



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.

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

When you register

**31st International
Critical Thinking
Conference**
(July 25th - 28th)
in Berkeley

join us for

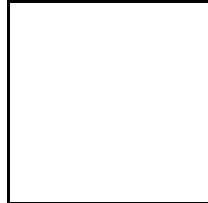
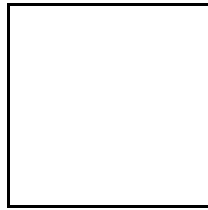
Preconference

The Center and Foundation for Critical Thinking together hosted critical thinking conferences for more than three decades. At that time, we have played a key role in structuring, assessing, improving, and promoting principles and best practices of critical thought in education and in society.

The conference begins with 4 preconference sessions. These are for returning registrants. The rest of the conference consist in approximately 40 sessions over four days.

Choose one of the following sessions for the preconference:

- [Developing a Substantive](#)



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

- [Questioning Through Critical Thinking...](#) with Gerald Weinstein
- [25 Weeks to Better Thinking Using the Tools of Critical Thinking](#)
- [Charge of Your Life... with William Glasser](#)
- [Three Historical Approaches to Critical Thinking and Their Significance for the 21st Century: An Assessment of Post-Secondary Critical Thinking Curriculum...](#) with Richard D. Cosgrove
- [How to Work Together to Deepen Your Understanding Through Extended Book Studies...](#) with Enoch

For a conference brochure

For complete information for presenters, early registration, conference hotel,

Quotable Critical Thinking Quotes...

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

John Dewey *Democracy in Education*

Critical Thinking in the News...

Rush Cosgrove, Fellow of the Foundation for Critical Thinking has had the following article accepted for publication in the [Journal of the Higher Education Research and Development Society of Australasia](#), a peer reviewed journal.

Critical thinking in the Oxford tutorial: a call for an explicit and systematic approach.

This paper summarizes a study focusing on the extent to which the Oxford tutorial fosters critical thinking in students. In doing so, it aims to contribute to a largely ignored area of research regarding teaching pedagogy and classroom practice. The results of this study successfully reveal that participating tutors were primarily concerned with fostering students' abilities to clarify central questions, define key terms and question important assumptions (principally within the writing of essays). Participating tutors were less focused on fostering other essential critical thinking skills and dispositions including (1) intellectual analysis and the internalization of new ideas, (2) intellectual evaluation and (3) intellectual traits of mind. The primary hypothesis suggested by this study is that students are more likely to internalize those intellectual skills and dispositions that are explicitly and systematically discussed and required than those that remain implicit (and seem optional).

Click here for access to the article:

<http://www.informaworld.com/smpp/content~db=...>



Rush Cosgrove holds a Master

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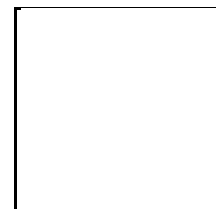
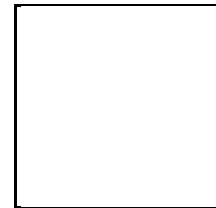
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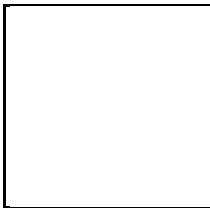
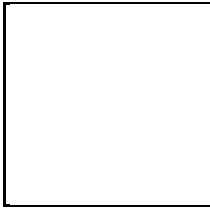


join us for the
Preconference (July 23-24)

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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

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s Degree from the University of Oxford, New College. He is currently engaged in research for a PhD at the University of Cambridge.

Honoring Critical Thinking Faculty

To further support critical thinking across their campus, Eastern Kentucky University has presented ten ECU faculty members with the university's first *Critical Thinking Teacher of the Year* awards. The awards program, developed by the Office of Quality Enhancement Programs, recognizes outstanding faculty who have fostered students' critical and creative thinking skills.



"The award recognizes the hard work of faculty members who have adopted ECU's QEP mission of developing 'informed critical/creative thinkers who communicate effectively,'" said Kate Williams, director of Quality Enhancement Programs. "These faculty members have made it apparent to their students that they are indeed helping them develop their critical thinking skills to further aid them in the future."

Read more about ECU's accomplishments at this link:

<http://www.eku.edu/news/ten-faculty-members-...>

Note: Eastern Kentucky University is one of the Institutions Using Our Approach to Critical Thinking, listed on our website at this link:

<http://www.criticalthinking.org/professionalDev/...>

Fostering Critical Thinking in the Classroom...

If we want students to learn important ideas from textbooks, we can offer these suggestions for them:

- All textbooks are organized by systems of ideas within them. Diagram the systems to help you begin to learn the distinguishing, and explaining things using ideas.
- Where we have knowledge, we have an organized technical vocabulary. Create a glossary of the most important terms.
- Your knowledge can be no stronger than the knowledge you have of ideas in a subject. Test yourself by trying to explain the ideas in your own words.
- All ideas must be understood in relation to contrasting ideas. Try naming and explaining the ideas opposite to each other.
- All idea clusters must be understood as part of further such clusters. Take any important idea you learn and name it.

Quotable Critical Thinking Quotes...

I believe in liberty. And when I say liberty, I mean the thing in its widest imaginable sense — liberty up to the extreme of forbidding anybody to do anything, or say anything, or think anything so long as it is at all possible to imagine a harm. I think it. The burden of proof, as I see it, is always upon the policeman, which is to say, upon the lawmaker, the thesaurist, triply, quadruply, and then he must start all over and prove it again. The eye through which I view him is watery and full of respect in this world — of everything that makes it various and amusing and charming. He impedes every honest soul's will and common decency. I am against him until the last galoot's ashore.

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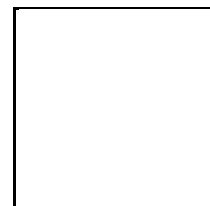
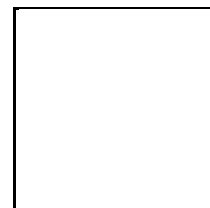
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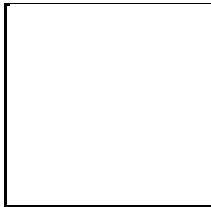
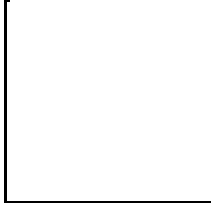
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