

This Learning Guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to explore how critical thinking can support student success.

Critical Thinking

with
Garfield Gini-Newman



This learning guide is intended to be used after viewing the video clip:

[Intellectual Tools: Critical Thinking Vocabulary, Strategies and Habits of Mind for Judgment with Garfield Gini-Newman](#)

Lesson synopsis

In this short video clip, Garfield Gini-Newman discusses and provides examples of three more intellectual tools: Critical thinking vocabulary, thinking strategies and habits of mind.

Key understandings:

- It is important to use critical thinking vocabulary (e.g., bias, inference, evidence, conclusion) routinely and take the time to unpack the meaning of these underlying concepts to ensure students understand them.
- Thinking strategies need to be owned by the students so they have their own repertoire and become self-regulated in choosing and implementing appropriate strategies.
- Habits of mind are nurtured, not taught.

Questions for discussion:

- How is critical thinking vocabulary different from content vocabulary? Can you use an example to help clarify this distinction?
- Garfield mentions three thinking strategies: mind mapping, Venn diagrams and the 5Ws chart. “How might we design learning experiences to enable students to become self-regulated in determining the most effective thinking strategy to use in a given situation?”
- Describe one way you nurture a positive habit of mind. What evidence would show that the strategy is effective?

For more information:

[Cross-Curricular Competencies](#)

- [Know how to learn](#)
- [Think critically](#)
- [Manage information](#)
- [Demonstrate global and cultural understanding](#)

[The Critical Thinking Consortium
Engaging All Learners - Support for
Implementation](#)

Acknowledgement:

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