

# ADDRESSING THE CRITICAL THINKING TEACHING GAP

According to the Foundation for Critical Thinking, **89% of faculty agree teaching critical thinking is a primary objective.**

In the health sciences, critical thinking is associated with strong diagnostic and problem-solving skills, as well as being an effective, persevering, flexible, inquisitive, and confident practitioner.

However, **77% of faculty were unsure how to foster critical thinking skills** while covering necessary course content, and only **9% were able to incorporate critical thinking** consistently and effectively in their courses.

The problem is, while academic institutions are fully aware of the need for critical thinking development, educators are often unfamiliar with the instructional activities best suited to facilitate critical thinking.

When it comes down to it, the **content students are taught in the classroom is useless to them without the proper critical thinking framework to put it into practice.**

## Interpretation

*Seeking information and discriminating between one state of being and another*

## Analysis & Evaluation

*Questioning to accurately judge clarity, precision, relevance, depth, breadth, logic, significance, and fairness*

Critical thinking is a systematic process of cognitive behaviors

## Inference

*Transforming knowledge from one setting to another to arrive at conclusions and solutions*

## Explanation

*Predicting outcomes and applying standards, including guidelines and best practices*

## Self-regulation

*Efficacy to apply logical reasoning in a stepwise process*



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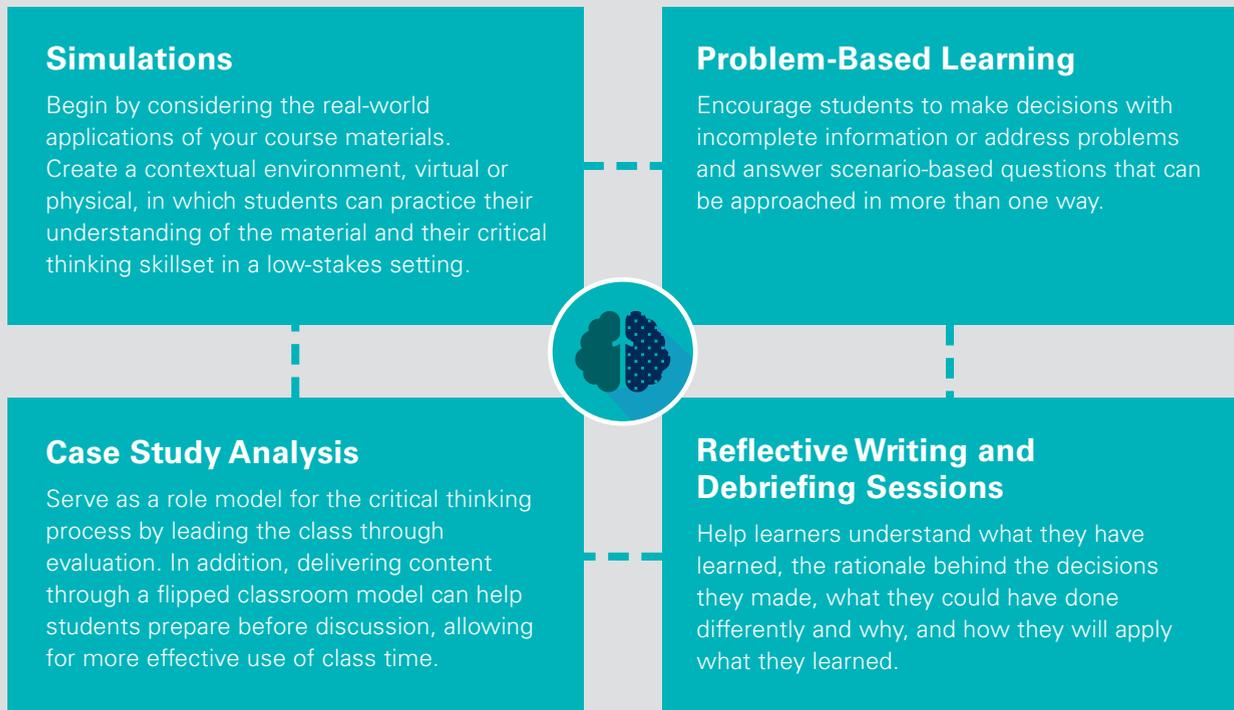


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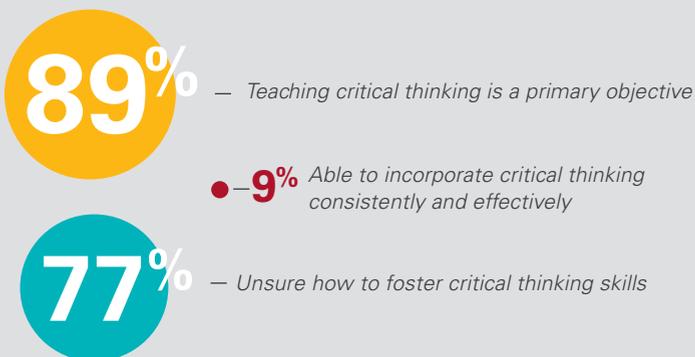
Unique to your subject matter, there are an infinite number of ways to creatively incorporate core critical thinking skills into your course.

Teaching critical thinking requires an active-learning, student-focused approach. The goal is to **design activities that help students think through the lessons themselves**, transforming their acquired knowledge into effective practices.

## » Teaching Strategies to Promote Critical Thinking



## » Faculty Beliefs Regarding Critical Thinking



### Additional Resources

Facione, P.A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction—The Delphi report*. Millbrae, CA: California Academic Press.

Rubinfeld, M.G., & Scheffer, B.K. (2015). *Critical thinking tactics for nurses: Achieving the IOM competencies*. (3rd Ed.) Burlington, MA: Jones and Bartlett Learning.

The Foundation for Critical Thinking. (n.d.). The State of Critical Thinking Today. Retrieved from <http://www.criticalthinking.org/pages/the-state-of-critical-thinking-today/523>

» **Bloom's Taxonomy** (revised) is a useful tool for developing activities and assessments that meet these higher-level requirements.



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