

From Logical Thinking to Practical Wisdom: Developing Your Thinking To Increase Quality of Life for You and Others

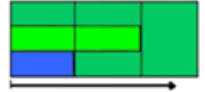
Dr. Otto Laske & Dr. Bruno Frischherz

InterDevelopMental Institute (IDM)

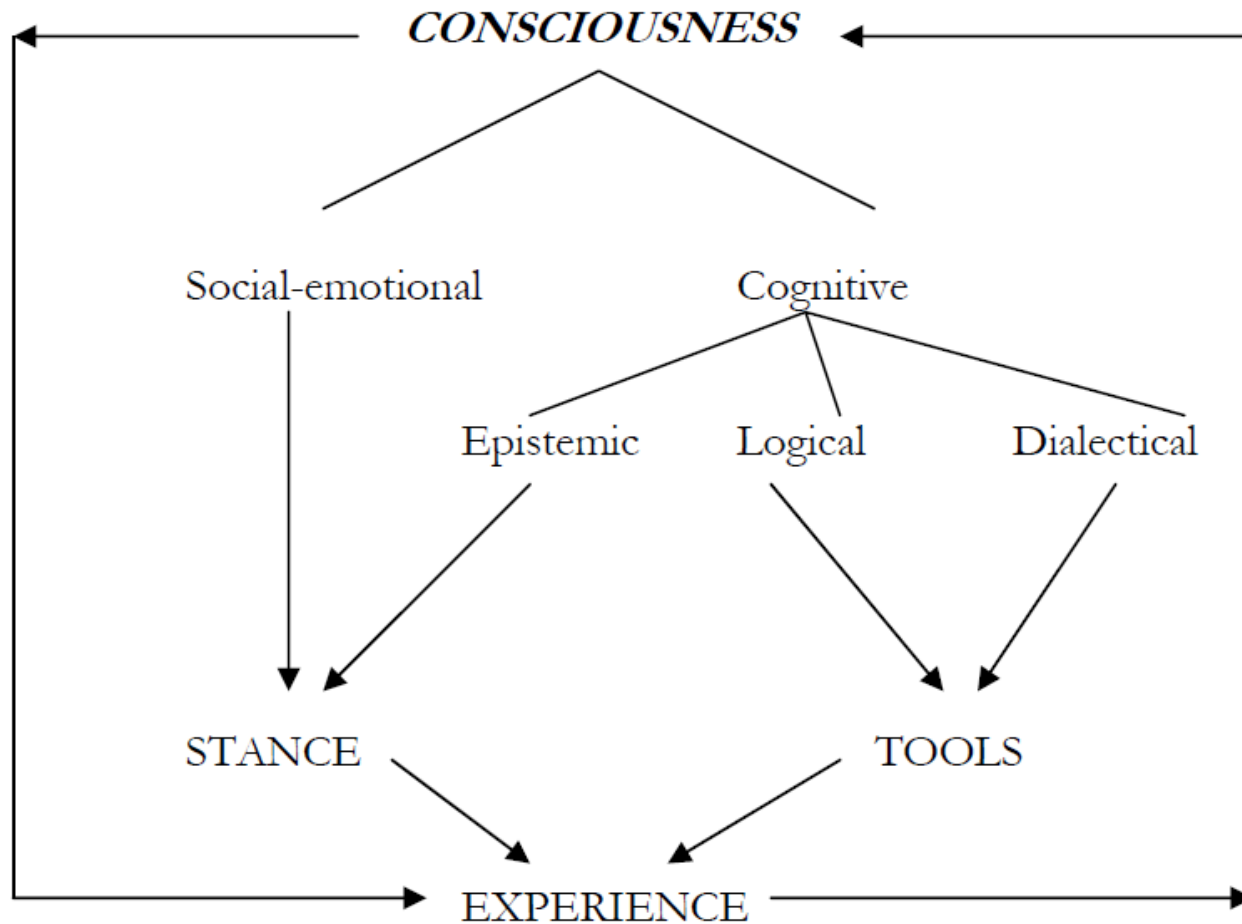
IDM Teleseminars

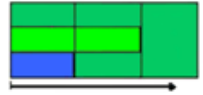
Friday, March 15, 2013, 2 pm ET = 19h00 CET = 6 pm UK time

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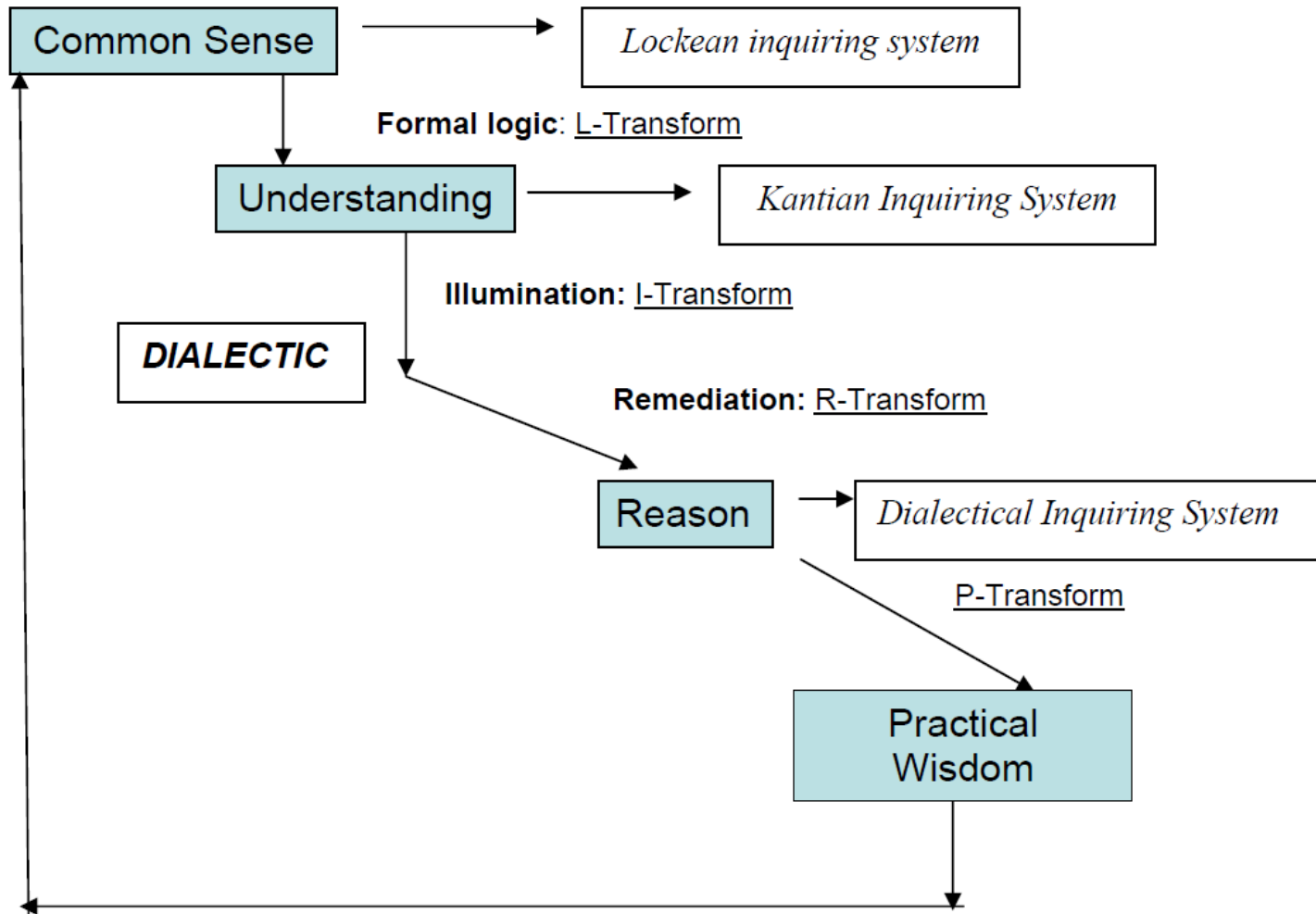


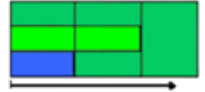
The Unity of Human Consciousness



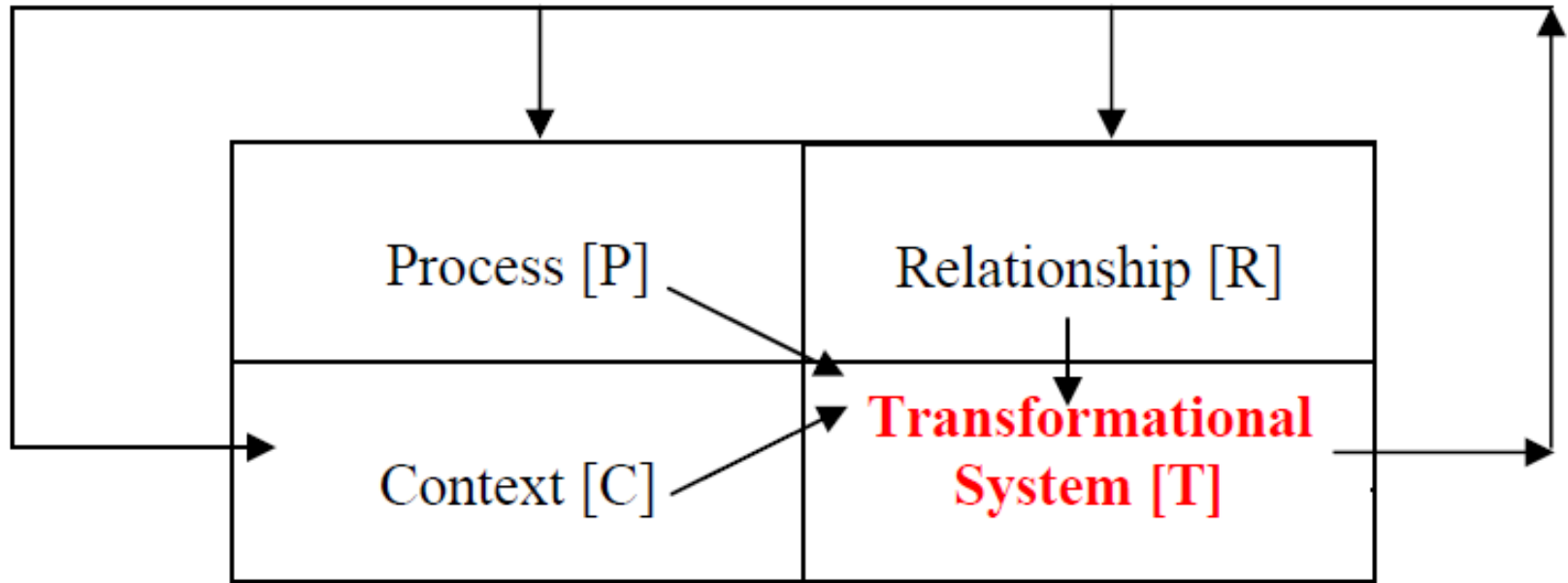


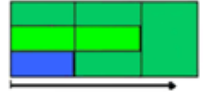
Four Eras of Adult Cognitive Development





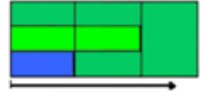
The Four Quadrants of Dialectic





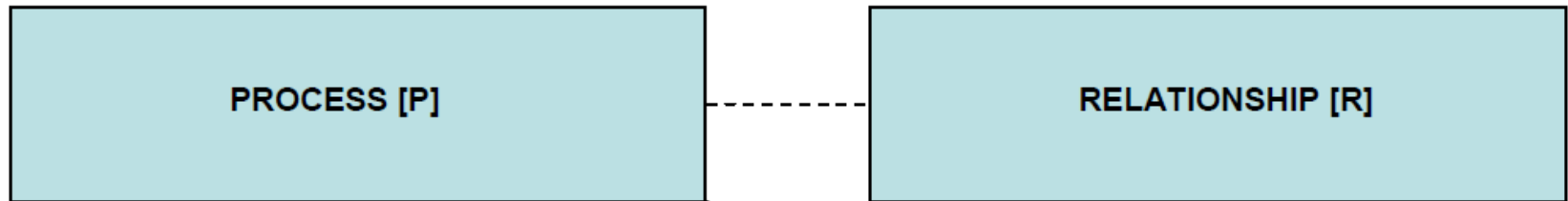
Dialectical Thought Form Classes

- **Process** [P] – unceasing change in how things emerge into being and vanish into non-being.
- **Context** [C] – stable configurations that appear as a stratified “big picture” momentarily able to withstand unceasing change.
- **Relationship** [R] – unity in diversity that shows how what is different is different only relative to a shared commonality that includes all differences;
- **Transformation** [T] – equilibrium created in thought and action by integrating different, even opposing, systems, as a hallmark of human agency

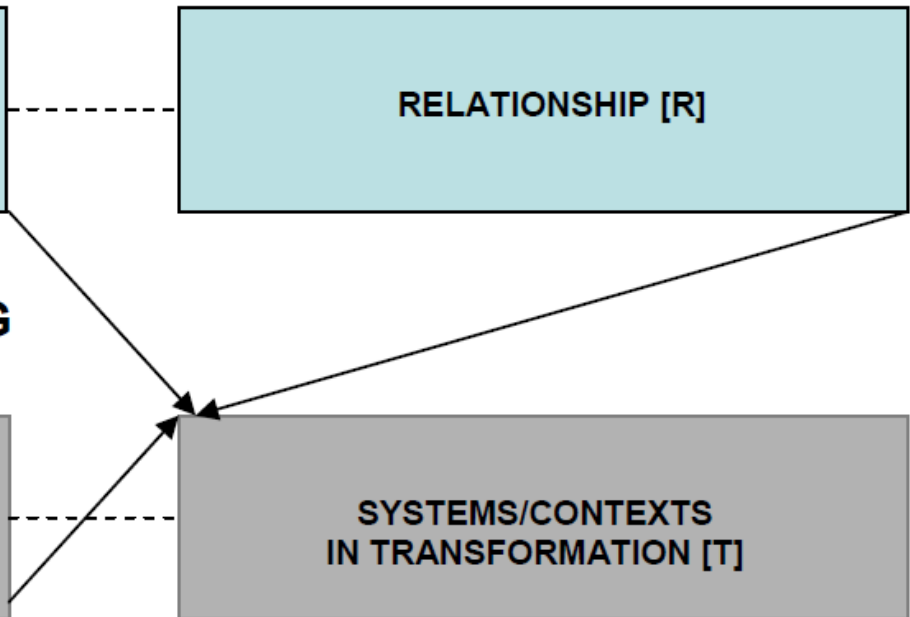
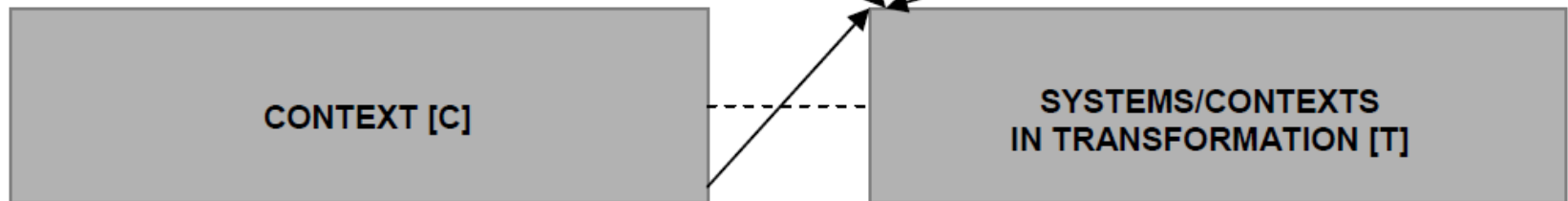


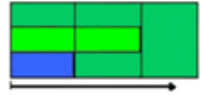
Two Types of Dialectical Thinking

CRITICAL THINKING

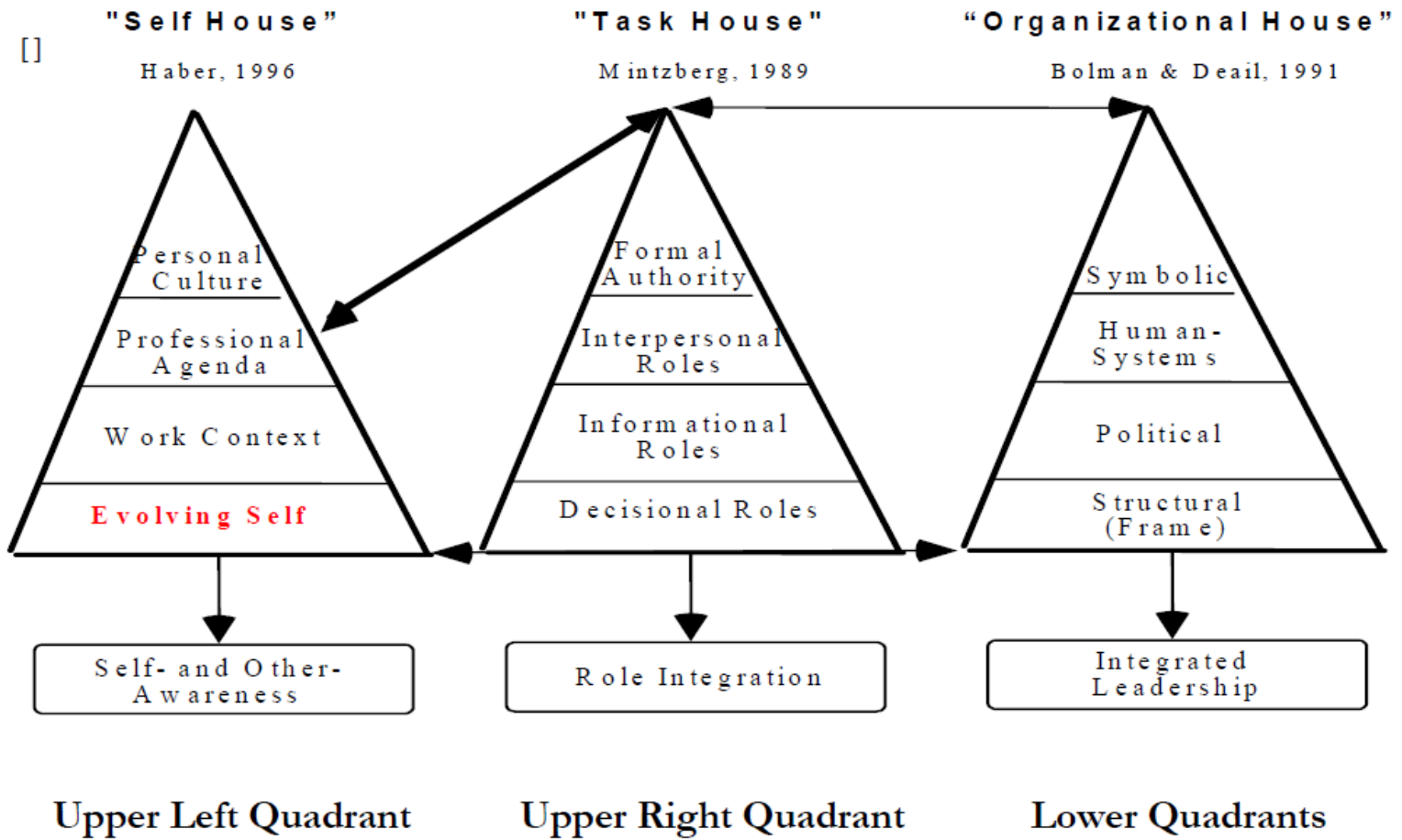


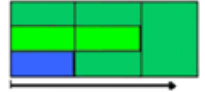
CONSTRUCTIVE THINKING



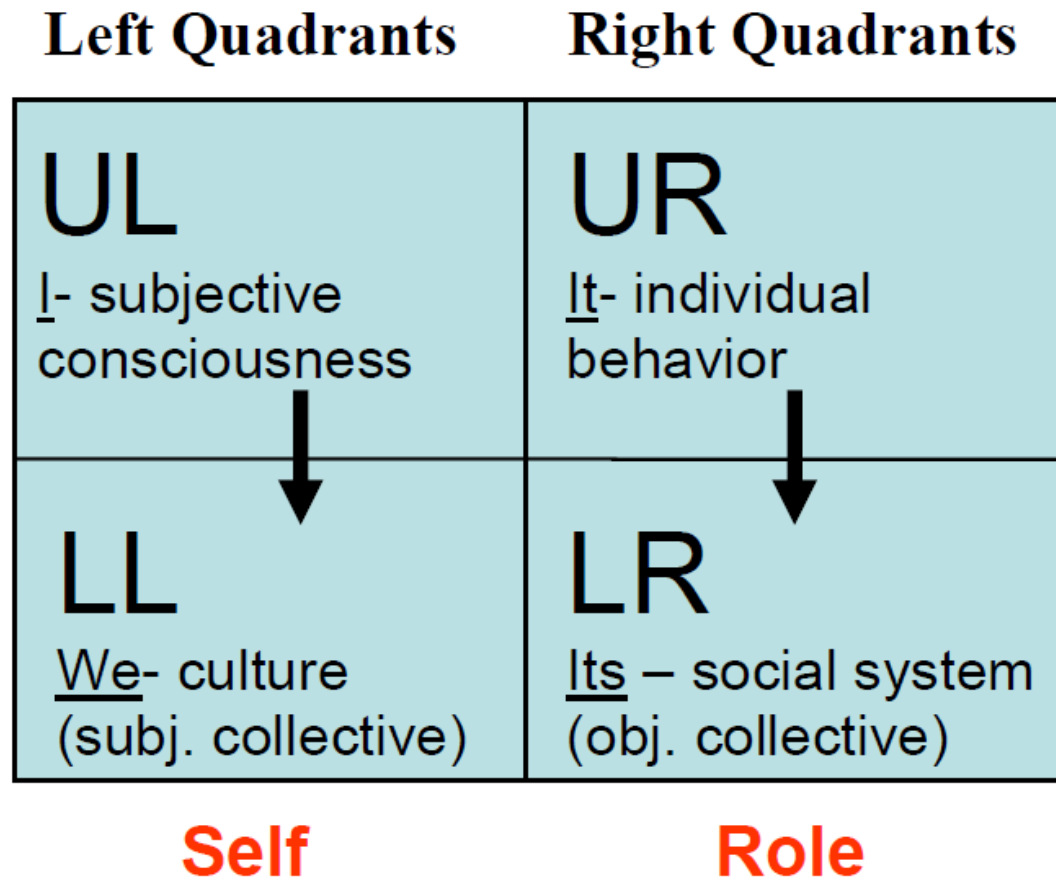


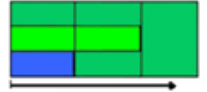
Cognitive Interview: Three Houses





The Mental Space of Work

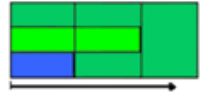




Manager C

“Once we decided to buy Acme’s service business, we knew that there were a lot of ramifications to consider that could only incompletely be foreseen right away. We would constantly have to reevaluate these in light of new evidence so that our conclusions would be up to date. We knew that in many ways we had considerably complicated not only our in-house way of working, but also the market environment in which we would have to function. While on the one hand, we were clearly striving to become a more complete operation, we had previously been on safer ground since our business model had been thoroughly tested and validated, and we had a reasonably clear view of who our customers were and what they expected of us.

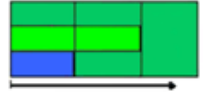
But once we integrated Acme’s service business, we had to rethink almost everything we had learned to take more or less for granted. There were questions of attunement of our workers to the company’s new mission, but also of customers to the broader agenda we now came to be identified with. We were also introducing new goals for our internal business process, and put in jeopardy the balance of the parts of our operation that had already been quite complex when focusing on product sales alone.”



Cognitive Behavior Graph: Manager C

Sentence No.	Process	Context	Relationship	System
1	6			
2				22
3	(5)	(9) 14	15	
4			20	22 (24)
5				27, 28
6			19	25
7				22
8		14		
9		8	19, 20	
10	5			26, 27
11				28

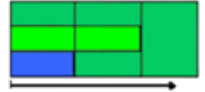
- Fluidity Index = $3+4+5+10 = 22$
- Cognitive Score = $[14, 19, 24; 48 (\%)]$
- Systems Thinking Index = $48 (\%)$
- Discrepancy Score = $(4+10) : (3+5) = 14 : 8$



The cognitive profile of a person

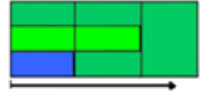
According to CDF thinking that is highly developed is represented by the following features:

- a **balanced use of thought forms of all four classes** of dialectical thought forms (P, C, R, T)
- a **high index for systemic thinking** - meaning the use of transformative thought forms (T) and
- a **balanced use of critical and constructive thought forms** (P+R) vs. (C+T).



Taking a Broader View

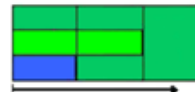
- Given that there is a **unitary consciousness**, the question of how cognitive and social-emotional profiles are linked in a person arises.
- An overriding question is whether this link is a direct one or is mediated, e.g., by „**epistemic position**“, and if so, what that entails.
- In particular, what are the epistemic positions dialectical thinking in and by itself presupposes?
- A crucial aspect for both profiles is **BALANCE**, both within each profile and between the profiles.
- We are looking for a „**discrepancy index**“ between the two profiles that would indicate how far they are „out of sync“ with each other in a person.
- We would also like to see an index indicating how far the **harmony** between the two profiles can be enhanced by, or is jeopardized, psychologically, especially in terms of coming to grips with energy sinks, or discrepancies between needs and aspirations/goals.



Dialectical Text Analysis

Two policy documents on Green Economy:

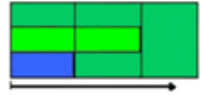
- **European Commission (EC)** (2011): Rio+20: towards the green economy and better governance.
- **United Nations Environment Programme (UNEP)** (2011): Towards a green economy. A synthesis for policy makers.



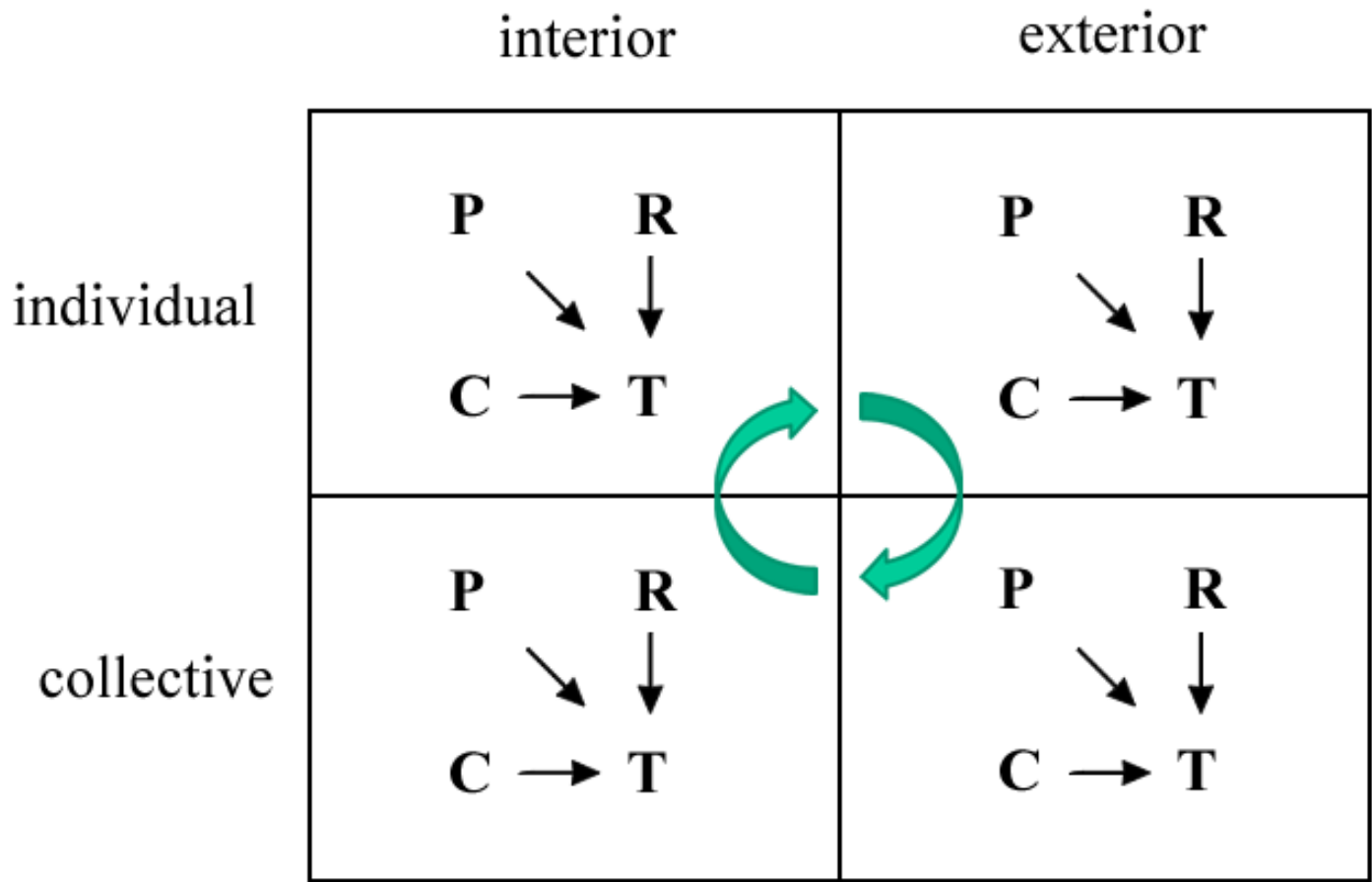
Comparative analysis of dialectical thought forms

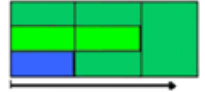
Comparison of important indices of dialectical thinking

EC 2011		UNEP 2011
$(7+21+3+4) = 35$	Total	$(7+4+5+6) = 22$
$(7+17+3+4) = 31$	Total Fluidity	$(4+4+5+6) = 19$
$(31 \text{ out of } 84) = 37\%$	Fluidity Index	$(19 \text{ out of } 84) = 23\%$
$[22, 55, 10; 13 (\%)]$	Cognitive Score	$[21, 21, 26; 32 (\%)]$
13%	System Thinking Index	32%
10:21	Discrepancy Score	9:10

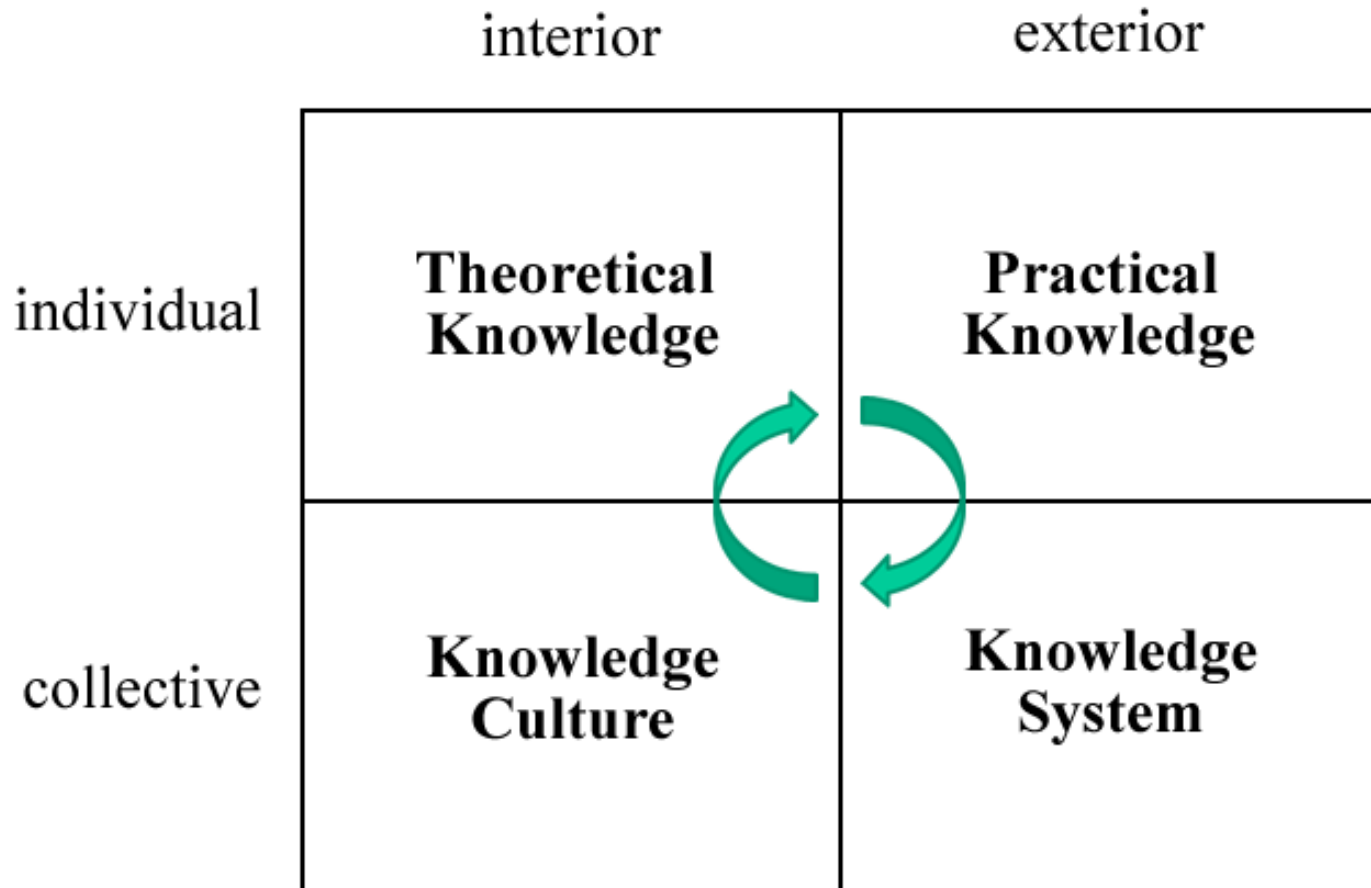


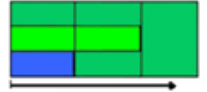
From AQAL to AQAT





Dialectical Text Development





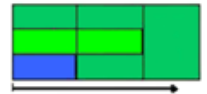
E-Learning: Thought Forms as Mind Openers I

Theoretical knowledge

- How can students integrate their own knowledge in context
- Which aspects of self-competence does the learning process scenario stimulate?
- How the learning scenario inspires innovative transformation thinking?
- ...

Practical knowledge

- Which multimedia element does the learning scenario context contain?
 - Which professional competencies does the learning process scenario develop?
 - How can students evaluate their learning progress? transformation
 - ...
-



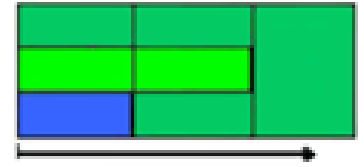
E-Learning: Thought Forms as Mind Openers II

Knowledge culture

- What are the didactical goals of the learning scenario? context
- Which social competencies does the learning scenario develop? process
- How the learning scenario integrates different point of views and opinions? relationship
- How can the learning scenario make a contribution to an open knowledge culture? transformation
- ...

Knowledge system

- How phases of online learning and offline learning are combined? process
 - How the learning scenario provides an opportunity to link different topics? relationship
 - How the learning scenario develops systemic thinking? transformation
 - ...
-



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