Conversations  
Teaching 8
Teaching Critical Thinking

Conversational processes such as role assumptions, procedures, and turn-taking behaviors that mediate classroom conversation are fundamental to the development of critical thinking skills. However, these processes are often taken for granted and may not be explicitly taught. To facilitate effective classroom conversations, teachers must explicitly model and teach these processes. This involves not only demonstrating how to participate effectively, but also explaining why these behaviors are important and how they contribute to learning. By explicitly teaching these conversational processes, teachers can help students develop the skills necessary for effective critical thinking.
In the workshop on teaching that I led earlier in this term, I was impressed by the depth and breadth of the ideas presented and the clear and concise way in which they were communicated. The participants shared their experiences and reflections on the process of teaching, and it was evident that they had a deep understanding of the subject matter. Their insights and suggestions were valuable and thought-provoking, and I believe that the workshop was a success in promoting critical thinking and problem-solving skills.

The workshop was organized around the theme of "Teaching Critical Thinking," which is a key element of effective teaching. The participants were encouraged to think critically about the teaching process and to explore different strategies for promoting critical thinking in the classroom. They were also asked to reflect on their own experiences as teachers and to identify areas for improvement.

Overall, I believe that the workshop was a valuable learning experience for all participants. It provided an opportunity to share ideas and experiences, and to learn from one another. I hope that the participants will continue to reflect on their teaching practices and to explore new strategies for promoting critical thinking in the classroom.

The session ended with a review of the key points discussed and a brief summary of the main takeaways. The participants were encouraged to continue to discuss the ideas presented in the workshop and to share their reflections with others.

In conclusion, I believe that the workshop was a success in promoting critical thinking and in providing an opportunity for professional development. I look forward to seeing the results of the continued efforts of the participants to implement the ideas and strategies discussed in the workshop.