

**DCE 656**  
**Critical Thinking worksheet**  
**M. Wickett**

Critical thinking	Define the term	Identify how critical thinking term may be expressed in dance class
Analyzing	To examine or discover methodically	Find what feels wrong with a piece of your choreography. Then ask yourself which parts of the work need to be changed? What inner whispers tell you its wrong? Why do you feel that way?
Conceptualizing	Combining bits of information to form a thought or understanding	Learn a dance step from a physical and kinesthetic view. Show your learning by expressing it in words, drawing a diagram and dancing it.
Defining	To explain or make clearer	While moving, describe what your body is doing (in as much detail as possible).
Examining	To inspect or scrutinize	View a piece of work by another student. Examine the work. Search for rhythmic details and record them. (Application: Extract all of those rhythmic details, learn them and craft a work of your own inspired by your peer's original choreography).
Inferring	Use clues to guess what comes next	Can you guess what might happen next when viewing a preparation of a turn. Will the student do a tour jete, fouette, inward pirouette or outward pirouette? How can you tell by looking at their prep position?
Listening	Attend closely with the ear (using other faculties as well)	Notice where in your body a developpe begins. What muscles are you using throughout. How do you know when your developpe has reached its height limit? How does your body let you know when to stop?
Questioning	Inquiring/curiosity	(pre-assessment and post assessment) What do you know about this subject/What do you <i>want</i> to know about this subject?
Reasoning	Forming arguments through processes and judgments	Problem solve while moving during an improvisation. "Can I fit through that space with this movement? How do I know?"
Synthesizing	To form something built of	Give as many examples as possible of how many ways you can do a pli��.

	different parts/ condense	How many <i>types</i> of plies do you do in a regular day?
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	Goals for encouraging critical thinking in the classroom
1.	Model broader vocabulary to describe images and movements
2.	Use more specific questions in the classroom to provide insight/use of the critical thinking process.
3.	Make better connections to emotions, character development and real life scenarios.
4.	Being able to analyze their own work for learning as goal, not marks
5.	Integrate student learning in the dance classroom with outside material more profoundly

5 interdisciplinary themes that you are interested in addressing this semester in my classes:

- 1) Politics and dance (WWII)
- 2) Ethics and dance
- 3) Science and dance (kinesiology and movement)
- 4) Emotional education (teen depression) and dance
- 5) English/Dance (opera stories and dance)

I found the “How not to be stupid” clip to be rather provoking and felt as if it were talking down to their audience. They also presented their facts in an either/or fallacy, which they were using as an example of how not to be a critical thinker. I’m not sure that the ideas were presented in a way that upheld their argument. On the other hand, I appreciated the other two videos and felt that they brought a fresher take on the issue. They explained critical literacy intelligently but accessibly so that their audience can connect with this concept as a life-long process, so as not to feel discouraged or ‘stupid’ while ingesting the material.

I found this worksheet difficult, the most difficult one yet! It seemed daunting (and harder than expected) to define terms that seem like such basic concepts. It proved to remind me that my vocabulary needs a good shake up! The corresponding expression in dance class was also difficult. So much so that I took to google scholar to find another article or two to help with examples to help me solidify the abstractions (as mentioned in reading 3B). Ann Thomas Moffett’s masters thesis from the University of Oregon entitled “Dance as Inquiry: Critical Thinking in Dance Education” proved to be helpful in giving concrete

examples and explaining the theory behind three essential questions regarding critical thinking in the dance classroom. After thinking about the educational portions and trying to apply the art videos from the teaching channel, this article helped me to close the gap and confirm my possible answers. In this exercise, (as I searched for more information to consolidate my learning) I have just confirmed how critical thinking supports self-reliance and problem solving skills! Neat!

As a teacher, critical thinking in my classroom is key. It is always the goal but I'm glad I'm beginning to understand how I might organically 'pull it' out of my students. Often times it's difficult to get students to speak about the material, while they are only 'dancing' the material. These concepts will take me far in being able to draw out their thinking and leading them to much higher level thinking through discussion with very specific questioning. It helps me to ask the right questions and use the write phrases and not 'help' when I see struggles. I'm a sucker for emotions but I might be holding some of my students back by spoon feeding. These options help students discover more on their own and help me stand back as more of a guide to help them 'catch' the fish rather than 'giving' the fish.

Erica and I spoke for about an hour on Thursday night. We mainly concerned ourselves with ideas surrounding emotional education vs. critical thinking, if and how they could be linked. In my reading, (reading b) there was a delineation between the skilled thinkers who were self-serving and those who strived to be unbiased critical thinkers. This is where I think that emotional education plays a role in critical thinking that was missing in the "How not to be stupid" video. Emotional education (in my classroom and many non-competitive dance classrooms that I have encountered) is a major part of learning to dance and expressing yourself properly. How does the wishful, hopeful thinker combine with the critical thinker? How does the scientist believe in God?

We also spoke about Erica's article and the stages of critical thinking. We boiled it down to learning to be self-aware. Once you are truly self aware, you are able to identify where your strengths and weaknesses lay, correct them to the best of your knowledge at that time and move on. Later, you may re-evaluate and find a new weakness or strength and repeat the process depending on the knowledge you have at that point in your life. The willingness to see one's self critically (and clearly) is a process that needs to be better taught in schools (more habitually, as we are learning) but also develops over time. For instance, in grad school, I am not concerned with the letter grade or marks I receive, but I am concerned about the learning that is taking place. My undergraduates are still very focused on marks rather than material. Is it a combination of age /wisdom (or lack thereof) and critical thinking / self-awareness skills or is it just critical thinking on its own? Erica thought

that more strategies to achieve critical thinking would be more helpful for her article but we came to the conclusion that the Blooms taxonomy is what helps you build that critical thinking material into the syllabus.

\*Mila, I am loving the discussions we are having on skype with our partners. I learn best this way and am really enjoying the structure of the course. I miss the girls in the program and the endless conversations we had while in residence together for such a short time. It's amazing the bonds that can be made in minut amounts of time. Thanks for having a platform where we can really discuss and come to conclusions and new thoughts together. Social learning is a much more profound experience than reading from a book all the time.