Chapter 1 : Preparing Creative and Critical Thinkers - Educational Leadership

Enriching English increases comprehension, enhances critical thinking and makes reading fun and enjoyable for both the educator and student. Writing Enriching English transforms the child from a student into an author.

Translate this page from English Print Page Change Text Size: Critical thinking is a rich concept that has been developing throughout the past years. The term "critical thinking" has its roots in the mid-late 20th century. We offer here overlapping definitions, together which form a substantive, transdisciplinary conception of critical thinking. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: It entails the examination of those structures or elements of thought implicit in all reasoning: Critical thinking can be seen as having two components: It is thus to be contrasted with: Critical thinking varies according to the motivation underlying it. As such it is typically intellectually flawed, however pragmatically successful it might be. When grounded in fairmindedness and intellectual integrity, it is typically of a higher order intellectually, though subject to the charge of "idealism" by those habituated to its selfish use. Critical thinking of any kind is never universal in any individual; everyone is subject to episodes of undisciplined or irrational thought. Its quality is therefore typically a matter of degree and dependent on, among other things, the quality and depth of experience in a given domain of thinking or with respect to a particular class of questions. No one is a critical thinker through-and-through, but only to such-and-such a degree, with such-and-such insights and blind spots, subject to such-and-such tendencies towards self-delusion. For this reason, the development of critical thinking skills and dispositions is a life-long endeavor. Another Brief Conceptualization of Critical Thinking Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers â€" concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so. They avoid thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant others. They recognize the complexities in developing as thinkers, and commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: The unexamined life is not worth living , because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world. The Problem Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated. The Result A well cultivated critical thinker: Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

Chapter 2 : 8 Books That Will Enrich Your Vocabulary And Train Your Thinking Mind | WhytoRead Books

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Have you ever read a book on how to think? But most schooling teaches you only one way of thinking: I find it fascinating that enlightening yourself about healthy ways to maintain your body is part of our culture. Every magazine trumpets the latest discoveries about how to be more physically fit. But enhancing your thinking skills? Enriching your mind management skills? Not many articles about that. And yet how you think has a huge effect on how you are in the world. So, let me offer you a few quick tips on good thinking that can help you meet new challenges without undue anxiety. Differentiate thinking from obsessing. Thinking includes reasoning, reflecting, pondering, judging, analyzing and evaluating an idea or decision. Thinking tends to be productive, goal-oriented, action-oriented. Obsessing, in contrast, is having your mind excessively focused on a single emotion or event. It hinders your ability to relax, let go or decide. If you find yourself obsessing, take a deep breath and see if you can make one small decision about your dilemma. For example, if you are obsessing about whether to leave your job, you might simply decide to contact a headhunter to get her assessment of what the job market in your field might be. Free yourself from the outcome. Do you want to ask someone out on a date but keep focusing on how you might be rejected? Reflect on your choice. Do what you can do to maximize your success. Cultivate a relaxed mind. If you can attain a relaxed state of mind, however, it will help you to avoid obsessive thought patterns. A few tips on how to do this: Listen to music that soothes your soul. Take a warm bath. Sit by a fireplace; let yourself be hypnotized by the flames. Create a place in your mind where you can go to feel safe, warm, cozy and comfy. Imagine staying there until your mind is quiet, your body relaxed. A relaxed body is a good home for a relaxed mind. D Linda Sapadin, Ph. Follow her on FB:

Chapter 3 : Administration â€" Riverton School

Enrichmind sharpens child's thinking skills by working interactively on projects to gain better understanding of how and why things work. They learn to formulate winning strategies for complex analytical problems by figuring out ways to solve.

Treffinger Teachers can help students become 21st-century problem solvers by introducing them to a broad range of thinking tools. If you doubt that we live in a world of accelerating change, just consider the everyday life experiences of millions of children and teenagers today: They can view live images from every corner of the world and talk with or exchange video images with other young people who live many time zones away. They have more technology in their classrooms and in many cases, in their backpacks than existed in the workplaces of their parents 20 years ago. They will study subjects that were unknown when their teachers and parents were students, and they may well enter careers that do not exist today. They will grow up to interact, collaborate, and compete with others around the globe. These realities mean that we must empower students to become creative thinkers, critical thinkers, and problem solversâ€"people who are continually learning and who can apply their new knowledge to complex, novel, open-ended challenges; people who will proceed confidently and competently into the new horizons of life and work. In education, we routinely teach students how to use various sets of cognitive tools to make academic work easier, more efficient, or more productive: In teaching thinking, we need to give students cognitive tools and teach them to use these tools systematically to solve real-life problems and to manage change. These tools apply to two essential categories: Creative Thinking, Critical Thinking What is creative thinking? What is critical thinking? We often view these terms as opposites that are poles apart and incompatible. We stereotype the creative thinker as wild and zany, thriving on off-the-wall, impractical ideas; in contrast, we envision the critical thinker as serious, deep, analytical, and impersonal. Consider instead a different viewâ€"that these two ways of thinking are complementary and equally important. Creative thinking involves searching for meaningful new connections by generating many unusual, original, and varied possibilities, as well as details that expand or enrich possibilities. Critical thinking, on the other hand, involves examining possibilities carefully, fairly, and constructivelyâ€"focusing your thoughts and actions by organizing and analyzing possibilities, refining and developing the most promising possibilities, ranking or prioritizing options, and choosing certain options. Generating many possibilities is not enough by itself to help you solve a problem. Similarly, if you rely on focusing alone, you may have too few possibilities from which to choose. Effective problem solvers must think both creatively and critically, generating options and focusing their thinking. Both generating and focusing involve learning and applying certain guidelines attitudes and habits of mind that support effective thinking and tools. Habits of the Mind for Generating Ideas Individuals or groups use generating tools to produce many, varied, or unusual possibilities; to develop new and interesting combinations of possibilities; or to add detail to new possibilities. When generating options, productive thinkers separate generating from judging. They direct their effort and energy to producing possibilities that can be judged later. The more options a person or group generates, the greater the likelihood that at least some of those possibilities will be intriguing and potentially useful. Even possibilities that seem wild or silly might serve as a springboard for someone to make an original and powerful new connection. It is often possible to increase the quantity and quality of options by building on the thinking of others or by seeing new combinations that may be stronger than any of their parts. Brainstorming is probably the most widely known generating tool but often the most misunderstood and misused tool, too. Many people use the term brainstorming as a synonym for a general conversation, discussion, or exchange of views. It is more accurate, however, to view brainstorming as a specific tool in which a person or a group follows the four guidelines described above to search for many possible responses to an open-ended task or question. As illustrated in Figure 1, there are also several other tools for generating options Treffinger, Nassab, et al. Habits of the Mind for Focusing Ideas Focusing tools help individuals or groups analyze, organize, refine, develop, prioritize, evaluate, or select options from the set of possibilities they have at hand. When focusing their thinking, productive thinkers examine options carefully but constructively, placing more

emphasis on screening, supporting, or selecting options than on criticizing them. Effective focusing takes into consideration the purpose of focusing. Is it to select a single solution, to rank order or prioritize several options, to examine ideas carefully with very detailed criteria, to refine or strengthen options, or to create a sequence of steps or actions? Each of these purposes might be best served by a specific focusing tool. If the stated goal is to find a novel or original solution or response, then it is important to focus deliberately on that dimension when evaluating possible solutions, and not simply to fall back on the easiest or most familiar options within a list. When focusing, it is important to keep the goals and purposes of the task clearly in sight and to ensure that you evaluate the options in relation to their relevance and importance for the goal. Generating many, varied, or unusual options for an open-ended task or question. Hits and Hot Spots. Selecting promising or intriguing possibilities identifying hits and clustering, categorizing, organizing, or compressing them in meaningful ways finding hot spots. Using two objects or words that seem unrelated to the task or problem, or to each other, to create new possibilities or connections. Using a deliberate, constructive approach to strengthening or improving options, by considering advantages,limitations and ways to overcome them , and unique features. Using the core elements or attributes of a task or challenge as a springboard for generating novel directions or improvements. Setting priorities or ranking options through a systematic analysis of all possible combinations. Applying a checklist of action words or phrases idea-spurring questions to evoke or trigger new or varied possibilities. Organizing and focusing options by considering short, medium, or long-term actions. Identifying the key parameters of a task, generating possibilities for each parameter, and investigating possible combinations mixing and matching. Using specific criteria to systematically evaluate each of several options or possibilities to guide judgment and selection of options. Copyright by the Center for Creative Learning. Teachers can incorporate instruction in creative and critical thinking into the curriculum in a number of ways, either singly or in combination. I recommend that teachers follow several guidelines. Introduce the tools directly, using engaging, open-ended questions from everyday life. Be clear that the purpose of such out-of-context work is to gain confidence and skill in using the tool, so everyone will be successful when using it in context. Next, provide opportunities to apply the tools in lessons or activities related to specific content areas. Any of the generating and focusing tools can be used to help students master a variety of specific content standards in many areas see Treffinger, ; Treffinger et al. Kopcak , for example, describes using the Brainstorming, Hits and Hot Spots, and Paired Comparison Analysis tools with high school seniors as they worked on the Virginia learning standard "The student will write documented research papers. After covering a chalkboard with sticky notes, the class paused to discuss the characteristics of a good research topic. The students used the Hits and Hot Spots focusing tool to select promising topics and organize them into categories based on theme or overarching topic; they used the Paired Comparison Analysis focusing tool to narrow down the most appealing options. Other examples of applications of the tools in content areas include Attribute Listing. Understanding the important elements or parts of a topic being studied for example, the major attributes of a country or civilization in social studies, the major elements of a story, or the characteristics of the main characters in a novel. Identifying varied or unusual ways to make people aware of the importance of voting. Generating many possible math problems that could be constructed from a given set of data, events, or circumstances. Listing many ways to promote recycling or conservation. Evaluating choices or possible courses of action faced by people or groups in literature or social studies units for example, in a film the students have viewed or a story they have read. Judging and choosing one of several possible themes, plots, or endings for a story or dramatic scene. Understanding and ordering the stages or chronology in an event or process for example, the steps in an experiment or the sequence of certain measurements to be taken on a set of data. Be deliberate about applying the basic tools in several different content areas, to help students learn how to transfer their learning about the tools across contexts. As you work with the tools, be explicit about metacognitive skills. Ask, "What is the tool? How did you use it? When and why would you use it in other situations? When you are working with new content, start with familiar tools. When you are introducing new tools, start with familiar content. When students are comfortable with the basic generating and focusing tools, teachers may guide them in applying these tools through the Creative Problem Solving framework, a model for attaining clarity about tasks, defining problems in a constructive way, generating possible solutions,

preparing for action and successful implementation of solutions, and dealing with change. For more information about the Creative Problem Solving framework, see the resources at the Center for Creative Learning. It is also important to engage students in finding and solving real-life problems or challenges within the classroom, the school, or the community. Two widely known enrichment programs can provide engaging opportunities for students to apply creative problem solving. Preparing Students for a Changing World By helping students learn and apply the attitudes and practical tools of effective problem solvers, teachers can enhance student learning in powerful ways that extend beyond memorization and recall. Even when teachers are compelled to place great emphasis on basic learning and doing well on standardized testsâ€"indeed, particularly at such timesâ€"it remains important to balance the emphasis between process and content in teaching and learning. Students who are competent in not only the basics of content areas but also the basics of productive and creative thinking will be lifelong learners, knowledge creators, and problem solvers who can live and work effectively in a world of constant change. Creative Learning Today, 15 3 , 3. Applying CPS tools in school: Creative Learning Today, 15 3 , 2. An introduction 4th ed. Thinking tool guides Rev. Center for Creative Learning. Preparing for the future Elementary ed. Preparing for the future Middle ed. Preparing for the future Secondary ed. Examples of Basic Problem-Solving Tools Unless otherwise noted, the following examples of each of the tools are adapted from Treffinger and Nassab or Treffinger et al. Brainstorming In a class that was preparing to study the countries of North America, the teacher posed the following task for the students to think about, using the Brainstorming tool: List many questions about the countries we will be studying. Try to list some questions that will help us look at the countries in a different way and some unusual or original questions.

Chapter 4 : 20 Ways to Boost Your Baby's Brain Power | Scholastic | Parents

There's often the misconception that teaching critical thinking is more work. But if teachers have some questioning tools, and are creating ways for students to formulate arguments in response to essential questions, that is really what can drive the content.

Greene joined EdNext Editor-in-chief Marty West to discuss the benefits of field trips, including how seeing live theater is a more enriching experience to students, on the EdNext podcast. For decades, students have piled into yellow buses to visit a variety of cultural institutions, including art, natural history, and science museums, as well as theaters, zoos, and historical sites. Schools gladly endured the expense and disruption of providing field trips because they saw these experiences as central to their educational mission: More-advantaged families may take their children to these cultural institutions outside of school hours, but less-advantaged students are less likely to have these experiences if schools do not provide them. With field trips, public schools viewed themselves as the great equalizer in terms of access to our cultural heritage. Today, culturally enriching field trips are in decline. Museums across the country report a steep drop in school tours. For example, the Field Museum in Chicago at one time welcomed more than , students every year. Recently the number is below , Between and , Cincinnati arts organizations saw a 30 percent decrease in student attendance. A survey by the American Association of School Administrators found that more than half of schools eliminated planned field trips in â€" The decision to reduce culturally enriching field trips reflects a variety of factors. Financial pressures force schools to make difficult decisions about how to allocate scarce resources, and field trips are increasingly seen as an unnecessary frill. Greater focus on raising student performance on math and reading standardized tests may also lead schools to cut field trips. Some schools believe that student time would be better spent in the classroom preparing for the exams. When schools do organize field trips, they are increasingly choosing to take students on trips to reward them for working hard to improve their test scores rather than to provide cultural enrichment. Schools take students to amusement parks, sporting events, and movie theaters instead of to museums and historical sites. Surprisingly, we have relatively little rigorous evidence about how field trips affect students. The research presented here is the first large-scale randomized-control trial designed to measure what students learn from school tours of an art museum. We find that students learn quite a lot. In particular, enriching field trips contribute to the development of students into civilized young men and women who possess more knowledge about art, have stronger critical-thinking skills, exhibit increased historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture. Crystal Bridges reimburses schools for the cost of buses, provides free admission and lunch, and even pays for the cost of substitute teachers to cover for teachers who accompany students on the tour. Because the tour is completely free to schools, and because Crystal Bridges was built in an area that never previously had an art museum, there was high demand for school tours. Not all school groups could be accommodated right away. So our research team worked with the staff at Crystal Bridges to assign spots for school tours by lottery. During the first two semesters of the school tour program, the museum received applications from school groups representing 38, students in kindergarten through grade We created matched pairs among the applicant groups based on similarity in grade level and other demographic factors. An ideal and common matched pair would be adjacent grades in the same school. We then randomly ordered the matched pairs to determine scheduling prioritization. Within each pair, we randomly assigned which applicant would be in the treatment group and receive a tour that semester and which would be in the control group and have its tour deferred. We administered surveys to 10, students and teachers at different schools three weeks, on average, after the treatment group received its tour. The student surveys included multiple items assessing knowledge about art as well as measures of critical thinking, historical empathy, tolerance, and sustained interest in visiting art museums. Some groups were surveyed as late as eight weeks after the tour, but it was not possible to collect data after longer periods because each control group was guaranteed a tour during the following semester as a reward for its cooperation. There is no indication that the results reported below faded for groups surveyed after longer periods. Finally, we collected a behavioral measure of interest in art

consumption by providing all students with a coded coupon good for free family admission to a special exhibit at the museum to see whether the field trip increased the likelihood of students making future visits. All results reported below are derived from regression models that control for student grade level and gender and make comparisons within each matched pair, while taking into account the fact that students in the matched pair of applicant groups are likely to be similar in ways that we are unable to observe. Standard validity tests confirmed that the survey items employed to generate the various scales used as outcomes measured the same underlying constructs. The intervention we studied is a modest one. Students received a one-hour tour of the museum in which they typically viewed and discussed five paintings. Some students were free to roam the museum following their formal tour, but the entire experience usually involved less than half a day. Instructional materials were sent to teachers who went on a tour, but our survey of teachers suggests that these materials received relatively little attention, on average no more than an hour of total class time. The discussion of each painting during the tour was largely student-directed, with the museum educators facilitating the discourse and providing commentary beyond the names of the work and the artist and a brief description only when students requested it. This format is now the norm in school tours of art museums. The aversion to having museum educators provide information about works of art is motivated in part by progressive education theories and by a conviction among many in museum education that students retain very little factual information from their tours. Results Recalling Tour Details. Our research suggests that students actually retain a great deal of factual information from their tours. Students who received a tour of the museum were able to recall details about the paintings they had seen at very high rates. For example, 88 percent of the students who saw the Eastman Johnson painting At the Camp—Spinning Yarns and Whittling knew when surveyed weeks later that the painting depicts abolitionists making maple syrup to undermine the sugar industry, which relied on slave labor. Since there was no guarantee that these facts would be raised in student-directed discussions, and because students had no particular reason for remembering these details there was no test or grade associated with the tours , it is impressive that they could recall historical and sociological information at such high rates. These results suggest that art could be an important tool for effectively conveying traditional academic content, but this analysis cannot prove it. The control-group performance was hardly better than chance in identifying factual information about these paintings, but they never had the opportunity to learn the material. The high rate of recall of factual information by students who toured the museum demonstrates that the tours made an impression. The students could remember important details about what they saw and discussed. Beyond recalling the details of their tour, did a visit to an art museum have a significant effect on students? Our study demonstrates that it did. For example, students randomly assigned to receive a school tour of Crystal Bridges later displayed demonstrably stronger ability to think critically about art than the control group. We then asked students to write short essays in response to two questions: What do you think is going on in this painting? And, what do you see that makes you think that? These are standard prompts used by museum educators to spark discussion during school tours. We stripped the essays of all identifying information and had two coders rate the compositions using a seven-item rubric for measuring critical thinking that was developed by researchers at the Isabella Stewart Gardner Museum in Boston. The measure is based on the number of instances that students engaged in the following in their essays: Our measure of critical thinking is the sum of the counts of these seven items. In total, our research team blindly scored 3, essays. For of those essays, two researchers scored them independently. The scores they assigned to the same essay were very similar, demonstrating that we were able to measure critical thinking about art with a high degree of inter-coder reliability. We express the impact of a school tour of Crystal Bridges on critical-thinking skills in terms of standard-deviation effect sizes. Overall, we find that students assigned by lottery to a tour of the museum improve their ability to think critically about art by 9 percent of a standard deviation relative to the control group. The benefit for disadvantaged groups is considerably larger see Figure 1. Rural students, who live in towns with fewer than 10, people, experience an increase in critical-thinking skills of nearly one-third of a standard deviation. Students from high-poverty schools those where more than 50 percent of students receive free or reduced-price lunches experience an 18 percent effect-size improvement in critical thinking about art, as do minority students. Click to enlarge A large

amount of the gain in critical-thinking skills stems from an increase in the number of observations that students made in their essays. Students who went on a tour became more observant, noticing and describing more details in an image. Being observant and paying attention to detail is an important and highly useful skill that students learn when they study and discuss works of art. Additional research is required to determine if the gains in critical thinking when analyzing a work of art would transfer into improved critical thinking about other, non-art-related subjects. Visiting an art museum exposes students to a diversity of ideas, peoples, places, and time periods. That broadening experience imparts greater appreciation and understanding. We see the effects in significantly higher historical empathy and tolerance measures among students randomly assigned to a school tour of Crystal Bridges. Historical empathy is the ability to understand and appreciate what life was like for people who lived in a different time and place. This is a central purpose of teaching history, as it provides students with a clearer perspective about their own time and place. To measure historical empathy, we included three statements on the survey with which students could express their level of agreement or disagreement: We combined these items into a scale measuring historical empathy. Students who went on a tour of Crystal Bridges experience a 6 percent of a standard deviation increase in historical empathy. Among rural students, the benefit is much larger, a 15 percent of a standard deviation gain. We can illustrate this benefit by focusing on one of the items in the historical empathy scale. Among rural participants, 69 percent of the treatment-group students agree with this statement compared to 62 percent of the control group. The fact that Crystal Bridges features art from different periods in American history may have helped produce these gains in historical empathy. To measure tolerance we included four statements on the survey to which students could express their level of agreement or disagreement: We combined these items into a scale measuring the general effect of the tour on tolerance. Overall, receiving a school tour of an art museum increases student tolerance by 7 percent of a standard deviation. As with critical thinking, the benefits are much larger for students in disadvantaged groups. Rural students who visited Crystal Bridges experience a 13 percent of a standard deviation improvement in tolerance. For students at high-poverty schools, the benefit is 9 percent of a standard deviation. The improvement in tolerance for students who went on a tour of Crystal Bridges can be illustrated by the responses to one of the items within the tolerance scale. But for students randomly assigned to receive a school tour of the art museum, only 32 percent agree with censoring art critical of America. Among rural students, 34 percent of the control group would censor art compared to 30 percent for the treatment group. In high-poverty schools, 37 percent of the control-group students would censor compared to 32 percent of the treatment-group students. These differences are not huge, but neither is the intervention. These changes represent the realistic improvement in tolerance that results from a half-day experience at an art museum.

Chapter 5 : 3 Ways to Enrich Your Life - wikiHow

Thinking includes reasoning, reflecting, pondering, judging, analyzing and evaluating an idea or decision. It's using your mind in a creative, effective manner. Thinking tends to be productive.

Tell me and I forget, teach me and I remember, Involve me and I learn. Every child is unique, endowed with varied levels of imagination, intelligence and creativity. Each child perceives things differently, and their comprehension is atypical. So, why is that children are all taught the same thing, the same way and assessed the same way? No wonder the curiosity is being ruthlessly nipped away, because the existing teaching methods want them to stop dreaming, nod yes and stop thinking differently. Our Motto is to provide children a resource to sharpen their logic, reasoning and problem solving skills so they not only advance academically but also enrich their everyday lives. These are only good for short term, memorize for the test and then forget. They learn to hypothesize, formulate ways to test it out, and understand why it did or did not work. Instructional methods are tailor-made to address the needs of every child. They learn to formulate winning strategies for complex analytical problems by figuring out ways to solve. While traditional classes focus on memorization through repitition, our classes help children develop the logical reasoning skills in a fun and engaging way!! Students will be equipped with the knowledge to not only comprehend what they know but also truly understand what they can do with what they know. MATH Discover fun with math as it becomes meaningful. We also help interested students prepare for math competitive exams such as MathKangaroo, MathCounts, etc. These classes develop logical reasoning and critical reasoning skills required to solve problems in our fun cognitive enrichment program. He is the author of several peer- reviewed publications, co-author of a book chapter and holds two patents for device developments. He received several international and nationally recognized prizes. He believes that critical thinking, logical reasoning and a global perspective are required to excel not just in academics but in everyday life. He takes great pleasure in inspiring, challenging and nurturing the minds of his students and guiding them towards finding their own path forward. Existing methods have very little interest in individual child development, they are only focused on standardized testing. Our philosophy of differentiated learning provides students with different ways to learn so they can relate to the subject in a way that comes naturally to them. In this 21st century, where technological advancements in artificial intelligence, and robotics are replacing millions of jobs, the remaining jobs focus on creativity. Changing lives forever because.

Chapter 6 : The Educational Value of Field Trips - Education Next : Education Next

A One-Way ANCOVA and an Independent-Samples t-test were used to examine the two groups on their 1) critical thinking skills, 2) English reading comprehension, and 3) attitudes in EFL classrooms. Bivariate correlation was employed to evaluate the relation between critical thinking and English reading comprehension.

During his first years, he will grow trillions of brain-cell connections, called neural synapses. The rule for brain wiring is "use it or lose it. In turn, he will acquire rich language, reasoning, and planning skills. Give your baby a physically healthy start before he is born. Many children who were drug-abused in the womb struggle with severe learning problems and suddenly act with unprovoked aggressive behaviors. Studies have also revealed that cigarette smoking during pregnancy causes lower fourth-grade reading scores. Respond to infant coos with delighted vocalizations. Slowly draw out your syllables in a high-pitched voice as you exclaim, "Pretty baby! Babies respond well to learning simple sequential games. When your baby points, be sure to follow with your gaze and remark on items or events of interest to her. This "joint attention" confirms for your baby how important her interests and observations are to you. Foster an early passion for books. Modulate the tone of your voice; simplify or elaborate on story lines; encourage toddlers to talk about books. We recommend these books for sounds and wordplay. Studies have shown that babies who are not often touched have brains that are smaller than normal for their age. Also, when diapering your baby, you are at the ideal 12 to 18 inches from her eyes to attract attention to your speech. Toys such as a windup jack-in-the-box or stackable blocks help your baby learn cause-and-effect relationships and "if-then" reasoning. If a baby stacks a big block on a smaller one, the top block falls off. If he successfully stacks a small block on a bigger one, he "wires in" the information. Respond promptly when your baby cries. Soothe, nurture, cuddle, and reassure him so that you build positive brain circuitry in the limbic area of the brain, which relates to emotions. Your calm holding and cuddling, and your day-to-day intimate engagement with your baby, signal emotional security to the brain. Build trust by being attentive and focused. Babies who are securely attached to you emotionally will be able to invest more life energy in the pleasures of exploration, learning, and discovery. Loving touches promote growth in young babies. Research has shown that premature babies who are massaged three times daily are ready to leave the hospital days earlier than babies who do not receive massages. Toddlers learn that stuffed animals have one place to go for "night-night" time; cars, trucks, and other vehicles also have their special storage place. Children need to learn about sorting into categories and seriation placing things in order; for example, from littlest to biggest as part of their cognitive advancement in preschool. Spatial learning is important, and your mobile child will begin to understand parameters such as under, over, near, and far. He will be able to establish mental maps of his environment and a comfortable relationship with the world in which he lives. Help a highly active child safely use his wonderful energy while learning impulse control. Your acceptance will give him the comfort he needs to experiment and learn freely. Make meals and rest times positive. Say the names of foods out loud as your baby eats. Express pleasure as she learns to feed herself, no matter how messy the initial attempts may be. This will wire in good associations with mealtime and eating. Battles and nagging about food can lead to negative emotional brain patterns. Create clear consequences without frightening or causing shame to your child. If your toddler acts inappropriately, such as by hitting another child, get down to his eye level, use a low, serious tone of voice, and clearly restate the rule. Expecting a toddling baby not to touch a glass vase on a coffee table is not reasonable. Expecting a toddler to keep sand in the sandbox and not throw it is reasonable. Model empathic feelings for others. Use "teachable moments" when someone seems sad or upset to help your toddler learn about feelings, caring, sharing, and kindness. The more brain connections you create for empathic responses and gentle courtesies, the more these brain circuits will be wired in. Arrange supervised play with messy materials, such as water, sand, and even mud. This will teach your toddler about the physics and properties of mixtures and textures, liquids and solids. During bath time, the brain wires in knowledge about water, slippery soap, and terry towel textures. Sensory experiences are grist for the learning brain. Express joy and interest in your baby. Let your body language, your shining eyes, your attentiveness to babbling and baby activities, and

your gentle caresses and smiles validate the deeply lovable nature of your little one.

Chapter 7 : Enrichmind | Enriching children by nurturing their ability to think, question, learn and innovate

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Chapter 8 : Thinking About How to Think

Higher Order Thinking Skills Question Templates Recall Note: Any question becomes a recall question if the answer has already been explicitly provided to the student.

Chapter 9 : Mission Tools / Visible Thinking Routines

The Destination ImagiNation flagship program is a process-based program that helps young people build lifelong skills in creative and critical thinking, teamwork, time management, and problem solving. Up to seven participants work together as a team for weeks to create their solution to a team challenge, which can have a theatrical.