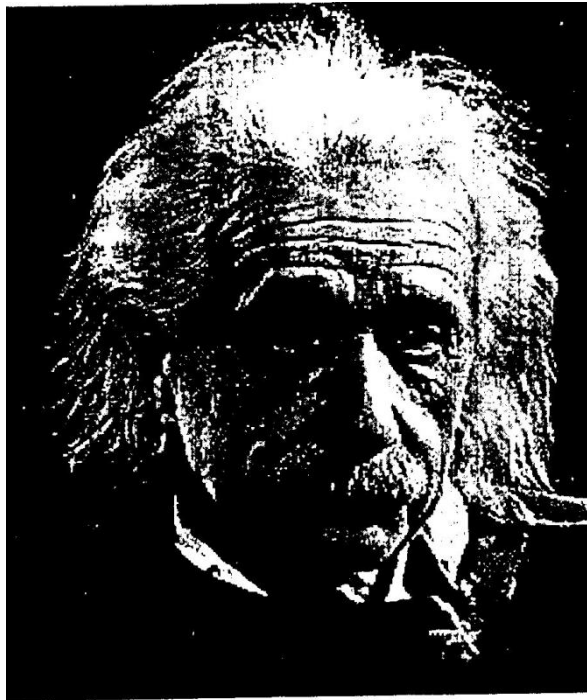


Strategies for Developing Students' Critical Thinking Skills



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*I don't need to know everything,
I just need to know where to find it when I
need it*



A handwritten signature of Albert Einstein, written in white ink on a black rectangular background. The signature is cursive and reads "A. Einstein".

Reading and thinking

The reading task is not finished when the student has read the text, it becomes even more intense then.

The reader thinks:

Did I understand? Does it compare favourably with what else I know? How can I use this and relate it to other learning?

Thinking is always influenced by:

Prior knowledge, Emotions, Experiences

Stepping into the picture

- How would you characterize the situation shown in the picture? What may have caused such a situation? What could have happened before the picture was taken?
- To your mind, who are the people in the picture? What are the relationships among them? What makes you think that?
- What could the people in the picture say or think? Why do you think that?
- How could the events develop further? Why do you think so?
- Imagine you are one of the people in the picture. What do you smell in the air? What sounds do you hear?
- What is left “outside of the picture”, i.e. what is not shown?
- In the shoes of which person from the picture would you like / not like to be? etc.



<http://irdialogue.org/resources/dialogue-in-us/>

Innovative Vocational Foreign Language
Teaching- a Key to Adult Learning
Motivation

<http://www.dailymail.co.uk/tv/showbiz/article-524012>



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<http://www.telegraph.co.uk/news/newstoppers/onthe frontline/3089314/Analysis-of-ban-on-women-in-combat.html>

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<http://www.howtocopewithpain.org/blog/268/pictures-patience/>

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Reflection

One thing I will remember

One thing I will tell my friend

One thing I will find out more about

One thing I will try out

Love poems

- ***Chronological Injustice*** by Raymond Brooks

go come see say think do

1. Write down the past tense of these verbs
2. Put a subject (personal pronoun) in front of the verbs and put these short sentences in a logical order
3. Compare your version with the original
4. Write a short story, or a dialogue from a play to illustrate the situation.
5. Compare your stories/ dialogues

Chronological Injustice by Raymond Brooks

She came.

She saw.

She thought.

She said.

She did.

She is gone for good!