking in action.
Shawna PLUS:	I liked your idea about how the definition of critical thinking is a bit fluid and sort of, is what you make it.	DELTA:	You touched on it some in the presentation but maybe consider further exploring why you connected with Habits of Minding/Thinking hats/or any other resource.
Shawna - PLUS:	I think your idea of the hats is an excellent way to share with young children.	DELTA:	
Shawna (/ PLUS:	Love the "thinking hats" model. I've actually seen that presented before as a creativity exercise but I think you are absolutely right that it can be used as a tool for critical thinking as well.	DELTA:	
Shawna (I PLUS:	It is fun to use a "tried and true" model like DeBono. I think that you will get a lot out of this CE and it is easy to understand for the rest of us too!	DELTA:	...and yet, the problem with DeBono and others like this is that their models often don't allow you to get beyond their "6 hats" or "5 levels" or "12 steps"...so look deep if you can.

Shawna (, PLUS:	I like De Bono's model as well!	DELTA:	I think your direction is great, the only thing I wish I could have seen in your visual aid was the details in each hat. the resolution was too low and the font was too small. Nothing you can control.
shawna (ç PLUS:	Lay out different definitions of critical thinking	DELTA:	How do the different definitions of critical thinking relate to each other?
Shawna (PLUS:	I like the idea of the hats as a way to simplify the concept.	DELTA:	Are there other elements to critical thinking that are not listed in books?
Stanja (PLUS:	I appreciated your idea about it (critical thinking) being contagious.	DELTA:	You mentioned school and education feeding the workforce. May want to consider whether or not that should be a key function of the education system or if the workforce should change.
Stanja - m PLUS:	I love your enthusiasm for CT. That will be contagious, I believe.	DELTA:	I would like to see a more specific plan for how you will convince others to join your "campaign."
Stanja (Aç PLUS:	great to talk about ways to start small and use it in everyday life.	DELTA:	do you think that we need to actively combat group think or just that group think isn't necessarily helping us to become better critical thinkers?
Stanja (Bf PLUS:	It is nice to be a "poster girl" in that you can model behavior that you want others to have. The question that I have is that how do you know you are modeling "poster child behaviors?" So the pressure is on you to make sure that the behaviors you model are accurate. That is hard. And if you make it known you want to do this then "all eyes" will be on you to behave that way...when you don't behave that way then criticism will come.	DELTA:	I would encourage you to be more of a "handout girl" rather than a "poster girl." Handouts are smaller, more easily changed, and easy to get back from people.
Stanja (JN PLUS:	I appreciate you trying to develop critical thinking and the praxis that comes with it. It is a topic that hasn't been touched upon much in this course, because focus so much on the thinking aspect, to which it has really no purpose other than ourselves.	DELTA:	One of the things that might help with the development of the process is whether it is the chicken or the egg. Does critical thinking develop the action or does the action develop the critical thinking?
stanja (pt) PLUS:	Ambition: poster child, corageous, contagious	DELTA:	Describe/define the critical thinking that is more needed in C21 than it was in C20
Stanja (Sf PLUS:	Massive disconnect between work and school	DELTA:	Examples of how to get into the habit of CT on a daily basis
Stanja DK PLUS:	I liked the idea of building a habit of critical thinking.	DELTA:	How would your life be better or different if you made it a habit.