

## Questions That Make Students Mindful

Could you draw a diagram or other graphic display that organizes the information? (This sort of task makes the structure of a problem or argument clear.)

Does apply                       Does not apply

Notes:

Could you interpret the information presented in your own words? (Paraphrasing can help students construct meaning from instructional messages in their own ways.)

Does apply                       Does not apply

Notes:

Could you summarize the major points of the information? (Writing a short summary is an effective way to prompt students to synthesize information and distinguish between the major themes and the supportive materials.)

Does apply                       Does not apply

Notes:

Detect the inconsistencies in the presented information. Do any of the reasoning procedures contain inaccuracies? (Not all information that students are exposed to is perfect. Being able to critique the consistency and accuracy of information is an important skill to have.)

Does apply                       Does not apply

Notes:

What additional information would you want before answering the question? (This requires the students to think about what is missing from the information they receive.)

Does apply                       Does not apply

Notes:

Explain why you selected a particular alternative. Which alternative is second best? Why? (When students give reasons, it's a good way to focus on the thinking that went into an answer rather than the answer itself.)

Does apply

Does not apply

Notes:

State the problem in at least two ways. (Most real-world problems are fuzzy; that is, there really are potentially many problems, each with its own possible solution.)

Does apply

Does not apply

Notes:

Which information is most important? Which information is least important? Why? (The question focuses the students' attention on the value of different sorts of information.)

Does apply

Does not apply

Notes:

List two solutions for the problem. (This encourages a more creative approach.)

Does apply

Does not apply

Notes:

What is wrong with an assertion the question makes? (This reminds the students that problems often contain misleading information.)

Does apply

Does not apply

Notes:

Present two reasons that support the conclusion and two reasons that do not support the conclusion. (Questions of this sort do not permit black-and-white reasoning.)

Does apply                       Does not apply

Notes:

Identify the type of persuasive technique that is used. Is it valid, or is it designed to mislead the reader? Explain your answer. (Students are required to consider the motives and credibility of their information source when responding to these questions.)

Does apply                       Does not apply

Notes:

Compare the two sets of ideas and identify the similarities and differences in terms of the sets' assumptions and inferences. (Comparing can encourage approaching points of view in a more refined way.)

Does apply                       Does not apply

Notes:

What two actions would you take to improve the design of a study described to you? (Students need to think about better types of evidence or procedures that might have provided different results.)

Does apply                       Does not apply

Notes:

*Source: Adapted from Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. American Psychologist, 53(4), 449–455.*