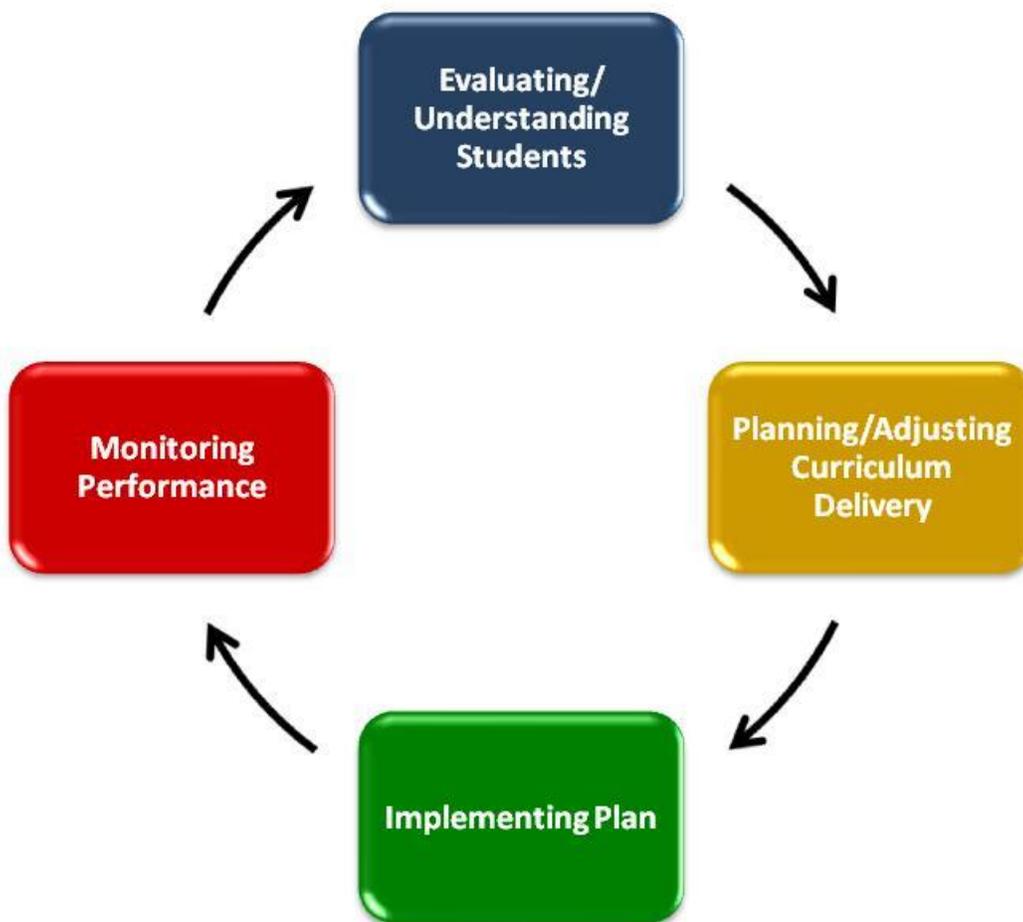


TESTIMONIAL
Discovering My Unconscious Reasoning
Power
By: Brenda Kraber, EdD.



About the Author

Brenda Kraber, EdD. is an expert teacher with over three decades of experience teaching K-6 students. At Glenview Public Schools District #34, she created, developed and implemented a Technology Rich Educational Environment Program which delivers curricular content to multi-age groups of children primarily in the 3rd, 4th, and 5th grades and functioned as a Mentor until she retired in 2013. Dr. Kraber received her doctorate in Curriculum Studies at DePaul University where she is currently an adjunct professor teaching the graduate Curriculum Planning, Reading/Language Arts Methods course. This includes lesson plans, ways to assess, learning targets, Common Core Standards, etc. Dr. Kraber has been recognized by the Rotary International and the Golden Apple Foundation.

Discovering My Unconscious Reasoning Power

I have been a teacher for 36 years and always believed reflection was imperative for improving my practice as a teacher. Using a reflective process provided a way for me to make decisions about how to deliver curriculum, what materials to use and to understand how students learn.

Even though I reflected on how a lesson went or whether the students “got” the concepts, I did not understand how I used my unconscious reasoning power, which is the reasoning process I use to deliver curriculum. My reflective process was actually a self-assessment that enabled me to learn from my mistakes and to slowly improve the reasoning power I used to decide how to deliver curriculum.

After working with MIP and Sandra Tice, a cognitive scientist, I realized that I and other individuals actually use our unconscious reasoning processes to make decisions. As Ms. Tice used MIP’s Psychoanalytic Methodology to extract reasoning processes from my unconscious mind, I began to understand that I use four areas of reasoning power for *Curriculum Planning: Evaluating/Understanding Students, Planning/Adjusting the Curriculum, Implementing the Plan and Monitoring Performance*.

Initially, I was aware of the knowledge I used but was unaware of the reasoning power and the amount of thinking that happens in my unconscious mind. I now understand that my years of experience enabled me to develop those unconscious reasoning processes.

Making and employing judgments about students require the unconscious reasoning power needed to recognize, analyze and instantly sense conditions. The number of judgments that I make surprised me until I realized that they encompass all the conditions/situations I might need to recognize in order to make a decision. What’s more, those judgments are not used randomly. There is an order that depends upon the judgments I make in the moment. At any moment, I might skip large chunks of reasoning based on a particular judgment I made.

Ms. Tice was able to capture the reasoning processes performed by my unconscious mind. She then transformed it into data and algorithms that could be stored in MIP’s *Internet of Thought™*. That enables others to use my reasoning power. She also developed a schematic of the mental steps in my reasoning process. That provided the framework that enabled me to identify when reasoning was missing so she could add it.

Teaching is a very intense, decision-making job. We constantly make decisions and it seems as if I make 1000 decisions a day. Teaching is also a very isolated job; we do not have a lot of contact with other teachers. The MIP *Internet of Thought™* can be invaluable in helping teachers share reasoning power; this can eliminate mistakes and help everyone make smarter decisions that produce better student outcomes.

As you learn about reasoning power, MIP’s Psychoanalytic Methodology and the MIP *Internet of Thought™*, I hope you are as intrigued as I am with what MIP can do to improve teacher and employee effectiveness.