The background features a stylized landscape with rolling green hills in various shades of green and brown. A blue sky with light blue clouds is at the top. A small brown bird is flying on the left. In the bottom right corner, a cartoon man with a white face and black hair is shown in profile, looking thoughtful with his hand to his chin. Three small white circles lead from his head towards the center of the page.

How to Improve Students' Thinking?

By: Dr. Asma Abas Brime

OUTLINE

- *What is thinking?*
- *What is critical thinking?*
- *Critical thinking and questioning*

What is Thinking?

- Thinking is not something one chooses to do. But it is learnable (Orlich 291).

- Thinking itself is questioning (Dewey cited in Bean 2) .
- Teaching and questioning are essentially related activities since the era of Socrates. To be an effective teacher, one must be an effective questioner.

What is Critical Thinking(CT)?

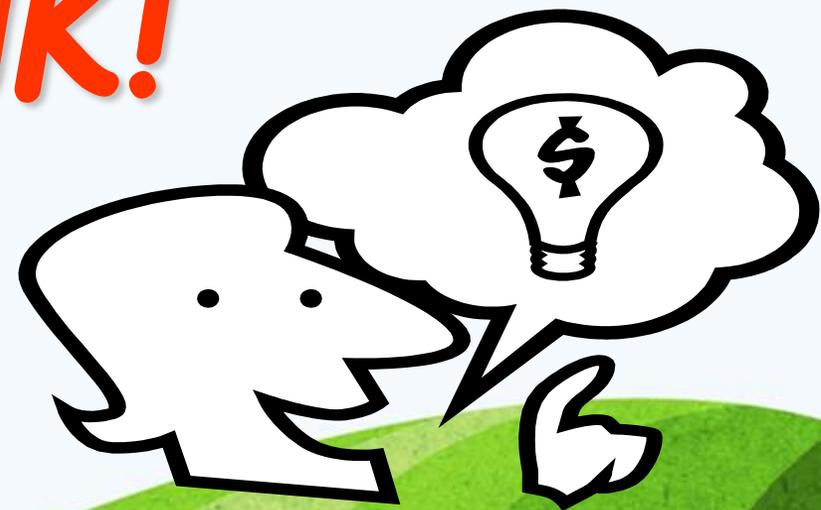
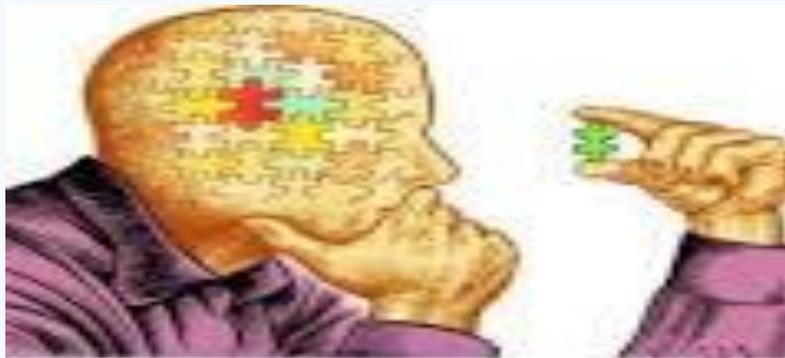
- 'Critical' = the Greek 'kriticos', = discern and separate (Judge, Jones and McCreery 8),
- Socrates-2,000 years ago with his method of teaching by **asking questions** (Fisher 4).

- **Definitions**
- **CT means Examining ideas thoroughly and deeply, refusing to accept ideas merely because they seem sensible at first thought(Paul 11).**
- **(CT) simply means higher-level thinking skills. It has a central role in learning (Karlin 215).**

Why critical thinking is important?

- To help students improve their Thinking Skills (Paul 11) 😊

HOW TO THINK!



CRITICAL THINKING AND QUESTIONING

- A problem is defined as a question or situation that calls for a solution(Starkey 25).
- The questioning process has always been crucial to classroom instruction

A number of educators like Kagan and Bruner restate that:

- To question well is to teach well. (qtd.in M.Sadker and D.Sadker 125)
- “The art of questioning is . . . the art of guiding learning” (qtd.in M.Sadker and D.Sadker 125).

- asking the **right questions** leads to the different levels of thinking; Bloom's Taxonomy is a common system for classifying questions.

- In college classes, students are expected to think at higher levels: they might be asked to analyze, synthesize, and/or evaluate (Jalongo et al. 28).

- Bloom's Taxonomy's Higher Levels of Thinking.

- Analysis

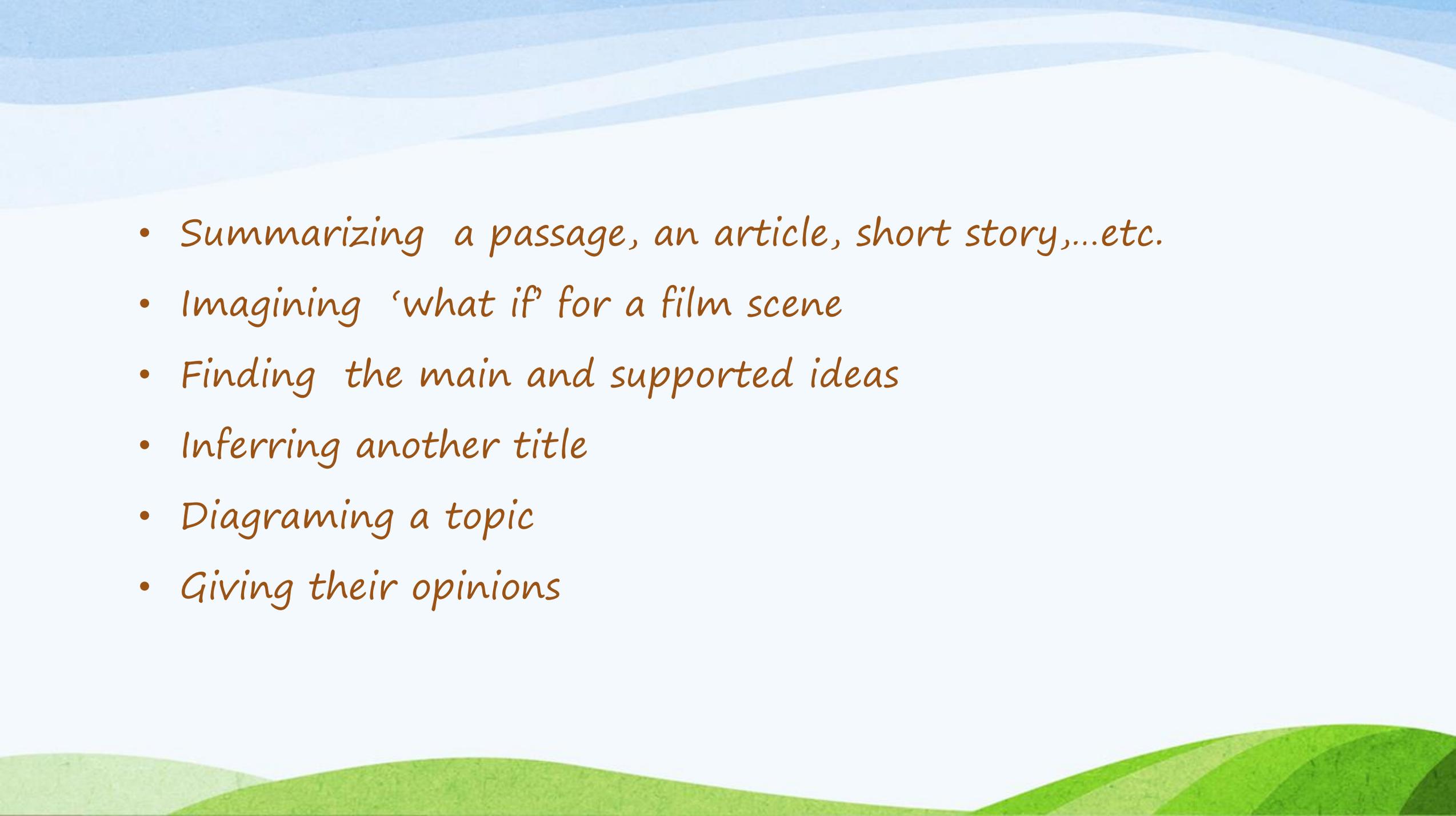
- analyze, break down, compare, contrast, diagram, summarize, identify, illustrate, infer, outline, relate, select, and separate.

- **Synthesis**

- predict, produce, write, design, develop, synthesize, construct, how can you improve...?

- **Evaluation**

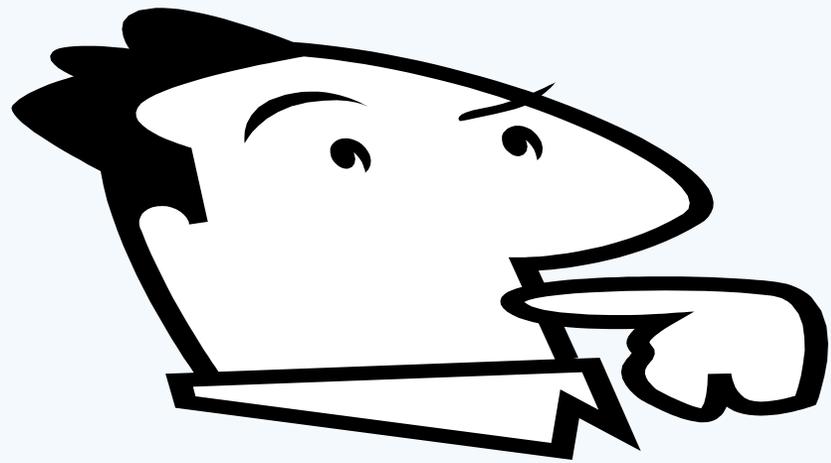
- judge, decide, assess, and give their opinions...etc

- 
- *Summarizing a passage, an article, short story,...etc.*
 - *Imagining 'what if' for a film scene*
 - *Finding the main and supported ideas*
 - *Inferring another title*
 - *Diagramming a topic*
 - *Giving their opinions*

Conclusion

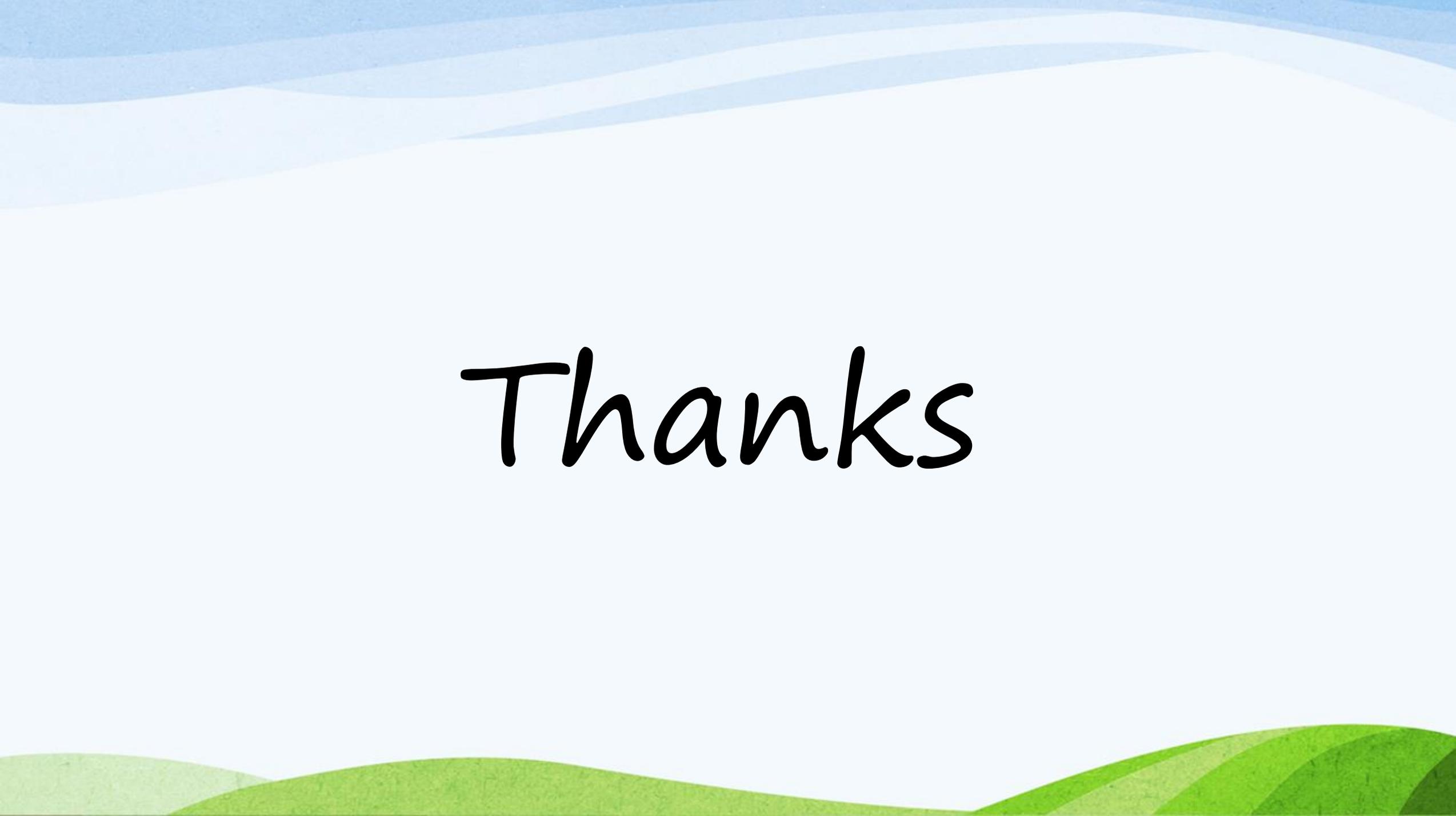
- *Good Teaching* → *asking higher levels questions* → *Good critical thinker students*

Questions?



Works Cited

- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001. Print.
- Fisher, Alec. *Critical Thinking: An Introduction*. Cambridge: Cambridge U P, 2001. Print.
- M.Sadker and D.Sadker. "Questioning Skills." *Classroom Teaching Skills*. 6th ed. Eds. James M. Cooper et al. Boston: Houghton Mifflin Company, 1999.110-136. Print.
- Orlich, Donald C., et al. *Teaching Strategies: A Guide to Effective Instruction*. 8th ed. Boston: Houghton Mifflin Company, 2007. Print.
- Paul, Richard. *Critical Thinking: How to Prepare Students for a Rapidly Changing World*. Santo Rosa: Foundation for Critical Thinking, 1995. Print.



Thanks