

Teaching to the Next Level by Critical Teaching Thinking Skills to Students

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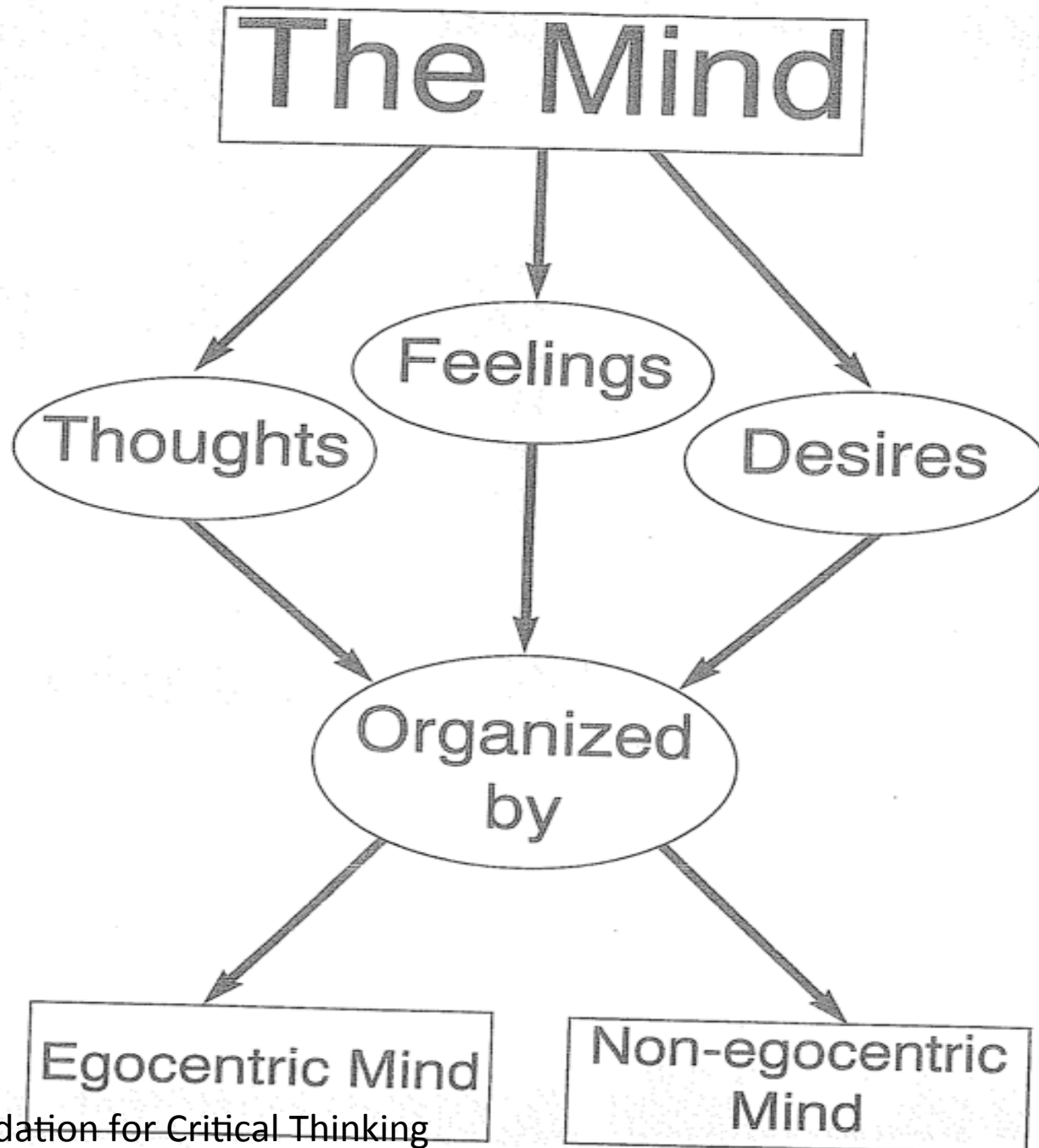
Assistant Professor

Laura Smith

Assistant Professor

Eastern Kentucky University

ASLTA Conference, July 2, 2012



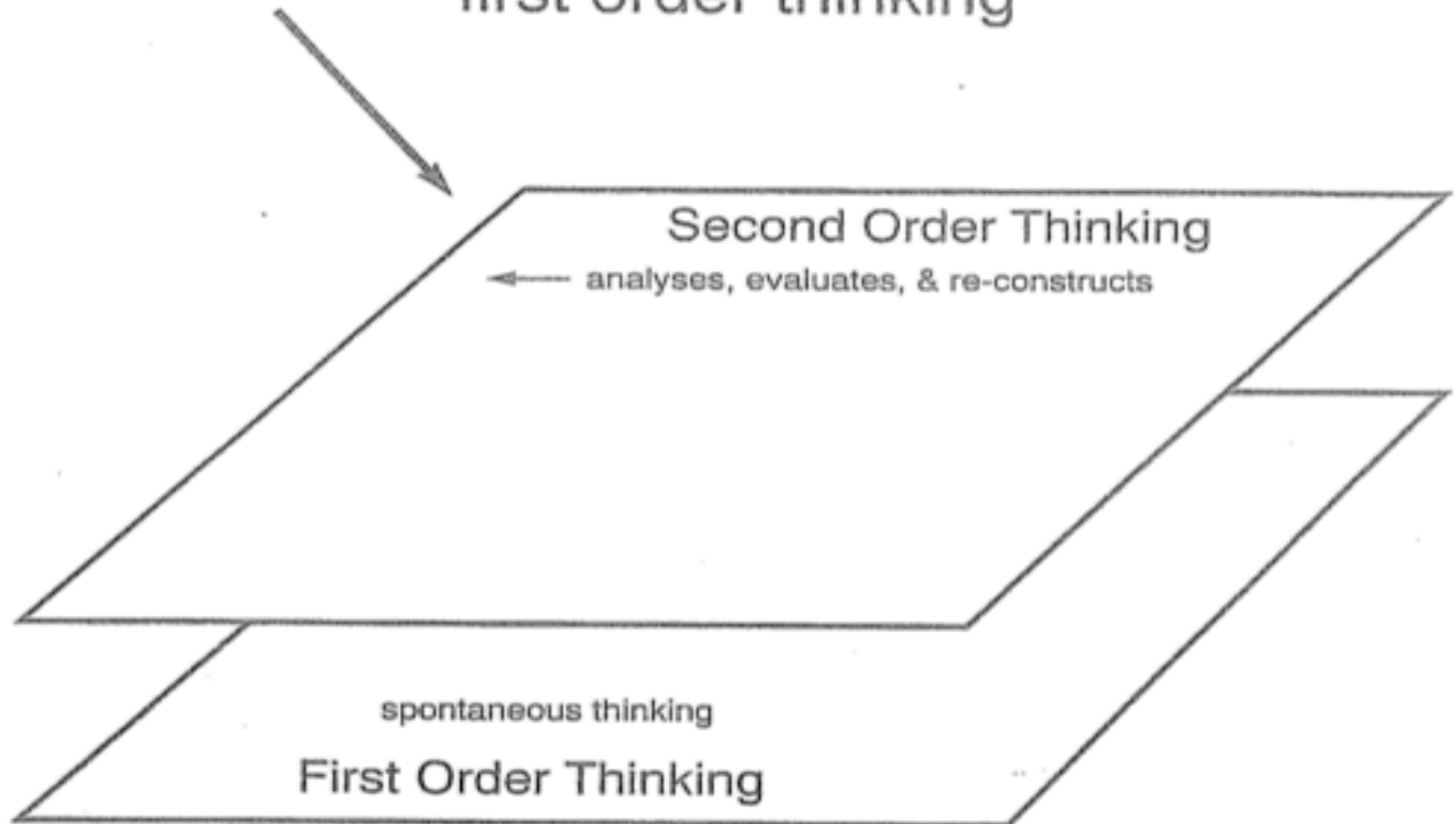
As Humans

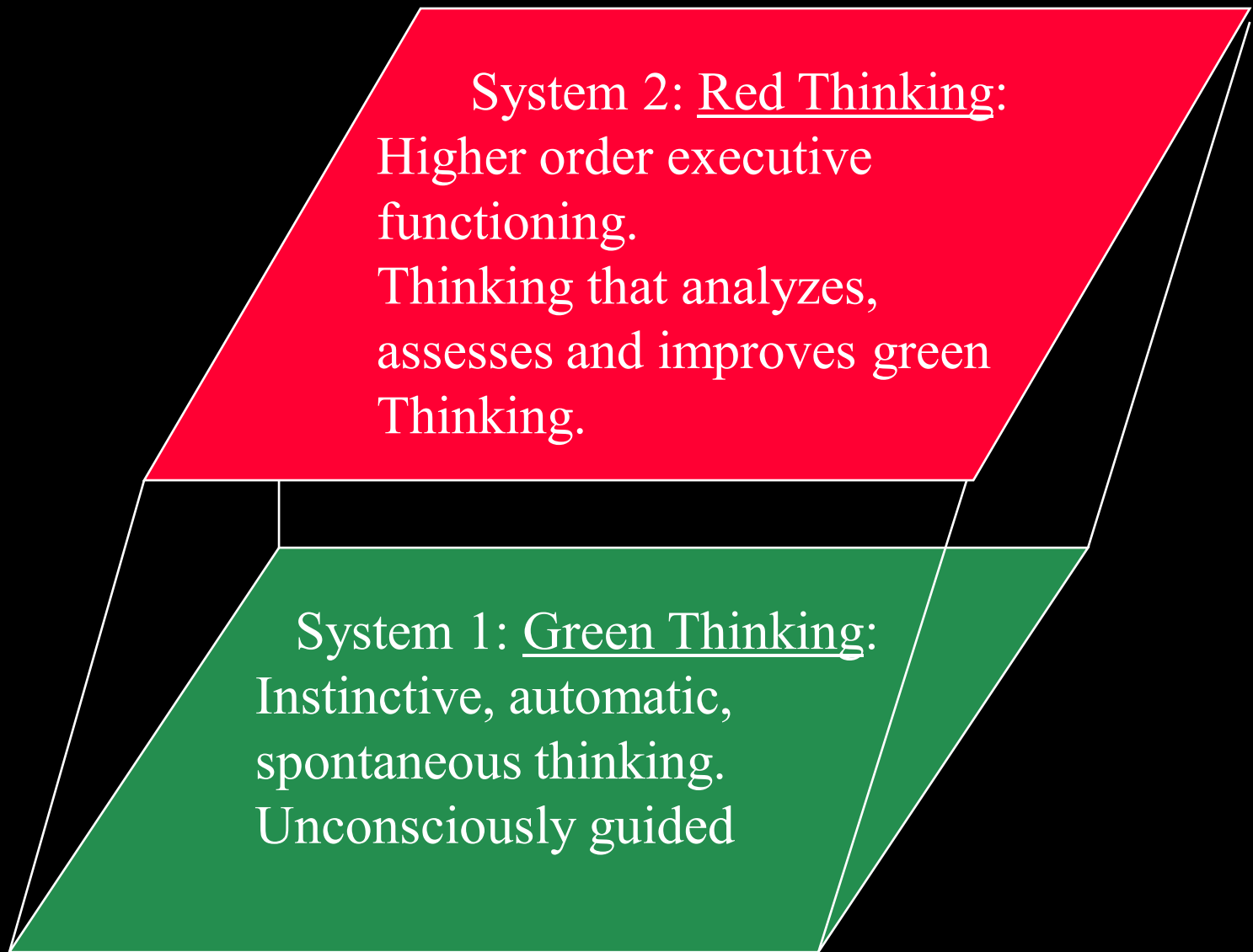
We live

In our

MINDS

Critical Thinking is second order thinking
which assesses and corrects
first order thinking





Green Thinking



Unconscious Mixture Of High Quality

And Low Quality Thinking

Spontaneous

Subconscious

Uncontrolled

Impulsive

Self protecting

Unanalyzed

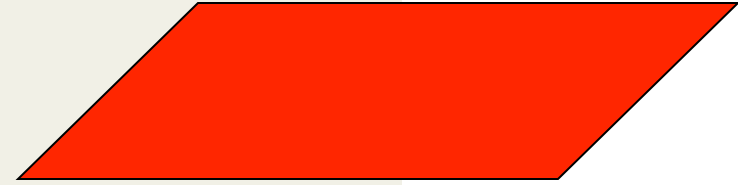
Reflexive

Self validating

Includes ideas that are valid, as well as nonsense, confusion, stereotypes, prejudices. The key is that we cannot distinguish the difference between high and low quality thought in green thinking mode.

Green thinking goes without assessing itself.

Red Thinking



Red Thinking stops and assesses itself before going forward.

Disciplined Seeks the truth Self assessing
Critical Thinking Self correcting Probing

In red thinking mode, we actively work to eliminate prejudices, biases, dysfunctional thinking from our thinking. We actively work on our thinking.

We rigorously apply intellectual standards to our thinking.

Non-Critical Thinking Standards

- Fun
- Exciting
- Feels good
- Attention-getting
- Popular
- Patriotic
- free
- Chic
- Spontaneous
- Advantageous
- Easy
- Beneficial to me
- Deeply moving/felt

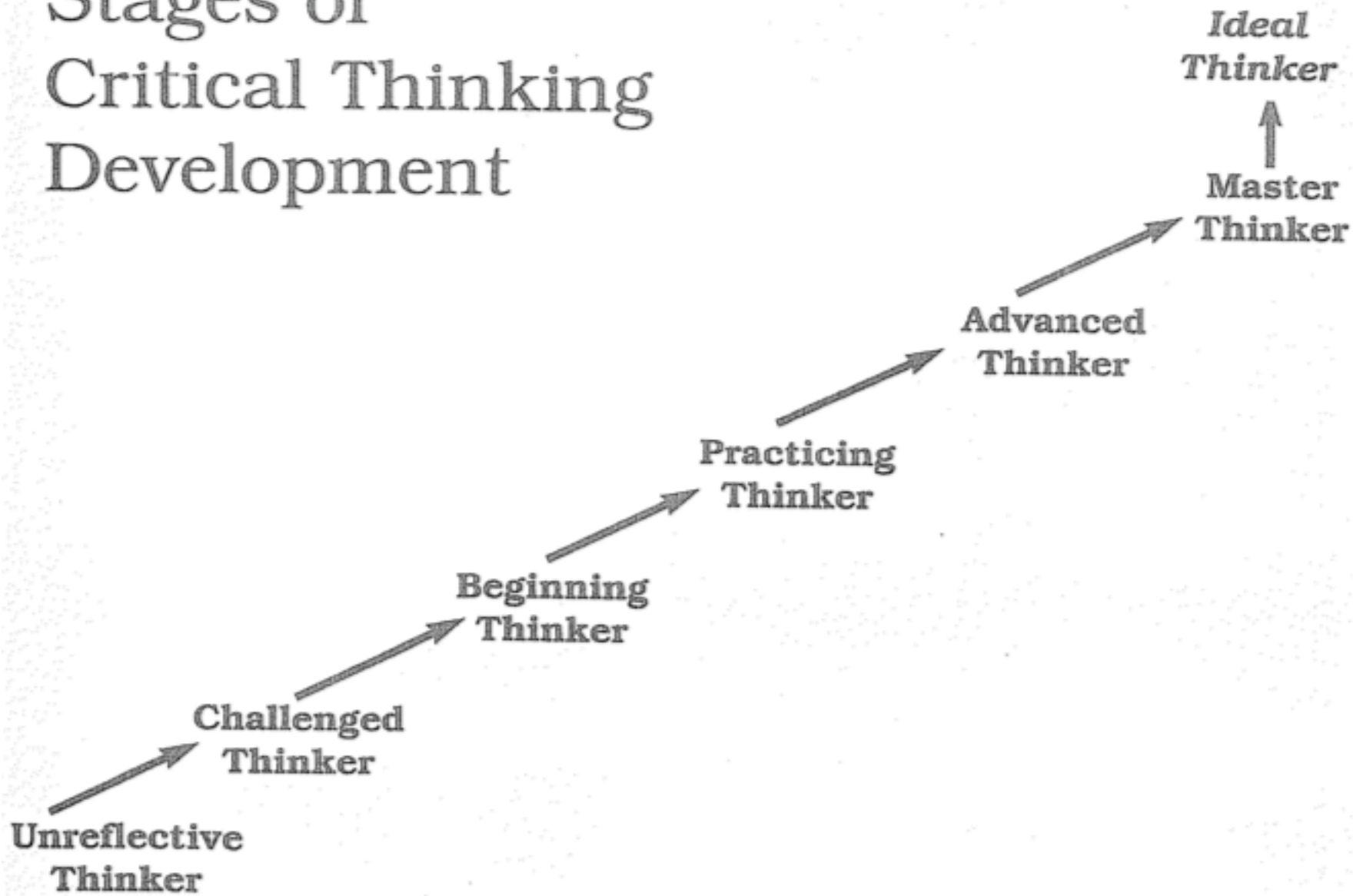
Characteristics of Critical Thinkers:

- Strive for understanding
- Are honest with themselves
- Base judgment on evidence
- Are interested in other people's ideas
- Control their feelings/emotions
- Recognize that extreme views are seldom correct.

Characteristics of Critical Thinkers

- Keep an open mind
- They are very observant
- Identify key issues and raise questions
- Obtain relevant facts
- Evaluate the findings and form judgments

Stages of Critical Thinking Development



Whenever We Think



Standards of Reasoning

Clarity: Understandable, the meaning can be grasped

Accuracy: Free from errors or distortions, true

Precision: Exact to the necessary level of detail

Relevance: Relating to the matter at hand

Depth: Containing complexities and interrelationships

Breadth: Involving multiple viewpoints

Logic: The parts make sense together, no contradictions

Significance: Focusing on the important, not trivial

Fairness: Justifiable, not self-serving (or egocentric)

Statements

- All people are lazy.
- All professors are lousy.
- **The Death of Gallaudet University & Deaf Ed?**

More questions targeting specific standards...

Questions of Clarification

- » What do you mean by _____?
- » What is your main point?
- » Could you put that another way?
- » What do you think is the main issue here?
- » Is your basic point _____ or _____?
- » Could you give me an example?
- » Would this be an example: _____?
- » Could you explain that further?
- » Would you say more about that?
- » Why do you say that?
- » Let me see if I understand you; do you mean _____ or _____?
- » How does this relate to our discussion/problem/issue?
- » What do you think John meant by his remark? What did you take John to mean?
- » Nina, would you summarize in your own words what Trey has said? Trey, is that what you meant?

Questions that Probe Information, Reasons, Evidence, and Causes

- » What would be an example?
- » What are your reasons for saying that?
- » Why did you say that?
- » What other information do we need to know before we can address this question?
- » Why do you think that is true?
- » Could you explain your reasons to us?
- » What led you to that belief?
- » Is this good evidence for believing that?
- » Do you have any evidence to support your assertion?
- » Are those reasons adequate?
- » How does that information apply to this case?
- » Is there reason to doubt that evidence?
- » Who is in a position to know if that is the case?
- » What do you think is the cause?
- » By what reasoning did you come to that conclusion?
- » How could we go about finding out whether that is true?
- » Can someone else give evidence to support that response?

Critical Thinking Quotes

- We can't solve problems by using the same kind of thinking we used when we created them.

Albert Einstein

- Discovery is seeing what everybody else has seen, and thinking what nobody else has thought.

Unknown

- The human mind once stretched by a new idea never goes back to its original dimensions.

Oliver Wendell Homes

Samples of Critical Thinking Activities

ASL Studies

Deaf Studies

Interpreting

ASL 1

- Audism
- Famous Deaf person
- Friend or Foe: Alexander Graham Bell
- Comparison between English and ASL
- Phone call using VRS

ASL 2

- Hypothesis situations
- State/cities organizations and NAD
- Audism in depth
- Career relation to Deaf
- Strategies for attend Deaf events
- Deaf History at K.S.D (your home state school)

ASL 3/4

- Accessibility: history, current technology, etc
- Jokes, cheers & songs, poetry
- Legends: civil war, doorknob, etc
- Storytelling
- Guest lecturer Q & A
- Domestic Violence in your state

ASL 5 /6

- Language Analysis
- Workshop Deafhood Allies
- Interpreter situations

Thank you!

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