




Critical Thinking: Are you in a Critical Thinking Coma?

Dr. Rebecca Stobaugh
School of Teacher Education
Western Kentucky University



Presenter



- Previous principal and teacher
- Author on two books on assessing critical thinking
- Currently, Assistant Professor at WKU





Learning Targets

- Describe 2 critical thinking strategies.
- Develop plans to embed these strategies in your classroom.

Inductive Learning

Strategy #1

Task: With a partner(s), categorize into 2 to 4 groups the terms below and create a heading for the groups.

Technology

Family

Exercising

Critical thinking

Reading

WKU

Children

Student success

Assessment

School

Exercising

Student
Success

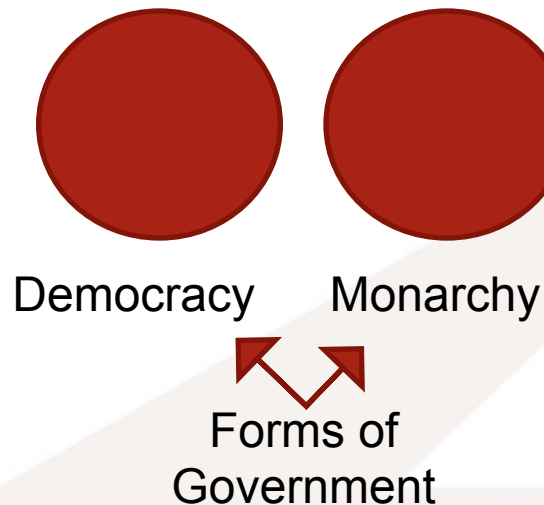
Label Group

Steps to Inductive Learning

1. Create a list of words, phrases, items, problems, or images from a reading, discussion, or unit to be categorized.
2. Decide how many categories you'd like them to group them into.
 - The fewer the categories the more the students have to think more deeply about the connections.
3. Model the process by showing students an example of grouping and labeling.
4. In groups have student examine the items and explore various groupings.
5. Students should decide on a descriptive label for each group.

Options

- Students create the list of words to be categorized.
- Groups brainstorm words for another group to categorize.
- Have words on slips on paper so students can move words around and can tape or glue words into categories.
- Students try to link groups together





1. What are the various ways you could use this strategy?

2. Develop an Inductive Learning Task for your class.

- Record your thoughts.
- With your partner, discuss your answer.
- Be prepared to share.

Implementation

- Introduction
- Pre-assessment
- Introduction to lesson
 - Students can record predictions in a three-column support/refute organizer and then search for evidence to support/refute their predictions during the class.
- Application of content
- Review of major topics
- Other uses?

Support	Prediction	Refute
	1. Mass and atomic weight are connected.	

Decision-Making

Strategy #2

TASK: What person has made the most impact on our world?

1. Identify the 3 criteria you think it is important to consider.
2. Brainstorm 3 possible people that meet the criteria.
3. Complete the chart ranking each individual.

	Criteria 1	Criteria 2	Criteria 3	Total
Person 1	3	2	1	
Person 2	2	3	3	
Person 3	1	1	2	

Step 1: Identify the question, situation, or dilemma.

- Brainstorm an open-ended question, real-world situation, or dilemma where multiple answers could be accepted if justified.
 - When possible, use real-world situations and connect with your students' interests to increase your students' motivation to complete the task.

Step 1: Identify the question, situation, or dilemma.

Question Example: What leader in our field of study has made the most impact on the world?

Situation Example: Hired as a NBA recruiter, you are to review the statistics of six prospects and select the one basketball player that you would recruit.

Dilemma Example: Working for a book company, you are to select one book that was first published 50 or more years ago but is not widely known and would be appealing to the young adult market today. Examine the literature options and prepare a persuasive presentation to convince the president of the company to select your book.

Step 2: Develop the criteria to evaluate the solution

- Groups would brainstorm the criteria.
 - This might require research to determine the appropriate criteria to use for the evaluation.
- Or, the teacher could identify the criteria.

Step 3: Brainstorm the possible alternatives

- Based on research, groups then would identify between three to six options, hypotheses, or strategies that fit the criteria.
- Option: Teacher can provide a list of the alternatives.

Step 4: Evaluate each choice

- Groups then would identify how each alternative met the criteria.
- Use a graphic organizer to support their thinking.
 - Students either record evidence they found to support that criteria or provide a numerical ranking.
- Groups then holistically rank which option is the best.

Step 5: Ways to Assess

- Graphic organizer
- Class debate
- Persuasive essay
- Presentation arguing their top ranking
- Other?

Options:

- Teacher leading and supporting the students to complete each part, or students could complete it independently.
- By using groups it is more student-centered with students learning to consider various viewpoints and other options.

What are the strengths of this strategy?

- Process information at a high level
- Might help them make better choices in their real life as they learn to make reasoned decisions



IMPLEMENTATION

1. On paper, record how can you use this strategy in your class.

- Be as specific as possible so we can discuss your great ideas!

2. Develop a Decision-Making Task for your class.

- Give 1, Get 1



Wall Wisher

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Browser address bar: wallwisher.com/wall/stobaugh4

Page header: **Critical Thinking Strategies**
How can use you these strategies in your classroom?

Page content: A large red wall with vertical stripes.

Page sidebar (right): Navigation icons including a bird, a plus sign, a person, a share icon, an information icon, a globe, and a gear.



Learning Targets

- Describe several critical thinking strategies.
- Develops plans to embed these strategies in your classroom.



Dr. Rebecca Stobaugh

Email: rebecca.stobaugh@wku.edu

Handouts: <http://stobaugh.weebly.com/>

ASSESSING CRITICAL THINKING in Middle and High Schools

Meeting the Common Core



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ASSESSING CRITICAL THINKING in Elementary Schools

Meeting the Common Core



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