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Critical thinking is clear, rational, logical, and independent thinking. It 's about improving thinking by analyzing, assessing, and reconstructing how we think. It also means thinking in a self-regulated and self-corrective manner. It 's thinking on purpose!

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Here we have, for the first time in a single volume, diverse perspectives on the meaning, conditions, and goals of critical

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reasoning in contemporary culture. Part One emphasizes critical reasoning and education, engaging the debate over the connection between critical reasoning skills and the learning of the content. Part Two offers analyses of the theoretical, methodological, and historical debates concerning critical reasoning abilities. The

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authors represent a variety of disciplines and theoretical approaches which lend the book valuable intellectual pluralism. The book evaluates other aspects of critical thinking such as creativity, insight, questioning, learning, practical thought, interpretation, intellectual prejudice, and the historical and temporary aspects of

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This report explores the issues and concerns related to the development of a process to assess college student learning. Its primary focus is the attainment of National Education Goal 5.5 by the year 2000 which reads, "The proportion of

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college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially." The primary source of information for this report came from a set of 15 papers commissioned as background for a study design workshop held in November 1991,

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45 reviews of the papers, and the proceedings of the study design workshop, "National Assessment of College Student Learning: Issues and Concerns." Chapter 1 addresses what it means to undertake a national assessment of college student learning and raises issues inherent in such a national assessment. Chapter 2 considers

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what specific skills should be assessed (critical thinking skills, assessment in the workplace, assessment in the colleges--basic skills and general intellectual skills, literacy and writing assessments, and necessary research).

Chapter 3 raises six standards and other measurement issues: (1) relationship of

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standards to the task of defining a national assessment of college student learning; (2) historical context for standards; (3) relationship of standards of National Assessment of College Student Learning to the overall charge of Goal 5; (4) the testing of subject-specific content domains; (5) reasonableness of a single set of standards;

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(6) and the debate over portfolio
assessment and its relationship to
standards and values issues. (Contains over
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In Language Arts Social
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This handbook, designed to help high school teachers remodel their lesson plans, has one basic objective: to demonstrate that it is possible and practical to integrate instruction for critical thinking into the teaching of all subjects. The handbook discusses the concept of critical thinking and the principles that underlie it and

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shows how critical thinking can be taught in language arts, social studies, and science. The seven chapters of the book's first section are designed to: (1) provide an introduction to critical thinking and its importance for education, as well as an introduction to lesson remodeling; (2) go deeply into the question of what education

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for critical thinking requires for teachers; (3) explain the 35 remodeling strategies and their importance, with suggestions on how to teach for them; and (4) present 64 remodeled lessons focusing on language arts, social studies, and science (but also including math, Spanish, typing, physical education, work experience, and

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interdisciplinary remodels), along with descriptions of some frequently encountered flaws in textbook approaches. The handbook's second section, which also contains seven chapters, compares didactic and critical views on education, outlines the changes in curriculum required by a shift toward education for

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critical thought, provides practical ideas for facilitating staff development in critical thinking, presents short writings on critical thinking by teachers after a workshop on the subject, and considers the problem of defining critical thinking. The seventh chapter of this section consists of an analytic glossary of key words and phrases

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on the topic. Resources for teaching critical thinking (including an annotated list of videotapes and a list of audiotapes), as well as information about the Center for Critical Thinking, are appended. (SR)

This book covers the philosophical and ethical foundations of the professional

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practice of health education in school, community, work site and hospital settings, as well as in health promotion consultant activities. Designed to be flexible, readers are prompted to develop their own philosophical and ethical approach(s) to the field after becoming familiar with the literature related to the discipline. It

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provides a state-of-the-art, conceptual framework and is targeted for health education majors who seek careers in health education and to provide other health science and health-related majors, who need to gain clear, succinct philosophical principles.

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This book examines the current social, political, economic, and religious climate of the world, makes projections for the future, and then makes suggestions for what the contributors believe educators need to think about in order to adequately prepare young people to successfully navigate that future. We live in a globally-

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connected world, and young people, as they move into the future, need to be prepared to live in that future. Schools (and teachers) tend to focus on the present, which is okay; however, schools (and teachers) must decide what is important to know in the present in order for young people to be successful in the future. The

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