

# Teach for Depth of Understanding

1. Design coverage so that students grasp the fundamental ideas intrinsic to the content.
2. Cover less when more entails that they learn less.
3. Teach students how to assess their own work using those intellectual standards.
4. Focus on fundamental and powerful concepts with high generalizability. Teach students to apply and analyze these concepts.
5. Keep the logic of the most basic concepts in the foreground, continually re-weaving new concepts into the basic ones.
6. Design all activities and assignments so that students must think their way through them.
7. Develop specific strategies for cultivating critical reading, writing, speaking, and listening.
8. Call frequently on students who don't have their hands up.
9. When one student says something, call on other students to summarize in their own words what the first student said (so they actively listen to each other).
10. Frequently divide the class into small groups and have them work together to reason through issues within the discipline (using intellectual standards to assess their reasoning as they do so).
11. Require regular writing for class. But grade using random sampling.
12. Speak less so that they think more.
13. Don't be a mother robin – chewing up the text for the students and putting it into their beaks through lecture.
14. Think aloud in front of your students. Let them hear you thinking, puzzling your way slowly through problems in the subject.
15. Regularly question your students Socratically.
16. Use concrete examples whenever you can to illustrate abstract concepts and thinking.

*Excerpted from "A Miniature Guide on How to Improve Student Learning", page 46-47.*



# Strategies that Foster Student Engagement

**Use the following tactics during class to ensure that students are actively engaged in thinking about the content. They should be routinely called upon to:**

1. Summarize in their own words what the teacher or a student has said.
2. Elaborate on what has been said.
3. Relate the issue or content to their own knowledge and experience.
4. Give examples to clarify or support what they have said.
5. Make connections between related concepts.
6. Restate the instructions or assignment in their own words.
7. State the question at issue.
8. Describe to what extent their point of view on the issue is different from or similar to the point of view of the instructor, other students, the author, etc.
9. Take a few minutes to put the above responses into written form.
10. Write down the most pressing question on their mind at this point. The instructor then uses the above tactic to help students reason through the questions.
11. Discuss any of the above with a partner and then participate in a group discussion facilitated by the instructor.

*Excerpted from "A Miniature Guide on How to Improve Student Learning", page 36.*



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