

DOING THINKING

Agenda Week 6, 2nd class: Wednesday, November 3

Assignments due this class

- Read excerpt from National Academy of Science's *How People Learn* (note example on pp.39-40); use preferred method of taking notes
- Read *Tools of the Trade*, pp.67-72. Be prepared to share insights from both readings with classmates (take a few notes).
- First rough, rough, rough draft submitted (bring **two printed copies** to class)

Housekeeping and agenda overview

- Sign-in sheet
- Class meeting times: **November 8 (M), 13 (S), 15 (M) and 17 (W)**
- Return on guiding questions for *Doing Thinking*
 - How do novices become experts and apprentices turn into artisans? Why does working through "the hard parts" move us closer to the elusive nature of mastery?
- Purpose—introduction to research on expertise in relation to your experience, i.e. knowing how to do something well

Quiet writing

- Read comments on your crafting idea brief and do some reflective writing re: further refinements to your thinking
- Classmate exchange on the current rendition of each of the two parts of your integrative assignment (any additions?)
- Hand-in rough drafts

Briefing on assignments due next class: any questions?

How experts differ from novices: Seminar on planes and principles regarding expert knowledge

- Read "Drawing and Design Intentions" as a follow-up to the difference between designers and design thinkers, conditionalized knowledge and adaptive expertise

BREAK

Tutorial and demo on planes and doing planing

In-class practice: using planes/Japanese saw horses

Adjourn

Assignments for next class (Monday, November 8)

- Re-read section on "Selected Terms and Concepts" from the handout *Integrative Assignments* (it is posted on the *Doing Thinking* moodle). Read all references from *Analytic Thinking* on "concepts" keeping in mind that ideas/concepts are to be *used as analytical tools*. Then, 1) select the ideas/concepts you are planning to work with in the crafting ideas part of the assignment; 2) define each briefly (see Rose and Gardner for examples of how they do this); 3) write a paragraph or so addressing this question: How does this (*your selected concept*) bring me to rethink my own experience and/or add clarity and precision to what I want to address in my paper? **Bring this work to class.**
- Read excerpt from Peter Elbow, "Your Cheatin' Art," and bring together some of the writing pieces you might use for your paper (i.e. the first two points on "Directions for Writing a Collage" p. 301 of handout). **Bring this work to class.**
- Note: If you feel inspired and want to begin the 3rd step, go for it!