

## DOING THINKING

### Agenda Week 5, 1st class: Monday, October 25

#### *Assignments due this class*

- Refine notes on “Rethinking Hand and Brain,” chapter 7 from *The Mind at Work: Valuing the Intelligence of the American Worker*
  - Read and do summary notes for “Hand and Brain in School” pp.167-194, “Conclusion,” pp.195-216 and “Afterword,” pp.217-233.
- [Note: original assignments listed on agenda week 4, 2<sup>nd</sup> class were adjusted for this class]

#### *Agenda overview and housekeeping*

- Sign-in sheet
- Conferences with students’ update
- Return on work handed-in

#### *“Rethinking Hand and Brain” and The Mind at Work*

- Using the analytic thinking template tool: revisit and revise components of Rose’s argument for chapter 7; discussion of when to use this template tool
- In-class reflective writing on *The Mind at Work* and what you have learned: Use the journal prompt “I used to think...but now I think” as a way to track productive shifts in thinking, where “shifts” signal emerging insights, new understandings, and fertile grounds for further inquiry
- Seminar conversations on *The Mind at Work*—based on your reflections—followed by a plenary of the whole

#### *Introducing the integrative project assignment*

BREAK (around 8:00 pm for 15 minutes)

#### *Finish Japanese saw horses*

#### *Highlights for Saturday: The Zen of Sharp*

#### *Assignments for next class*

#### *Adjourn*

#### *Assignments for next class (Saturday, October 30)*

- Read “In a Nutshell” by Howard Gardner (handout) as a supplement to “Hand and Brain in School,” pp.167-194
- Do an extended journal entry in preparation for Saturday seminar on an aspect of the questions raised by Rose in the concluding chapter: “What set of ideas about intelligence should we develop and promote, particularly in a democratic society? What do our ideas (about intelligence) enable or restrict in education, in the economy, in social and political life? And how do our ideas map onto the foundational beliefs about the person?” (see p. 213 for the context in which Rose presents these questions)