

Fostering Critical Thinking in the Classroom...

Instructional Strategy

Relate content whenever possible to issues, problems, and practical situations in the lives of your students.

Students (like all of us) spend most of their time thinking about what they personally value. Their emotional life keeps them focused on the extent to which they are 'successfully' achieving their personal values – as measured by their personal thinking. We will be successful in helping our students begin to think critically only insofar as we are able to help students grasp the relevance of skilled thinking to their personal lives. If a student is personally to value skilled thinking – and hence to strive to practice it unmotivated by a class or a grade – that student must discover the relevance of that thinking to his own life. When we relate historical thinking, for example, to the historical thinking that students unknowingly do in their everyday life, we lay the foundation for their valuing mastery of historical thinking.

For more instructional strategies for fostering critical thinking see the [Thinker's Guide to How to Improve Student Learning](#).

Critical Thinking in the News...

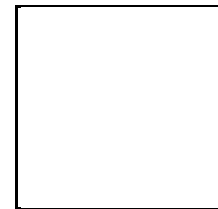
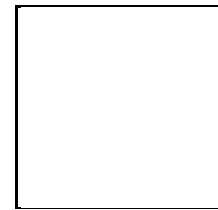
Professional Development: International Outreach

Isfahan, Iran

The First International Conference on Critical Thinking and Health Systems was held in Isfahan, Iran from 22nd through the 24th of February, 2011. Numerous international scholars and practitioners discussed the importance and application of critical thinking in health system education. We applaud the work of conference organizers in bringing critical thinking to the health care profession in Iran.

When you register for the...

31st International Conference on Critical Thinking (July 25th - 28th, 2011) in Berkeley CA

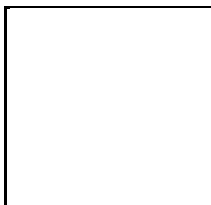
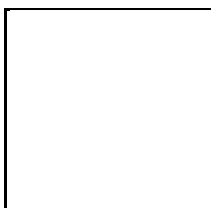


***join us for the* Preconference (July 23-24)**

The Center and Foundation for Critical Thinking have together hosted critical thinking academies and conferences for more than three decades. During that time, we have played a key role in defining, structuring, assessing, improving and advancing the principles and best practices of fair-minded critical thought in education and in society.

The conference begins with 4 options for preconference sessions. These are for both new and returning registrants. The rest of the conference will consist in approximately 40 sessions offered over four days.

Please contact Dr. Hale at hale@criticalthinking.org if you would like more information regarding this event.



For information about our professional development programs, contact Nina Caputo at caputo@criticalthinking.org

Choose one of the following sessions for the preconference:

- [Developing a Substantive Approach to Socratic Questioning Through Critical Thinking...](#) with Gerald Nosich
- [25 Weeks to Better Thinking and Better Living: Using the Tools of Critical Thinking to Take Charge of Your Life...](#) with Linda Elder
- [Three Historical Approaches to Critical Thinking and Their Significance for the Design and Assessment of Post-Secondary Curriculum...](#) with Richard Paul and Rush Cosgrove
- [How to Work Together with Colleagues to deepen Your Understanding of Critical Thinking Through Extended Book Studies...](#) with Enoch Hale

For a conference brochure [click here](#).

For complete information on sessions, presenters, early registration rates and the conference hotel, [click here](#).

Quotable Critical Thinking Quotes...

“Why is it, in spite of the fact that teaching by pouring in, learning by passive absorption, are universally condemned, that they are still so entrenched in practice?”

John Dewey *Democracy in Education* 1916, Page 46