**Why doesn’t evaluative thinking happen?**

|  |  |  |
| --- | --- | --- |
|  | STUDENTS | TEACHERS |
| Doesn’t Start | • They don’t spontaneously do it  • They don’t know how to think evaluatively  • They aren’t extrinsically motivated to think evaluatively  • They don’t like it; it doesn’t feel good  • They have no reason to trust us (yet)  • Afraid they might give a wrong answer  • Institutional culture is that students don’t have opinions  • Fear of mockery  • You will steal my idea  • Distrust of the philosophical enterprise  • No hope of success | • We did not ask them to think evaluatively  • We did not show them how to think evaluatively  • The percentage of grades for assignments requiring evaluative thinking is non-existent or too low  • Our pedagogies and assignments aren’t inherently humanely rewarding  • We don’t give them a chance  •  •  • |
| Stops | • Topic is too emotionally distressing  • Extra-curricular demands impinge on time  • Authority figure tells them to stop  • Too much loses street cred  • Alienation from loved ones | • We make them feel bad about their answer  • We haven’t taught them how to stop  • We haven’t shown them the stakes  • Our practice shows we don’t care  • We don’t give them enough time  • We give them no reason to think there is success |

• Talk in heart felt way

• Metacognitive talk about the difficulty

• Deflate value of an answer

• Get students to internalize the pedagogy

**HOW TO (RE)START IT**

**• Change to a less transgressive topic**

**• Make self vulnerable, apologize, forgiveness**

**• Talk the talk**

**• Use personal life… professionally**

**• Role playing**

**• Sneak the transgression up on them**