

## DOING THINKING

### Agenda Week 1, 1<sup>st</sup> class: Monday, September 27

#### *Before the class begins:*

Please sign-in (two sheets are circulating); fill out name cards (use felt pen for visibility); complete first page of student information form; read class agenda, syllabus, and handout on reading/writing assignments.

#### *Welcome and introductions*

- Overview of evening's agenda and some organizational details
- Complete student information sheet section on learning "something" well
- Conversation pairs/several rounds/plenary of the whole

#### *Overview Doing Thinking syllabus*

- Guiding questions
- Working wood/crafting ideas
- Puzzling passages/design dilemmas and collaborative work

#### *In-class reading and discussion*

- *On own* (time constraint--15 minutes): Read excerpt from David Perkins' *Making Learning Whole* (handout), attentive to the essential points of his argument; select a passage you find especially significant and make a few brief notes on why you chose this particular passage.
- *Conversation circles* (time constraint--30 minutes)
  - Introduce yourselves re: focus of studies at Evergreen
  - Present-- one-by-one--selected passages and why, *without* comment from others
  - Explore Perkins' ideas, puzzling passages
- *Reporting out to class*: Insights regarding learning "something" well? Relevance to your collective and individual work in *Doing Thinking*

#### BREAK (around 7:30 pm for 15 minutes)

#### *An exercise in creative imagination*

- *Design teams*: Form groups of 3 people (4 max)
- *Design challenge* (time constraint--1 hour): Construct a container to be held in one hand by one person that is capable of holding and supporting the weight of six oranges.
  - *Materials*: Two large pieces of poster board and one package of tissue paper
  - *Tools*: Hands and brains

*Note*: Use the handout provided as a guide in designing and assessing the group's work.

- *Individual reflection* (on index cards with name)

If your design failed the field test, identify what you would need to understand and know how to do to produce a successful result (i.e. the "hard parts") both as an individual and as a group?

If your design was successful, what process components contributed to its success? What did you contribute? What did you learn from working with others? Are there ways to improve the team design or working process?

#### *Assignments for next class (October 2)*

- Read *Analytic Thinking*, pp.1-21 to get the gist of the "eight basic structures" (you may want to read pp.5-9 several times).
- Read *Shop Class as Soulcraft*, "The Separation of Thinking from Doing," pp.37 to 53.
- Do summary notes (see handout *On Reading and Writing Assignments* for guidelines) on essential points in Crawford's argument, applying the approach from *Analytic Thinking*.
- Select a puzzling/significant passage and do notes for next class's conversation circles.
- Do a journal entry exploring this question: *What is the relationship between thinking and doing, the work of the mind and the work of the hand?* Draw on your experience doing the container design and the excerpt from Crawford's book.

*Adjourn*