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Nota di contenuto	Intro -- INFUSING CRITICAL THINKING INTO YOUR COURSE -- COPYRIGHT © 2021 BY STYLUS PUBLISHING, LLC -- CONTENTS -- PREFACE -- ACKNOWLEDGMENTS -- 1. PROMOTING CRITICAL THINKING TO YOUR STUDENTS -- 2. THE CRITICAL THINKING LITERATURE -- 3. TEN REASONS WHY TEACHING CRITICAL THINKING IS SO CHALLENGING -- 4. FORMULATING CRITICAL THINKING LEARNING OUTCOMES -- 5. FOSTING YOUR STUDENTS' COGNITIVE AWARENESS TO TEACH CRITICAL THINKING -- 6. ASKING YOUR STUDENTS THE RIGHT QUESTIONS TO TEACH CRITICAL THINKING -- 7. USING THE MOST EFFECTIVE METHODS TO TEACH CRITICAL THINKING -- 8. ASSESSING YOUR STUDENTS' CRITICAL THINKING WITH OBJECTIVE ITEMS -- 9. ASSESSING YOUR STUDENTS' CRITICAL THINKING WITH CONSTRUCTED-RESPONSE QUESTIONS AND TASKS -- 10. ASSESSING CONSTRUCTED RESPONSES USING RUBRICS -- 11. ASSESSING CONSTRUCTED RESPONSES USING SPECIFICATIONS GRADING -- 12. CRITICAL THINKING AND THE PROMISE OF HIGHER EDUCATION -- APPENDIX A Discussion Activities for Various Purposes -- REFERENCES -- ABOUT THE AUTHOR -- INDEX -- Also available from Stylus.

Sommario/riassunto

"Critical thinking-every scholar in the literature has defined it, but there is no clearly agreed upon definition. No wonder polls and surveys reveal that few college-level faculty can define critical thinking or know how to teach it. Still, critical thinking keeps appearing in accreditation standards and surveys of the skills employers seek in college graduates"--
