**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**