STEPS FOR BETTER THINKING A Developmental Problem Solving Process

STEP 4 **FOUNDATION** STEP 1 STEP 2 STEP 3 Knowledge and Skills Identify the Problem, Prioritize Alternatives **Envision and Direct** Explore Relevant Information, Interpretations and and implement Strategic Innovation · Repeat or paraphrase and Uncertainties Connections Conclusions (highest cognitive information from (low cognitive (maderate cagnitive (high cognitive complexity) textbooks, notes, etc. complexity). camplexity) complexity) · Acknowledge, explain, • Reason to single and monitor limitations · Identify problem and Interpret information: · After thorough "correct" solution, acknowledge reasons (1) Recognize and analysis, develop and of endorsed solution perform computations, for enduring uncertainty control for own biases use reasonable and absence of single (2) Articulate guidelines for prioritizing · Integrate skills into on-"correct" solution factors to consider and assumptions and going process for reasoning associated choosing among generating and using · Identify relevant with alternative points solution options information to guide information and af view strategic innovation uncertainties embedded (3) Qualitatively Efficiently implement conclusions, involving in the information interpret evidence fram others as needed a variety of points of Organize information in meaningful ways that encompass problem complexities STEP 4: Envisioning STEP 3: Prioritizing STEP 2: Exploring STEP 1: Identifying **FOUNDATION:** Knowing

© 2006, Susan K. Wolcott. All rights reserved. Materials herein may be reproduced within the context of educational practice or classroom education, provided that reproduced materials are not in any way directly offered for sale or profit. Please cite this source: Wolcott, S. K. (February 9, 2006). Steps for Better Thinking: A Developmental Problem Solving Process [On-line]. Available: http://www.WolcottLynch.com. Model evolved from ideas presented in King and Kitchener's (1994) reflective judgment model of cognitive development and Fischer's (Fischer & Bidell, 1998) dynamic skill theory.