Critical thinking (CT) is difficult to understand and even harder to teach. Because critical thinking requires students to look at things differently from how they’ve been instructed as children and question their beliefs, it’s an unnatural process that can take a lot of time to learn.

There are several different theories about critical thinking, which can make it more difficult to teach and assess. However, when you find a way to introduce critical thinking to your students as part of the courses you teach and they’ve had the experience, they’ll begin to see the value of looking at things with a more critical eye.

So what’s the best way to introduce critical thinking to your students? What are the typical mistakes instructors make when teaching critical thinking, and how can you avoid them? What are the similarities and differences between the various CT theories, and what elements can you draw on to design a CT-infused course?

Get answers to these questions and more by ordering the online seminar from Magna Publications, Teaching Critical Thinking to Students: How to Design Courses That Include Applicable Learning Experiences, Outcomes, and Assessments.

**BENEFITS**

Gain insight into CT and shows you how to teach it to your students. You’ll learn the importance of building CT outcomes, assessments, and activities into your courses and will appreciate why stand-alone classes on the subject aren’t very effective. You’ll find out about the likely misconceptions your students will have about critical thinking and what you can do to dispel them as quickly as possible. And you’ll discover why tying CT to a specific discipline (sciences, the arts, etc.) can help students better understand the concept.

**AUDIENCE**

Whether you’re a professor, lecturer, educational developer, TA, or part of a faculty development team—an anyone who understands the value of CT for students but wants more information on how to teach it—you won’t want to miss this seminar.