PARTIAL TABLE OF CONTENTS

| Introduction | 2 |
|---|----|
| Purpose of this Book | 2 |
| Strategy #1: Define Critical Thinking | 3 |
| Strategy #2: List Goal and/or Benefits of Critical Thinking | |
| Strategy #3: List Factors That May Influence Critical Thinking | |
| Strategy #4: List Effective Thinking Traits/Habits of Critical Thinkers | |
| Planning Strategies to Enhance Thinking Skills | 9 |
| Strategy #6: Plan a continual awareness of The Self-Fulfilling Prophecy | 9 |
| Strategy #8: Plan to avoid implementing The Golem Principle/Effect | 9 |
| Strategy #10: Plan to implement the Galatea Effect | |
| Strategy #17: Plan your personal teaching-learning philosophy | |
| Strategy #19: Plan to establish a sense of community | 10 |
| Metacognition: Thinking About Thinking | 11 |
| Strategy #25: Teach students the meaning and purpose of metacognition | 11 |
| Prepare Syllabus Addendums | 13 |
| Strategy #27: Prepare & distribute syllabus addendum Tips for Thinking Critically | 13 |
| Strategy #28: Prepare a List of Learning Tips or Quotations From Former Students | 13 |
| Syllabus Addendum: Effective Reading Strategies | 15 |
| Strategy #32: Prepare purpose-driven reading | 16 |
| Strategy #38: Prepare and distribute scoring rubrics prior to grading assignments | 16 |
| Strategies to Enhance Lesson Plans for Critical Thinking | |
| Strategy #42: Prepare and distribute guided notes for lectures | 17 |
| Strategy #46: Implement formative assessments | 17 |
| Enhance Teaching/Learning Critical Thinking: Ask & Answer Questions | 19 |
| Strategy #47: Ask various types and levels of questions | 19 |
| Strategy #55: Encourage Students to Ask Questions | 21 |
| Strategy #56: Discuss the concept that asking questions can be a sign of intelligence | |

| Bloom's Taxonomy of Cognition: 6 Levels of Thinking, Learning, and Knowing | 23 |
|---|----|
| Strategy #61: Refer to Bloom's Taxonomy to ask questions at various levels of complexity | 23 |
| Level 1: Remember – Knowledge | 25 |
| Strategy #62: Ask <i>remember</i> , or <i>knowledge</i> , questions formulated from the word bank | |
| Level 2: Understand – Comprehension | 27 |
| Strategy #70: Ask <i>understanding</i> , or <i>comprehension</i> , questions | |
| Level 3: Apply - Application | 29 |
| Strategy #77: Ask <i>applying</i> , or <i>application</i> questions formulated from the word bank | |
| Level 4: Analyze - Analysis | 31 |
| Strategy #92: Ask <i>analysis</i> questions formulated from the word bank | |
| Graphic Organizers | 35 |
| Strategy #110: Use Microsoft SmartArt to create graphic organizers | |
| Level 5: Evaluate – Evaluation (Pass Judgment) maps | 37 |
| Strategy #122: Ask <i>evaluation</i> questions formulated from the word bank | |
| Level 6: Create – Synthesis (Produce) | 41 |
| Strategy #134: Ask <i>creating</i> , or <i>synthesis</i> questions formulated from the word bank | |
| Tips for Critical Thinking | 45 |
| Quotations | 47 |
| Glossary | 53 |
| References & Resources | 59 |
| Webliography | 61 |